SECOND IMPACT STUDY

Human Science Research Council

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

SIVANANDA COLLEGE
KWAZULU NATAL

March 2004

3275

1. ORGANISATIONAL PROFILE

Sivananda comprises four campuses, namely Kwa-Mashu, Ntuzuma, Pinetown, Mpumalanga and Qadi. At the latter two campuses, only skills programmes are offered. The central office is currently located at the Pinetown campus, but will move to its own building during April 2004.

Employees at college level include the rector, two unit managers and their two assistants. There are also two people employed in marketing positions. The two units, learner support and linkages, have been established with funding provided by Danida. The support by Danida will continue for three years on a sliding scale with the college taking on increasing responsibility for the costs of the units. The units are currently located at the Pinetown campus and it has not been decided whether or not they will relocate to the new central office as the latter office complex has limited capacity.

During this assessment period the following four posts were advertised in the local newspaper by KZNED: Deputy Director: Corporate Services, Assistant Director: Financial Management, Assistant Director: General Administration and Assistant Director: Marketing & Communications.

At Campus level, the campus managers are still in acting positions. The posts have not been advertised and there is no indication when this will happen. One of the acting campus managers is about to retire. At another campus, the school head has become the acting manager of both the school and the FET campus with the previous campus manager now falling under her. This means that it is entirely possible that two of the four people currently attending the SESD training will not be the people who ultimately become the campus managers.

Since the merger, the bulk of the new administrative work has been done by Pinetown campus staff members as there have been no new appointments.

Each campus has its own student representative council which was elected during February. There is also a combined student council. Two groups of learners were interviewed. The SRC members felt that their role on the campus was to organise functions and to sort out problems.

2. CURRICULUM PROFILE

At Sivananda there are Business, Engineering and Utility programmes as well as a number of short skill based courses. Virtually all the programmes offered are the formal DoE programmes (NATED). The short skills courses are version of the old department of labour programmes and still have to be accredited according to the new guidelines. As the types of programmes offered varies at each campus, the detailed profile is listed by campus.

KwaMashu Campus
The two year national senior certificate is offered in Business Studies and the national certificate (N4-N6) is offered in public relations, marketing management and human resource management.
In Engineering studies the NCOR as well as electrical, mechanical and civil engineering (N1-N6) are offered.
Skills courses include domestic electrical, panel beating, bricklaying, carpentry, plumbing, refrigeration, catering, sewing and garment making.

Ntuzuma Campus
The two year national senior certificate is offered in Business Studies and the national certificate (N4-N6) is offered in marketing management.
In Engineering studies the NCOR as well as electrical, mechanical and civil engineering (N1-N6) are offered.
Skills courses include auto electrical, domestic electrical, motor vehicle repair, welding, dressmaking, carpentry, plumbing and bricklaying.

Pinetown Campus
The two year national senior certificate is offered in Business Studies, Travel and Tourism and Hospitality Studies. The national certificate (N4-N6) is offered in human resource management, marketing management, financial management and management assistant.

In Engineering studies electrical engineering at N1 level is offered. This course is in its first trimester and will develop as the learners pass a level.

In Utility studies Professional Cookery (NQF 4 & 5) and Food & Beverage Services (NQF 4 & 5) are offered as part of a pilot programme. These are SETA aligned programmes, but are not learnerships.

A short course, International Computer Driving License (ICDL) is some times offered as a part time programme, but is currently only being offered to full time learners.

Qadi Skills Centre
Short skills courses are offered in bricklaying, plumbing and drain laying, home décor, fashion design, basic and advanced garment making.

Mpumalanga Centre
This is a new centre and is currently offers the ICDL programme. It is also used by nurses who are using the training facilities. The planned finishing school for learners who need to complete their grade 12 exit examination has not started yet as the required authorisation from KZNED has not been finalised.

3. CURRENT STATUS OF AREAS IN WHICH ACTIVITIES ARE PLANNED UNDER THE SESD PROGRAMME

3.1 The merger process and knowledge sharing

Since August 2003 there has been continued progress in the merger process. As mentioned earlier two units have now been established and other posts have been advertised. There is also greater centralising of various administrative functions such as the payroll and expenditure. All campuses are now capturing data on their learners on Coltech.

The move of the college level appointments to their own offices is scheduled for mid April. While this will relieve some of the tension that has developed because to date the rector has been located on the Pinetown campus, there is now concern amongst all respondents about the financial implications of the central office. It has been decided by management that each campus will contribute to the running of the central office according to their FTEs. However there is some apprehension that all learners do not pay their fees and that there is still a discrepancy in the fee structure across the campuses. Using the FTE system to proportionately allocate the cost of the central office means that the largest share will become the responsibility of the campuses located in the poorer areas.

Senior management across the campuses stated that they felt there had been huge steps forward in the growing unity of the college. Acting campus managers reported now regularly phoning each other for help and mentioned that delegated tasks were carried out. Since the last assessment these senior managers have attended two three day sessions which were held off campus. The training, funded by Danida, focused on team building, management skills and developing a common understanding of people across the campuses. As a result the managers now uses phrases such as 'oh that was such a left (or right) brain comment' to each other. The rest of the staff across the campuses attended a two-day programme at the beginning of this semester. Comments made by staff members who were interviewed indicated that this level of employee found the concepts that were taught in the training to be less useful.

