

Human Sciences Research Council

**Monitoring and Evaluation of
DANIDA Support
to Education and Skills
Development (SESD) Programme**

Third impact assessment

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Human Sciences Research Council

**Monitoring and Evaluation of
DANIDA Support to Education and Skills Development (SESD)
Programme**

**THIRD IMPACT ASSESSMENT
Synthesis Report**

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EXECUTIVE SUMMARY

0.1 The Scope and Design of the Third Impact Assessment

Five impact assessment studies and a summative impact assessment follow the baseline study that was conducted in February 2003. This study is the third in the series of five impact assessment studies. The Synthesis Report synthesises the findings of seven individual FET college reports and documents the key changes that have taken place within the other four components of the SESD Programme, namely the provincial FET Directorates, the national FET Directorate, the SAQA Southern Regional Office, and the Department of Labour in the six months since March 2004.

The seven college reports, on which section 2 of this report is based, are an integral part of the overall reporting documentation as they provide detailed information that cannot be adequately represented in a synthesis report. Notably, following recommendations contained in the Review Mission Team's Report in late 2003, it was decided to include substantive information on colleges' organizational structures and curriculum profiles in subsequent college reports. This was provided in the previous synthesis report (of May 2004). In this evaluation round it was decided to forego collecting some of this data given that the data was not expected to differ too much from the previous round. The lack of a functioning college FETMIS system that readily collects data about the sector also facilitated this decision. Where researchers were able to collect new data, they have included this in their respective reports. The fourth impact assessment round in March 2005 will again describe in detail the developing organisational structures of colleges and the kinds and levels of curriculum programmes provided at each college.

0.2 The Structure of this Report

The synthesis report begins with a section that reviews the present status of the FET sector and offers particular ways of reading the overall report. The section also includes some suggestions about how the evaluation process can be reorganised in subsequent evaluation visits.

The next five sections report on the various dimensions of the SESD Programme. In section 2 comparative data is provided to indicate the key trends that have emerged since the evaluation process began twenty months ago. This is followed by a discussion of changes over the past six months at the provincial and national education directorate levels, at the level of the SAQA Southern Regional Office, and at the Department of Labour level. Section 7 provides selected findings and recommendations.

0.3 The FET Colleges

Section 2 compares data on seven dimensions within seven FET colleges over the twenty-month period from February 2003 to October 2004. The graphs that are presented on the seven dimensions are followed by an analysis of the key features that inform possible trends in the sector. Section 2

confirms the overwhelmingly positive impact that the SESD Programme has had on the selected colleges.

The overall trend across the seven colleges is positive and reflects significant growth in all of the dimensions assessed. Whereas respondents in the previous round seemed to adopt more caution during the rating exercise, in this round respondents comfortably raised most ratings. The average increase for each dimension was 0.5, except *institutional health* where the average rating increased by 0.2.

Knowledge Sharing continues to be the strongest dimension, with *Leadership and Management* and *Values and Vision* close behind. The increase in rating for the latter two dimensions suggests that the reorganised college management structures are starting to show their value, and respondents seem increasingly positive about where the sector is going. This is also evident in the continued strength of the *Knowledge Sharing* dimension, the growth of which is built on significantly better interaction within and across colleges. *Learner Support* no longer scores the lowest of the seven dimensions. It has in fact experienced the highest growth (of 0.8) since the last evaluation. *Institutional Health* presently holds the lowest rating, influenced perhaps by concerns about the financial, infrastructural and human resource capacity of colleges. A more detailed discussion of these trends is provided in section 2.

0.4 The Provincial FET Directorates

Section 3 contains separate sub-reports on each of the three provincial FET Directorates. The sub-reports show that, given firm support, all three directorates are capable of playing important roles in the FET colleges sector. In this regard, a number of trends pervade the three FET Directorates. Firstly, capacity concerns within FET Directorates require further attention. Secondly, FET Directorates have to urgently finalise the make-up of college staff establishments and complete the absorption and placement processes currently underway. Thirdly, the relationship between schools and colleges needs to be addressed at the policy level to free up resources for the respective sub-sectors and to resolve curriculum concerns. Fourthly, FETMIS systems that adequately support strategic planning processes in the respective provinces are not yet in place. These systems are critical if the provincial directorates are to be effective.

The FET Directorate in the North West Province has not had a FET Director since October 2002, which has constrained the pace of development in the province. The directorate team however is close to its human resource capacity, only awaiting the appointment of the FET Director and one further member of its Deputy Chief Education Specialist (DCES) team, with each team member fully aware of his/her specific function within the directorate. Furthermore, it is expected that the North West Department of Education (NWDoE) will approve college organograms in the next month. This will allow permanent middle management structures to be installed in the college sector.

The strong leadership roles of the FET Directorates in the Western Cape and Kwazulu Natal continue to have important co-coordinating influences in the two provinces, with particular foci on the

development of enabling environments for FET colleges. In this regard, the Western Cape FET Directorate has not only become much more prominent (compared to other departments within the WCED) than before but is expected to play a prominent future role in the rollout of the province's overall HRD strategy.

0.5 The National Directorate

The previous synthesis report noted a growing prioritisation of the FET college sector by the Presidency, with an assumption that this would quickly transmit itself into a stronger focus on FET in the national Department of Education (DoE). However, the post of Deputy Director General for FET has remained unfilled for the past six months and the expected increase in staffing for the Public Colleges Directorate has not materialised. More seriously for the SESD Programme, the Chief Technical Advisor's contract ended at the end of September and a decision is pending about the future of the national component, which has effectively been dormant from the beginning of October.

Section 5 observes how the presence of the SESD Programme over the past twenty months has assisted the national FET Directorate, and the DoE more generally, in its strategy of support for the college sector through the piloting of units such as the Linkages and Programmes Units (LPUs), the Student Support Units (SSUs), and the Marketing and Communications Units (MCUs). The SESD Programme has also helped through the development of guidelines in some of these areas (e.g., the National Policy for Student Support) and in other areas such as the Recognition of Prior Learning.

It is notable though that what the Programme can do to support the activities of the Directorate is constrained by the continued under-staffing of the Directorate. Equally, the lack of an official communication channel for sharing with the other six provinces has limited the impact of the initiatives that have emerged from the three Programme provinces.

0.6 The SAQA Southern Regional Office

The SAQA Southern Regional Office participates in the SESD programme on a year-to-year basis. The previous synthesis report noted a shift in the activities of the SAQA office in relation to the SESD Programme to a specific focus on the production of materials in Mathematical Literacy and Communication Studies that relate to the Fundamental component of SAQA-registered qualifications.

As noted in the previous synthesis report, it is not yet possible to assess the full impact of the resource packs for communications and mathematical literacy. The report provided for this section thus focuses on the progress experienced thus far in relation to indicators provided for this activity. It is still anticipated however that the materials development activities will make a substantial impact on colleges' abilities in the Western Cape to develop programmes that are NQF-aligned and responsive to the needs of the region, as well as to their ability to develop appropriate materials for the delivery of new programmes in the future.

0.7 The Department of Labour

The Department of Labour (DoL) component has gone through a difficult period since the last evaluation. However, there are grounds for optimism as the DoL has found crucial ways of dealing with some of its key challenges.

Although the component has had capable project management and the close backing of both the relevant Deputy Director General (DDG) and the Chief Technical Advisor (CTA), it appears that it has not been sufficiently embedded in the routine processes of the Department of Labour. The appointment of an implementing agency looks likely to have reduced some of these problems and the Department intends to address a funding issue through the imminent NSDS 2. The appointment of an implementing agency is also likely to remove some of the burden from the project manager, which was identified as a concern in the previous evaluation.

It appears that many of the positive impacts of the project have been unanticipated as the need to address a range of issues at different points of development have led to wider processes emerging that have spread the project's influence beyond its initial boundaries. This is a major benefit of the project and reflects the ability of both the SESD Programme and the Department of Labour to work flexibly and innovatively.

The biggest current concern about the future of the project comes from the failure to get agreement with the Department of Education regarding the selection process for additional participant colleges. This is unfortunate as this partnership between the two Departments was one of the most attractive elements of the model. It is to be hoped that this matter will be resolved as part of the broader realignment of SESD-DoE relations.

0.8 Overall findings and recommendations

The final section of the synthesis report comprises the main findings and recommendations related to the impact of the SESD Programme over the relevant six-month period. While the section primarily re-emphasises the key findings that were raised in the previous synthesis report, it also unpacks some of the ways in which organizational and structural concerns within the college sector are shaping the perception of change therein.

A key finding during the October 2004 evaluation is the negative feelings of campus staff members towards the establishment of college head offices located quite far apart from campuses, and the perception that most personnel positioned there have very limited understandings of the localised campus environments. It is suggested that this campus level unease with their central offices is attributable to a virtually unresolvable tension between the goals of transformation in the sector (and its socio-political challenges) and the predominant marketised approaches to institutional transformation in FET colleges in South Africa.

A further finding is that respondents are increasingly critical of developments that until now have generally been viewed as positive. Respondents note for example that the issue of the financial health of colleges is far more complex than is often acknowledged and that decisions with regard thereto invariably has far-reaching implications for a host of other issues within campuses.

The overall finding is that the multi-layered approach taken by the SESD Programme is starting to show significant benefits and that valuable lessons have been learnt that have helped the Programme to adapt some of its initial strategies and to pursue new avenues of support. The report notes that the SESD Programme has influenced the overall development of a more responsive and labour market-orientated FET college sector by assisting the various levels of the college community to interact positively and to collectively work towards a common vision for the sector. The challenge hereafter is to also engage with some of the key consequences of decision-making and strategic planning thus far and to understand their impact on the further growth of the sector.

Section 1

Introduction and how to read the Synthesis Report

1.1 Overview

In 2004, after a decade of democracy, the South African public FET college sector is undoubtedly in a healthier condition than before. College student numbers have increased five-fold since 1992, racialised demographics have been transformed, new policies have been developed for almost all aspects of college activities, and there has been much progress with regard to governance, management and with making FET education provision more relevant and responsive. Moreover, the FET sector is firmly tackling the key issues of curriculum transformation and the recapitalisation of FET Colleges.

Of course, a great number of problems persist with the still-emerging system unable to contend with some of the outcomes of college reforms. The process of change has also thrown up previously unresolved tensions and highlighted the need to ensure policy coherence across the education and training system. Importantly, given that a key aim for the sector is that it should become more relevant and responsive, too little is known about what colleges can actually be expected to achieve, as well as about the capabilities of staff and students in the sector.

Danish assistance to education and training development in South Africa since 2002 has focused on contributing to the college sector grappling with, and understanding, key aspects of its mandate and function. In helping seven FET colleges develop towards becoming effective and efficient FET institutions that produce graduates who are both employable and adequately prepared for further study and learning, the SESD Programme emphasises the delivery of practical and labour market oriented education and skills training provision. The Programme funds flexible and durable training provision that appropriately adapt and change as lessons and environmental changes in the sector become evident over the three-year funding period.

In that respect, the SESD Programme assistance is providing important opportunities for the seven SESD-funded FET Colleges to test and develop particular aspects of their functioning, including the introduction of special units within colleges, that make them more responsive to the needs of industry, communities and students. The introduction and funding of initiatives like the Linkages and Programme Units (LPUs), Student Support Units (SSUs), and Marketing and Communication Units (MCUs) will undoubtedly serve as crucial vehicles whereby colleges as collective entities cultivate the mechanisms, structures and capabilities to better serve their various stakeholder populations. It is expected that the lessons learnt from experiences with these units will eventually help non SESD-funded colleges to replicate and further develop similar kinds of unit innovations.

In addition, the six-monthly evaluation of the impact of SESD-funding to FET colleges (conducted by the HSRC) is meant to uncover or provide useful information for further adjustments to the SESD Programme. Such adjustments are expected to better assist the seven colleges in shifting from policy planning to policy implementation.

1.2 How to read this report

The task of the four evaluation exercises over the past twenty months (a baseline report followed by three impact assessments) has been to assess the achievement and progress of seven identified variables or dimensions at the college level that are deemed likely to lead to the better education and better employability of FET college students. Tracking the progress of these seven dimensions (and that of their respective characteristics - as listed in the table below) is deemed necessary to better understand change as it has occurred, and is occurring, in the FET college sector. Notably, the findings of the four evaluation exercises over the twenty months have been captured in two different kinds of reports.

Firstly, during each evaluation exercise individual reports are compiled for the seven SESD-funded FET colleges in which detailed explanation is provided for the chosen ratings for the seven dimensions. These reports contain important accounts of the ways in which the particular contextual conditions confronting individual colleges influence the progress (and rating) of the seven dimensions.

Secondly, each evaluation exercise is accompanied by a synthesis report in which key findings with regard to each of the seven FET Colleges are captured and collated to sketch a 'broader' picture of change in FET colleges in South Africa, and the impact of the SESD-funding thereon. Given that previous synthesis reports have succinctly described the ways by which readers should read a synthesis report and understand the ways, in which the seven dimensions are captured and analysed, that process is not repeated here. Suffice to remind readers that all synthesis reports monitor changes at three levels, namely the national, the provincial and the college. Given that both national and provincial Departments of Education play important roles in contributing towards the ways in which the seven dimensions progress in the three chosen provinces, it is important to simultaneously evaluate change within and across the different levels.

The seven dimensions seen as representing the core areas of required change are:

Dimensions	Outcomes	Characteristics
<i>Values and Vision</i>	A strong vision and a lived set of values drive colleges' transformation processes towards fulfilling their developmental mission.	<ul style="list-style-type: none"> • Practices guided by a clear institutional vision • Inculcation of a value system throughout the institution
<i>Leadership and Management</i>	Strategic leadership supported by effective management and governance systems, operationalises the transformed vision of the FET college system.	<ul style="list-style-type: none"> • Well-functioning systems of governance, including college councils and academic boards • Effective institutional leadership • Effective management systems

Knowledge Sharing	College and system performance enhanced through better flows of knowledge horizontally and vertically within the system, as well as with external stakeholders.	<ul style="list-style-type: none"> • Effective vertical knowledge sharing and learning in the FET system • Effective horizontal knowledge sharing and learning in the FET system • Effective external knowledge sharing and learning in the FET system
Institutional Health	The financial health and physical infrastructure of colleges contribute to their proper functioning in supporting employability.	<ul style="list-style-type: none"> • The establishment and maintenance of financial health • Adequate infrastructure • Enhanced human resource capacity • Quality assurance system
Responsiveness	Employability enhanced through colleges' greater responsiveness to the needs of learners, their communities and the labour market.	<ul style="list-style-type: none"> • Good relationships with business • Good relationships with local communities • Good relationships with other state bodies • The development, provision and evaluation of learnership programmes • The development, provision and evaluation of SMME programmes • The development, provision and evaluation of short courses/ skills programmes
Teaching and Learning	A culture of learning promotes both employability and personal development. Strong systems of curriculum development classroom pedagogy and staff development support quality learning.	<ul style="list-style-type: none"> • Functioning curriculum development processes • Quality curricular delivery • Well-functioning staff development processes
Learner Support	Learner support systems improve labour market and life outcomes through support to learners' health, learning and insertion into the labour market.	<ul style="list-style-type: none"> • The development, implementation and evaluation of academic support programmes • The development, implementation and evaluation of HIV/AIDS awareness interventions • The development, implementation and evaluation of guidance and counselling systems

1.3 Impact assessment procedures and perceived changes thereto

As noted in previous synthesis reports, two campuses of each SESD-funded college are visited during each round of evaluation/assessment. Evaluators spend two days at each campus where they conduct two focus group interviews and one individual interview with the campus head. The purpose of these interviews is to document different viewpoints of change in the FET college sector. This format has, until October 2004, been very effective in getting a campus viewpoint of the college and how the various sites are working together as one college. Importantly, colleges have been significantly reorganised over the past year, and in many cases campus staff members have either been shifted to some campus sites not included in the evaluation visit, or 'promoted' to work in college central offices. Such members possess vital knowledge of how things have changed in the college. It may at some point become necessary to interview such individuals (perhaps in a separate activity or project) to document their viewpoints of change over the three evaluation years.

The role of the campus manager has also changed because of college reorganization during 2004, to the extent that the campus manager is no longer the only senior staff member who can shed light on the overall development of the campus site. In this regard, programme managers of, for example,

engineering, business studies, general or utility studies can shed important perspectives on how colleges are managing change, given that programme managers work across multiple campus sites. Such individuals may need to be included in focus group interviews during subsequent evaluation visits, or interviewed separately. An expansion of the participant base at the campus level will certainly help evaluators get a better grip on the ways in which change is taking place across the campuses.

Evaluators also spend one day visiting the college central office where they interview the college CEO and conduct one focus group discussion with the senior college management team. During the October 2004 evaluation visits, evaluators also individually interviewed key senior management in charge of college marketing, linkages with industry and communities, and student affairs, as well as other department heads and managers located in the central offices.

With the recent establishment of formal Linkages and Programme Units (LPUs), Student Support Units (SSUs), and Marketing and Communication Units (MCUs) predominantly based at the college central offices, knowledge about how college structures work and perform across campuses also lie with the heads of these units. Many senior management personnel involved in academic affairs (and not previously consulted in the evaluation process) also possess valuable understandings of college progress. It is presumed that either all or a sample of these individuals need to be formally included in subsequent focus group interviews.

Indeed, it may be necessary to reshuffle both the participant structure of interviewees in subsequent evaluation visits as well as the amount of time allocated to the various evaluation activities. There is little doubt that at least one further focus group interview needs to be added to the day-visit to college central offices. However, in reconfiguring the format of evaluation visits much care must be taken not to compromise the nature and overall shape of the three-year longitudinal HSRC study.

1.4 Observations from the evaluation process of October 2004

A number of developments took place during 2004 within the seven SESD-funded FET Colleges the impact of which needs to be understood for this and subsequent evaluation visits. Notably, while it is clearly desirable that the ratings for all seven dimensions shifted upwards for all the SESD-funded colleges during the past year, it is important to recognise that in many cases some of the ratings improved (or did not improve) due to developments not linked to the SESD-funded intervention. The nature of some of these developments may need to be confronted and analysed if further change in the FET college sector is to be properly understood.

Some of the above noted developments are linked to staff incapacity at colleges to provide certain types and levels of provision, the inadequacy of infrastructure to offer a wide range of provision, the limits of the financial models adopted by most FET colleges and the lack of overall policy coherence across the FET college sector. Indeed, given that college transformation is expected to be a long-term process, these concerns would normally be regarded as developmental issues addressable over time.

However, such is the speed of some changes at college level presently that FET Colleges struggle to absorb and understand the real impact thereof, or how they influence other aspects of the FET college experience. These and other complexities are discussed in more detail in the seven individual FET college reports, but are also evident in coverage in different parts of this synthesis report.

SECTION 2

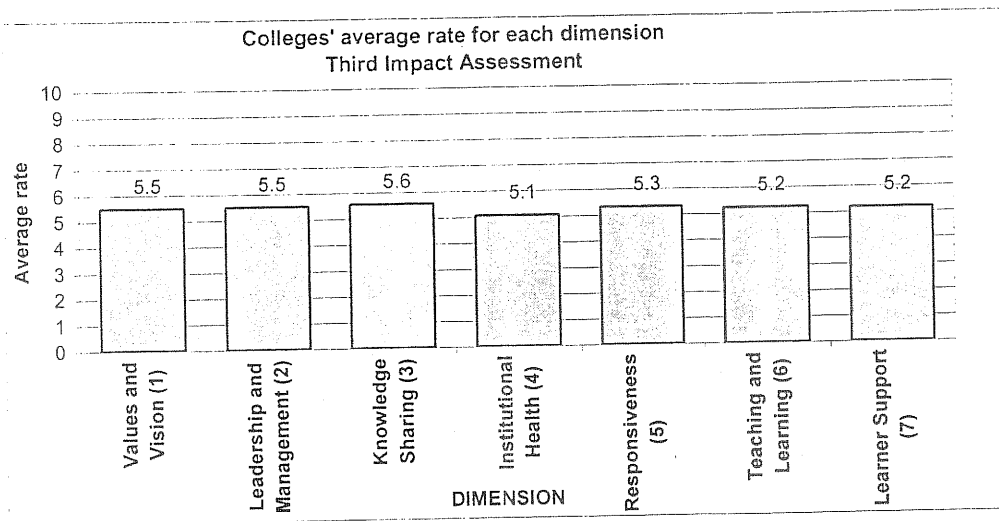
FET Colleges

2.0 Introduction

In this section, the ratings for the third impact assessment are presented and analysed in relation to the ratings obtained from the baseline study and the two previous formative impact assessments. The graphs thus cover a period of twenty months from February 2003 to October 2004. Each graph is followed by an analysis of pertinent features that highlight emerging trends.

The first part shows the ratings for the third formative impact assessment. The next part shows composite graphs that indicate the increase or decline in average ratings over the past twenty months for all seven colleges supported by the SEDS Programme. Thereafter each evaluation dimension is presented individually, with a separate graph for each province. In this impact assessment round, ratings were not collected at the provincial FET Directorate level. Importantly, the seven individual FET College reports provide the more detailed analysis of ratings, and colleges are encouraged to consult these documents to explore discussions on positive and/or negative fluctuations in their own impact patterns.

2.1 Results of the third formative impact assessment

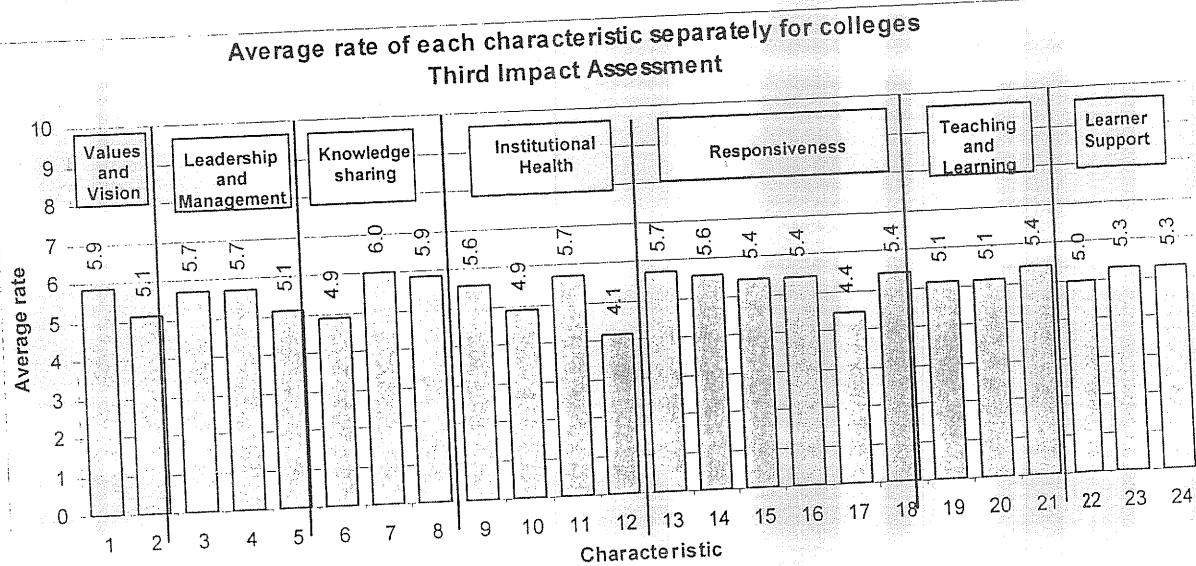


The overall trend is positive and reflects significant growth in all of the dimensions assessed. It was noted in the previous round that respondents seemed to be adopting a more pragmatic approach during the ratings exercise, and were mostly prepared to increase ratings only when gains were clearly visible. In this round of ratings, given tangible gains since April 2004, the average increase is (minimally) 0.5 for each dimension, except *institutional health* where the rating increased by 0.2.

