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Baseline Evaluation

Mnambithi College

January 2009

Baseline Evaluation of the Mnambithi Further Education and Training College

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Introduction

This document reports on the evaluation undertaken at Mnambithi Further Education and Training College in November 2008. The evaluation was undertaken as part of the roll out of DANIDA's Support to Education and Skills Development, Phase II (SESD II). The SESD programme aims to support transformation in the Further Education and Training (FET) college sector at the national level, in the three targeted provinces of KwaZulu-Natal, North West and the Western Cape and in the participating colleges. The development objective is to increase the employability of male and female youth and adults, through supporting the delivery of practical and labour market oriented education and skills training within the FET band. The SESD programme consists of two phases: SESD I (from 2003 to 2006) and SESD II (started in July 2007). While SESD I focused on seven colleges, an additional two colleges were included in SESD II, bringing the total number of colleges supported during this phase up to nine.

The Human Sciences Research Council (HSRC) was engaged during SESD I to design and implement a monitoring and evaluation (M&E) system that measured the transformation in SESD-supported colleges and provinces. The M&E system was designed as an incremental evaluation model to be employed over the three-year period of SESD I. It took the form of a baseline study undertaken at each of the seven participating colleges. These were followed by a series of formative evaluations at approximately six-monthly intervals and a summative evaluation at the end of the three-year phase.

A baseline study equivalent to that undertaken at the seven participating colleges in SESD I was undertaken for Mnambithi College, one of two additional colleges for SESD II (the other being West Coast College). The methodology draws on the M&E model developed by the HSRC for SESD I with some notable deviations that are discussed further below. The baseline study has three aims:

- To give management and staff members an opportunity to reflect on the efficiency and effectiveness of institutional management and planning, staff capacity, suitability of the college infrastructure and institutional responsiveness.

- To solicit internal management, staff and student perceptions on the employability of college graduates (including those who exit successfully from learnerships and who successfully complete short courses or skills programmes).

- To determine institutional factors that might mitigate against the development of responsive programmes or impact either positively or negatively on the quality of the teaching and learning that takes place.

Together, these enable a report that provides quantitative measures of key indicators, progress on which can be tracked as SESD II progresses. It further provides a quantitative profile for the college for 2007, an analysis of the socio-economic context within which the college operates and a brief narrative report on the responsiveness of the college.

Structure of this report

This report consists of an introduction and four sections, as follows:

Introduction

The introduction provides an overview of the evaluation and the structure of the report.

Section A: The College Profile

Section A includes four sub-sections, as follows:

1. The Historical Profile: This section provides a brief history of the college and its campuses from before the merger in 2002 to the current date.

2. Socio-economic Profile: This section provides an overview of the socio-economic context within which the college is located.

3. Quantitative Profile: This section provides a quantitative profile of the college as it existed in 2007 in terms of student numbers, participation in programmes offered, staff totals, pass and throughput rates and equity indicators such as race and gender.

4. Infrastructure and Facilities: This section provides a description of college infrastructure, equipment and facilities and reports on the status and condition of these.

Section B: College Ratings

This section of the report provides an assessment of the status of the college in November 2008 through the rating of 26 characteristics that form the elements of seven key dimensions in which improvements are likely to lead to better education and more employable learners. These are: values and vision, leadership and management, knowledge sharing, institutional health, responsiveness, teaching and learning, and learner support. This section includes two sub-sections:

1. Ratings Compared: This section presents the rates given by college and campus staff for each characteristic, and the overall rate provided by the evaluator. It draws attention to areas in which a considerable discrepancy exists between the rates provided.

2. Discussion of Ratings: In this section an explanation is given for the overall rate provided for each characteristic.

Section C: Conclusion and Suggestions

This section provides an overall summation of the broad areas of strength and weakness of the college and provides suggestions on interventions that could be made by the national department of education (DoE), provincial department of education (PDE) and the college that would lead to improvements.

Section D: Appendices

A list of evaluation participants is included in this section, as is a glossary of key acronyms and a bibliography.

Section A – The College Profile

1. Historical Profile

Mnambithi's establishment and evolution

Origins

Mnambithi College came about through the merging in 2002 of the Ladysmith Technical College, Ezakheni Technical College and the Ezakheni Skills Centre. The two Ezakheni sites are situated about 25km outside Ladysmith and the college's central office is located in Ladysmith.