Vertical communication is still felt to be improving because of the provincial technical adviser (PTA) appointed to co-ordinate the SESD programme. She has been invited to sit on all the various provincial committees and is able to pass on relevant information to the two targeted colleges.

Information from national level was still judged to be weak by all respondents who reported relying on their informal networks to obtain information. An example of poor communication from the national office given by one senior manager was how their campus was attempting to appeal against some results from last semester, but had been struggling since the beginning of the term to get the examination papers to Ulundi so the review process could begin.

Respondents referred to the SESD training and specifically to the team building programmes when asked about **horizontal communication**. They felt that these initiatives had significantly contributed to improved communication across the campuses and colleges. Communication included helping each other to fill vacant positions to getting information on curriculum issues and finding out why results at other colleges were better than theirs. The rector felt that the relationships between the rectors within KwaZulu Natal

would be further enhanced after the completion of the proposed international trip that was planned for later this year.

Learners at one campus reported that the other campuses thought they were 'soft' because they did not attend college at a township campus. They felt that this impression had lessened after the SRC workshop where the other learners had discovered they 'were not perfect' and also had problems.

In terms of **external communication,** one of the campus managers said that they no longer prepared documents for the media as this was now handled at college level by the marketing department. The current marketing appointees are at post level 1 and the post Assistant Director: Marketing and Communication has just been advertised. In future the new appointees would also be required to do the presentations at schools and at organisations such as Rotary.

The rector reported that he was continuing to improve the branding of the college and was busy developing a newsletter which would be produced in English and isiZulu.

3.2   SAQA / NQF

Senior management reported that there had been no change in the relationship of the college with SAQA or Umalusi. The rector reported that they were continuing with the accreditation process. The co-ordinator of the Linkages unit reported that she was busy preparing the necessary documents.

Staff members have continued to attend assessor and moderator training programmes. All are registered as assessors and 3 as moderators. In addition, thirteen staff members are attending skills development facilitator training (SDF) and 15 OBE training. The members of the academic board have also attended training that was funded by the NBI.

In the previous report it was stated that learners from one campus were waiting for their completion certificates from Theta. It is now over two years since they completed their programme and the situation has remained unchanged.

3.3   Linkages and relationship building

A person was appointed to co-ordinate the Linkages unit in November 2003. The post, as well as the assistant has been funded by Danida. The appointee has focused on developing relationships with two SETAs, namely hospitality (THETA) and construction (CETA) as well as providers of organic farming.

There are developing links with the University of Zululand which is offering part time post graduate courses at one of the campuses.

At the time of the review there were 8 IT learners at the college. They came via a company called Business Connection and were completing a three month period of mentorship. At the college they were responsible for sorting out network problems as well as installing new computers.

In the last assessment the college was expecting 15 hospitality learnerships as well as some training opportunities through a partnership with the Employment and Skills Development Agency (ESDA) and the Department of Labour. Neither of these opportunities had materialised by March 2004.

3.4   Strategic planning processes

It was reported that all the campuses had submitted their operational plans to Wizard, an SESD funded facilitator that is assisting in developing strategic planning skills. One of the senior managers expressed concern that this was still a process that only existed on paper. A second manager mentioned that there were still problems with obtaining buy-in from post level 1 staff members. This was felt to be mainly due to the lack of time management had to sit down and discuss matters with staff. The amount of training they were attending was given as the main reason for the lack of time.

The rector reported that phase two of the process would begin shortly. This time the workshops had been planned earlier so there was more time to get all staff members involved and to increase 'buy-in'. The rector required these new plans to be in line with the performance agreements.

3.5   Capacity building of college council and academic board

Council and academic board in place			Council and academic board not yet in place	✓	
STAKEHOLDER TYPE	YES / NO		STAKEHOLDER TYPE	YES / NO	
	Council	A. board		Council	A. board
Senior management	Yes	Yes	Local community	Yes	No
Teaching staff	Yes	Yes	Business	Yes	Yes
Non-academic staff	Yes	Yes	Higher education	yes	No
Learners	Yes	Yes	Other state bodies	No	Setas

There was general agreement that the members of council had benefited from the three sessions of SESD funded training. One campus manager felt that it had been unnecessary for the entire council to attend basic training in meeting protocol, but accepted that the process had helped to bring the council members together.

During this assessment period the entire executive was re-elected. Members of management felt that this was an endorsement of the good work the council had done. During this meeting the chairman had allocated campuses to various non staff members of council. The members were requested to visit the campuses and to generally be available to campus managers in a supporting role.

The rector said that the council was focusing this year on people who were 'flow stoppers' meaning people who were stopping the flow of change. There had been some delay in allocating portfolios to members of council which was partly due to the number of members who due to their own working commitments were not available during working hours to perform such functions.

In contrast, the academic board was described as non-functioning by most respondents. Various reasons were given for this, but most often mentioned was the extensive, NBI funded training, that members had been required to attend. These training sessions had clashed with the scheduled meeting times of the previous two meetings planned for November 2003 and February 2004. According to the rector, the last time the full academic board met was in September 2003 and the next scheduled meeting will be in May 2004.

The most positive comment made about the academic board was that, as a result of the training, members were starting to understand their role. Senior managers described various strategies to improve the functioning of the academic board, including restructuring into sub-committees according to faculty or subject interests and reducing the number of managers represented on the board.