Knowledge Sharing continues to be the strongest dimension, with *Leadership and Management* and *Values and Vision* close behind. The increase in rating for the latter two dimensions suggests that the

reorganised college management structures are starting to show their value, and respondents seem increasingly positive about where the sector is going. This is also evident in the continued strength of the *Knowledge Sharing* dimension, the growth of which is built on significantly better interaction within and across colleges. College participants seem committed in taking forward individual colleges and the overall sector. *Learner Support* no longer scores the lowest of the seven dimensions. In fact it has experienced the highest growth (of 0.8) since the last evaluation. *Institutional Health* presently holds the lowest rating, influenced perhaps by concerns about the financial, infrastructural and human resource capacity of colleges.

The next graph, which shows the average ratings of the 24 characteristics that make up the dimensions, offers a more detailed breakdown of the trends noted above.



CHARACTERISTICS

- 1 Practices guided by a clear institutional vision
- 2 Inculcation of a value system throughout the institution
- 3 Well-functioning systems of governance, including college councils and academic boards
- 4 Effective institutional leadership
- 5 Effective management systems
- 6 Effective vertical knowledge sharing and learning in the FET system
- 7 Effective horizontal knowledge sharing and learning in the FET system
- 8 Effective external knowledge sharing and learning in the FET system
- 9 The establishment and maintenance of financial health
- 10 Adequate infrastructure
- 11 Enhanced human resource capacity
- 12 Quality Assurance System
- 13 Good relationships with business
- 14 Good relationships with local communities
- 15 Good relationships with other state bodies
- 16 The development, provision and evaluation of learnership programmes
- 17 The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)
- 18 The development, provision and evaluation of short courses/ skills programmes
- 19 Functioning curriculum development processes
- 20 Quality curricular delivery
- 21 Well-functioning staff development processes
- 22 The development, implementation and evaluation of academic support programmes
- 23 The development, implementation and evaluation of HIV/AIDS support programmes
- 24 The development, implementation and evaluation of guidance and counselling systems

The rating for *Horizontal Knowledge Sharing* continues to grow. This is probably facilitated by the ways in which college staff structures have been reorganised, with programme managers now working across a number of college campuses. The continued influence of provincial 'best practice' forums, college delegations visiting other colleges to witness their practices, and, in the Western Cape, of the Colleges Curriculum Committee (CCC) also provide college staff from the different campuses and colleges with far greater opportunity to interact and discuss. *Vertical Knowledge Sharing*, which refers predominantly to improved communication flows between provinces, colleges and campuses, also increased by 0.3 in rating. It is notable that the rating for *External Knowledge Sharing* improved by 0.9. This is most likely due to the impact and work of new units within college structures, such as Linkages and Programme units, but is also undoubtedly the result of much better (and productive) communication between individual campus and college participants, SETAs and other external bodies.

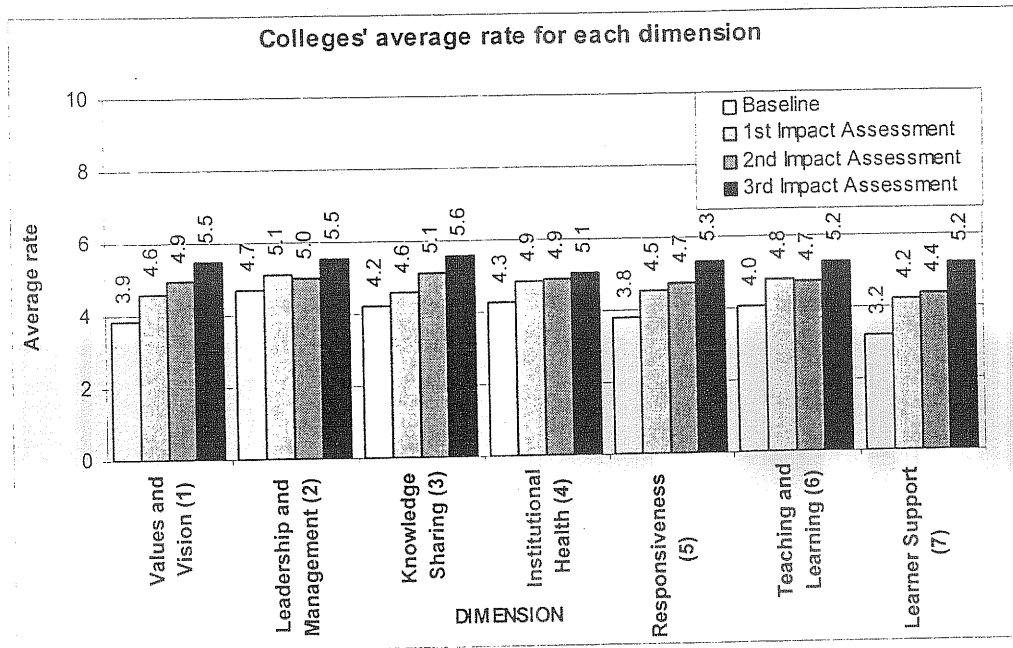
Concerns about the current financial model of colleges, their ability to absorb more students given their present reconfigured infrastructures, and the perceived capacity of their human resources to provide for such students, inform the limited increase in ratings in the *Institutional Health* dimension. In the previous formative impact assessment, characteristic no.11 (*Enhanced human resource capacity*), for example, was one of the strongest emerging characteristics. However, respondent concern and despondency with the moving of key campus personnel to head office, and the continued absence of established college organograms in all provinces, has led to no movement in this rating. Notably, there has been an increase of 0.5 in the rating of the related activity of *Staff Development* (characteristic no. 21). This suggests that in accessing staff development training, college staff members remain committed and confident in the growth of the sector, notwithstanding their caution about human resource capacity. However, respondents do highlight the need to provide specific training for the strengthening of subject expertise and the gaining of workplace experience. Moreover, staff members note that while colleges have received a fair amount of training in assessment, moderation, verification, outcomes-based education and related topics, this training does not capacitate them if their curriculum is not NQF-aligned.

Characteristic no. 12 (*Quality assurance*) has the lowest rating of 4.1. This continued low rating for no. 12 flags concern within the sector about the need to ensure quality FET provision. Undoubtedly, this will continue to be one of the key sector challenges in this fast-changing environment. Nonetheless, whereas the related characteristic no 20 (*Quality curricular delivery*) decreased from 5.1 to 4.7 in the previous assessment round, in this round the rating returned to 5.1. This suggests that staff members are confident about the capacity to deliver quality curricular.

The *Responsiveness* dimension scores the most consistent increase across its six characteristics. Characteristic no.17 (the development of programmes for SMEs) is the only characteristic that fares badly (at 4.4) within this dimension, and reflects the inability of colleges to adequately come to terms with the unpredictable nature of the small and micro enterprise sector. Much more advocacy work is required to convince all role-players to support programmes that focus on SMEs.

2.2 Average ratings for all colleges: Composite graph

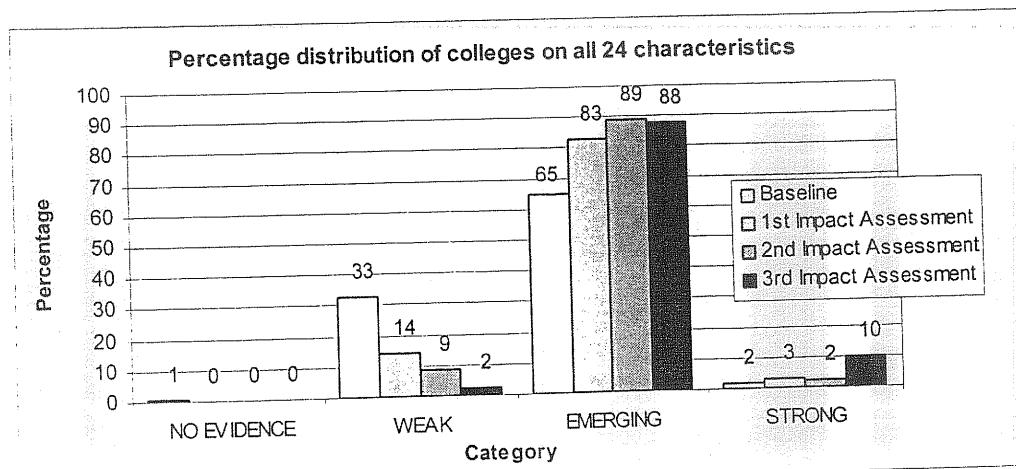
The next graph and table are particularly important to an analysis of initial trends.



Dimensions	Rating difference				
	Baseline	1st Impact Assessment	2nd Impact Assessment	3rd Impact Assessment	Difference from Baseline to 3rd Impact Assessment
1 Values and Vision	3.9	4.6	4.9	5.5	1.6
2 Leadership and Management	4.7	5.1	5.0	5.5	0.9
3 Knowledge Sharing	4.2	4.6	5.1	5.6	1.4
4 Institutional Health	4.3	4.9	4.9	5.1	0.8
5 Responsiveness	3.8	4.5	4.7	5.3	1.5
6 Teaching and Learning	4.0	4.8	4.7	5.2	1.2
7 Learner Support	3.2	4.2	4.4	5.2	2.0

The first observable trend is that all dimensions have shown upward progress over the twenty-month period. The Third Impact Assessment shows that almost all dimensions are moving steadily towards the higher end of the *emerging* category. Notably, the *Learner Support* dimension no longer lags behind the others and has shown the biggest overall growth.

The next graph shows the movement between the three assessment categories.



While the progress achieved has not been spectacular, the results show a substantial decrease in the weak category and an important increase in the strong category. The significant progress at the strong-category end during this assessment round is undoubtedly due to the sustained and focused SEDS support, as is discussed and acknowledged in each college report.

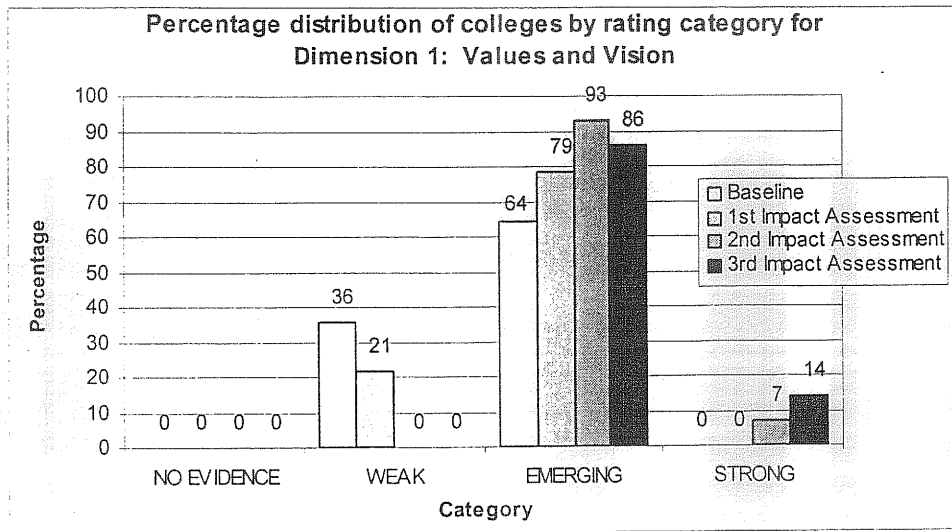
2.3 Analysis of each dimension

The next set of graphs provides a more detailed interpretation of how each dimension rates at college and campus level. The first graph presented for each dimension shows the percentage distribution in terms of the three categories: *weak*, *emerging* or *strong*. This composite graph shows how each dimension has moved between the three categories over the past twenty months. In the graphs of each dimension that follow, each province is represented separately. It should be noted with regard to these graphs that provincial ratings are only obtained at the beginning of each year. Provincial ratings for the first and (this) third impact assessment (September 2003 and September 2004) are thus reflected as 0.

2.3.1 Values and Vision

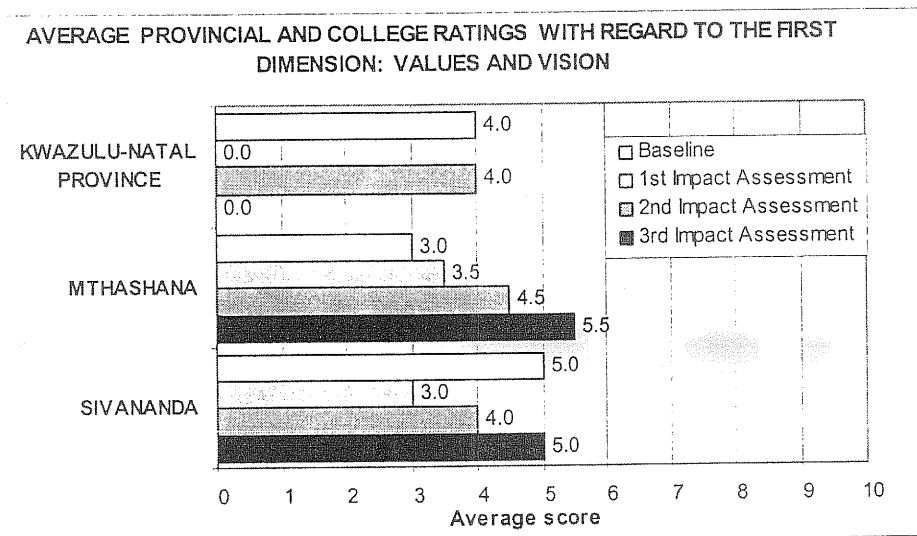
Outcome	Characteristics
A strong vision and a lived set of values drive colleges' transformation processes towards fulfilling their developmental mission.	<ul style="list-style-type: none"> Practices guided by a clear institutional vision Inculcation of a value system throughout the institution

2.3.1.1 Distribution trends



The composite graph in 2.2 above shows that there has been strong positive movement in this dimension (from a baseline rating of 3.9 to a third impact assessment rating of 5.5) over the past twenty months. The establishment of college central offices, and the reorganisation of the ways in which campuses operate, have meant that most staff members daily contribute to, and have a greater awareness of, a cohesive college identity. This is evident in the 7% shift from the emerging to the strong category, which suggests that most college staff members have become more aware of the vision and anticipated role of FET colleges. While many staff members continue to identify with their own campus rather than with the new college, the broad values of constitutionalism, democracy and social justice (necessary for a vibrant FET sector) are clearly becoming more widely embedded.

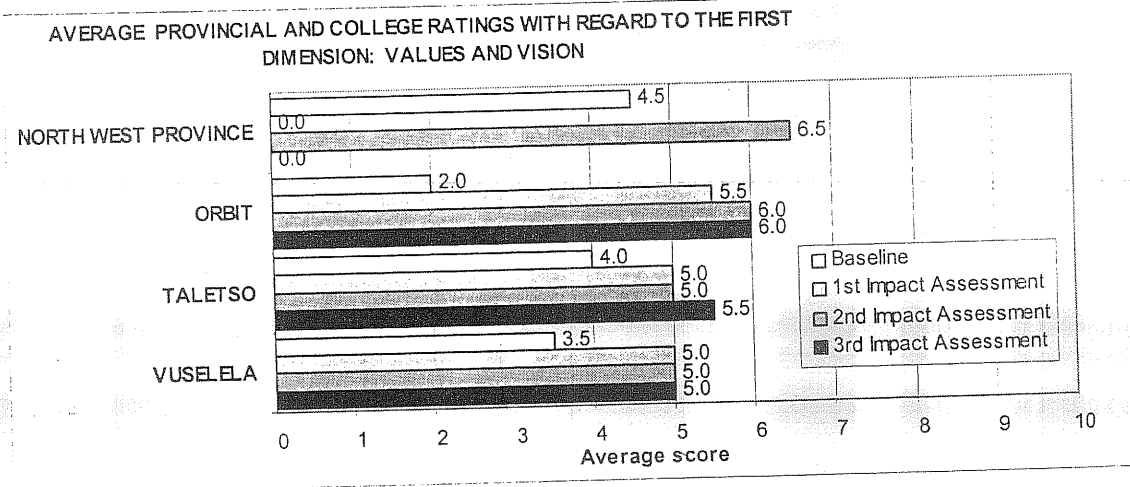
2.3.1.2 Kwazulu-Natal Province



The rating for this dimension in both SESD colleges in KZN has steadily increased over the twenty-month period. The college ratings show that Mthashana is moving forward at a steady pace, while

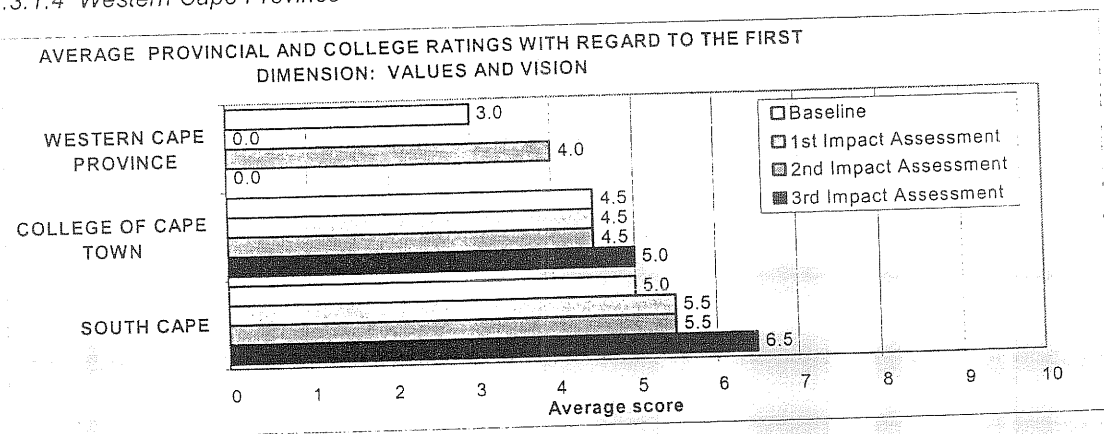
Sivananda has regained the ground lost at the time of the first impact assessment. The overall view is that this dimension would be in the strong category were it not that many campus level staff overly identify with their localised context and still do not readily think of themselves as a vital part of their respective college. This is unsurprising however given the differences in campus location and the great distances between campuses.

2.3.1.3 North West Province



In the North West Province the rating for this dimension in the previous assessment was relatively high. Unlike SESD colleges in the other provinces, the CEOs, and management structures like college councils, have been in place in the North West province for a while now. This has had a stabilising effect on the FET colleges and presumably has led to the steady inculcation of core values associated with the respective colleges' visions and missions. The current reworking of respective college strategic plans is expected to further bring about greater knowledge of, and support for, the respective college visions and the directions that they are taking to get there. Notably, there has been a very slight change in this rating for each of the three colleges over the past twelve months.

2.3.1.4 Western Cape Province



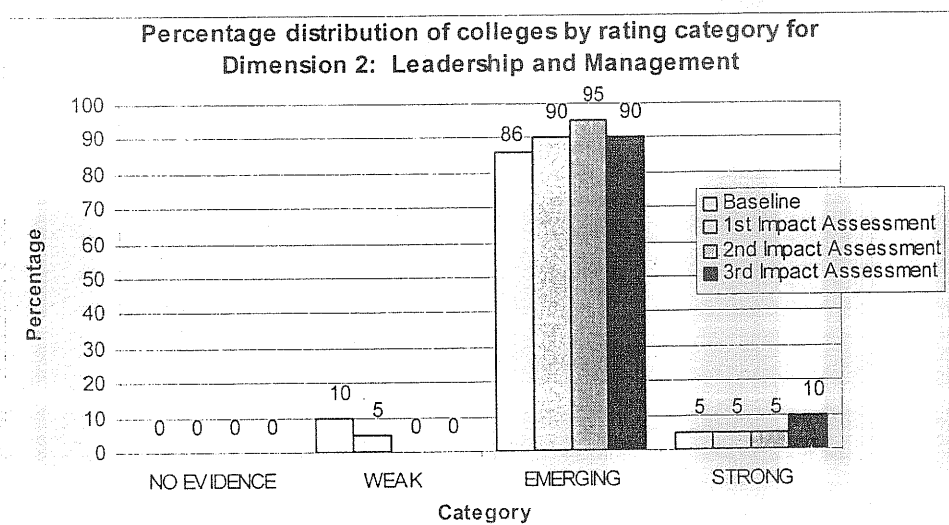
In the Western Cape, both SESD colleges chose to increase their rating during this round. This was attributed to the positive influence of the CEOs over the past nine months, the establishment of

central offices and the transfer to and 'settling in' of key campus staff members at the central offices. Respondents do caution however that while the college visions and missions are taking firm root, they are not yet 'shared' enough by staff members at all campuses. While staff participants note that this factor had informed their retention of roughly the same rating over the three previous assessment visits, they feel that recent developments warrant an increase in rating. These ratings reflect a significant upward move within the *emerging* category.