Geographical location

The college is located in the north-western region of Kwa-Zulu-Natal province and services an area with a radius of approximately 70 km. It spans five local municipal areas within the Uthukela district municipality: Mnambithi/ Ladysmith, Indaka, Imbabazane, Okhahlamba and Umtshezi – as well as a District Management Area.
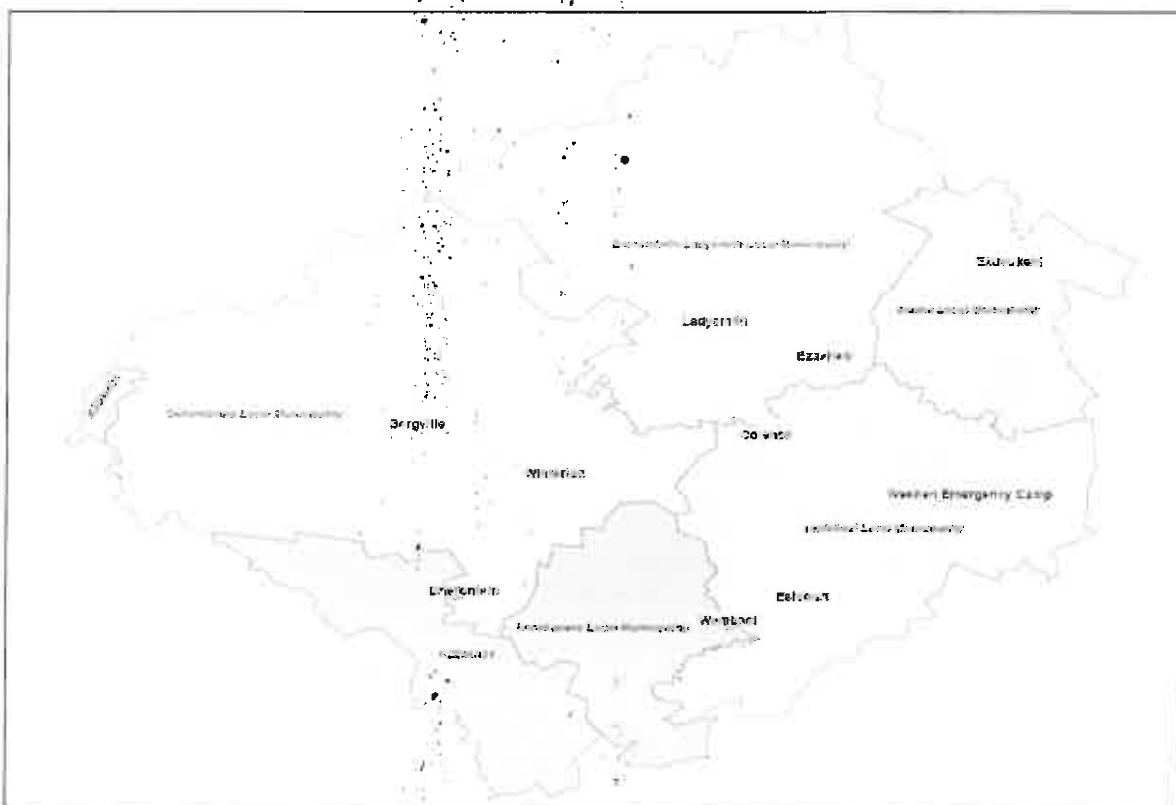
Some areas are deep-rural, characterized by large patches of maize and cattle farms and scattered homesteads whilst other areas are typical suburban, business and industrial areas. The rural communities serviced include Bergville, Estcourt, and Ezakheni.

> This positioning is regarded as 'both advantageous and limiting' as it presents an opportunity for the college to position the college as a centre of excellence due to less competition whilst, on the other hand, rural communities' priorities are much more focused on their survival needs rather than investment in education and training. The learners and potential learners struggle to finance their studies and for some these financial constraints are the main reason for not attending school. Though there are local industries and big firms in the Amajuba District, it is felt that 'as a whole the college cannot compete on the same level with other FET Colleges in the Province, such as Coastal, Elangeni, Umgungundlovu, etc.' [1]

A more in-depth overview of the social and economic characteristics of the area serviced by Mnambithi College is provided in Sub-section 2, 'Socio-economic Profile'.

A brief history of the delivery sites

The origins of **Ladysmith Campus** go back to the early 1960s. Its current location on the banks of the Klip River represents the fourth (and 'final') location in its migratory history.