Senior management felt that only some members of staff and students were likely to be aware of the governance roles of council and the academic board.

3.6   Capacity building of management

The Provincial Technical Adviser (PTA) SESD reported that she had been focusing on 7 areas, namely:

- Restructuring of the FET College
- FET College Staff professional development
- SMME growth and skills development
- Mathematics, science and technology
- Inclusive Education
- HIV/Aids prevention education developed and gender-sensitive practices promoted within the framework of the Learner Affairs and Support Unit
- System development support to the Kwa-Zulu Natal Department of Labour

The table below lists the SESD funded training that has attended by senior managers at Sivananda in the last six months as well the training planned until July 2004.

Type of Training	Date of Training	Provider
Team Building	15–17 Sept 2003	Dr Kobus Neethling
Council Training	21 Feb 2004	SERWALO
Getting to levels of extra-ordinary thinking	3 – 5 March 2004	S A Creativity Foundation
Financial Management	10 & 11 June 2004	Megro
Strategic Planning	1 & 2 June 2004	SMI
Industrial Relations Training for Councils & Mgt	22 & 23 July 2004	Serwalo
College Performance Improvement Wizard	Ongoing training	Livni Training Mgt Consultants

In addition there is the 'Best Practices Forum' which began towards the end of 2003. This forum is supported by the FET Directorate, KZNED and SESD. The forum focuses on good teaching and training practices and has 10 sub–committees. These are Skills and Learnerships, Curriculum and Linkages, Administration and Business Systems, Total Quality Management Systems, Marketing and Communication, Finance, Human Resource Development, Student Support Services, Information & Communication Technology and an Executive. Each committee comprises five members from the colleges in the province. The committees are expected to meet at least once a month. All meetings are attended by a designated FET departmental official.

The SESD intervention continues to be seen as a two-edged sword by most managers. All felt they were benefiting for the training, but stated that they had no time to implement of even reflect on what they were learning. During the assessment process one campus manager was juggling his time between demands of his campus, a request to be interviewed by the researcher, attendance at a financial planning workshop run by NBI and an SDF workshop. There was a general request for a more realistic training schedule. It was also suggested that there should be better articulation between the training planned by KZNED and SESD.

A second, much more serious problem is that many of the senior management posts have not been appointed. As mentioned earlier, with the exception of the rector, all managers are acting in their positions and may not be appointed permanently. The implication of this is that the people currently being trained might not be the ones who are eventually appointed. Danida has tried to remedy this situation by appointing co-ordinators for two of the proposed units. One campus manager stated that at least one now knew what the position entailed and could decide whether or not to apply for the position when it became available.

In addition, as some of the posts are new, staff members, in some instances post level 1s, are still being sent on the management training programmes. The feedback given by one of these staff members is concerning. She no longer attends training sessions as a person has been appointed. Her main concern is that the new appointee has never asked her for information on what she designed last year. She now feels that the college must think that her work had no value.

The PTA for SESD stated that she is able to send representatives from non-SESD targeted colleges in KZN to some of the training programmes. In this way the entire province is benefiting from the SESD intervention.

3.7   Professional development of staff

The following training has been provided (or is in planning) for staff by SESD:

Type of Training	Date of Training	Provider
Creativity and Innovation Programme Phase 1	17 & 18 Feb, 19 & 20 Feb 2004 (run twice for different staff)	South African Creativity Foundation
Maths and Science Workshops	16 & 17 March, 15 – 17 April 2004	Masifundisane Training and Development Projects
HIV/ Aids Workshop		

In addition to the above, staff have been sent on Assessor training. The NBI has also provided some training to staff members. While the college agreed to this extra training they are now finding that there are some areas of overlap. The extra time spent on training was also hampering the ability of management to assess the impact of the training. Staff at one of the campuses felt that they would still like to complete the computer training called ICDL.

Personal assistants, members of council and the student council have also attended training programmes. These programmes have been funded jointly by the Development fund of DoE and Danida.

The University of Zululand presents part time courses at Pinetown campus on Saturday mornings. Seventeen staff members are attending a two-year B.Ed programme and 8 the National Professional Diploma in Education (NPDE) programme. This latter programme is aimed at improving the qualifications of under qualified staff members. The staff members received bursaries from Danida. This opportunity was initially only available to permanent staff, but this has now been altered to include college funded posts.

3.8   Academic competence in maths, science and technology

Staff members have continued to attend SESD funded training on the teaching of maths and science. In addition 25 computers at three different campuses have been provided by Danida. The computers will be used to improve the English language and mathematic skills of learners using the PLATO programme.

3.9   Learner support services

The learner support unit was established at Sivananda on 1 November 2003. At present there are two staff members in the unit, both funded by Danida.

The unit successfully facilitated the SRC election process this year. The SRCs from each campus attended a two-day workshop. Learners who attended this workshop found they now had a far better understanding of the conditions of learning at the other campuses.

As mentioned in the previous section, 75 additional computers have been installed at three Sivananda campuses. These computers are for student use and will enable students to complete the ICDL as well as work through Plato programmes. At present the computers are not fully operational at any of the campuses. Plato is being trialled at one campus and there have been teething problems at the level of installation as well as in the implementation of the programme. At the other campuses there have been problem with licensing agreements and students, at the time of the review, did not have access to the computers.