2.3.2 Leadership and Management

Outcome	Characteristics
Strategic leadership, supported by effective management and governance systems, operationalises the transformed vision of the FET college system.	<ul style="list-style-type: none"> Well-functioning systems of governance, including college councils and academic boards Effective institutional leadership Effective management systems

2.3.2.1 Distribution trends

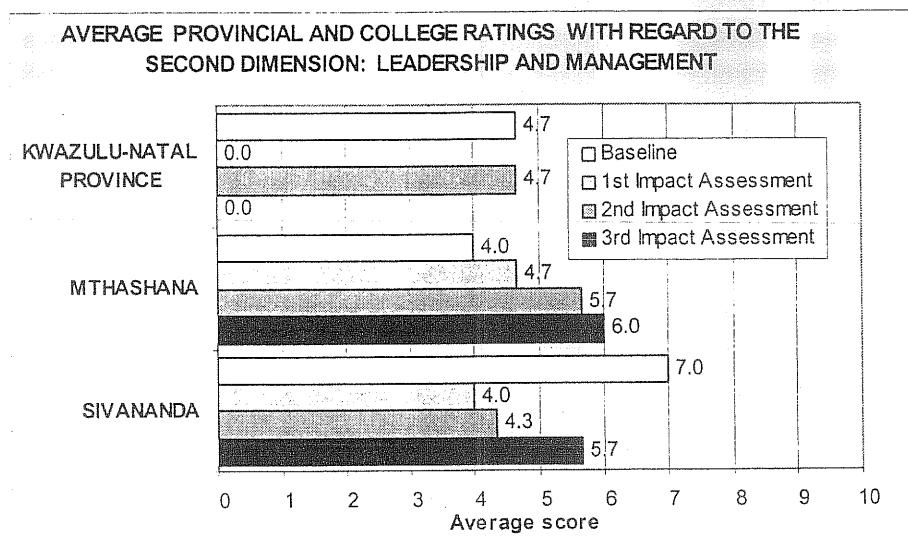


It was noted in an earlier section that *Leadership and Management* is one of the stronger dimensions. The various characteristics that make up this dimension all show an increase in rating. *Well functioning systems of governance, including college councils and academic boards* (characteristic no. 3) has the highest rating increase of 0.7, which suggests that college councils and academic boards are steadily beginning to function smoothly. While reports indicate some tension between councils and CEOs, with the distinction between governance and operational management not yet fully clarified, academic boards are mostly running smoothly and contributing positively to the running of colleges.

While the rating for characteristic no. 4 *Effective Institutional Leadership* has increased slightly, the fact that the level of senior management just below the CEO is not yet in place continues to raise disquiet among staff members. Such feelings of uncertainty inhibit the development of a strong sense of institutional leadership. A similar increase margin in the rating of characteristic no. 5, *Effective Management Systems*, (from 4.7 to 5.1) is attributable to the attention given to the introduction or

updating of systems such as PERSAL and COLTECH and DB2000. While the lack of up-to-date management information for effective decision making and strategic planning looks set to continue, there are firm attempts to strengthen the FETMIS environment in the sector. Recent developments in this dimension suggest a bigger shift to the strong category end in the next evaluation.

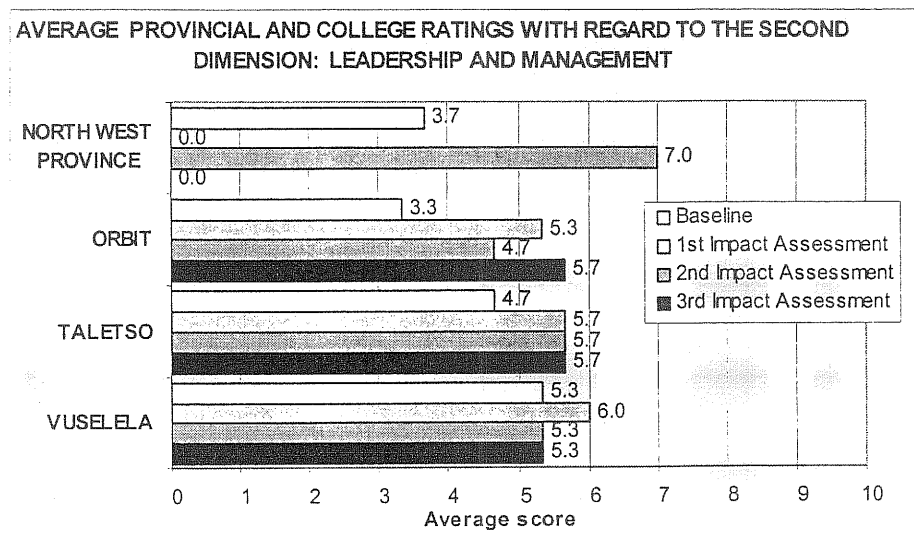
2.3.2.2 Kwazulu-Natal Province



The Mthashana rating exceeds the average rating for this dimension, with *institutional leadership* (characteristic no. 4) for example falling in the *strong* category. In the case of the Mthashana College campus and unit managers uniformly express approval of the quality of leadership provided by the rector and the ways in which he approaches his mandate. Moreover, while the characteristics *college councils and academic boards* (characteristic no. 3) and *management systems* (characteristic no. 5) remain in the *emerging* category, a lot of effort and energy have been put into the development of management systems in the past six months, and into generating the kinds of information and structures that ensure proper decision-making and analysis that support management functions.

The ratings for *college councils and academic boards* (characteristic no. 3), *institutional leadership* (characteristic no. 4), and *management systems* (characteristic no. 5) at the Sivananda College have all increased. All focus groups commend the work of the college council, and note that the academic board has now started functioning. With regard to *management systems* the college campuses now capture their own data, produce student cards etc, and have a single WAN system. However, with progress comes greater expectation. Thus, respondents tend to emphasise the many weaknesses in their system and in their knowledge thereof. For example, respondents now expect to get a wider range of information from the Coltech system, expect continuous and effective email access to all end users, and want an increased bandwidth to speed up connections. Similarly, while most respondents commend the institutional leadership, they note that the true test of good leadership and 'democratic participation and shared decision-making' will come when staff members are able or allowed to challenge management decisions and plans.

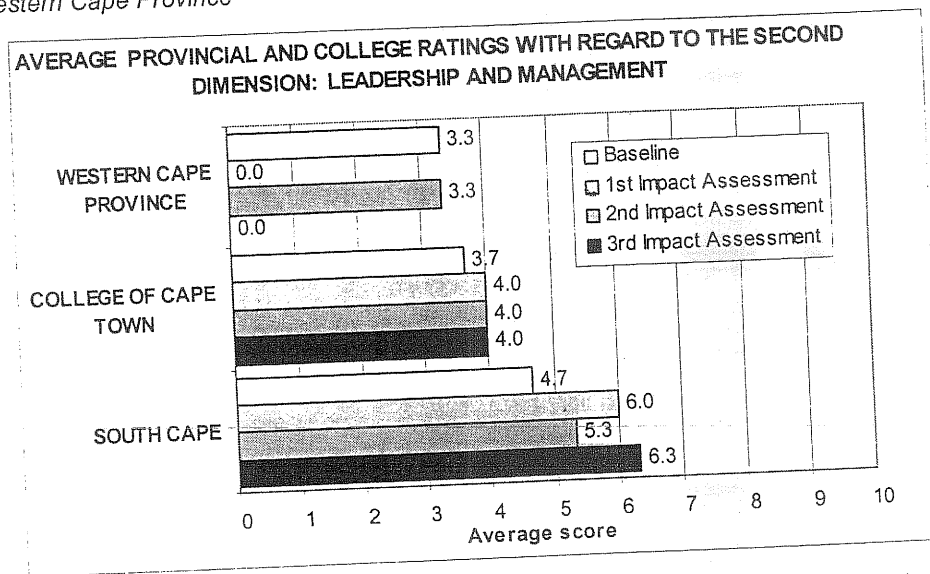
2.3.2.3 North West Province



Ratings for the Orbit College increased in all three characteristics that make up this dimension. This is based on the development of a sound system of representative structures and in recognition of the clarity all governance representative bodies display with respect of their roles and responsibilities. Furthermore, the majority of respondents regard the college leadership as strong on institutional leadership, understanding of the FET policy terrain, and clarity of purpose. This is undercut however, by the leadership's perceived failure to engage in what was termed genuine participatory decision-making. With regard to management systems, college management over the past six months have become convinced that the DB 2000 information management system can usefully serve the college's record keeping and information requirements, although it does acknowledge that considerable capacity building in the operation of the database will be required. At the time of the third impact assessment, the four new portfolio managers were attending an initial training session on the general operation of DB 2000 system.

Ratings for the Vuselela College largely remain the same, though most respondents are relatively positive about management structures and systems. Most respondents showed faith and support for the various management structures in the planning and overseeing of the college's overall functioning. Recent developments with regard to the greater centralisation of college functions, systems and structures have not been very popular however, and inform a cautious stance among staff members with respect to institutional leadership. With regard to management systems, three of the four college campuses have fully functional DB2000 systems, which are used effectively to inform planning and decision-making at campus and college levels.

2.3.2.4 Western Cape Province

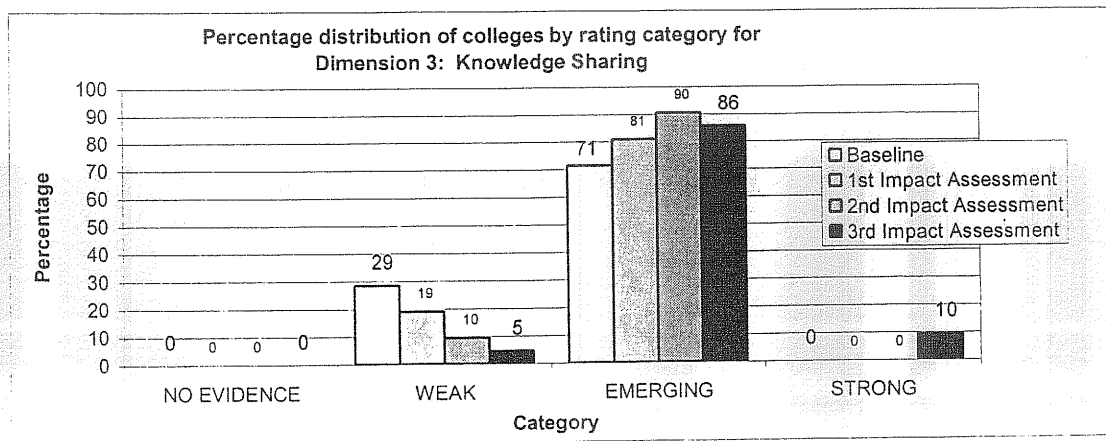


While college councils and academic boards are generally in place and functioning in the two SESD-funded colleges in the Western Cape, adequate staffing and infrastructural needs, including FETMIS systems, remain under-resourced. It is expected that the introduction of wide area networks (WAN) will improve the information and financial flows between campuses and the central office. In addition, although CEOs are starting to exert positive influences on their colleges, key concerns about the filling of senior management positions, currently occupied by staff members in an acting capacity, provide a degree of caution and disquiet around management issues in the province. This degree of this disquiet differentially affects the rating of the two SESD-funded colleges.

2.3.3 Knowledge sharing

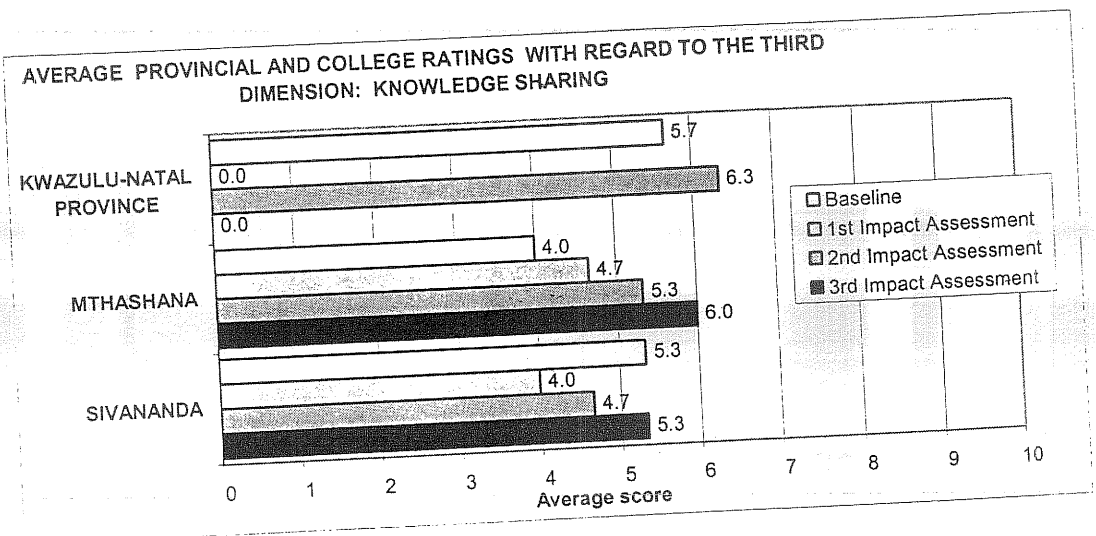
Outcome	Characteristics
College and system performance enhanced through better flows of knowledge horizontally and vertically within the system, as well as with external stakeholders.	<ul style="list-style-type: none"> • Effective vertical knowledge sharing and learning in the FET system • Effective horizontal knowledge sharing and learning in the FET system • Effective external knowledge sharing and learning in the FET system

2.3.3.1 Distribution trends



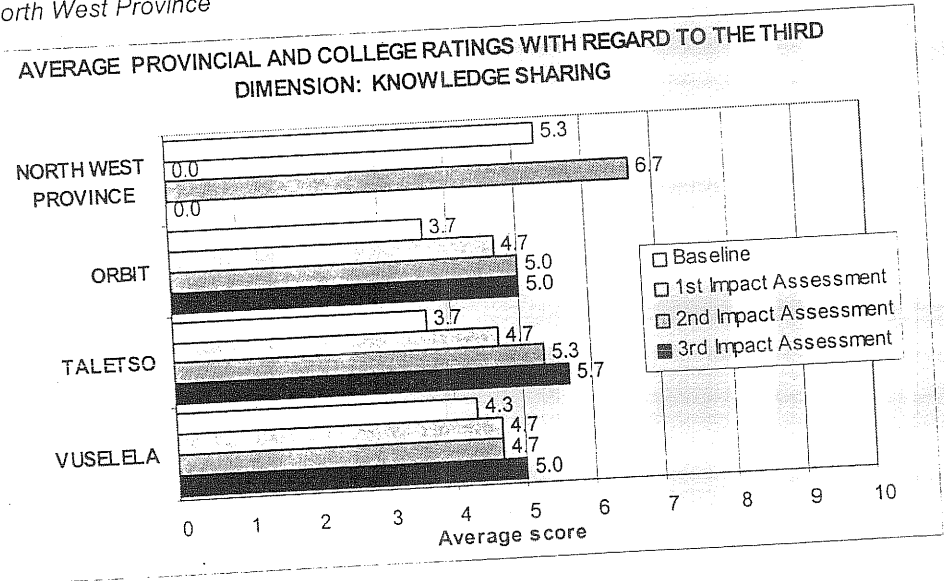
In this third impact assessment, a diminishing percentage of institutions continue to describe this dimension as weak, although the overwhelming majority indicate *Knowledge Sharing* to be the strongest of the seven dimensions. This is mostly attributable to big increases in the ratings of *horizontal knowledge sharing* (characteristic no.7) and *external knowledge sharing* (characteristic no.8). Alongside the establishment of central offices and the development of functional management systems like Linkages and Programmes Units, concomittant staffing structure developments have assisted in generating increased understanding of the requirements of the emerging sector and the need to communicate more effectively with fellow colleagues and other agencies. In this regard, a significant feature of the SESD Programme has been the extent to which it is trying to reach out to non-SESD colleges through invitations to attend workshops and seminars arranged by Provincial Technical Advisors (PTAs), as well as through funds made available by some provincial FET Directorates to enable non-SESD colleges to respond to such invitations. Many of the major initiatives undertaken at provincial level with SESD support also benefit all FET colleges in a province and not only those that are supported by the SESD Programme. It is notable that *Vertical knowledge sharing* (characteristic no.6) continues to be the weakest of the three characteristics that make up this dimension.

2.3.3.2 Kwazulu-Natal Province



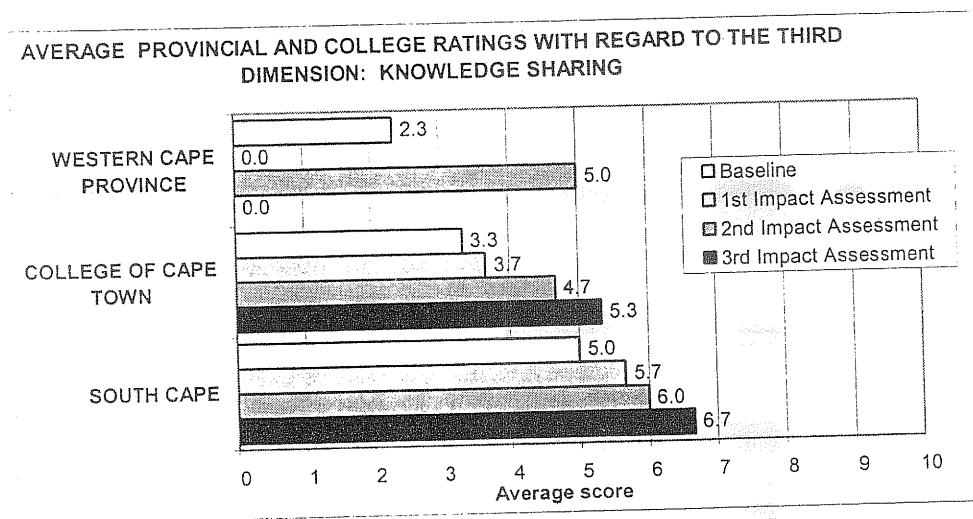
In both SESD-funded colleges in KZN, respondents note that there has been a considerable increase in engagement and information sharing across the campus sites and with other colleges in the province. This has taken place primarily through SESD workshop attendance and through Best Practices Forum committees. Respondents note also that visits to and from other colleges in other provinces (for example, Tshwane North) around "How do you do it?" or "How do you get that right?" have become prevalent. Although commenting positively on these kinds of experiences, respondents stress the need to meet on subject levels to discuss matters of common concern. Respondents also report that the establishment of Linkages and Programmes Units and Student Support Units are starting to influence better relationships with external bodies. They note that unit managers were now regularly attending meetings held by local businesses to discuss learnerships, and are further engaging schools and communities around both student support issues and providing career exhibitions.

2.3.3.3 North West Province



In North West province there has been a steady but small increase in the rating for this dimension. The conservative shift in ratings reflects however the great difficulty that staff members across colleges encounter in visiting other campuses and colleges, not only with regard to long distances between sites but also with respect to the great number of responsibilities that most staff members have within their respective institutions (as a result of staff shortages). Notably, many respondents point to the worsening of communication with the North West FET directorate both with regard to staff training and the gaining of programme approval. Many feel that the directorate lacks capacity to support the colleges properly and that this leads to limited vertical communication. Overall, the establishment of Linkages and Programmes Units and Marketing and Communication Units has facilitated interaction with both campus/college staff members and outside agencies and this has pushed up the rating of the dimension.

2.3.3.4 Western Cape Province

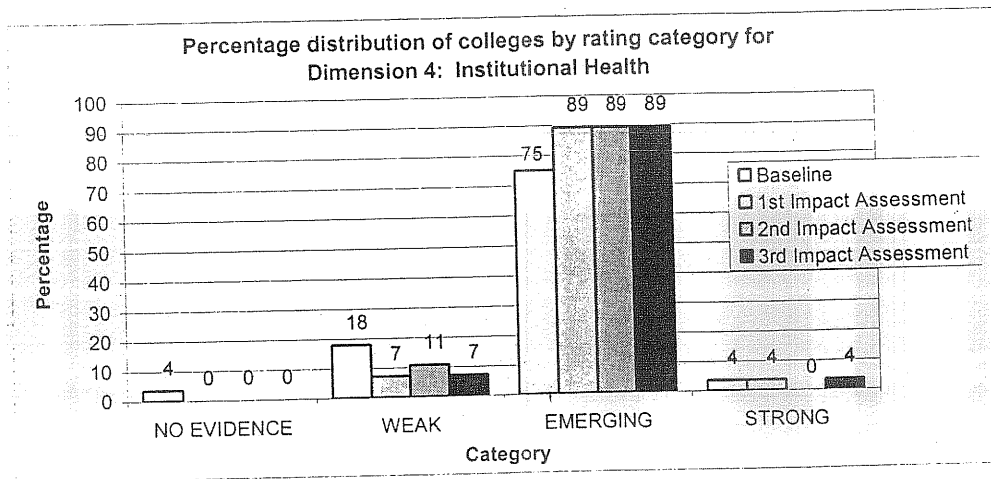


Given the rapid take-off of learnerships in the province and the numerous partnerships with outside agencies and local businesses, it is not surprising that external knowledge sharing and horizontal knowledge sharing have been greatly enhanced in the Western Cape. With the rapidly increased communication between businesses and colleges, and between staff members within colleges around developing programmes to service businesses, the broader student, staff, community and client populations have all come to better understand the new functions and vision of FET colleges. In fact, the SESD-funded colleges in the Western Cape are starting to develop sophisticated college mechanisms on how best to harness this improved communication

2.3.4 Institutional health

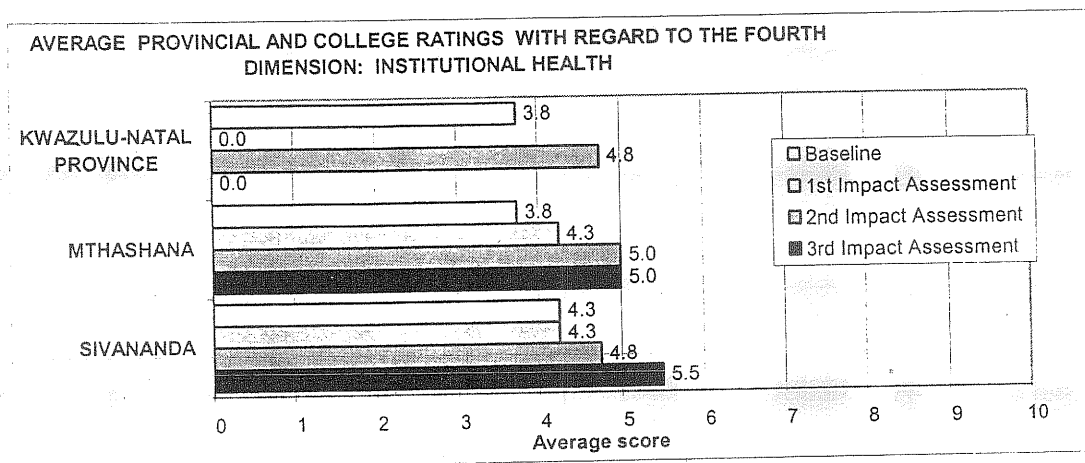
Outcome	Characteristics
The financial health and physical infrastructure of colleges contribute to their proper functioning in supporting employability.	<ul style="list-style-type: none"> • The establishment and maintenance of financial health • Adequate infrastructure • Enhanced human resource capacity • Quality assurance system

2.3.4.1 Distribution trends



The average percentage distribution for *Institutional Health* shows interesting variations over the four rounds of evaluation. While the percentage distribution in the *emerging* category remains constant there has been movement from the *emerging* category back into the *strong* category, as well as movement from the *weak* category back into the *emerging* category. In terms of average ratings, (across all SESD colleges) for each characteristic *establishment and maintenance of financial health* (characteristic 9) has an improved average rating of 5.6 (up from 5.3) and *enhanced human resource capacity* (characteristic 11) shows a small improvement from 5.6 to 5.7. *Adequate infrastructure* (characteristic 10) and *quality assurance systems* (characteristic 12) have also shown small improvements to ratings of 5.1 (from 4.9) and 4.1 (from 3.9) respectively. The limited nature of the changes can perhaps be attributed to a stabilising college environment. Given that most participants better understand what is required of FET colleges now, they seem to be engaging far more critically with the kinds of institutional capacities required to make colleges effective. By adopting a cautious and critical stance, respondents seem to want to reopen discussions around the various characteristics on how to address particular needs around their further development.