Initially known as the 'Technical Institute' (based at the commercial high school), it first offered self-enrichment courses for adults, which included interior design, cake decorating, accountancy, Zulu and typing. The first full-time courses were introduced in 1984, including a full-time commercial course aimed at school leavers and housewives. In 1985 the first full-time lecturers were appointed and a N1-N3 commercial course (certificate) was offered. By 1991 a growing number of students were enrolling on a full-time basis (around 90 students). The diploma course had been phased out and N1-N5 secretarial courses introduced. It was at this time that it became known as the Ladysmith Technical College (under the Department of Education and Culture). In 1996 the Apex Academy, which offered a matric certificate course, was incorporated into the college. Full-time engineering courses were introduced in 1997 and social studies in 1998 with the introduction of the Edu-Care programme.

The college migrated across four locations before settling at its current location on the banks of the Klip River which comprises two sites separated by a road: 'A' Campus which occupies the premises at a former primary school and 'B' Campus in the premises of a former school residence. Course offerings will be considered in Section A.3.

The **Ezakheni Engineering Campus** or 'E Section' is located on the outskirts of Ezakheni, which started out as a rural township under the previous government, about 24km

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[1] Extracted from: Mnambithi FET College Strategic Plan, 2009-2011

outside of Ladysmith. It was established by the then Department of Education and Training in the early 1980s as the Ezakheni Technical College (that is, a 'state college'). It initially offered artisan training based on the training schedule-based block release system before NATED courses in mechanical engineering as well as short skills courses of three-month duration were introduced. Student enrolment numbers started dwindling in the late 1980s and early 1990s, which has been ascribed to the 'unacceptable' management culture at the college. The subsequent changes in the political and economic landscape heralded in by legislative reforms in the mid to late 1990s and the FET college mergers in the early 2000s resulted in students migrating to 'better' training institutions in nearby communities, most notably Ladysmith Technical College. This trend of students commuting between Ezakheni and Ladysmith continues to this day.

In relative close vicinity of the above site is the **Ezakheni Skills Centre**, located in the 'B Section' of Ezakheni (alternatively referred to as 'Ezakheni B Section'), which was established in 1979 on the initiative of Chief Mangosuthu Buthelezi. It offered NATED-based training in motor mechanics, welding, plumbing, carpentry and upholstery. Student enrolment in the 1980s was in the vicinity of about 100.

In a new development towards the latter part of 2008, the former **Ezakheni College of Education** building was transferred to the college by the Department of Education (the Provincial Department's Regional Office was housed here till recently). It has a massive (though badly neglected) infrastructure which is being readied in part for the National Curriculum: Vocational (NCV) programme provision in 2009, beginning with two to three programmes.

Post-merger developments

Strategic re-positioning

The end of 2008 saw the development of the first 'proper' post-merger Strategic Plan for Mnambithi College. That it has taken so long for this critical road-mapping process to have occurred is acknowledged:

> It is ironic that our democracy is fourteen years old and that a person of that age is strategically making a choice of subjects to pursue his or her career and at the same time Mnambithi FET College is embarking on a strategic plan workshop to ensure that they provide that person with a viable choice.[2]

Prior to this development it would appear that the college's strategic orientation was largely a continuation of the provisioning that characterised the programme offerings of its constituent entities.

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[2] Mnambithi FET College *Strategic Plan 2009-2011, p 3*

It is evident that college management and Council appreciate the need for alignment of college provisioning to the ongoing transformation in the FET sector, as directed by the Departments of Education and Labour in respect of strategic, policy and legislative frameworks and associated mandates, goals, objectives, norms and standards governing the sector. Strongly emphasised in this regard are considerations about what are the key features that the college must have and/ or put in place to respond to the new imperatives. An understanding of these requirements is evident through references in the strategic plan in relation to:

- providing demand-driven education and training aligned to the dictates of the market and commensurate human resource requirements;
- curriculum requirements and the need to form strategic partnerships with government departments, NGOs, private sector companies in business and industry; and
- ensuring, ultimately, that the college's students, upon completion of their chosen areas of study, will be equipped to successfully make the transition to the world of work with reference to both formal employment and self-employment (entrepreneurship)

At the same time it is also evident that college management and Council have maintained a sense of mindfulness about the implications of Mnambithi's unique, individual nature as an education and training provider having to successfully respond to the socio-economic realities and associated developmental needs of the rural area serviced in the north-western region of KwaZulu-Natal (to be considered in sub-section A.2), as per its mandate.

Structural and systemic developments

Structural integration constituted the immediate overall concern for newly established colleges-as-amalgamated-entities and represented the first step towards overall institutional integration. Effectively, this translated into the centralisation of all management and administrative functions so as to enhance management efficacy (planning, coordination, control etc.) in support of institutional development and, ultimately, performance. Systems integration and development, and the accompnaying policy development, were key focus areas in all of this. These initial aims and objectives applied in equal measure to Mnambithi as it did to all the other colleges, and would continue to occupy centre stage for years to come as regards institutional growth and development.