The learners from both campuses who were interviewed were concerned that they had not completed their syllabi and were about to write exams. They felt that this was due to the amount of time their educators had spent out of the classroom attending training programmes. On one campus the effect of the training had been exacerbated as the educators had been on strike for two weeks at the beginning of the term. The strike had been because temporary staff had not been paid and discovered that their contracts had not been renewed. The learners reported that the SRCs at both campuses had recently written to their campus managers expressing their concerns.

The unit is also facilitating the transfer of books from a departmental library to the Mpumalanga campus as well as developing libraries at two other campuses

3.10   Budgeting

Budgeting is now centralised, but receipting is still done at campus level. In the previous review, there had been no computerised admission system in operation at one of the campuses. During this visit the researcher was given a clear demonstration at this campus as to how the data had been captured at the beginning of the semester. Senior management felt that the systems were now all running smoothly and errors were human rather than IT based.

One of the senior members of management expressed concern that she still did not know whether the campus had been under or over budget last year. This comment links to the previous review which stated that the administrative staff were overburdened and were no longer able to provide the kind of up to date information required to inform planning. This should change by the next review period as the college level posts have now been advertised.

3.11 Rating Process

This is the third time most respondents have rated their college which makes the process familiar and therefore easier. However in this session there was a new respondent in each of the groups and on both

campuses the composition of the staff and management groups were significantly different. This was due to staff changes as well as a decision to include senior lecturers instead of administrative staff in the management groups.

On one campus two members who had previously been part of the management group were interviewed as staff as they no longer held acting senior management positions. In this group their voices were particularly strong and tended to bring the overall rating of their group down. On the other campus one member who had been part of the staff grouping was interviewed as part of management.

The College management group included four new members. In previous sessions the rating has been based on the opinion of the rector and two non-teaching council members as there were no college level appointments. In this session the group included the two new unit co-ordinators, a council member, the rector, the person responsible for quality management and a representative from the academic board. This group was able to provide a much broader view on what was happening on a daily basis at the college.

4.   SECOND FORMATIVE IMPACT RATING

Vision and Mission

1.   Practices guided by a clear institutional vision

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic		Strong Characteristic				
No Vision or Mission statement	Mission and Vision developed, but have no strong influence on practice			Some shared vision, with some influence on practice, but not shared by all staff		Staff and management share a common vision. This informs their practice.				
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 4.

Comment on Rating
There was a general feeling amongst senior management that the mission and vision of the college were still unknown to the majority of post level 1 lecturers. Lecturers at one of the campuses appeared to be at odds with the overall direction in which the college was headed and rated this characteristic as 'weak'. Other respondents felt that there was a growing understanding of what it meant to be one college and that the contacts forged through training together was contributing to this.

The combined comments of the groups resulted this characteristic now been rated as emerging.

2.   Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic		Strong Characteristic				
No cohesive value system in operation	Value system exists but not shared by everyone so that value conflict occurs			Increasing cohesion around a common set of values, although conflict sometimes occurs		Staff, management and learners share common values and act in accordance with these values				
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 3.

Comment on Rating
The training by Dr Kobus Neethling attended by senior management appears to have significantly contributed to the development of a common language which management can use to discuss the college. Lecturers who attended a shortened version of this programme reported less buy-in.

Various respondents commented on strategies specifically used by a few staff members to undermine the development of the college.

In general respondents reported more positively on the college and this is now moved from 'weak' to 'emerging'.

Leadership and Management

3. Well-functioning systems of governance, including college councils and academic boards

COLLEGE BASELINE RATING										6
FIRST FORMATIVE IMPACT STUDY RATING										**4**

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No functioning system of governance	Some representative structures in place, but mostly in name only. Weak or uneven participation and minimal effectiveness as decision-making bodies. No clear demarcation between governance and operational management roles and responsibilities			Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance and operational management roles and responsibilities require further clarification			All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between governance and operational management roles and responsibilities			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 1/6; Kwa-Mashu Staff: 2; Pinetown Management: 2/7; Pinetown Staff: 3.

Comment on Rating
All management groups felt that they could not give an overall rating as the academic board was not functioning. The board last met in September 2003. Their failure to meet is due, in part, to the 8 days they have spent in NBI funded training. Lecturers agreed that the academic board was not working and believed that it was too 'top heavy' and used as a platform to inform rather than discuss.

In contrast, the work of the college council was commended by all groups. The council executive was re-elected during this assessment.

Regular meetings with campus heads and senior management of the college, while scheduled, appear to be often interrupted due to training and other meeting commitments of the rector and campus heads.

The responses indicate that the council should receive a 'strong' rating and the academic board a 'weak' rating, but this is not possible so the combined average rating for this characteristic remains the same.

4. Effective institutional leadership

COLLEGE BASELINE RATING										9
FIRST FORMATIVE IMPACT STUDY RATING										**4**

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No leadership system in operation	Weak institutional leadership, with general lack of understanding of national and provincial policies. Little or no democratic participation and shared decision-making			Institutional leadership growing in strength and clarity of purpose. Continual building of culture of democratic participation and shared decision-making			Strong institutional leadership, with clear understanding of national and provincial policies. Culture of democratic participation and shared decision-making			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 2; Pinetown Management: 4; Pinetown Staff: 4.

Comment on Rating
All groups interviewed commented on the lack of democratic participation at the college. This was often felt to be because of time constraints and not a lack of will.