2.3.4.2 Kwazulu-Natal Province

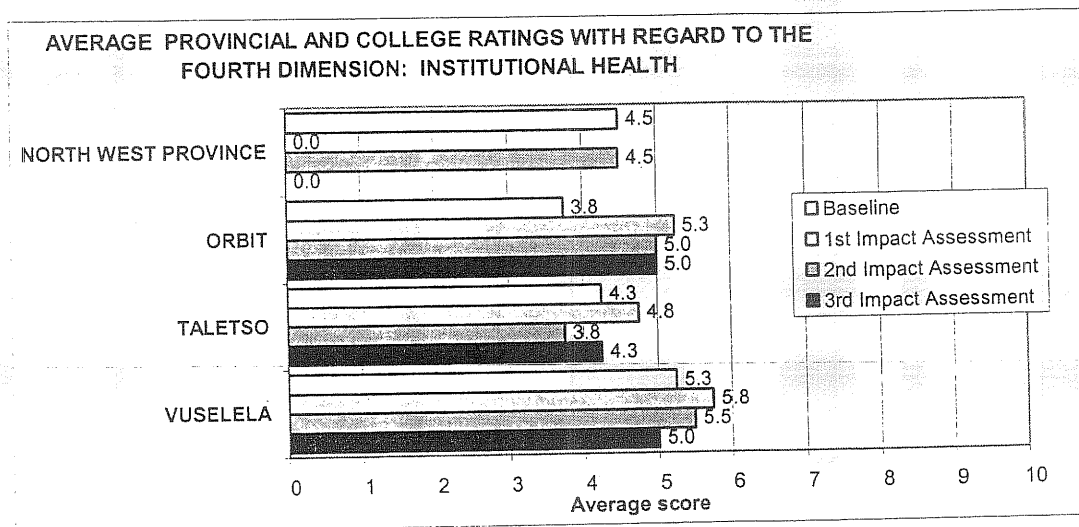


For the SESD-funded colleges in KZN there has been an improvement in the ratings for all four of the characteristics included in *Institutional Health*. College practices remain uneven, however, especially in relation to *quality assurance*.

By all accounts institutional systems, procedures and control mechanisms in the Mthashana College have improved significantly and are working well overall. This is notwithstanding the significant constraints and limitations imposed by the physical infrastructure of the college on programme and administrative functioning. The conditions and constraints pertaining to staffing also remain largely unchanged (understaffed, overstretched, job insecurity in relation to the many temporary staff, etc.). Moreover, Mthashana still does not have a functioning QA system in place and this state of affairs is viewed as a critical shortcoming in its ongoing impact on programme delivery.

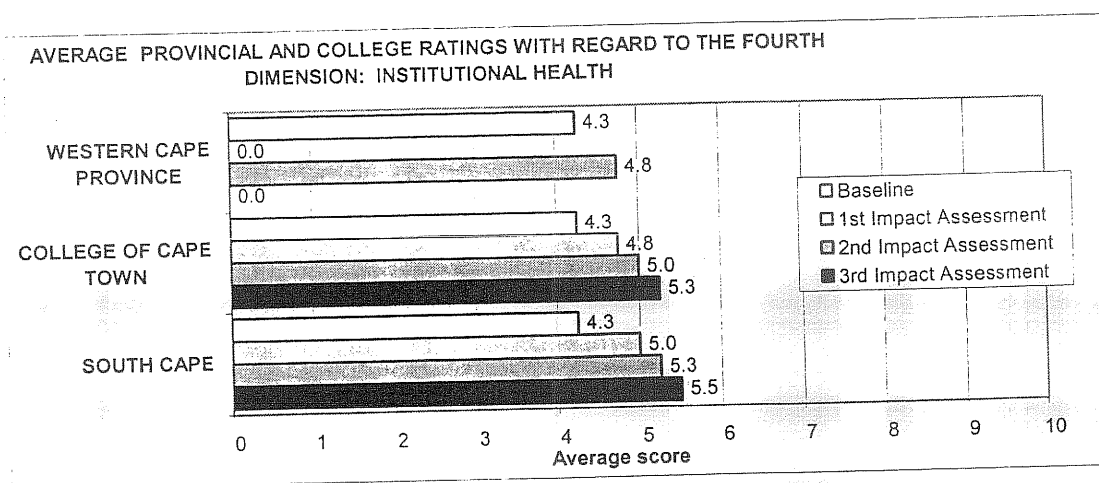
At the Sivananda College, concern about the fewer student numbers that are enrolling prompted deep discussion about the long-term implications for the college. Alongside the tightening of controls to prevent overspending, respondents suggest that the remedy to the college's woes are tightly bound up in the ways that the available human resources are to be utilised and how the infrastructures needed for the expansion of programme provision are identified and dealt with. They also suggest that greater attention will have to be paid to developing more effective quality assurance mechanisms.

2.3.4.3 North West Province



Respondents make a firm distinction between financial management and financial health and suggest that while a college's budgeting, monitoring and financial control policies and systems can all be in place and functioning effectively, this does not mean that the college is financially healthy or stable. In this regard, all three colleges in the North West province are said to be experiencing financial difficulty, yet have well functioning centralised systems in place to monitor spending. Respondents further note that infrastructural improvements in the province, conducted over the past twenty months at the various colleges, have not been adequate to meet the demands of provision in the new FET system. Moreover, while the capacity of their human resources have been greatly improved in recent months, respondents note that these capacities are not being adequately tested and that lecturers will only really be able to do so in environments that encourage the development of new knowledge and skills. Given these concerns, it is unsurprising that this rating for all three colleges in the North West province remains 5 and below.

2.3.4.4 Western Cape Province

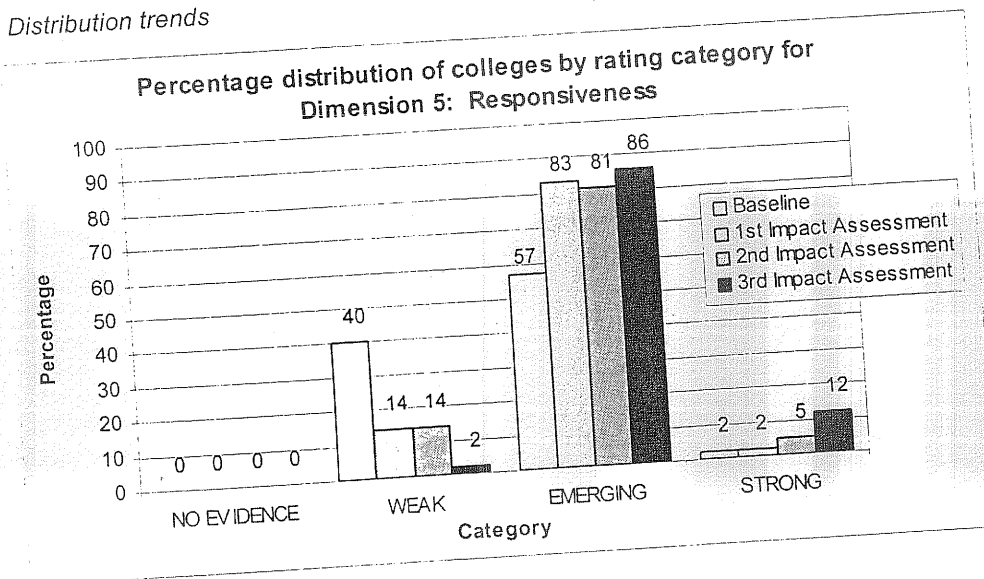


The rating for this dimension is steadily increasing in the Western Cape province. While respondents are confident about the available human resource capacity, they remain concerned about the institutional health of the respective colleges and the kinds of infrastructure that will be required if the colleges are to be successful. Both colleges indicate low ratings for quality assurance (characteristic no.12).

2.3.5 Responsiveness

Outcome	Characteristics
Employability enhanced through greater responsiveness of colleges to the needs of learners, their communities and the labour market.	<ul style="list-style-type: none"> • Good relationships with business • Good relationships with local communities • Good relationships with other state bodies • The development, provision and evaluation of learnership programmes • The development, provision and evaluation of SMME programmes • The development, provision and evaluation of short courses/skills programmes

2.3.5.1 Distribution trends

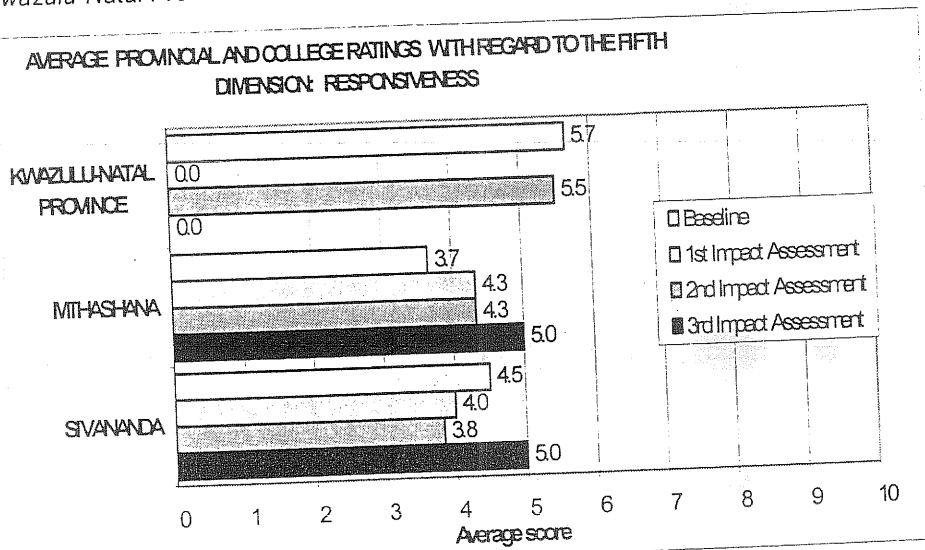


The *Responsiveness* dimension is divided into six areas of responsiveness: to business, local communities and state bodies, as well as in terms of the development, provision and evaluation of learnerships, SMME development and short courses/skills programmes. Having started off in the baseline study as the dimension with the second lowest average rating (at 3.8 in the weak category) the shift to 5.3 in the third impact assessment shows that SESD colleges are taking up the challenge posed by responsiveness. The one area where all colleges remain weak is with the development, provision and evaluation of programmes for the development of small and micro enterprises (characteristic no.17).

The introduction of Marketing and Communication Units (MCUs) and Linkages and Programme Units (LPUs) in SESD colleges has undoubtedly influenced the increase by 0.6 in the average ratings for

relationships with business (characteristic no. 13) - from 5.1 to 5.7; and by 0.5 for relationships with other state bodies (characteristic no. 15) - from 4.9 to 5.4. The biggest increases in rating are for relationships with local communities (characteristic no.14) - of 0.9; and for the development, provision and evaluation of learnership programmes (characteristic no. 16) - of 0.8. These increases can be seen in the third impact assessment's distribution pattern for the strong category, which shows a notable increase, and the substantial decrease in the weak category from 14% to 2%.

2.3.5.2 Kwazulu-Natal Province



The reports for the two SESD-funded colleges in Kwazulu Natal note that while major developments have occurred in the domain of linkages and relationship building, this has not yet translated into substantial change for this dimension. Mthashana College continues to have a high rating of 6.0 for relationships with local communities (characteristic no. 14), while the ratings for Learnerships (characteristic no. 16), relations with business (characteristic no. 13), relations with other state bodies (characteristic no. 15), and short courses/skills programmes (characteristic no. 18) all remain at 5. The rating for SME development (characteristic no. 17), while improving from 3 to 4, is the weakest of the six characteristics.

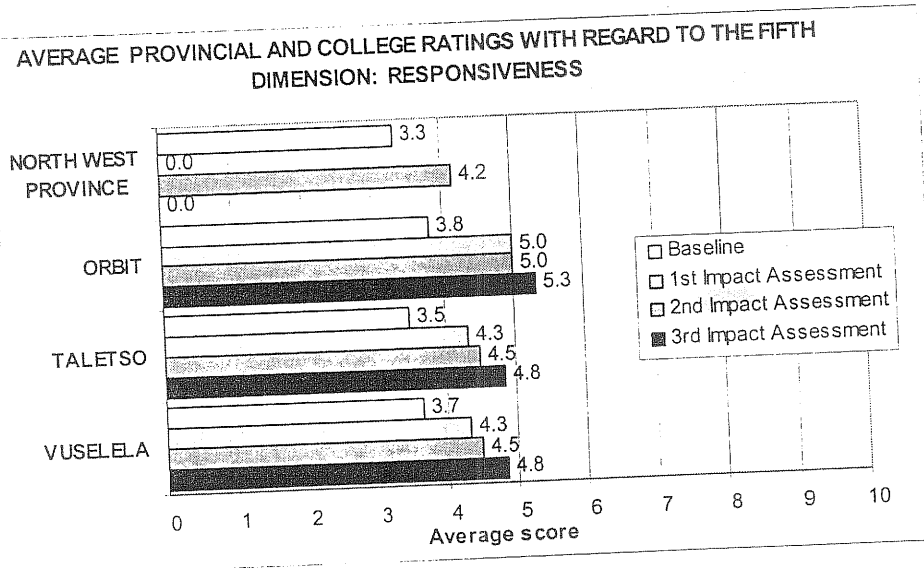
The ratings for Sivananda College for relations with business (characteristic no. 13) and relationships with local communities (characteristic no. 14) have increased significantly to a rating of 6, while smaller increases have occurred for relations with other state bodies (characteristic no. 15) and learnerships (characteristic no. 16) – from 3 to 4. The ratings for SMME development (characteristic no. 17) and short courses/skills programmes (characteristic no. 18) remain at 5.

It is evident that the main rating changes in both colleges have occurred with regard to relations with business (characteristic no. 13) and relationships with local communities (characteristic no. 14). This is attributable to the role of the established Linkages and Programmes Units (LPUs). For Sivananda College, for example, the approach by a number of local businesses for the college to provide courses in business studies may lead to the establishment of learnerships where they may not have

been previously envisaged. Similarly, for Mthashana College its Linkages and Programmes Unit has secured key relationships and partnerships with communities and NGOs. While there remain limited opportunities for partnerships in the declining business and industry environment of the Mthashana region, some small developments are beginning to occur, for example, the 'green beans partnership project' with BioSwiss (Pty) Ltd. Much has happened in the past six months with regard to learnerships, such as the acquisition of unit standards, the acquisition and/or development (on limited scale) of learning materials, the provisional accreditation of four engineering workshops, and assessor training. However, no new learnerships have been registered or implemented and the above initiatives and activities constitute the final stages in the preparation for rollout of the scheduled learnership programmes at the beginning of 2005.

Sivananda College are presently involved in talks with CETA, INSETA, THETA and FIETA. FIETA, for example, is very keen in Sivananda providing learnerships for about 300 learners in cabinet making and wood finishing.

2.3.5.3 North West Province

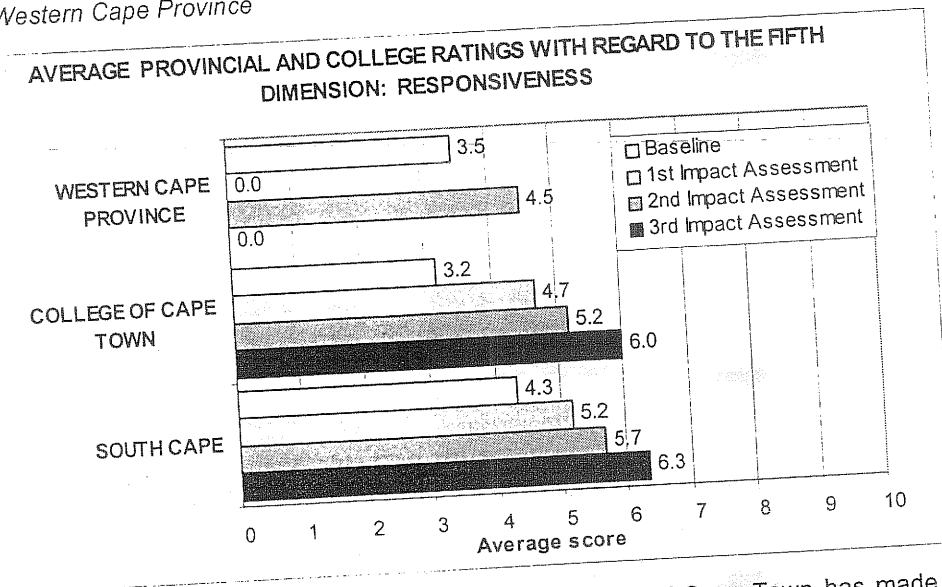


In relation to the dimension of *Responsiveness*, the average rating in the province is just under 5. Orbit's average rating of 5 reflects its performance in relation to most of the characteristics included in this dimension, with *relations with business* (characteristic no. 13) coming through strongest at a rating of 6. *Learnerships*, (characteristic no. 16) has increased from a 4 to a 5. Although the college still has to be accredited before any learnership can be implemented, Orbit has been identified as a college that will join the New Venture Creation Learnership pilot in 2005. More activity can thus be expected in this area.

Taletso's slight average improvement is due to an increase in rating for *relations with other state bodies* (characteristic no. 15) where increased levels of engagement with government departments are reported. There has also been an increase for *learnerships* (characteristic no. 16), with more

activity now reported in this area. Vuselela has similarly maintained the ratings of the first and second formative impact assessment for four of the characteristics in this dimension, and show increases for *learnerships* (characteristic no. 16) and *relationships with other state bodies* (characteristic no. 15). In relation to the latter, increased interaction with state bodies bodes well for the college. Respondents note, however, that the college continues to experience significant frustration in making firmer contact with SETAs.

2.3.5.4 Western Cape Province



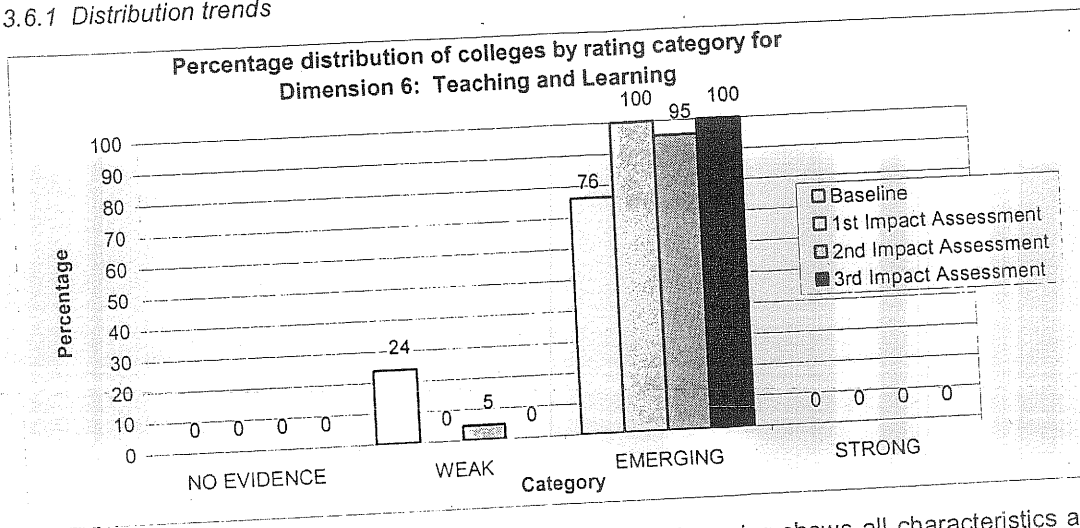
Given its baseline rating of 3.2 for this dimension the College of Cape Town has made enormous strides in terms of *Responsiveness*, which now stands at an average of 6. *Relations with business* (characteristic no. 13), *learnerships* (characteristic no. 16) and *short courses/skills programmes* (characteristic no. 18) are the strongest areas with ratings of 6, 7 and 7 respectively. The ratings for *SMME development* (characteristic no. 17) and *relationships with local communities* (characteristic no. 14) are a 'weaker' 5.

South Cape College continues to score ratings in the *strong* category for *relations with business* (characteristic no. 13) and *learnerships* (characteristic no. 16). This college has become an Employment and Skills Development Lead Employer (ESDLE) for the Department of Labour's roll out of learnerships for the unemployed. 250 learnerships for the unemployed have been allocated to South Cape College. The other four characteristics all remain in the *emerging* category.

2.3.6 Teaching and learning

Outcome	Characteristics
A culture of learning promotes both employability and personal development. Strong systems of curriculum development, classroom pedagogy and staff development support quality learning.	<ul style="list-style-type: none"> • Functioning curriculum development processes • Quality curricular delivery • Well-functioning staff development processes

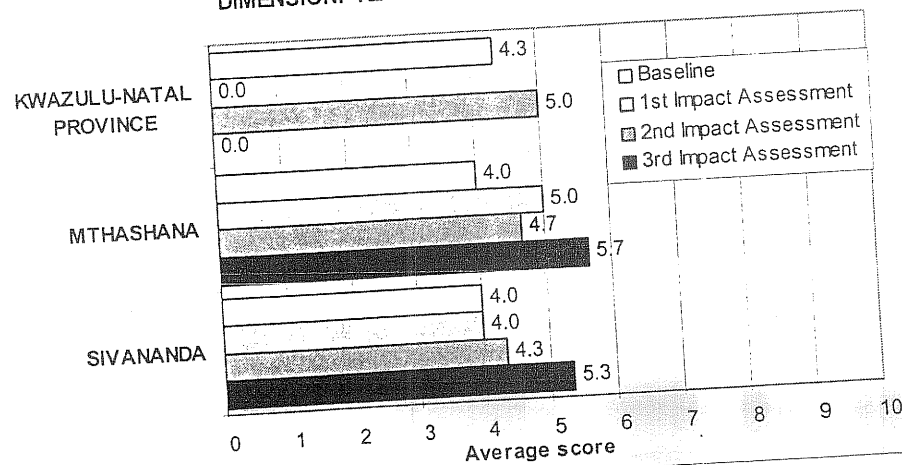
2.3.6.1 Distribution trends



The distribution pattern for the dimension of *Teaching and Learning* shows all characteristics are in the *emerging* category. Given that the SESD Programme has put many resources into staff training and development, this is unsurprising. It is worrying, however, that the rating for *Teaching and Learning*, being the core business of FET colleges, has grown very slowly since the start of the evaluation process. The average rate increased from 4 to 5.2 over twenty months. In all provinces, this dimension has received particular attention, for example, through the College Curriculum Committee (CCC) in the Western Cape. This is based on ensuring that colleges provide NQF-aligned courses and that they begin to divert learners away from the old NATED courses. In this regard, attention has been paid to simultaneously *training educators* and initiating *functioning curriculum development processes*.