During the last assessment the only person appointed at college level was the rector. Since August 2003, two units have been established. In addition, two marketing personnel and a local SESD co-ordinator have been appointed. While this reflects a significant improvement in college level personnel, the new appointees stated during the interview that they believed 'they were getting there', but had been too over committed to have developed a strong culture of democratic participation and shared decision making.

The rating remains the same.

5. *Effective management systems*

COLLEGE BASELINE RATING					6

FIRST FORMATIVE IMPACT STUDY RATING					4

No evidence	Weak Characteristic		Emerging Characteristic		Strong Characteristic
No management information system	Management information systems (MIS) exist or are being developed, but are not operational. Decisions are often taken without adequate access to information		Some planning and decision-making informed by up-to-date management information, but not yet fully operational at all levels		Up-to-date management information systems inform planning and decision making at all levels
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 4
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 6; Pinetown Staff: 4.

Comment on Rating
Since the previous assessment all administrative staff have been trained to capture data on Coltech and for the first time registration data was captured at campus level this term. Teaching staff reported being able to capture data, but felt that with training they may be able to use the data contained in Coltech more effectively. Various people mentioned that although the learner data was working effectively, there were still problems with the financial side. College management commented that the Coltech problems were human rather than technical.

While there has obviously been an improvement in the management systems, comments such as 'we have only just got our registers and it is nearly the end of the term' are still common. Learners from one campus also commented that their timetable keeps on changing.

The rating increases slightly.

Knowledge Sharing

6. *Effective vertical knowledge sharing and learning in the FET system*

COLLEGE BASELINE RATING					6

FIRST FORMATIVE IMPACT STUDY RATING					4

No evidence	Weak Characteristic		Emerging Characteristic		Strong Characteristic
No sharing and learning between national DoE, provincial DoE, college and campus	Limited flow of information between levels of the FET system. Miscommunication occurs or information arrives too late for effective action		Reasonable communication flows between levels of the FET system, but room for further improvement		Effective upward and downward flow of communication, which enhances performance at all levels of the FET system.
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 5

Comment on Rating
Groups at management and lecturer level reported relying on informal networks for information. Information higher up the system still tended to get lost, stuck or arrive too late to be useful.

One group reported that communication from national office was limited to an annual report and comments on examination results. There was some feeling that there had been an improvement in the communication coming from Provincial office.

Staff and management agreed that the rector provided them more than adequately with information. Campus managers stated that they struggled to meet regularly with their senior lecturers.

There is a slight increase in the rating.

7. Effective horizontal knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No sharing and learning between campuses and colleges, in and across provinces	Minimal sharing and learning between campuses and colleges, in and across provinces - mostly a case of 'each to their own'			Emerging culture of sharing and learning between campuses and colleges, in and across provinces. Co-operation rather than competition becoming more evident.			Optimal sharing and learning between campuses and colleges, in and across provinces - to the mutual benefit of all			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management: 6; Kwa-Mashu Staff: 3; Pinetown Management: 6; Pinetown Staff: 4.

Comment on Rating

All groups reported an increase in the amount and type of knowledge sharing that is occurring within the college. Respondents reported that they had better relations with some of the campuses than with others.

Management at one campus stated that their relationship with the other campuses remained one-sided. They no longer felt resentful, but felt they were creating a culture of dependency.

College management highlighted the development of the Best Practices Forum as a significant contributor in fostering relationships within and across colleges.

As the interaction remains based on personal contact rather than as an overall approach of college personnel, the characteristic can still not be considered strong, but an increase is recorded.

8. Effective external knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING										6
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No effort made to keep business and community stakeholders up-to-date about developments in FET, to market services, or obtain feedback	Flow of information between FET college/campus sporadic and ad hoc. Business and community stakeholders derive little benefit from having a college/campus in the vicinity – although some exceptions. Limited marketing.			Increasing emphasis on knowledge and information sharing between college/campus and wider community. Results not yet optimal but dissemination and feedback loops improving			Ongoing communication with and feedback from external stakeholders. College/campus perceived to actively seek suggestions, value stakeholder contributions and, in their turn disseminate knowledge and information on a regular basis, including active marketing of services			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 4
Kwa-Mashu Management: 2; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 2.

Comment on Rating

All the groups reported that contact with local communities and/or business had decreased since the merger. A campus that had held breakfasts with local businesses reported that this no longer happened and another that had had strong connections with a local religious group reported that there was no longer contact. Respondents indicated that these changes were the result of time constraints rather than a lack of willingness. These comments indicated that the characteristic is now 'weak'.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING											5
FIRST FORMATIVE IMPACT STUDY RATING											5

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
College/ Campus in weak financial situation, with no strategy in place to improve the situation	College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still ineffective			Financial situation not yet stable, but improving steadily. Budgeting, monitoring and credit control systems in place - not yet fully effective			Healthy financial scenario established and maintained			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 4; Pinetown Management: 4; Pinetown Staff: 4.

Comment on Rating
All the groups agreed that this was still an emerging characteristic. Budgeting is now done at campus level, but only by a few people. This lack of transparency in the process results in concerns about how the financial stability of the college. There is also concern about the increases in the fees that has made them more expensive than their competitors as well as the funding implications of having a central office. The system is still under resourced as there is still no person appointed to manage the finances at college level This should change as the post Assistant Director: Financial Management was recently advertised by KZNED. The rating remains the same.