2.3.6.2 Kwazulu-Natal Province

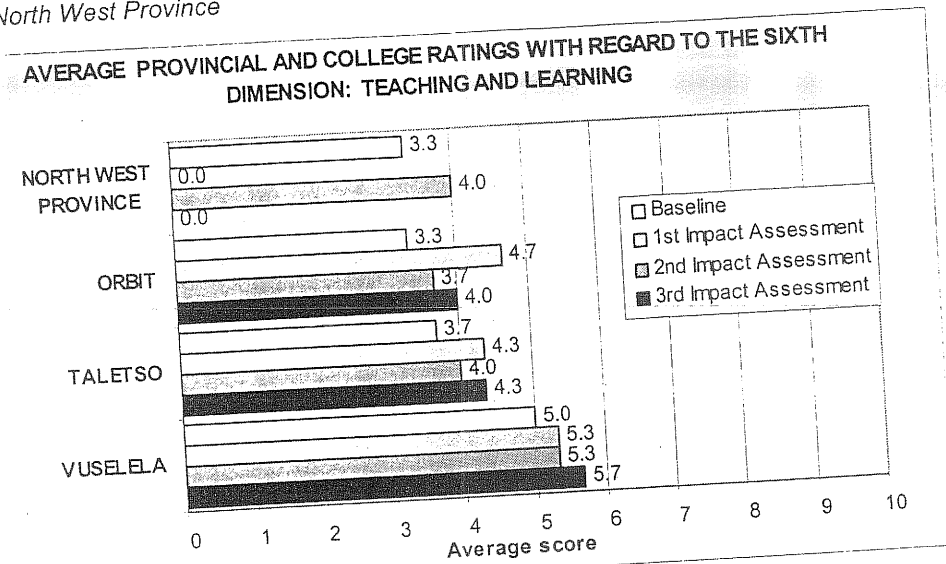
AVERAGE PROVINCIAL AND COLLEGE RATINGS WITH REGARD TO THE SIXTH DIMENSION: TEACHING AND LEARNING



The average rating for *Teaching and Learning* in KZN is 5.5, with *staff development* (characteristic no. 21) having the highest characteristic rating of 6. Respondents observe limited evidence of innovation

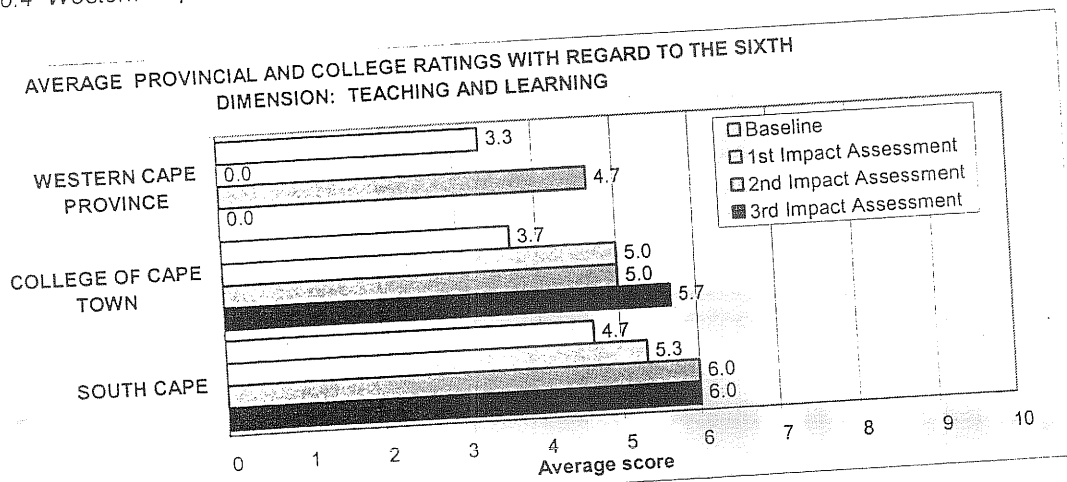
in curriculum revision or innovation, although a significant amount of training has taken place at the assessor and moderator levels.

2.3.6.3 North West Province



The average rating for this dimension for North West colleges is 4.7. This is significantly lower than KZN and is indicative of a limited focus within the NW FET sector on how best to improve curriculum and staff development processes. This may well be because staff are overstretched in NW colleges and have limited time available for training. Nonetheless, all three NW colleges show increases in their ratings for this dimension.

2.3.6.4 Western Cape Province



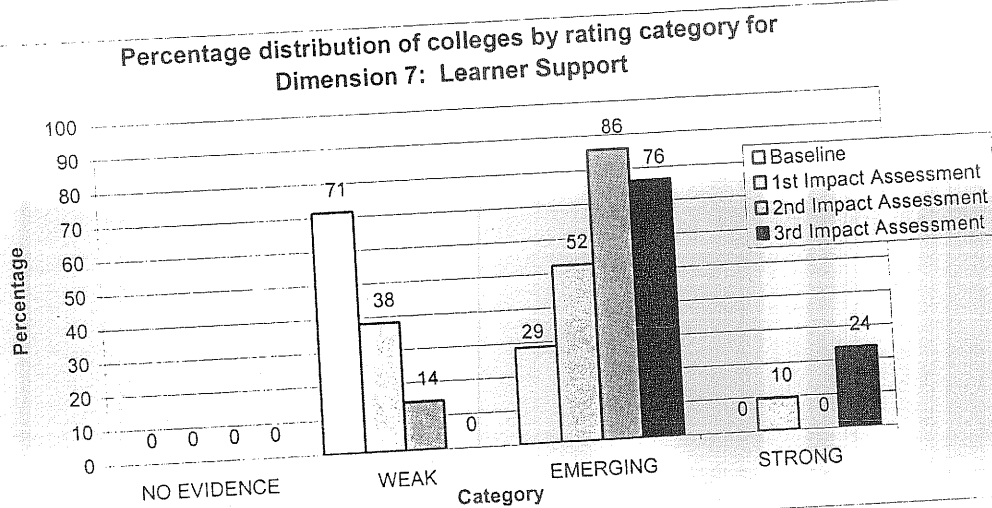
The focus at the provincial level on curriculum issues has facilitated the consistent increase in rating for this dimension in the two SESD-funded WC colleges over the past twenty months. The rating for this dimension is the highest of the three provinces targeted in this evaluation. Nonetheless, many

feel that much still needs to be done in the two colleges in terms of staff development, the strengthening of subject expertise and increased levels of workplace experience for staff.

2.3.7 Learner support

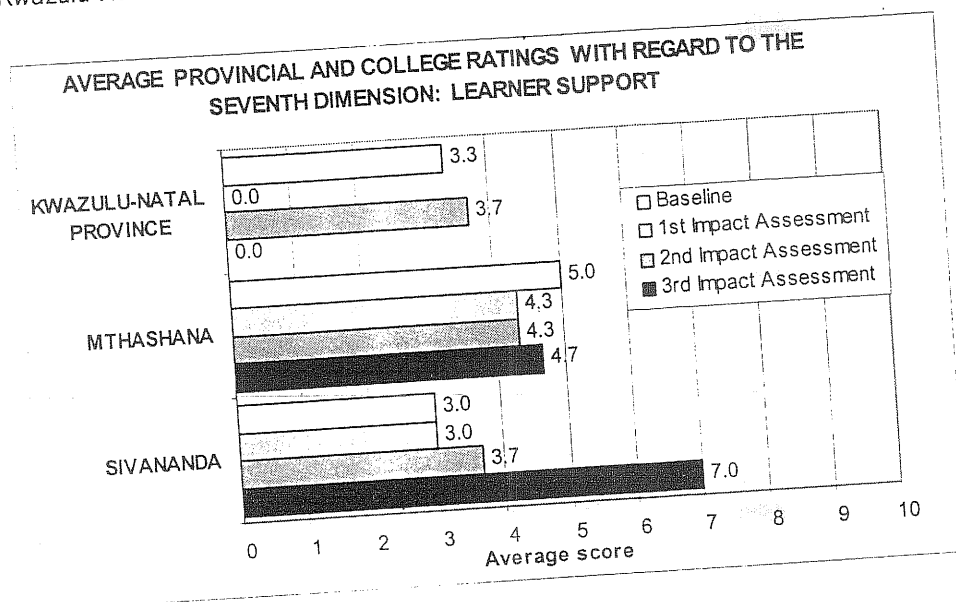
Outcome	Characteristics
Learner support systems improve labour market and life outcomes through support to learners' health, learning and insertion into the labour market.	<ul style="list-style-type: none"> The development, implementation and evaluation of academic support programmes The development, implementation and evaluation of HIV/AIDS awareness interventions The development, implementation and evaluation of guidance and counseling systems

2.3.7.1 Distribution trends



The ways in which the patterns for *Learner Support* are distributed across the various categories makes very interesting reading, especially given that this dimension previously had the lowest rating of the seven dimensions. Moreover, it is presently the only dimension of the seven that has such a high distribution in the *strong* category (24%). This may be a result of the sustained focus on improving learner support since the baseline study in February 2003, or it may be due to over-optimism. While it remains still too early to assess the full impact of the newly established Student Support Units (SSUs), the big margin of increase in the rating of this dimension over the past six months suggests that all colleges are fully committed to providing SSUs and ensuring their effectiveness. The introduction of the PLATO system has also made a very positive contribution to student support services.

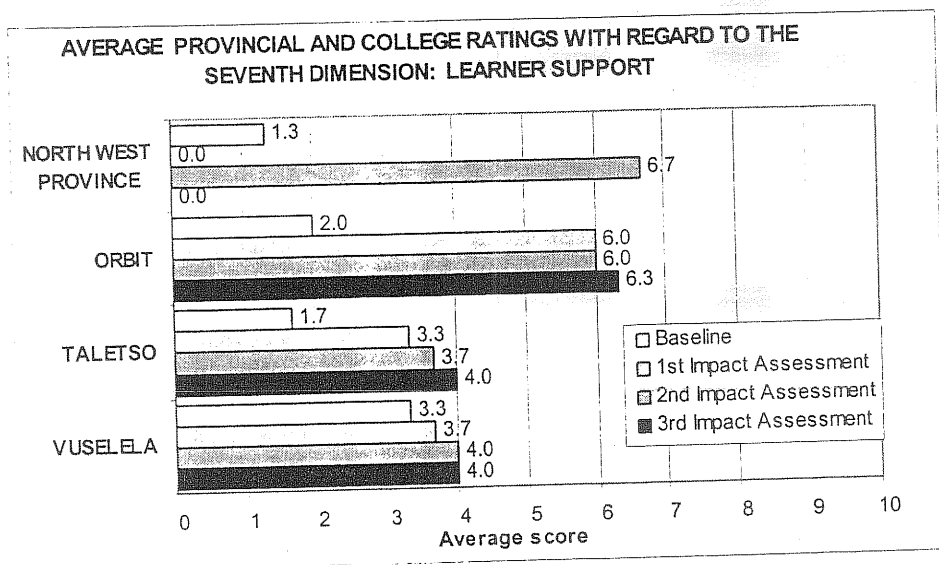
2.3.7.2 Kwazulu-Natal Province



Notwithstanding the increases in ratings, the overall sense is that at implementation and operational levels nothing has really changed at the college level. For example, the PLATO system is mostly not operational, resource centres and study facilities are still lacking, study skills training are not offered, and tutoring as a service has not yet been instituted. Support from lecturers on an individual basis remains the only real support available to students presently. While the previous impact assessment noted new developments for the Mthashana College in all three characteristics included in this dimension; namely *academic support* (characteristic no. 22), *HIV/AIDS support* (characteristic no. 23) and *guidance and counselling* (characteristic no. 24); most of such developments were at the time in the planning stages, and have not yet shown results. Initiatives and activities on HIV/AIDS appear to be mostly focused on advocacy and the raising of awareness. Given that only one case has been reported since the awareness programmes started, it may be that students do not yet feel free to approach counselors or staff with problems and concerns. The major developments over the past six months at Mthashana have been in support of guidance and counseling provisioning, and constitute 'preparation processes' in support of programme/service roll-out across all delivery sites.

Sivananda's average ratings for *academic support* (characteristic no. 22) and *HIV/AIDS support* (characteristic no. 23), and *guidance and counselling* (characteristic no. 24) have all risen rapidly into the strong category. Respondents seem to suggest that the establishment of the Student Support Units (SSUs) at college and campus level have created an environment conducive to growth in this dimension. It is thus of concern that with PLATO functional only at one campus that respondents are being overoptimistic as to the growth of SSUs in the college sector. Alongside the establishment of counseling rooms at all campuses, relevant student support officers have been trained to deal with 'simple' issues and how to identify and refer students with more serious problems. The college SSU has also arranged for psychology masters students to visit the college next year to counsel college students.

2.3.7.3 North West Province

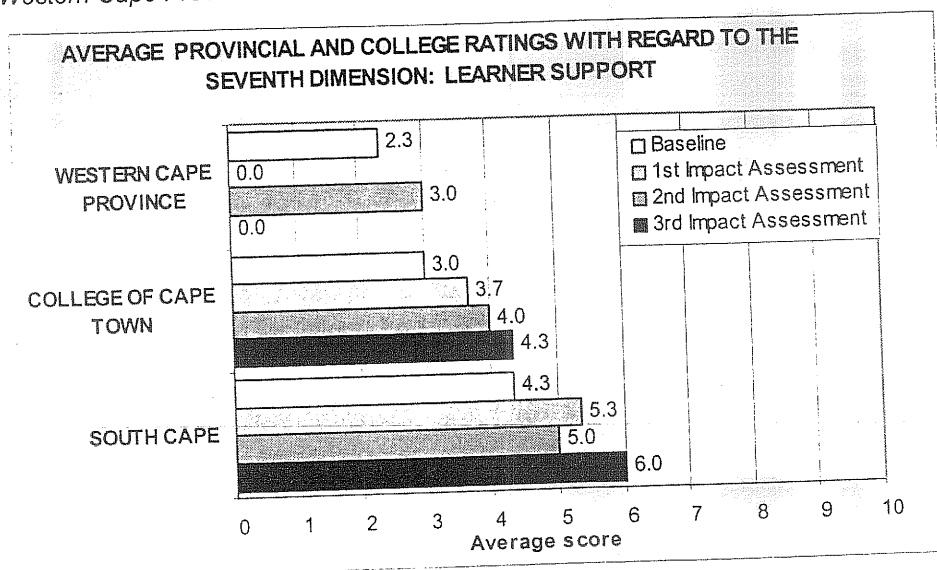


In colleges in the North West province, the average rating for this dimension has steadily increased over the past twenty months. Respondents at Vuselela College note that because the SSUs are very much a new initiative, the impact thereof cannot yet be assessed. Respondents thus provided each of the three characteristics with a rating of 4. At Orbit, however, ratings for *HIV/AIDS support* (characteristic no. 23), *guidance and counselling* (characteristic no. 24) and *academic support* (characteristic no. 22) have always, since the first formative assessment, been quite high- at 7. Respondents note that the establishment of SESD-supported student support units (SSUs) and the training and support offered in relation to getting systems for HIV/AIDS support in place, are responsible for this continued high rating.

By all accounts, the Orbit college example shows the value of a focus on this previously neglected area of provision. One noted activity was the purchase and installation of a multi-media, computer-based Reading Excellence programme that enabled students to work on their competence in English and Afrikaans reading. This was only possible through the SESD Programme providing for a laboratory of computers, where students now spend an average of an hour a day. Coordinators report that there has been significant progress, especially with regard to students understanding useful concepts in English. Another notable activity is the recent four-day, SESD-funded, certificated workshop on HIV/AIDS, peer counseling and support, that also addressed other health-related issues such as TB. Respondents note however that a great amount of work has still to be done, given that student problems are sometimes so acute that the limited-duration counseling training little prepares educators to help them.

Moves are afoot at the Taletso College to establish a student support and development centre at each campus from where academic support, guidance, counselling and HIV support will be provided. Meanwhile this support remains largely unstructured and is mostly provided by educators to individual students when they request assistance.

2.3.7.4 Western Cape Province



The average rating for colleges in the Western Cape for *Learner Support* is just over 5. The ratings for South Cape are overall higher than those of the College of Cape Town, and respondents from the College of Cape Town readily concede that very little has happened at the various campuses with regard to *academic support* (characteristic no. 22), or *guidance and counselling* (characteristic no. 24). While the rating of *HIV/AIDS support* (characteristic no. 23) is a little higher at 5, respondents point out that the college is planning a massive initiative to address this dimension. At College of Cape Town, the ratings for all three of the characteristics included in *Learner Support* are in the *low emerging* category (with two ratings of 4 and one of 5). A Student Support Unit is currently being put in place and the fairly *ad hoc* student support practices of the past are slowly being systematised and placed higher up on the college agenda. At South Cape College, the ratings for *academic support* (characteristic no. 22), *guidance and counseling* (characteristic no. 24) and *HIV/AIDS support* (characteristic no. 23) are all in the *emerging* category, albeit the first two score much higher within this category. The recent establishment of the SSU is expected to provide significant relief and assistance for the characteristics of this dimension.

Conclusions

The graphs and analysis presented in this section show the impact of the SESD Programme at college level. The graphs reveal that significant strides have been made within certain dimensions over the past six months, and highlight key differences in pace between colleges. Contextual factors have to be taken into account in understanding why some initiatives have been more successful at some colleges than at others, especially with regard to staff capacity and infrastructural resources.

The steady overall increase in ratings across the seven dimensions shows the value of the sustained SESD-supported interventions, which undoubtedly will have a deep and long term impact on all the supported colleges. Nonetheless, all this would not have been possible were it not for the dedicated participants in the FET college sector and their tireless efforts in making the newly emerging sector work.

SECTION 3

PROVINCIAL FET DIRECTORATES

3.0 Introduction

The college sector in South Africa has historically shifted between being a national and provincial responsibility. Since 1994, the FET sector has been a concurrent competence between the two levels and has experienced a number of teething problems. Importantly, many teething problems have been specific to individual provinces. This section separately describes developments at the FET Directorate level for the three provinces funded within the SESD Programme.

The core functions of all FET Directorates are to:

- Co-ordinate the development of FET institutions
- Build effective democratic FET institutions
- Develop and implement funding strategies and mobilise resources
- Implement planning and monitoring processes in FET institutions
- Ensure that programmes offered at FET institutions are responsive to community demands and relevant to the labour market

In the above regard, a number of trends pervade the three FET Directorates. Firstly, capacity concerns within FET Directorates need further attention. Secondly, FET Directorates have to urgently finalise the make-up of college staff establishments and complete the absorption and placement process currently underway. Thirdly, the relationship between schools and colleges needs to be addressed at the policy level to free up resources for the respective sub-sectors and to resolve curriculum concerns. Fourthly, FETMIS systems that adequately support strategic planning processes in the respective provinces are not yet in place. These systems are critical if the provincial directorates offices are to be effective.

3.1 FET DIRECTORATE: KWAZULU-NATAL

3.1.1. Overall comments

KwaZulu-Natal has been undergoing dramatic changes since the last report because of the April 2004 election results. As is well known, the elections resulted in a shift from an IFP-led to an ANC-led provincial government. As has been well publicised, this shift led to considerable debate about the future relations between the two parties at both a provincial and national level. It has also led to a decision for the provincial administration to be relocated from Ulundi to Pietermaritzburg. This process is still on going and has inevitably resulted in considerable disruption for the KZNED, as staff

and equipment need to be relocated. It is in this context of considerable but unfinished political and practical change that the current report needs to be read.

In spite of these constraints, the Provincial FET Directorate, supported by the SESD Programme through its Provincial Technical Advisor, continues to make progress in strengthening the FET college sector of the province. However, it appears that at present some processes can only get so far before running into the constraints.

3.1.2. Capacity

The Provincial Management Unit is fully functional and meets regularly. It comprises the relevant Chief Director, Director, and one of the Deputy-Directors in the FET College Directorate, as well as the PTA. There is also a Coordinating Committee, which also includes the CEOs and SESD Coordinators of the two programme colleges; and a Provincial Steering Committee, which has representation from all the colleges in the province and from the SESD's DoL component. All of these bodies continue to meet regularly.

The concerns raised about the culture of the Department and the Directorate in previous reports, still remain. Indeed, it can be argued that the changed political environment makes these issues even more sensitive.

The provincial FET Directorate continues to place considerable emphasis on communications and advocacy. Through the Best Practices Forum model, facilitated by SESD, the Directorate has been able to develop a second annual report and a website. The BPF committee on marketing and communications has sought to transform the way that colleges think about such issues and is likely to result in important changes in the sector's public profile in the near future.

At the time of the last report, advertisements have been placed regarding the unfilled Deputy Director post. However, there has since been a moratorium on new appointments as the new provincial leadership seeks to better understand its existing staff resources and the priorities it has for the future.

Capacity building of the FET Directorate remains a major area of challenge as reported in previous evaluations. However, this is largely to be seen in terms of overstretching of the competent staff; there being posts still unfilled. Nonetheless, understanding of the system and enthusiasm for the college transformation programme are probably comparatively stronger than most provinces.

3.1.3. Supporting mergers

The college merger process continues to be a complex and challenging one. Inevitably, the issues are not simple technical ones about roles of different structures and individuals or about their capacity development. Rather, there remain a series of tensions that reflect broader provincial and national dynamics.