10. Adequate infrastructure

COLLEGE BASELINE RATING											4
FIRST FORMATIVE IMPACT STUDY RATING											4

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Inadequate capacity in terms of physical and administrative infrastructure	Physical and administrative infrastructure not geared for innovation and expansion. Drastic improvement required.			Physical and administrative infrastructure allows some scope for innovation and expansion - further improvement required			Well-developed physical and administrative infrastructure - in line with current and anticipated expansion			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 4; Pinetown Management: 4; Pinetown Staff: 4.

Comment on Rating
Since the last assessment a building has been bought for the central office. It is currently being renovated. In addition a staffroom at one of the campuses has been improved, a skills centre is being built and the number of computers at the college has been increased. At present there are 300 computers on lease by the college. This includes 25 computers at each campus donated by Danida for use by learners on Plato. None of the sections of the college has obtained the accreditation required to present learnerships.

While these changes reflect significant improvement on some levels, there is a general feeling that much more is required before the college has an adequate infrastructure to facilitate the future expansion of the college. For example engineering was recently introduced at one of the campuses, but no provision was made for practical work and learners are required to learn about the tools of their trade from drawn pictures.

On being asked what was the worst thing about their campus, the learners from one campus replied that it was not attractive. They had come to this campus because they had no choice and were disappointed that there were no facilities such as a library or access to the internet. One learner mentioned that their carpentry lecturer had wanted their assignment typed, but only two learners had been able to do this because of a lack of access to computers.

Thus, although there has been some increase in this characteristic it is not to make it move out of 'emerging'.

11.   Enhanced human resource capacity

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Human resource capacity totally inadequate	Some expertise, but not adequate. Intensive effort required to build capacity			College/Campus staff mostly have the expertise required, but further enhancement required. Capacity still uneven			All college/campus staff have the necessary expertise to perform their roles. Ongoing capacity enhancement.			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 4.

Comment on Rating
Although all staff members have received some training since the last assessment, many feel that they still require guidance at a subject level. The only subject areas selected for training in the SESD intervention were mathematics, technology and science and lecturers feel they are benefiting from attending these sessions.

As capacity still appears to be uneven, this remains an emerging characteristic, but a slight increase is recorded.

12.   Quality Assurance System

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No QA system in place	QA system in process of being developed, but benefits still poorly understood			QA system developed, but not fully implemented. Still some reservations about benefits			QA system fully operational. Understood and accepted by all. Impacts positively on performance			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 5.

Comment on Rating
College and campus management reported that the policy had been revised since August 2003, but it had not as yet been implemented. The staff groups were aware of this, but expressed reservations about the value of a system coming from industry.

The responses did not indicate that the rating should change.

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with business	Minimal/ad hoc partnerships. Stronger focus on relationship building required			Increasing focus on relationship building to establish partnerships which are mutually beneficial			Formal and informal partnerships, with mutual use of resources and benefits to all partners			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 2; Kwa-Mashu Staff: 2; Pinetown Management: 4; Pinetown Staff: 2.

Comment on Rating
A linkages unit was established during the last quarter of 2003, but the College has still to observe the benefit of this. The unit has chosen to focus their efforts on establishing links with a few SETAs and related businesses and is confident that their efforts will soon come to fruition.

One of the learner groups mentioned that they had been promised sponsorship from a local business if they could show that there were 32 soccer players on the campus.

At this stage the links with business still tend to be personal and broader links, that are college based, still have to be developed. This is still an emerging characteristic.

14. Good relationships with local communities

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with local communities	Minimal/ad hoc community contact. Little attempt to build relations with poor or disadvantaged sectors of the community			Expansion of community contact to include both advantaged and disadvantaged sectors. Increase in efforts to build relationships			Wide-ranging community support with college/campus an integral part of community activities			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 4
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 1; Pinetown Management: 4; Pinetown Staff: 3.

Comment on Rating
College management accepted that there was very little contact with local communities, but felt that this was not because of a lack of interest, but that it was something that seemed to 'slip through' due to time constraints. One campus management group mentioned that they were continually being visited by representatives from local groupings and had recently been offered support by members from the local government. Both groups of students mentioned that they were developing contact with groups in their communities.

The previous rating was based on comments by respondents on the strong relationships individual campuses. These seem to have weakened since the last assessment and a rating of this as a weak characteristic reflects this.

15. Good relationships with other state bodies

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	**Weak Characteristic**		**Emerging Characteristic**			**Strong Characteristic**				
No relationships with other state bodies	Some informal contact/ discussions but strong partnerships still to be developed		Increase in partnership building, but not yet well-established at all levels			Active partnership building and collaboration at local, provincial and national level				
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 4
Kwa-Mashu Management: 2; Kwa-Mashu Staff: 1; Pinetown Management: 4; Pinetown Staff: 2.

Comment on Rating
Groups reported that the expected participation in the ESDA had not materialised nor had the ex-member of the DOL joined the college council. In addition, the short skill courses were still not externally moderated and still needed to be accredited.

However, the linkages unit has now been established and it is hoped that a variety of new partnerships will be developed. One of the Learner groups reported that their SRC had made contact with the local department of labour and were busy distributing 'work seeker registration' forms. The learners believed that registration could lead to part-time employment.

As the initiatives previously reported have now diminished it is felt that should temporally move back into the 'weak' category.

16. The development, provision and evaluation of learnership programmes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	**Weak Characteristic**		**Emerging Characteristic**			**Strong Characteristic**				
No involvement in learnerships	Some informal contact/ discussions on possible learnerships		Some implementation of learnerships, but still in the early stages			Significant implementation of learnerships. A major focus area with ongoing evaluation as part of the process				
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 3; Kwa-Mashu Staff: 1; Pinetown Management : 4; Pinetown Staff: 3.

Comment on Rating
At present there are no learnerships at the college, but the college has been selected to be part of a pilot learnership aimed at SMMEs called Venture Creation. All management groups reported that a major stumbling block to establishing learnerships is that the SETAs and colleges are now required to work through Umalusi and this is slowing down the process. A second stumbling block is the lack of progress with obtaining accreditation and the hospitality section at one of the campuses has lost its accreditation. The college is also looking at developing partnership with parties who are accredited.

In light of the lack of progress including that of the hospitality sector, it is felt that this should now be regarded as a weak characteristic.

17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No SME provision	Learners have some exposure to principles of entrepreneurship and SME development, but limited links between theory and practice. Staff members have limited expertise in this area.			Entrepreneurship and preparation for self-employment receiving increasing attention. Staff expertise being developed and entrepreneurship included in a range of programmes			Wide range of opportunities in place to prepare learners and community members for self-employment. Entrepreneurship an integral part of all programmes, with strong links between theory and practice			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 1; Pinetown Management : 4; Pinetown Staff: 4.

Comment on Rating
College management reported that learners attending engineering programmes were going to have a computer based SME course called IC3 included in their curriculum. One of the staff groups stated that some information on starting a small business was now included in the skills based course offered on their campus.

The management group at one of the campuses reported that the canteen was going to be run by learners and that they intended establishing a secretarial service from which students and the campus would benefit. This campus has also employed 3 students (2 business, 1 hospitality) who have completed their N6 so they can complete their in-service training.

These developments are reflected in the small move from weak emerging to mid-emerging.

18. The development, provision and evaluation of short courses/ skills programmes

COLLEGE BASELINE RATING										7
FIRST FORMATIVE IMPACT STUDY RATING										**5**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider			Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 4; Pinetown Management: 5; Pinetown Staff: 1.

Comment on Rating
Three skills programmes (electrical, refrigeration and plumbing) are now offered on a Saturday at one of the campuses. The courses were not formally advertised, but the information was spread through word of mouth. The ICDL is now only offered to full time students at one of the campuses.

Although there has been some change in the provision it is not enough to warrant a shift either up or down.

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Curriculum static – same as always	Ad hoc revision of curriculum. Little innovation and limited staff expertise			Increasing focus on curriculum development, but expertise still being developed. NQF requirements still a challenge			Ongoing curriculum improvement and adaptation, linked to regular evaluation. NQF requirements actively addressed			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 3; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff : 3.

Comment on Rating
The focus at this college has been on getting lecturers registered as assessors and all staff have now attended the required training programme and are registered or are completing their portfolios. Senior staff members have also begun completing the requirements to become moderators. This indicates development of expertise, but there is still very work being carried out on revising curriculum or innovation.

The rating remains the same.

20. Quality curricular delivery

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners	Weak reputation as a provider. Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important.			Quality of teaching and learning receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention			Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 3; Kwa-Mashu Staff: 2; Pinetown Management: 4; Pinetown Staff: 3.

Comment on Rating
After some discussion, all groups agreed that the focus of the college was still only on exam results which were below average in the last exam session. Staff admitted that there was very little attention played to 'practice' in either business studies or engineering and the focus was still on theory.

Lecturers stated that there were plans to include visits to local business and attempts were being made to create opportunities for learners to experience a working environment. However, one group mentioned that learners struggled to find placements for their in-service training and that it was still only at one campus that learners were required to do 80 hours of work experience during their time at the college.

The students who were interviewed from one campus stated that they felt that their lecturers were not interested in them saying their attitude could be summarised into 'we teach, you learn, goodbye'.

The rating remains a 'weak-emerging'.

21. Well-functioning staff development processes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										4

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No staff development process in place	Weak staff development and appraisal processes. Staff trained on an *ad hoc* basis, with limited opportunity to express their needs. Staff often inadequately prepared for new implementation			Increased focus on staff development and appraisal. System for on systematic review of needs still being put in place. Staff mostly prepared for new implementation,			Ongoing staff development and appraisal an integral part of institutional activity. Staff confident that they will be trained on new processes before they are implemented			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management : 5; Kwa-Mashu Staff: 2; Pinetown Management: 6; Pinetown Staff: 6.

Comment on Rating
Staff and management agreed that while development and training was occurring, their individual needs, as indicated during the skills audit, were not being met. Staff felt that the focus of the training remained on management, many of whom were in acting positions, and might not necessarily get the position permanently.

During the assessment period staff members were attending a Skills Development Forum (SDF) workshop.

These developments indicate some change towards an increasing focus on staff development, but not sufficient to make this a strong characteristic.

Learner Support

22. The development, implementation and evaluation of academic support programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No academic support programme in place	Learners obtain academic support on *an ad hoc* basis			Educators provide support to individuals. Bridging courses introduced			Dedicated person and a functioning academic support policy in place			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 5.