The Directorate continues to show a clear desire to shape the further development of the colleges, whilst stressing the need to devolve greater autonomy to individual institutions. There is a well-functioning series of regular meetings with colleges with some chaired by the Chief Director and others by the Director. The Directorate has shown a clear strategy of placing the SESD Programme at the heart of its strategy for building the merger process and much of what takes place in the two Programme colleges is replicated, with Provincial funds, in the other colleges.

Through the SESD Programme, the Directorate has set up a series of eight committees under an overarching Best Practice Forum. At the annual conference (significantly held at a non-SESD supported college), there was both widespread participation from all colleges and a strong sense of commitment and achievement.

There are a wide number of training activities that are focused on management functions and, hence, support the merger process. This includes training on how to manage new functions; training for the PAs of CEOs; training for human resources units; etc. On-going training is also taking place for councils. Monitoring of colleges is maintained through a quarterly reporting process. The first annual performance appraisal of CEOs is currently underway. However, the Directorate's ability to support mergers has been compromised by the continued failure to get the new staff establishments fully in place. Crucially, there still have not yet been appointments to the new management posts linked to the new college functions. Moreover, there remain uncertainties as to how the new staff establishments are to work, as there is no compulsion for staff to move to what may be adverse pay and conditions.

Quality assurance processes remain very uneven across the colleges. There remain inconsistencies of approach to quality assurance between and even within colleges, although the BPF has clearly helped all colleges to understand the range of practices within the sector and to see future possibilities. Policy remains in draft form.

3.1.4. Councils

The strengthening of councils remains an on-going challenge. There is a crucial need to educate nominating stakeholders about the need for high quality candidates for the next round of elections in late 2005.

SESD has supported further training on the legal responsibilities of councillors and this has reached several of the non-SESD supported colleges. Relations between CEOs and their councils and both parties' understandings of their respective roles remain uneven.

3.1.5. College management

The tension between management and governance functions and the slowness of implementation of new staff establishments has already been raised as issues in previous sections. The provincial

Directorate continues to work with CEOs on strategic planning and has already worked with them on the potential recapitalisation of the sector, as promised in the State of the Nation Address.

3.1.6. Knowledge sharing

The BPF system has allowed the province to be a pioneer in inter-college sharing and representatives from several other provinces attended the annual conference. Indeed, the KZN model is in the process of being replicated in the Eastern Cape, Northern Cape and Free State.

A provincial curriculum conference was planned for mid-2004 but was postponed due to the change of government in the province and the announcement of a national conference on this topic for later in the year.

3.1.7. Linkages

Linkages and Programmes Units have spread across the province and are not confined only to SESD supported colleges.

The SESD supported units are developing research capacity on their local labour markets. There has been continued growth of collaboration with SETAs, supported by the Directorate and resulting in a dramatic increase in learnership offerings (see below). There is an expansion of placement agreements with industry and training provision for other government departments and public institutions (e.g., hospitals). Delivering programmes of relevance to community development remains a strong provincial and institutional commitment and the number and strength of skills centres appears to be growing.

The Directorate remains committed to the establishment of a new structure that will approve new programmes to be offered in colleges, so that this can be seen to be done in a transparent and consistent manner. It is envisaged that each college should, in the medium term, offer 30% NATED; 30% learnerships; 20% skills programmes and 20% programmes in partnership with schools and higher education institutions. It is also envisaged that programmes will be better articulated with the Provincial Growth and Development Strategy. This process should be facilitated by the current development of a Provincial Human Resources Development Strategy. The Directorate is represented in the steering committee for the HRD Strategy.

3.1.8. College staff development

The progress noted in the last report continues to be built upon. There has been a noticeable evolution of the training model from generic programmes to more individualised offerings. These have been based on needs analyses conducted at the Programme colleges. The Directorate intends to spread this process to the other colleges.

The establishment of Human Resources Units and the work of the BPF's Human Resources Committee have led to significant developments in terms of draft policies for a range of HR issues.

3.1.9. Learnerships

There have been dramatic developments in this area in the last year and even since the last report. There are currently about 1 600 learners active on learnership programmes across the province. The Directorate has signed seven Memoranda of Understanding with SETAs and colleges have relationships with 19 SETAs at present.

The Province is developing FET college related qualifications for both college staff and administrators, whilst Sivananda College has launched a SESD-supported pilot learnership in organic farming and is about to begin delivery of the SESD-supported Venture Creation Learnership.

3.1.10. SMT development

There has been little progress in this area, reflecting a broader national neglect of this issue.

PLATO has been introduced into one campus in each of the SESD colleges and is proving both popular and useful. However, progress on spreading the initiative appears to be stalled at present.

3.1.11. HIV/AIDS

There has been some progress in this area due to the efforts of the relevant BPF committee after this issue had appeared to stall when led by the Tirisano fellows. It now remains for the province to ratify what has been developed.

3.1.12. Learner support

The BPF for student support and development services has developed a series of draft guidelines that align the province's colleges with White Paper 6 on inclusive education. These include HIV/AIDS, substance abuse, SRC constitutions, student codes of conduct, learner enrolment and financial aid. The Programme continues to support SRCs in leadership training.

3.1.13. Summary table

AREAS OF ACTIVITY	BASELINE RATING	RATING: FIRST FORMATIVE IMPACT ASSESSMENT	RATING: SECOND FORMATIVE IMPACT ASSESSMENT	RATING: THIRD FORMATIVE IMPACT ASSESSMENT
Capacity building in the FET Directorate			EMERGING	EMERGING
Supporting mergers			HIGH EMERGING	EMERGING
Communications and knowledge sharing			EMERGING TO STRONG	EMERGING TO STRONG

Linkages and responsiveness			EMERGING	HIGH EMERGING
Learnerships			EMERGING	HIGH EMERGING
FET college staff development			HIGH EMERGING	HIGH EMERGING
Staff development in mathematics, science and technology			WEAK	WEAK
Learner Support			WEAK TO EMERGING	EMERGING
HIV/AIDS			WEAK	WEAK TO EMERGING

3.2 FET DIRECTORATE: NORTH WEST

3.2.1 Overall comments

The report that follows shows that the North West FET Directorate is engaging with its core responsibilities in a proactive way, though in a very taxing environment. Since the last evaluation, the capacity of the Directorate team has been increased with the appointment of two new members. However, the North West Department of Education has still not chosen a FET Director, which, it was noted in the March 2004 report, was to be appointed on 1st June 2004. This position has been vacant since 2002. The need to fill this post cannot be overemphasised since a FET Director will provide the vital day-to-day administrative leadership necessary for the FET Directorate's swift and steady development.

That is not to suggest that the Directorate is not able to fulfill its main responsibilities under the direct leadership of Chief Director, Dr Enrico Pedro. Dr Pedro has put in much effort in driving the FET sector forward and has attended to a number of key concerns that should allow the Directorate to grow over the next year. Dr Pedro fulfills key functions normally performed by the FET Director by attending and chairing top-level management meetings and structures. In that regard, Dr Pedro champions the FET cause in the province. However, Dr Pedro oversees six different portfolios in his capacity as Chief Director: Professional Support Services, of which the FET Directorate is but one. With the lack of a FET Director, Dr Pedro depends on the Chief Education Specialist (CES) to fulfill the key administrative roles that a FET Director would normally play. Naturally, this extra expectation of the CES is onerous and invariably deprives the Directorate team of a key participant in their daily, more mundane and operational activities. In that regard, the NW FET Directorate desperately requires an administrative and managerial leader (a FET Director) who is solely responsible for the Directorate, and whose sole task is to manage the daily activities of the unit and to attend to the direct management and development of the NW FET Directorate staff. It remains unknown when a FET Director will finally be appointed.

The two main developments within the FET Directorate since the last evaluation are:

- The Directorate team is close to its human resource capacity, only awaiting the appointment of the FET Director and one further member of the DCES team
- Each official in the Directorate is fully aware of his/her specific function within the unit. Designated duties/areas have been allocated to each member of the team.

Furthermore, it is expected that the North West Department of Education (NWDoE) will approve college organograms in the next month. This will allow permanent middle management structures to be installed in the college sector. In this regard, the NWDoE has said that no teaching staff will be taken from any of the sites of provision to fill middle management posts, given the importance of their expertise to the sector.

Curriculum transformation is a further preoccupation of the province presently. Given that there aren't specific sets of specialists on the FET curriculum in the province, a committee comprising members of colleges and members of the Directorate has been set up to develop draft curriculum documents.

In the North West, in responding to the two areas of FET Colleges and the FET curriculum within ordinary schools, the FET Directorate oversees four sub-directorates, namely Organisational Development; Resourcing; Planning, Monitoring and Evaluation; and Support Systems. It is notable that the Directorate operates mainly in a co-coordinating capacity in all the noted areas. Individual colleges in the province remain, understandably, responsible for resolving the (more) localised concerns and requirements that emanate from their individual contexts.

Staffing and resource issues continue to be the main concern of all colleges in the North West, alongside the need for a FETMIS system that provides the kind of easily retrievable strategic information that is required at management level to run an effective college sector. Importantly, the 'us' and 'them' attitude that has prevailed on both the provincial and college side in the past is steadily subsiding.

Lastly, an issue largely unspoken of in the province is the burgeoning private FET provider sector, which has thus far been left unmanaged and unregulated.

3.2.2 Status and capacity of FET Directorate

The Provincial Management Unit is fully functional and meets regularly. It comprises, in the North West case, of the relevant Chief Director, the three CEOs, as well as the Danida Chief Technical Advisor (CTA) and the Provincial Technical Advisor (PTA). The three college CEOs also meet regularly with the Chief Director. Then there are regular meetings between the PTA and a SESD Steering Committee that consists of SESD co-coordinators at each of the three FET Colleges. Through these structures, knowledge about the sector and recent developments therein is passed down and cascaded to staff members at the various colleges and campuses. Further structures that are expected to facilitate communication and advocacy within the sector are the annual provincial conference and the Best Practices Forum. All of these bodies meet regularly.

The main capacity concern with the current NW FET Directorate is that the majority of the Directorate team-members are new to the FET sector. They require extensive training to be able to effectively engage with the needs of the sector. Importantly, each team member has recently been allocated particular Directorate activities/responsibilities and projects. This focus will assist individual team members to address the requisites of their particular roles, as well as to identify for themselves the skills needed (and thus training) to fulfill them.

Allocation of Directorate activities and projects to members of Directorate team

NAMES	ACTIVITIES
1. Ms KE Phiri	<ul style="list-style-type: none"> • Line Budget • HR (Staffing)
2. Ms KE Moroke	<ul style="list-style-type: none"> • Examinations • HR development • Advocacy • Strategic Plan • Maconi • DAS
3. Ms Kgabi	<ul style="list-style-type: none"> • Curriculum • Maths, Science and Technology • Quality Assurance
4. Rev. BL Mogale	<ul style="list-style-type: none"> • Learnerships/ RPL • Special projects e.g • Umsombomvu • Dassie
5. Mr Legae	<ul style="list-style-type: none"> • Policies • Partnerships • FETMIS • Strategic Plan
6. Mr BE Mongalo	<ul style="list-style-type: none"> • Learner support • SRC • In-college Sport • Music, Arts and Culture • ACE and NPDE

At the FET Directorate level (as provided above), it is notable that individuals are nevertheless being asked to perform too many functions. Besides inadequate experience and too little training to provide such a wide range of tasks, individuals simply don't get enough opportunity to settle and come to grips with some of the key issues within the sector. In that respect, the capacity building of the FET Directorate will remain a major area of challenge as long as staff members are overstretched and key

senior positions are not filled in the Directorate. Importantly, with a better understanding of the system and enthusiasm for the college transformation programme steadily improving in the province, Directorate participants readily acknowledge the key role that the SESD Programme has played in providing for their capacitation to fulfill their key roles, and for making it possible that individuals get trained in their main portfolio areas.

3.2.3 Supporting mergers

The lack of integration between the FET Directorate and other Directorates within the NWDoE continues to indirectly shape the merger process in the province. While the structural aspects of the merger process are complete, there are still a number of unresolved policy issues at the provincial level that impact on FET colleges and the ways they respond to their individual contexts. Indeed, while the increased emphasis currently placed on the role of FET colleges in the overall education system, as well as within the HRD Strategy of the province, has undoubtedly helped to better position the FET Directorate in relation to other departments in the North West Department of Education (NWDoE), the key concern is the extent to which this leads to more funds being made available to the FET sector.

Moreover, a further concern is the inadequate attention paid to resolving the key relationship between the FET school and college system. While the province is attending to the important curriculum issues and overlaps presently, by not directly unpacking the nature of the present relationship between colleges and schools the NWDoE may be inadvertently impacting on the shape of FET in the province, and ultimately the extent to which provincial strategic participation targets are met. Colleges presently derive substantial income from schools, but if not monitored properly could shape future curriculum models 'from below'. Regulatory mechanisms are urgently needed to support the working together of colleges and schools.

In that regard, two structural issues pervade with regard to the extent to which the FET Directorate can assist colleges. Firstly, in the last report it was noted that the Directorate was badly underfunded with regard to infrastructure, but that this was being addressed. It was suggested that the October 2004 visit would witness the Directorate inhabiting new offices with fully fitted desks, computers and other infrastructural requirements. This has not materialised. In fact, new appointees in the Directorate still do not have adequate offices, if at all. In such an environment, it is unlikely that Directorate staff members can at all times know what is happening in all colleges and campuses.

Secondly, access to administrative staff remains a problem, with little articulation between administrative and professional staff regarding the role and function of support services. Things are so bad that two staff members in the Potchefstroom office that have ostensibly been absorbed into the Southern Region have not yet been released by the Directorate, since without them the Directorate simply wouldn't be able to function properly. The absence of such staff places a further burden on the professional staff.

For this evaluation, it was difficult to assess the extent to which the Directorate has assisted colleges in their further development, since none of the operational Directorate staff members availed themselves for the evaluation visit. This has become a norm with the non-management Directorate staff members in the North West, partly explained by descriptions above of their workloads. It is believed however that these participants simply do not appreciate or respect the seriousness of the HSRC evaluations. This has been raised with the relevant provincial Chief Director.

3.2.4 College councils

College councils and academic boards have been in place and fully constituted in North West FET Colleges since 2003. Student Representative Councils (SRCs) were also already elected in 2003 in each of the colleges. In that regard, the various governance structures for each of the colleges are claimed to be firmly in place.

That does not mean though that the strengthening of governance structures is not an ongoing challenge. Training activities thus continue to focus on further inducting and orientating members of governing structures, especially given annual re-elections and the possible high turnover of members of governance structures. A key concern is the extent to which student representatives are being capacitated to serve effectively on college councils. This is a nationally problematic issue.

Furthermore, the issue of who holds 'greater authority' requires resolution if governance structures are to effectively fulfill their functions. Currently, there is confusion about the exact nature of relationships between provincial departments and colleges and between college management and governance structures. The SESD has however made funds available for further training on the legal responsibilities of councillors, and individual CEOs (albeit unevenly) have focused on clarifying with their governance structures both parties' respective roles and duties.

3.2.5 College management

The relationship between the FET Directorate and college management structures is very stable. FET Directorate staff and CEOs regularly discuss provincial concerns and readily concede that they have to deal effectively with ECD and ABET requirements in the province when attempting to make the FET sector more effective, relevant and responsive. Of course this understanding does not resolve struggles with staffing shortages and lack of resources. However, it helps in bridging the divide between FET colleges and other parts of the provincial educational system by building a 'bigger picture' and emphasising that FET colleges must always be part of the provincial vision rather than an isolated activity. This is evident in the active participation of the above participants in the provincial FET strategic planning processes. This interaction will be particularly valuable if the proposed recapitalisation of the FET sector is realised.

3.2.6 Communications and knowledge sharing

With regard to links with the national department, Directorate staff members continue to be active in structures set up by the national Department of Education. However, they remain sceptical about the value of this participation given that institutional and curriculum development standing committees under HEDCOM have not been meeting regularly. Nonetheless, at the social and informal level, relations between the provincial and national departments are very strong, which helps significantly in the formulation of the guidelines, norms and standards of provincial FET policies.

With SESD support, the FET Directorate holds regular provincial imbizos as well as regular meetings between the FET Directorate and the college CEOs. A significant sum of SESD money is spent on maintaining best practice fora at provincial level and in capacitating and empowering college members to present on developments within the colleges in North West.

3.2.7 Linkages and responsiveness

Given the non-participation of non-management FET Directorate members during the evaluation visit, it is not known how many students are enrolled in the province, whether in full-time programmes, or learnership or skills programmes. From individual college evaluation, reports it seems that NATED courses continue to attract the greater number of students, although there has also been a marked increase in the number of students in shorter skills programmes. A real concern that was noted is the increasing committal of valuable college resources to programmes that boost overall student numbers without there yet being clear evidence that they lead to the greater employability of students.

The continued overemphasis on NATED courses in the North West province may well be due to only two MoUs having been signed between the province and SETAs thus far. Notably, though it is acknowledged that fruitful linkages with industry and communities will be enhanced once the process of signing further MoUs is speeded up, it is also suggested that the FET sector needs to cautiously ensure that whatever partnerships are entered into, fulfill what policy seeks them to achieve. This approach reflects a growing pragmatism that is starting to characterise the FET college sector in the province, with participants seemingly wary of links with industry and communities that compromise their ability to provide high quality and sustainable programmes.

3.2.8 Learnerships

One of the members of the FET Directorate specifically oversees a learnership portfolio but has only been doing this for a few months. Given the scattered nature of the development of learnerships and skills programmes across the province (and not being able to verify this with the noted official), it is highly likely that these initiatives continue to be uncoordinated and sporadic. It is hoped that as the relevant official comes to terms with the complexity of such initiatives in the province that mechanisms

and structures will be put in place to facilitate the commitment to the signing of learnership agreements in the province.

At the same time, the issue of learnership delivery is one of the big challenges facing the provincial FET Directorate. That is because while SETAs are responsible for assuring the quality of learnerships, the ways in which unit standards are translated into curriculum is essentially an academic issue and the NWDoE will have to carefully manage this process.

3.2.9 FET college staff development

The SESD Programme continues to support staff development in different ways. Besides providing training to college educators on assessment, moderation, RPL, OBE and curriculum design and material development, the programme has also enabled the training of community educators in project management and entrepreneurship. This is perhaps one of the big benefits of the SESD funding, namely the retraining of college staff across the different levels, which would not have been otherwise possible.

There are increasing calls that staff development training should increasingly focus on quality improvement in curriculum terms. This view is echoed at college level where staff members express disappointment that individual educator development is rarely prioritised. They also note that staff member efforts are not readily recognised when they show initiative in undergoing training for their own development. It is expected that the establishment of human resource units within colleges will greatly contribute to the development of staff training strategies.

3.2.10 Staff development in Mathematics, Science and Technology (M, S and T)

It was noted that individual colleges basically do their own thing with regard to science, maths and technology, although there does exist a special SMT intervention unit for the province. Importantly, there are funds available from the Directorate for a focus on SMT. Overall, there has been little progress regarding SMT or around staff development in these subjects. The PLATO programme is being looked at for the North West Province presently.

3.2.11 Student support

While the NWDoE is overall appreciative of attempts by the SESD Programme to get student support units established in all SESD-supported colleges across the country, student support services has long been a priority in the province and mechanisms that respond to student support needs have been in place for some time now. Little is known however about the exact nature of these initiatives. Again, it is not possible here to report on the range of student support initiatives in the various NW colleges due to the unavailability of the relevant Directorate staff member during the evaluation visit.

3.2.12 HIV/AIDS

There has definitely been an increase in activity related to HIV/AIDS. Given that a member of the FET Directorate directly oversees this portfolio, programmes are being rolled out that look at how HIV/AIDS issues are fundamental to other learning support programmes. In that regard, the link between HIV/AIDS and the concept of wellness has enabled HIV/AIDS to be infused into the curriculum rather than being a stand-alone topic. With SESD support a one-day HIV/AIDS awareness workshop has been offered for council members and management. A five-day HIV/AIDS and wellness programme have also been offered for Human Resource Management and SSU staff.

3.2.13 Summary table

AREAS OF ACTIVITY	BASELINE RATING	RATING: FIRST FORMATIVE IMPACT ASSESSMENT	RATING: SECOND FORMATIVE IMPACT ASSESSMENT	RATING: THIRD FORMATIVE IMPACT ASSESSMENT
Capacity building in the FET Directorate	EMERGING	EMERGING	EMERGING	EMERGING
Supporting mergers	EMERGING	EMERGING	EMERGING	EMERGING
Communications and knowledge sharing	WEAK TO EMERGING	EMERGING	EMERGING	EMERGING
Linkages and responsiveness	WEAK TO EMERGING	EMERGING	EMERGING	EMERGING
Learnerships	WEAK	WEAK	EMERGING	EMERGING
FET college staff development	EMERGING	EMERGING	EMERGING	EMERGING
Staff development in mathematics, science and technology	WEAK	VERY WEAK	WEAK	WEAK TO EMERGING
Learner Support	WEAK	HIGH WEAK	EMERGING	EMERGING
HIV/AIDS	WEAK	WEAK	EMERGING	EMERGING

3.3 FET DIRECTORATE: WESTERN CAPE

3.3.1 Overall comments

The report that follows shows the vibrancy of the FET Directorate in the Western Cape Education Department (WCED). While the presidential injunction that more funds will be allocated to FET colleges and the Minister of Education's stated commitment to this sector have a lot to do with the rejuvenation of the sector, this renewed dedication can similarly be attributed to the fact that FET colleges are increasingly coming into their own as an important component of the province's education system. It is clear that the SESD Programme has played a major role in providing resources and expertise to assist all areas of the Directorate's work and acknowledgement was

generously given in all interviews conducted. It is also important to acknowledge that initiatives at the provincial level benefit all FET colleges.

The revised leadership role of the FET Directorate in the Western Cape continues to have a coordinating impact in many areas. While colleges are, understandably, concerned about their own issues the province's role is one of concern for the welfare of all colleges under its jurisdiction. This does not mean that there are no problems. Staffing and resource issues continue to be of concern, while the FETMIS system that serves the colleges sector is a long way from providing the kind of easily retrievable strategic information that is required at management level. What is changing though is the 'us' and 'them' attitude that has tended to prevail on both provincial and college side. It is as if all parties are taking a longer-term perspective and realising that obstacles will not disappear overnight but that once a start is made a great deal can be achieved.

It is also evident that the Provincial Technical Advisor (PTA) is responding to the recommendations of the Second Formative Impact Assessment by consistently attempting to interpret the funding categories of the SESD Programme flexibly and imaginatively, while staying within the parameters set by the SESD Programme's stated objectives and outputs. Public events such as the recent FET Awards evening and provincial conference do much to highlight the contribution that the SESD Programme is making. While most credit appropriately goes to the province, public acknowledgement of funders has not been lacking.

3.3.2 Status and capacity of FET Directorate

All seven portfolios within the Directorate are now staffed. These portfolios are:

- Policy and planning
- Programme development
- Skills development and learnerships
- Learner support/ Management of information and databases (FETMIS)
- Entrepreneurship/ Advocacy/Marketing/SIMSA Project
- Learning Technology (Dassie Project)/ Innovative teaching methods
- Quality Promotion

The staff capacity of the FET Directorate has increased slightly since the Second Formative Impact Assessment. With the support of the SESD Programme, the consultant who has been assisting SESD colleges to initiate quality assurance processes has just been appointed to the quality promotion position in the FET Directorate on a contract basis. This will strengthen the Directorate's capacity to investigate quality assurance practices in the different colleges and to develop appropriate policy and

procedure. It was mentioned that while the Directorate is satisfied with the programme approval procedures that are in place, the academic part of quality assurance requires attention in the future.

Comprehensive SESD support for the FET Directorate remains focused on capacity building at Directorate level, rather than on the development of individuals. In a focus group discussion all Directorate staff acknowledged the important role that the SESD Programme is playing in making it possible for the seven portfolio areas to extend their activities in ways that benefit all colleges in the Western Cape. They say that, without SESD support, they could not have developed their portfolios in the ways in which they have done. While the emphasis has fallen on areas that strengthen the FET college sector across the province, individuals acknowledge that they have simultaneously been capacitated through this process.

Directorate staff members continue to be active in structures set up by the national Department of Education but it emerged in the focus group discussion that a certain amount of weariness is creeping in. Directorate staff members feel that, while informal relations remain good, national co-ordination has not happened as it should have. The institutional and curriculum development standing committees under HEDCOM have not been meeting regularly. Guidelines, norms and standards that enable provinces to develop provincial policies have not been forthcoming with most issues remaining at a 'draft' level. It was mentioned, for instance, that, although the number of learnerships managed and driven by colleges has shown a rapid increase in the province, there has been little co-ordination at a national level to ensure a uniform interpretation of learnerships across provinces. Communication with the Chief Directorate of National Examinations and Assessment has always been good and the Directorate hopes to achieve the same continuity in communication with the Directorate of Public Further Education and Training Colleges in the DoE.

The position of the FET Directorate in relation to other departments in the Western Cape Education Department (WCED) is rapidly becoming more prominent. This is not due to budgetary increases but rather due to the increased emphasis that is currently being placed on the role of FET colleges in the overall education system. The HRD Strategy for the province, which is currently in draft form, shows the relation between the FET school and college system to set the province's strategic participation targets for the age cohort 16 to 20 year old youths. These targets show the important role that FET colleges are set to play in the province.

3.3.3 Supporting mergers

The new leadership and co-ordination roles that the WCED in general and the FET Directorate in particular have been developing are now starting to have tangible impact. Programme approval processes established by the FET Directorate, as described in previous reports, are providing the Directorate with strategic information about programme offerings that enables it to detect emerging trends that can be used as a basis for strategic planning at a provincial level. At the recent provincial conference, the Chief Director for instance presented statistics that showed a marked increase in school enrolment since 1995. This increase has been most prominent in grades 10 to 12. Given that

the higher education sector may cap their entries this means that the FET and post-FET sectors will need to expand to cater for students who wish to enter this sector after completing grade 9, as well as for school leavers who need further education and training after grade 12, without necessarily gaining entry to higher education institutions. Strategic information of this kind places developments in the FET sector in a broader national perspective and provides an educational rationale for mergers. While the FETMIS system at provincial level is not yet able to provide easily retrievable information, the FET Directorate and the Chief Director of Educational Planning are making the best use of what is available.

The FET Directorate is also continuing to support mergers by taking a strong leadership role in the development of an enabling environment for FET colleges. The SESD Programme has made possible many of the prominent activities in this regard for the benefit of all colleges in the province. Some examples of this are the Learner Support Conference that was held in May, the recent FET Provincial Awards Evening, and the Provincial conference that focused on blended learning (to coincide with the introduction of the Wide Area Network). Such events are important interventions in terms of building a sectoral FET culture that can overcome the fragmentation of the past. The commitment to FET of all who work in the FET Directorate and the efforts of the Provincial Technical Advisor (PTA) deserve a special mention in this regard.

The work of the Colleges Curriculum Committee (CCC) and its various sub-committees continues to serve the needs of the colleges in the province. A number of colleges are intending to offer new NQF-aligned programmes in Business Administration as well as new programmes in Early Childhood Development, Hair Care and Hospitality next year. The SESD Programme has lent strong support to curriculum development in these areas, with the work done by the SAQA Southern Regional Office and supported by the SESD Programme regarded as crucial.

3.3.4 College councils

In the last report it was mentioned that, according to the perspective of the FET Directorate, a sound knowledge of legislation that affects FET colleges had not yet been established at council level. This situation has since been remedied. With SESD support, ex-judge King was contracted to present a workshop on the relevant FET legislation and corporate governance to all colleges in the Western Cape. By all accounts this was a valuable intervention. Colleges and FET Directorate staff were especially complimentary about the quality of the intervention and felt that they were proud to be able to invite their council members to such a high-level event. Strong mutual relationships between college management and councils are already in operation in some colleges and this intervention will go a long way towards sustaining momentum as well as providing the impetus to build new relationships.

3.3.5 College management

The relationship between the FET Directorate and college management seems to be moving towards greater stability. CEOs have been invited to become part of the broad management of the WCED. This shows that the WCED is starting to acknowledge the role that FET colleges have to play. The FET Directorate reports that broad management participation allows college CEOs to view their own institutions in relation to the other components of the education system and to realise that there are other areas, such as ECD and ABET, that are financially worse off. While this understanding does not alleviate problems of staffing shortages and lack of resources it assists in bridging the divide between FET colleges and other parts of the provincial educational system to build a 'bigger picture'. In this way marketing and advocacy of FET colleges becomes part of a provincial plan rather than being an isolated activity.

3.3.6 Communications and knowledge sharing

With SESD support, the FET Directorate continues to hold regular provincial imbizos, as well as regular meetings between the FET Director and the college CEOs. The FET Directorate was pleased to report that they feel the sector is at a point where it does not have to be embarrassed by the expectations created by a well-publicised marketing campaign under the slogan 'qualified to own the future'. Support systems are in place to honour the promises made, even though certain areas still need attention.

3.3.7. Linkages and responsiveness

Statistics about proposed delivery for 2005 show a head count figure of well over 50 000. This includes full qualifications, as well as learnerships and skills programmes. While NATED programmes continue to attract the greatest number of students there has also been a marked increase in the number of shorter skills programmes, to such an extent that the WCED is starting to monitor the types of programmes being offered. There is concern that the colleges may be tending towards over-responsiveness and that valuable college resources may be committed to programmes that boost student numbers but are untested in terms of employability value. This approach reflects the growing maturity that is starting to characterise the FET college sector in the province. While responsiveness remains a key focus there is also a sense that colleges are going to have to consolidate their offerings in terms of quality as well as quantity.

3.3.8. Learnerships

There has been a strong growth in learnership numbers this year, with colleges responsible for the bulk of the learnerships offered in the province and currently offering well over 4 000 learnerships. Some colleges consider learnerships as part of their normal curriculum activities while other colleges cope with the demand to offer learnerships by appointing project managers and facilitators/trainers from outside on short-term contracts.

The closer scrutiny of learnership delivery is one of the challenges facing the provincial FET Directorate. While SETAs are responsible for assuring the quality of learnerships the ways in which

unit standards are translated into curriculum is an academic issue. The end point of a learnership is a recognised qualification, which, in theory, could be any qualification registered on the NQF. An essential difference is that learnership curricula are usually viewed as being 'more practical' than those of full-time qualifications. The rules of combination are also different in terms of the language and communication requirements in the 'fundamental' category.

Colleges are keen to offer learnerships and skills programmes as it is in line with national policy, and also a way of earning additional income for the college. It is, however, a mode of provisioning that has not been tested in the labour market. Whether employers will opt for labour market entrants who have completed learnerships, or, for those who have attained the same qualification via the full-time college route, remains to be seen. Monitoring of achievement/throughput and tracking of job placements will therefore be essential information at provincial level, in order to assess the success rate of learnerships in relation to resource utilisation.

The SESD Programme has also supported the FET Directorate in the development of a protocol and procedural guidelines for the Recognition of Prior Learning (RPL) as an important element of the correct placement of people in learnerships. While some of the colleges have taken the initiative to develop their own RPL procedures the protocol and guidelines developed by the province are intended to achieve uniformity and consistency of approach. This is not the only work that has occurred in this area as the national Department of Education has also contributed to capacity building in relation to RPL. The RPL documentation developed by the WCED was also made available to members of the national RPL forum who are located in other provinces.

3.3.9 FET college staff development

The SESD Programme continues to support staff development in different ways. The use of consultants to work with managers and staff in specialised areas has been welcomed as an effective complementary measure to generic training. At the same time it is considered important that developmental activities should not be restricted to individuals in specialist positions and/or small groups of specially selected staff members. The increased use of high-level specialists who are experts in their fields is appreciated as a welcome alternative to fairly basic generic training that possibly has limited impact.

Alongside continued appreciation for staff development opportunities there is a feeling at provincial level that the emphasis of staff development activities should increasingly fall on quality improvement in curriculum terms. This view is echoed at college level, where staff members expressed disappointment that their requests for individual development opportunities, either in the form of enrolment for distance-based study in specialist areas or in terms of attending workshops and events that pertain directly to their areas of expertise, have mostly not been positively received by the SESD Programme. While it is not possible to support every request there seems to be an opportunity for the SESD Programme to reinforce the requirement for continuing professional development as a self-

initiated activity by assisting staff members who show initiative to take responsibility for their own development.

There is also a hope from the lecturers' side that subject-specific induction or orientation workshops will accompany the handing over of the resource packs that are being developed by the SAQA Southern Regional Office and other service providers for various new programmes that follow a unit standards-based approach. Lecturers are concerned about the time period between handing over and the commencement of teaching. For them this is an indication of an assumption that little time is required for preparation when they have resource packs to guide them. While it may therefore appear that the resource packs equip lecturers fully for their new teaching tasks, this is in fact not so. Most of the books indicated in the resource packs as curriculum resources for lecturers are not available in their local resource centres. Converting from an examination-directed curriculum to an activity-based one also requires a uniform and agreed approach to assessment that guarantees quality of delivery and assures prospective employers of an equally high standard at all colleges. Opportunities for discussion between lecturers from different campuses and with colleges where pilot programmes have occurred, based on an evaluation of these pilot programmes, is an essential component of staff development in relation to curriculum change.

While the CCC is keen to get the new programmes underway there seems to be a number of opportunities here for the SESD Programme to lend further support in ways that would be much appreciated by lecturers.

3.3.10 Staff development in Mathematics, Science and Technology (M, S and T)

No specific activities were reported in this regard. Some lecturers may, however, have been involved in work groups that relate to the development of the mathematical literacy resource packs. While PLATO has not been fully integrated into programmes to which it would be applicable there is ongoing enthusiasm about the potential of PLATO applications to assist with both remedial and formative education. The province is currently considering extending PLATO licenses to cover all colleges. Should this happen it will be a fine example of how a SESD-piloted initiative ultimately benefited the whole province.

The introduction of the wide area network will make open learning centres a reality at campuses and bring greater opportunities for development of IT expertise.

3.3.11 Student support

The WCED is especially appreciative of the lead that the SESD Programme has taken to get Student Support Units (SSUs) established in the SESD-supported colleges. There are great hopes that the SSUs will transform the ways in which students are assisted. Although dedicated staff members for student support are not yet in place in all colleges in the province there is definitely a ground swell of support for the work that needs to be done. There are so many areas in which student support is required that it will be a long time before the province can truly claim success in this area. An exciting development in the area of career guidance will be the introduction of PACE career assessment tools.

This system is also being used in schools in the province and it is directly linked to the Department of Labour's database. All SSU staff will undergo training in the system in November and it is hoped to introduce the system fully into the colleges next year. The province has adopted a broader notion of 'wellness' as the centre point around which many of the student support activities will revolve. Colleges have been asked to submit draft plans for each area of 'wellness' for implementation next year. The use of PLATO for language development is another area of student support that is set to enjoy attention.

3.3.12 HIV/AIDS

There has definitely been an increase in activity related to HIV/AIDS. The link that has been forged between HIV/AIDS and the concept of 'wellness' has enabled HIV/AIDS to be infused into the curriculum rather than being a stand-alone topic. With SESD support a one-day HIV/AIDS awareness workshop has been offered for council members and management. A five-day HIV/AIDS and wellness programme has also been offered for Human Resource Management and SSU staff. In November, when the year's teaching programme is winding down, the same programme will be offered to 50 staff members from all colleges. The intention is also to offer the programme to students next year in a time slot where weekends and public holidays can be combined to provide the five days that are required. It is further intended that a peer education programme for students will be introduced next year.

3.3.13 Summary table

AREAS OF ACTIVITY	BASELINE RATING	RATING: FIRST FORMATIVE IMPACT ASSESSMENT	RATING: SECOND FORMATIVE IMPACT ASSESSMENT	RATING: THIRD FORMATIVE IMPACT ASSESSMENT
Capacity building in the FET Directorate	EMERGING	HIGH EMERGING	HIGH EMERGING	STRONG
Supporting mergers	EMERGING	EMERGING	EMERGING	STRONG
Communications and knowledge sharing	WEAK TO EMERGING	WEAK TO EMERGING	EMERGING TO STRONG	STRONG
Linkages and responsiveness	WEAK TO EMERGING	WEAK TO EMERGING	EMERGING	HIGH EMERGING
Learnerships	WEAK	EMERGING	EMERGING	HIGH EMERGING
FET college staff development	EMERGING	HIGH EMERGING	HIGH EMERGING	HIGH EMERGING
Staff development in mathematics, science and technology	WEAK	WEAK	WEAK TO EMERGING	WEAK TO EMERGING
Learner Support	WEAK	HIGH WEAK	WEAK TO EMERGING	EMERGING
HIV/AIDS	WEAK	WEAK	WEAK	EMERGING

Section 4

The National Directorate

The last evaluation interviews for the national Department of Education component of the SESD Programme took place just before the 2004 elections. The report was written at a point when there was a growing prioritisation of the FET college sector by the Presidency and was shaped by the assumption that this would quickly transmit itself into a stronger focus on FET in the DoE.

However, the post of Deputy Director General for FET has remained unfilled for the past six months and the expected increase in staffing for the Public Colleges Directorate has not yet happened. More seriously for the SESD Programme, the Chief Technical Advisor's contract ended at the end of September and a decision is pending about the future of the national component, which is effectively dormant from the beginning of October.

There is a very strong tension in different participants' views of how the national component has fared and the reasons for weaknesses. What is clearly factual is that key national structures and communication pathways for the Programme, including its reporting to SUBCOM; the national-provincial coordination forum; and the national coordinating committee, have never been activated in spite of numerous commitments.

The SESD Programme has been supporting a number of activities of the Public FET Colleges Directorate, as outlined in previous reports. The presence of the Programme has assisted the Directorate and the DoE more generally in its strategy of support for the college sector through piloting of units such as the Linkages and Programmes Units, the Student Support Units and the Marketing and Communications Units. It has also helped through the development of guidelines in some of these areas (e.g., the National Policy for Student Support) and in other areas such as the Recognition of Prior Learning.

However, the Programme does not appear to have the support of the FET Branch more generally. Moreover, what the Programme can do to support the activities of the Directorate is constrained by the continued under-staffing of the Directorate. Equally, the lack of an official communication channel for sharing with the other six provinces has clearly limited the impact of the initiatives that have emerged from the three Programme provinces.

The Department is committed to the major goals of recapitalisation of the colleges and curriculum transformation. It appears that SESD Programme could play a valuable role in supporting these processes and that this would be broadly in line with its mandate. However, the contributions of the Programme to date at the college and provincial level have not been adequately capitalised upon at the national level. It is imperative that the Review Mission of late 2004 should critically review the reasons for this weakness and explore whether, and how, the national component can be revised.

SECTION 5

SAQA Southern Regional Office

5.0 Introduction

The SAQA Southern Regional Office (hereafter called the Regional Office) participates in the SEDS programme on a year-to-year basis. The Terms of Reference that commenced in January 2004 relates to the development of learning materials for Fundamentals within NQF-aligned qualifications to be offered by FET colleges.

1.6.1 Main Activity: The production of materials in Mathematical Literacy and Communication Studies, to assist educators in phasing in qualifications registered on the NQF during 2004 and 2005 and the provision of feedback and support mechanisms for educators using the materials developed during 2003 (and 2004 if possible), Draft WC SEDS Planning for 2004: 6-7

This report relates to the materials development taking place in 2004. As was explained in the previous report it is not yet possible to assess the impact of the resource packs for communications and mathematical literacy and the assessment presented here thus focuses on progress in relation to indicators that refer to the sub-activities under 1.6, as indicated in the draft Western Cape SEDS Plan for 2004. The indicators are:

1.	Extent to which SAQA Regional Office project management of resource materials development for Fundamentals in the learning areas identified involves the colleges in the development process through an initial scoping workshop with each learning area reference team and their subsequent involvement in an iterative process of engagement with draft copies and samples until the final versions are approved.
2.	The extent to which materials writing and production processes are managed to produce high-quality materials within the specified time lines.
3.	The extent to which dissemination to the SEDS colleges in the Western Cape and to other colleges takes place, in terms of arrangements negotiated with the provincial and national DoE.
4.	The extent to which SEDS colleges in the Western Cape are supported in the use of the learning materials as they become available.
5.	The extent to which SAQA continues to respond to college needs for NQF-related training, in terms of generic as well as specific interventions.

In the final section of the report some recommendations are made for more comprehensive impact assessment during 2005.

5.1 Scope and current status of the work

In the previous impact assessment report the scope of the work was indicated as follows:

- Business Studies, at NQF levels 2, 3 and 4 (6 resource packs)
- Engineering Studies, at NQF levels 2 and 3 (4 resource packs) (still to be confirmed)
- Hairdressing, at NQF level 4 (2 resource packs)
- ECD, at NQF level 4 (2 resource packs)
- Hospitality, at NQF level 4 (2 resource packs)

As no suitable NQF-aligned qualification currently exists for Engineering Studies this resource requirement has been replaced by a requirement for resource packs for Communications and Mathematical Literacy in Hairdressing and Hospitality, both at NQF level 2. The final set of qualifications for which resource packs in the Fundamental component of the qualification is being developed, is thus:

- Business Studies, at NQF levels 2, 3 and 4 (6 resource packs)
- Hairdressing, at NQF level 2 and 4 (4 resource packs)
- Early Childhood Development, at NQF level 4 (2 resource packs)
- Hospitality, at NQF level 2 and 3 (4 resource packs)

5.2 Assessment in relation to indicators

Indicator 1: Extent to which SAQA Regional Office project management of resource materials development for Fundamentals in the learning areas identified involves the colleges in the development process through an initial scoping workshop with each learning area reference team and their subsequent involvement in an iterative process of engagement with draft copies and samples until the final versions are approved.

It was reported that materials writers for Communication and Mathematical Literacy attended the scoping workshops set up by the CCC for the core and elective components of the new NQF-aligned qualifications. They used these opportunities to familiarise themselves with the contexts to which the materials must relate. They also established contact with college participants who could act as 'sounding boards' on an ongoing basis. One mechanism for involvement of colleges in the development process has thus been through direct contact with individual lecturers.

A second mechanism is being provided by contact with curriculum work groups in the areas of Early Childhood Development, Hairdressing, Tourism, Business Studies, Engineering and Clothing Production, which were set up by the CCC in August 2004 to streamline communication within the

college system. The co-ordinators of these work groups represent the broad spectrum of colleges in the Western Cape.

While the above ways of involving college staff in the development process do not cover all staff members who will be affected by the change-over to the new qualifications there is sufficient opportunity for contact to ensure that materials developers have access to information that helps them to contextualise the material appropriately.

Indicator 2: The extent to which materials writing and production processes are managed to produce high-quality materials within the specified time lines.

According to the latest progress report submitted to the Provincial Steering Committee (PSC) the eight Communication resource packs are on track and scheduled for completion in November. Four of the Mathematical Literacy resource packs are scheduled for completion in November and a request has been made to role over delivery on the other three resource packs for Mathematical Literacy until the first quarter of 2005, with reasons advanced about why the development of the Mathematical Literacy resource packs has taken longer than originally anticipated. At this stage it is not yet possible to comment on the quality of the materials.

While the Regional Office work towards meeting deadlines for resource pack completion is proceeding in terms of the original dates, the plan to implement a number of the new qualifications in 2005 is not without problems. There is a concern from lecturers' side about the shortness of the time period between the due date for the handing over of the resource packs and the commencement of teaching. The new teaching year starts fairly early in January and the resource packs will only be available in December (during college vacation). Lecturers question the assumption that little time is required for teaching preparation when they have resource packs to guide them.

A second concern relates to conversion from an examination-based system to one of continuous assessment, which is a big change in curriculum areas without previous exposure to unit standards-based assessment. Even though draft materials are already available in some areas proper induction into the rationale for and use of the new materials is required. Lecturers may have attended generic OBE workshops in the past but these workshops did not deal with curriculum specifics. The dissemination activities proposed by the Regional office for 2005 are clearly crucial in this regard.

Indicator 3: The extent to which dissemination to the SESD colleges in the Western Cape and to other colleges takes place, in terms of arrangements negotiated with the provincial and national DoE.

Indicator 4: The extent to which SESD colleges in the Western Cape are supported in the use of the learning materials as they become available.

Should the proposal for the continued contribution by the Regional Office to the SESD Programmel Office be approved these two indicators will become relevant in 2005.

Indicator 5: The extent to which SAQA continues to respond to college needs for NQF-related training, in terms of generic as well as specific interventions.

The Regional Office continues to participate actively in the CCC. Through this participation as well as through their contribution to various SESD-supported activities and workshops staff members of the Regional Office are continuing to support colleges in a general way. However, the main focus of their work has been project management of the development of materials for the Fundamental component of the new qualifications.

5.3 The Western Cape FET Directorate's views of its relations with the SAQA Southern Regional Office

The FET Directorate regards the contribution that the Regional Office is currently making as crucial to the introduction of the new qualifications (as listed in a previous section). It is recognised that the Regional Office's previous experience in project managing materials development gives them a sound understanding of what is required. They have already established contact with various material developers and know the quality of their work. Both these factors are regarded as important in terms of ensuring the quality of the material.