Comment on Rating
Since the previous assessment a Learner Support unit has been established. There are two staff members in the unit as well as student learner officers (SLO) at each campus. Plato is being piloted at one campus. At the other campuses computers have been installed, but they still have to obtain the license to operate Plato. The NCOR programme has been reintroduced at one of the campuses.

These changes indicate that this should now be rated as an emerging characteristic.

23. The development, implementation and evaluation of HIV/AIDS support programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No HIV/ Aids policy	Some input given to learners by campus or outside people on *ad hoc* basis			Educators provide information and support to individuals on request			Dedicated person and a functioning HIV/Aids policy in place			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 6
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 3; Pinetown Management: 7; Pinetown Staff: 4.

Comment on Rating
Some of the groups felt that the learner support unit should be viewed as a 'dedicated person' and thus rated this characteristic much higher than previously. Management stated that there was a policy in place, but one of the staff groups believed the policy was a provincial one rather than one designed specifically for this campus.

There was a general feeling amongst staff that learners were not interested or did not want to trust the college with such confidential information. In the light of this belief, the learner support co-ordinator stated that she intended putting up posters with contact phone numbers so learners could access information anonymously. Information on HIV/Aids was included in the orientation programme at one campus.

In one of the groups, some respondents expressed reluctance to make condoms available on the campuses as it was against their religious belief.

Learners interviewed stated that they were not sure who to speak to at the college, but did not express a negative attitude to being provided with more information. The linkages unit co-ordinator stated that the construction Seta (CETA) would offer an HIV/Aids programme once the college was presenting programmes for them.

The changes mentioned by respondents indicate that this could now be assessed as an emerging characteristic.

24. The development, implementation and evaluation of guidance and counselling systems

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No guidance or counselling	Some input given to learners by campus or outside people on ad hoc basis			Educators provide some individual guidance and counselling on request			Dedicated person and functioning guidance and counselling system in place			
0	1	2	3	4	5	6	7	8	9	10

Sivananda College Management: 4
Kwa-Mashu Management: 2; Kwa-Mashu Staff: 2; Pinetown Management: 7; Pinetown Staff: 4.

Comment on Rating
Staff and management groups disputed the notion of the campus having a trained counsellor and stated that the campuses referred people to outside professionals. They felt that this was still the responsibility of individual educators. Staff at one campus felt that learners urgently needed career guidance as they still tended to do what their friends were doing. Guidance counseling prior to enrollment is still only happening at one campus.

Respondents did not indicate any changes to the systems that were operating previously so the rating remains unchanged.

5. OVERALL ASSESSMENT

The table below summarises the status of the 24 characteristics across the three assessment sessions.

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

If one looks at the seven areas or dimensions within which the 24 characteristics fall, one can see that in this assessment none remain in the 'weak' category. This is in contrast with the previous rating in which two categories, 'vision and mission' and 'learner support' were in the 'weak' band. The shift in these two categories can be attributed to the input by SESD. The shift in 'vision and mission' can be attributed to the training programme attended by senior management and the shift in 'learner support' is the direct result of the establishment of the learner support unit which was funded by Danida.

The college is now rated as 'emerging' in all seven dimensions with 'institutional health' and 'knowledge sharing' most likely to be rated as strong characteristics in the next impact assessment.

The table that follows indicates that 12 characteristics have improved, 4 have gone down and 8 have remained the same since the last assessment. In the previous comparison from Baseline to First Impact Assessment, 1 rating went down, 9 went up and 14 remained the same.

The four characteristics that have decreased are all related to the ability of the college to develop relationships with other groupings. Respondents continually reiterated that they were aware of the need to do this, but lacked capacity to do this properly. They felt that as more staff became appointed into the positions responsible for these tasks the situation would change dramatically. As some people have been appointed and more posts have been advertised there are strong indications that the decreases recorded in this review are temporary.

The exception to this is 'good relationships with business' which went up. This can be attributed to the appointment of the linkages person who has been working at developing relationships with two Seta's as well as the contact learners have made to obtain sponsorship for their soccer team.

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

In summary, the intervention of SESD is having an impact on Sivananda. The college is emerging from the merger process with increased capacity to deal with the issues at hand. However they still face many challenges in their structural and educational transformation.

It is always difficult when rich and poor families are joined, particularly if a rich member becomes the head of the family. It is difficult for the rich head to understand the needs of the poor.

This is a comment made by a learner who saw himself as part of the 'poor'. The learner commented on the increase in fees, but the continued poor delivery which he felt was not happening at the other campuses. The other members of this group reported, to substantiate his view, that they had not completed most of their modules this semester due to lack of teaching during the three week strike and the amount of time lecturers were away on training. These learners also commented that the new fee structure was supposed to include computer training, but to date (almost at the end of the trimester) they had not touched a computer. However, learners at the so called 'rich campus' also reported having problems with their computers and with using Plato and commented on the negative impact that the training of educators was having on their learning. They reported that they had sent a letter to the campus manager requesting that training be limited to college holidays.

These comments reflect the day to day realities of learners, staff and management of Sivananda. The SESD intervention is attempting to address some of the main areas of need, but the intervention is impacting the college is unexpected ways. The continued appointment of senior posts at the college by both Danida and KZNED should alleviate some of these unexpected consequences.