5.4 Proposals for further impact assessment

In the new vocational qualifications Fundamentals are deemed to hold the key to the proposed learning pathway to higher education. The Fundamental component of the proposed new Further Education and Training Certificate (FETC) is also the component that will possibly have most in common with the FETC that is issued to those who follow the general academic pathway. Given the importance of Fundamental credits it is recommended that, during the two impact assessment visits in 2005, the evaluators of the two Western Cape SESD colleges are asked to conduct a special investigation into how the resource packs for Fundamentals have been received and where the successes and/problems are. While the Regional office will no doubt evaluate implementation on an ongoing basis it is always useful to obtain independent feedback. The Western Cape is leading the field in terms of the replacement of NATED qualifications with NQF-aligned qualifications and such feedback will thus also be valuable to the FET Directorate in terms of the broader contribution that the Western Cape can make.

Section 6

The Department of Labour

6.1. Introduction

The period since the last evaluation has seen first a slowing down of progress in this component but, more recently, a reacceleration of developments. What is apparent at the current moment is that the component continues to move forward and to have unanticipated positive impacts on the interface between enterprise development and skills development.

6.2. Roll out of the New Venture Creation Learnership Pilot

6.2.1. Governance

The steering committee has continued to meet on a monthly basis and has had relatively good attendance from the partner departments: Labour, Education, Trade and Industry and Public Works. The steering committee is taking important decisions (see below) and these are leading to actions.

The working group has not met for several months, as there have not been sufficient agenda items for it. However, with new developments in the recent past, a further meeting is planned for early November.

6.2.2. Management structure

As anticipated in the previous evaluation report, a decision has been taken about the implementation agency for the project, although a contract has not yet been signed. The Umsombomvu Youth Fund, an agency of the Department of Labour, will take this role. Already, one of its managers, who had already been a regular attendee of the working group meetings, has been detailed to be project manager. It is anticipated that the implementing agency will be called the National Enterprise Development Agency and, over time, will develop a broader mandate in this area. Discussions are already under way with the Department of Trade and Industry and the new Small Enterprise Development Agency, which will be formally launched in January 2005, regarding collaboration. This is another example of the strengthening of inter-departmental and agency working relationships that the DoL component of the SESD Programme has facilitated.

6.2.3. Progress towards implementation

In the previous evaluation report, we noted that three colleges had been identified as pilot sites and that processes for learner selection were beginning. The selection process did take place as planned. However, the project then ran into a major difficulty, which has only recently been resolved.

Although the project has received high-level support throughout from the relevant DDG in the Department of Labour, it only became apparent in the middle of the year that the colleges could not

be contracted to deliver the learnership as there was no mechanism for funding them. The SESD Programme was not supposed to be paying for this particular expenditure but the DoL found that it also had a problem in paying. At the heart of this was the difference between the funding model for the NVCL and that of other awards being supported by the National Skills Fund. The NSF, therefore, was unable to contract with the colleges and learners at the NVCL rate, which was arrived at because of the specific needs of this self-employment focused learnership.

This impasse has been resolved, as the Umsombomvo Youth Fund has agreed to fund the project until the NSF is in a position to fund it after the start of the new National Skills Development Strategy on April 1st 2005.

As the three colleges had already progressed quite far in the learner selection and staff training processes, they are able to catch up some of the lost time. Thus, the learnership will officially start on November 1st. This represents a delay of four months against the timing given in the last evaluation report.

6.2.4. Further design work

The last evaluation report noted a range of achievements that had been made in project design. Since then, a number of new developments have taken place.

The selection tools are being validated and a process has been put in place for tracking learners' performance in assessments and comparing these with the initial selection process in order to further monitor the suitability of the tools.

A set of mentor requirements are currently being developed, as is a mentor database. This is one of the areas where the project is having broader impact. Through the discussions of the working group and, later, the steering committee, a proposal has emerged for a national professional body for mentors.

The project has shifted from using the Best Business Game as originally planned. The developers of that game have now developed a set of tools that are NQF-aligned and the appropriate business plan simulation tool is considerably cheaper than the original full package. Facilitators from all three pilot colleges have been trained on the new materials.

Services SETA and the SESD Programme have agreed to jointly develop entrepreneurship unit standards across all NQF levels.

It is anticipated that Services SETA will be contracted this month to develop a Recognition of Prior Learning strategy and related tools for the learnership.

A service provider has been appointed to monitor and evaluate the pilot phase and tools are scheduled to be finalised by the end of October.

The process for identifying partner colleges for the roll-out of the project has not progressed as DoE have not felt able to participate as anticipated in this process. This means that the anticipated roll out in January will not take place. However, it is expected that a way forward will be found by early 2005.

There are plans to revise the name of the learnership, perhaps to the "New Enterprise Development Learnership". This is proposed because others have begun to offer learnerships with the NVCL name but have created some negative perceptions about the brand image.

Development of other Learnerships

There has been a mixture of major developments and blockages with respect to the additional learnerships discussed in the previous evaluation report.

NVCL Level 2: Quotations for developing this learnership have been received and will be brought to the steering committee for a decision on contracting. A process is underway with SAQA to agree a standards generating mechanism. The Department of Public Works remains interested in offering the learnership as one option within its programmes and may, additionally or alternatively, use some of the unit standards developed with Servcies SETA in its own learning programmes.

Inspection and Enforcement Services (IES) Learnership – NQF Level 5: In the previous evaluation report we noted that the Unisa Institute for Public Management Development had been approved as service provider in this regard. However, the Department of Labour subsequently has decided that the work done was unsatisfactory. The contract with UNISA has been terminated and a new service provider, Job Works, has been appointed. Materials are due by December, but this seems over-ambitious.

Community Development Worker (CDW) Learnership – NQF Levels 4 and 5: The materials for this learnership are due to be finalised by the end of October.

FET College Administration Learnership - NQF Level 5: This learnership was only at the proposal stage at the time of the last evaluation report and has not progressed subsequently.

6.4. Capacity Building in the Department of Labour, especially in the KwaZulu-Natal Provincial Office

As noted in the previous evaluation report, the focus has shifted towards building sustainable capacity with regard to the NVCL approach. Developments are on-going in this respect, as illustrated elsewhere in this section.

6.5. Supporting the National Skills Development Strategy

A NVCL-related indicator is still in the latest draft of the proposed second National Skills Development Strategy and this will be linked to a new funding window within the National Skills Fund.

6.6. Concluding comments

The Department of Labour component has clearly gone through a difficult period since the last evaluation. However, there are grounds for optimism regarding the recovery it has made as it has found ways of dealing with some of its key challenges.

Although the component has had capable project management and the close backing of both the relevant DDG and the CTA, it appears that it has not been sufficiently embedded in the routine processes of the Department of Labour. The appointment of an implementing agency looks likely to have reduced some of these problems and the Department intends to address the funding issue through the imminent NSDS 2. The appointment of an implementing agency is also likely to remove some of the burden from the project manager, which was identified as a concern in the previous evaluation.

It appears that many of the positive impacts of the project have been unanticipated as the need to address a range of issues at different points of development have led to wider processes emerging that have spread the project's influence beyond its initial boundaries. This can be held to be a major benefit of the project and reflects the ability of both the SESD Programme and the Department of Labour to work flexibly and innovatively.

The biggest current concern about the future of the project comes from the failure to get agreement with the Department of Education regarding the selection process for additional participant colleges. This is unfortunate as this partnership between the two Departments was one of the most attractive elements of the model. It is to be hoped that this matter can be resolved as part of the broader realignment of SESD-DoE relations as a result of the issues reported under the previous section of this report.

Section 7

Findings and Recommendations

7.0 Introduction

This section highlights findings and recommendations that emerge from the third impact assessment. Given that the second impact assessment in May 2004 offered detailed findings and recommendations, this section focuses on just a few perspectives that should be taken into account alongside the previous findings. In that respect, it is expected that the next evaluation in May 2005 will better capture and explain subsequent changes in the FET sector. Notably, the various sections of this synthesis report have emphasised the very good levels of progress over the past six months and the impact of the SESD Programme on the growth of individual colleges.

It is important to note however that the two systemic issues highlighted in the previous impact assessment report (with regard to the development of an institutional and curriculum environment that supports the delivery of practical and labour market-orientated education and training) remain a deep concern. The previous report noted that the ongoing debate about how classroom-based Department of Education (NATED) programmes are replaced by NQF-aligned programmes based on unit standards needs to be directly confronted. The report noted that the current policy hiatus about whether the translation of SETA-registered unit standards into custom designed programmes actually addresses (or should address) the specific needs voiced by employers, has allowed an ad hoc hybrid system to develop which may well weaken both forms of provision. It was noted that while FET Directorates and SETAs are both spending a lot of time and effort trying to respond to the above concern, it is important to remember that this envisaged system was not originally designed with the college dispensation in mind (something which the DoE is presently addressing).

The May 2004 report also noted that most FET colleges staff establishments are well below where they should be in terms of management, lecturing and administrative positions, to the extent that in many cases departmental posts that belong to campuses are often utilised for the staffing of centralised structures. It has often also meant that colleges use a significant portion of self-generated income to pay for additional staff, and thus are not being able to invest proportionately in infra-structural development, in the provision of information technology and Internet facilities for staff and students and in the establishment of adequate workshop and laboratory facilities. Moreover, the norm of using short-term contract posts as a way of responding to calls for the broadening of both the scope and scale of delivery has provided new difficulties for FET colleges with regard to remuneration disparity and the addition of further responsibilities for departmental staff members who earn much less in comparison to some contract level staff. Within current FET college sector discussions on curriculum transformation and college recapitalisation, colleges grapple with how to simultaneously make themselves financially viable yet hold onto their staff members to ensure they have the expertise to provide and redevelop programmes.

7.1 Key findings and recommendations

The comparative findings in the various sections of the synthesis report show that the SESD Programme is undoubtedly having a significant impact on the seven funded FET colleges and the other programme components. This support has impacted at the individual level of staff member training (training that normally would not be freely available), at the college systemic level where much-needed funds has been provided to start up key college structures like Linkages and Programme Units (LPUs) and Student Support Units (SSUs), and at the provincial and national levels where directorates have actively grappled with how best to insert the sector into provincial and national agendas. While the various levels of support may well provide an unfair advantage for SESD-funded colleges over others in the long term (given the increasing market environment of the FET sector), it needs to be remembered that the FET sector has invariably been under-funded and under-resourced and that interventions like the SESD Programme are imperative if the sector is to grow.

Commendably, the SESD Programme has allowed the support offered at the national, provincial and college level (within the scope provided by the development and intermediate objectives and the thirteen key outputs) to be adapted in ways that benefit the broader college sector. Lessons learned from, for instance, the establishment of dedicated Linkages and Programmes Units, Student Support Units, and Marketing and Communications Units will eventually benefit other colleges when funding is made available to them to establish such units. The flexibility of the SESD Programme has also ensured a significant amount of inter-provincial sharing and inter-college sharing through best practice forums, workshops and SESD-supported provincial initiatives. Indeed, the development of closer linkages between the provincial and national DoEs, through provincial participation in national structures, and the overall strengthening of provincial structures undoubtedly benefits all colleges in the three selected provinces and not just SESD-supported institutions. A clear example of other FET colleges benefiting from SESD support is the work of the SAQA Southern Regional Office, which has focused during the past year on developing learning materials bearing in mind the needs of all Western Cape FET colleges.

Importantly, the impact of SESD funding over the past six months needs to also be viewed against the background of organizational and systemic change in the FET college sector. With FET colleges mandated to become increasingly more autonomous and more relevant, both college structures and supporting (or associated) environments have undergone far-reaching reorientation, and this has influenced the perception of change within the sector in important ways.

Rethinking the location of central offices

A key finding during the October 2004 evaluation is the negative feelings of campus staff members towards the establishment of college head offices located quite far apart from its campuses, and the perception that most personnel positioned there have very limited understandings of the localised campus environments.

These negative feelings are not easily explained given that many central office staff members invariably come from the various localised campuses. It may well be that campus level unease is a reflection of a tension in FET colleges in South Africa between the socio-political challenges of transformation and overly marketised approaches to institutional transformation. Indeed, a key consequence of the FET sector being the dual responsibility of national and provincial education departments may be that with colleges challenged to raise the bulk of their own funds in an environment where competing private FET providers are also mushrooming, transformation issues are increasingly being marginalised/undermined or framed in ways that deal only with immediate college challenges.

Does good financial management and practice mean healthy financial condition?

A further finding during the October 2004 evaluation is the mixed impressions towards financial health and efficiency issues. Many respondents noted that while the ways in which colleges were financially managed had become more efficient and effective, in most cases the financial health of colleges had not necessarily improved. They noted that this may well be because college management structures often overly focus on the cost implications of college provision and do not give enough attention to developing innovative and more structured ways of drawing more students into the sector in the long term. They note for example that while choices to sometimes discontinue low income-generating programmes in campuses located in townships (or in areas predominantly populated by members of previously disadvantaged communities) may be deemed sound financial practice, they often had long-term implications for the continuing viability of such a campus. In a situation where such campuses ultimately close down, SESD support to management structures that adopt overly-marketised approaches to college financial concerns shape the FET sector in particular and quite unintended ways.

Funding campuses through Learnerships

Moreover, the October 2004 evaluation concludes that marketised approaches are also sometimes implicit in the ways in which FET colleges take up national initiatives like learnerships. For example, it was found that many colleges find it easier to locate the bulk of their learnership programmes at campuses that normally struggle to attract self-paying students or where there is a presence of previously disadvantaged communities and unemployed learners (the latter being criteria that normally determine the buy-in of SETAs and related industry partners or employers). Such colleges mostly do this to simultaneously resolve key financial dilemmas and strategic political and social concerns. The problem is that most learnerships in such cases are of a very short-term nature and also invariably lock associated campuses into providing programmes at particular skill levels. Given that most learnerships designated for such campuses are presently mainly located at the lower skill levels, this emphasis on strategic and financial imperative may ultimately lead to campuses in previously disadvantaged areas focusing mainly on low skill level training provision and campuses in more affluent areas providing the longer duration higher skill level provision.

This may explain why students who can least afford it are often prepared to by-pass their local campuses (or colleges) and travel long distances to register at a campus or college where they perceive the quality to be higher. It may also explain why staff members at such campuses have been slow to support the NQF-alignment of their programmes. If that is indeed so, the SESD Programme should be careful not to simplistically foreground support for OBE provision and NQF-directed staff development and overlook the development needs of staff who hold onto NATED programme delivery, at least until such time as various systemic kinks are resolved.

Uniform provision across college campuses

Students and their parents need to feel confident that students are receiving high-quality tuition and not just that which is available in a particular geographic region. Given the dire financial conditions of most students in the FET sector, it is not realistic to expect students to travel to outside areas for particular forms of FET provision. It is recommended that provincial and college initiatives revisit the complex issue of uniform provision and standards across all colleges and campuses, instead of the horse-for-courses approach that is currently quite prevalent.

7.2 Conclusion

Whereas the findings and recommendation of the previous synthesis report focused on curriculum and structural concerns (deemed critical to the further development and growth of the FET sector), this final section of the third impact assessment synthesis report has instead sketched out some key anxieties linked to the impact of organizational and systemic change in the FET college sector, and the ways in which such changes have meshed with some of the SESD interventions. Notably, the influence of some of these anxieties may be overemphasised and the positive developments that presently envelop the FET sector under-explored. However, it was deemed necessary to highlight these concerns at this point in the evaluation process to get participants to engage and interact more readily with some of the consequences of their decision-making and strategic planning. There is little doubt that the SESD Programme is making a tangible difference at many levels in the FET sector. The challenge though is to consolidate the benefits of this growth and to harness and translate some of the key lessons for other non SESD-funded colleges.

**DANIDA: SESD PROGRAMME
2002-2006**

DEVELOPMENT OBJECTIVE		
<p>The SESD programme will increase the employability of male and female youth and adults through supporting the delivery of practical and labour market oriented education and skills training provided mainly within the FET band</p>		
IMMEDIATE OBJECTIVE 1: CAPACITY BUILDING		
<p>The institutional and financial sustainability of the FET colleges in general and the targeted provincial clusters in particular will be enhanced through the establishment of a supportive and conducive enabling environment, which will also serve to advance the objectives of the NQF.</p>		
OUTPUT	INDICATOR	MEANS OF VERIFICATION
<p>1.1 The capacity of DoE in the 3 provinces developed to efficiently and effectively support the FET institutions in the provinces in areas such as management, programme design and delivery, creating linkages with the labour market and HIV/Aids awareness.</p>	<p>Training programmes for DoE staff on change management implemented.</p> <p>DoE staff work in accordance with agreed systems and procedures as advocated and promoted by provincial and national DoE.</p> <p>Provincial DoE is actively engaged in dialogue with national DoE on development of best practices for FET colleges</p>	<p>Evaluation reports from the training programmes</p> <p>Management reports by FET branch staff</p> <p>Interview with FET management and staff</p> <p>Communications between national and provincial DoE</p> <p>Minutes of meetings</p> <p>Interviews of DoE staff</p>
<p>1.2 Selected FET clusters restructured and the operations cost-effective and cost-efficient in response to the needs of the labour market.</p>	<p>Restructuring plans implemented.</p> <p>Training programmes delivered.</p> <p>Increased success rate for graduates, males as well as females, to get access to the</p>	<p>Reports from the research, monitoring and evaluation system</p> <p>Evaluation reports from the training programmes</p> <p>Gender-sensitive reports from the research, monitoring and evaluation system</p>

	world of work or continued learning.	Gender-sensitive FET college statistics (FETMIS) Tracer studies Interviews with male and female students, enterprises, community leaders
1.3 The selected FET institutions' governing bodies capacitated to provide good leadership within the pertinent rules and regulations	Training programmes delivered Sound development plans based on agreed policies for FET colleges in place	Evaluation reports from the training programmes Development plans Reports from the research monitoring and evaluation system Interviews with the DoE and FET management, staff and students
1.4 Management, instructors and other staff of the selected FET clusters capacitated to use up-to-date management methods and best practices	Training programmes delivered Increased success rate for graduates, males as well as females, to get access to the world of work or continued learning	Evaluation reports from the training programmes Gender-sensitive reports from the research monitoring and evaluation system Gender-sensitive FET college statistics FETMIS Interviews with male and female students
1.5 FET institutions share best practices and are adequately represented in the national and provincial debates on the role of education and skills development in the country	Mechanisms for FET networking established FET colleges actively participating in national and provincial	Interviews with National Board for FET, national and provincial DoE and FET colleges Conference papers and proceedings

	conferences	
1.6 The capacity of DoL, on the provincial and local level, is developed to institute a monitoring, quality and assessment system to be applied to training providers in the province, including the FET institutions, so as to support the development and implementation of gender-responsive skills development programmes.	Database of service providers in place. Gender sensitive evaluation programme in place Capacity building programme for DoL staff implemented Assessment and tracer studies conducted	MIS documentation regarding all service providers Evaluation reports Performance reports Tracer studies' reports
1.7 SAQA branch established in Western Cape to support FET institutions translating unit standards under the National Qualifications Framework into programmes.	SAQA branch office established Unit standards translated under the NQF	Physical inspection FET curricula Interviews with provincial DoE, SAQA and FET staff

IMMEDIATE OBJECTIVE 2: DELIVERY OF QUALITY PROGRAMMES

The FET colleges in general and the targeted clusters in particular directly supported to deliver quality programmes responsive to the needs of the world of work including the SMME sector, in accordance with the needs of the society at large.

<i>OUTPUT</i>	<i>INDICATOR</i>	<i>MEANS OF VERIFICATION</i>
2.1 Mechanisms established for the FET clusters to maintain a close dialogue, co-ordination and placement services with relevant parts of the world of work including the SMME sector, SETAs, and the HE institutions	Increased success rate for graduates, males as well as females, to get access to the world of work or continued learning	Gender-sensitive reports from the research, monitoring and evaluation system Gender-sensitive FET college statistics (FETMIS) Tracer studies Interviews with students,

		enterprises, community leaders
<p>2.2 Teachers and instructors have professional and pedagogical skills based on modern principles and best practices</p>	<p>Training programmes delivered</p> <p>Improved classroom performance of teachers</p> <p>Increased success rate for graduates, males as well as females, to get access to the world of work or continued learning</p>	<p>Evaluation reports from participants and lecturers</p> <p>Class room observations</p> <p>Teaching notes</p> <p>Assessment reports</p> <p>Gender-sensitive reports from the research, monitoring and evaluation system</p> <p>Gender-sensitive FET college statistics (FETMIS)</p> <p>Interviews with students, enterprises, community leaders</p>
<p>2.3 Relevant and gender-balanced learnerships, especially relating to SMMEs, implemented by the FET institutions and other providers</p>	<p>Gender-balanced learnerships delivered by FET colleges</p> <p>Increased success rate for graduates, males as well as females, to get access to the world of work or continued learning</p>	<p>Partnership contracts and reports</p> <p>Number of participating SMMEs</p> <p>Seminar report</p> <p>Number of FET colleges plan to implement venture creation learnership</p>
<p>2.4 The academic competence of teachers of FET institutions in mathematics, science and technology upgraded to respond to the needs of the society and the world of work</p>	<p>Training programmes delivered</p> <p>Improved classroom performance of teachers</p>	<p>Evaluation reports from participants and lecturers</p> <p>Class room observations</p> <p>Teaching notes</p> <p>Teacher appraisal reports</p>

	<p>Increased success rate for graduates, males as well as females, to get access to the world of work or continued learning</p>	<p>Gender-sensitive reports from the research, monitoring and evaluation system</p> <p>Gender-sensitive FET college statistics (FETMIS)</p> <p>Interviews with students, enterprises, community leaders</p>
<p>2.5 The venture creation learnership piloted under phase 2 of the Danida KZN pilot project mainstreamed</p>	<p>Signed contracts on co-operation</p> <p>Venture creation learnerships implemented</p> <p>Seminar/workshops for sharing learning</p>	<p>Partnership contracts and reports</p> <p>Number of participating SMMEs</p> <p>Number of FET colleges plan to implement venture creation learnership</p> <p>Seminar report</p>
<p>2.6 HIV/AIDS prevention strategies among FET students, teachers, and management implemented, inclusive education strategy developed and gender-sensitive practices promoted within the framework of the Learner Affairs and Support Unit</p>	<p>Training programmes conducted and evaluated</p> <p>Learner Affairs and Support Unit, including HIV/AIDS counseling established and functioning</p> <p>Strategy for inclusive education developed</p> <p>Gender-sensitive practices applied</p>	<p>Progress reports</p> <p>Evaluation reports</p> <p>Information material</p> <p>Strategy plans</p> <p>Staff appraisals</p> <p>Interviews with male and female students and community leaders</p>