Mnambithi's current developmental and performance levels in respect of the above objectives will be considered in-depth in Section B. Suffice to say in a general sense that developmental and performance levels vary significantly across portfolios, as can be expected.

A fundamental outcome of the strategic re-visioning and commensurate planning processes that informed the strategic plan's formulation was a review of the college's

organisational structure to enhance responsiveness to 'the new national changes that are aimed at improving the internal environment' of further education and training colleges. The following characteristics were identified as indicative of the college's internal environment: 'a desire to create a shared vision and stability at the top'; 'low learner numbers (targets not achieved)'; 'inadequate controls and policy environment'; 'difficulties with retention of academic personnel'; 'low levels of qualified personnel' and 'vibrant council members'.

The review resulted in functional areas being re-organised into three 'programmes' and associated 'sub-programmes':

- Programme 1, Academic Services, which include the following sub-programmes: Curriculum development, Quality Management, Student Support Services and Information and Communication Technology (ICT)/ FET Management and Information System (FETMIS)

- Programme 2, Corporate Services, which include: Human Resources Management; Administration and Marketing

- Programme 3, Financial Management, which is include: Financial Support Services and Supply Chain Management

The following systems are in the process of being implemented with the objectives of 'enhancing the internal control environment and good governance', but current implementation levels vary significantly across the systems:

- Performance Management System
- Quality Management System
- VIP Payroll System
- Asset Management System
- Cash Focus

Staffing

Whilst structural and systemic development in FET colleges got off to an immediate start, by and large, similar pursuits in relation to human resource consolidation and integration (and, by implication, assessment of developmental imperatives) did not occur until about 2005. This was the result of successive post-1994 moratoria governing the appointment of staff implemented by national and provincial education departments, directed in terms of various 'Resolutions' that were aimed at restructuring and transforming the civil service The restructuring process also involved the redeployment of personnel across departments. Consequently, normative staff establishments developed for individual colleges were put on hold, and colleges had to make do with their existing human

resource situations. Immediate survival strategies invariably led to, amongst other things, central offices/ corporate centres 'siphoning off' function-specific campus personnel, and all categories of college staff being required to 'multi-task'. Personnel left the colleges in high numbers. The only recourse available to colleges to fill critical gaps, at lecturer level in particular, was to appoint temporary or contract personnel in non-establishment posts – the so-called Council-employees.

It would appear that in Mnambithi's case this scenario continued to prevail in some respects even after the regulations for implementing new staffing establishments were sanctioned. This is manifested in the continued high number of contract personnel as well as staff in acting positions, both at educator and management levels (as the Quantitative profile for the college in Sub-section 3 will demonstrate). Disconcertingly, there is a high number of acting, invariably multi-tasking managers, many of whom are young and new to the FET sector. Of particular concern at this time are the reported 'long delays' in filling vacant posts, as well as the finalising of contracts of personnel, once appointed. This inevitably necessitates a strategy of internal redeployment or 'juggling' of existing personnel and associated burdening of personnel with multi-tasking responsibilities, which take them away from their primary roles. Distinct aspects and impacts in this regard will be considered in sections to follow, with particular reference to the ways in which they compromise staff capacity and staff development. Then, in the last few years, an 'unfortunate' sequence of events at college leadership level occurred, including a forensic audit. These resulted in a resort to 'care-taking' arrangements and culminated in the Deputy Director: Academic Services assuming the college leadership role on an acting basis.

Institutional (relational) dynamics and culture

These developments appear to have had a profoundly undermining impact on institutional culture and collegial relations. Culture-deficit indicators would include the following:

- Because of the survivalist or crisis management *modus operandi* by and large adopted across all levels of management, 'proper' induction of new staff members appears not to occur. Consequently, normative conduct underpinned by a strong sense of organisational culture and protocols is severely compromised. In fact, it has not taken root. At this time no 'culture of accountability' is in place to limit what appears to be a prevalent tendency among some staff members to operate outside formally-established protocols governing professional conduct. This would seem to apply in particular to new or first-time young teachers who reportedly make a habit of expressing personal criticisms of their colleagues in front of students, are 'frequently' absent from class and allegedly resort to intimidating behaviour when colleagues blow the whistle on them. Management and staff bemoan the lack of appropriate 'accountability-enforcing measures' in respect of such practises.

- High levels of bitterness and resentment are noticeable among teaching staff members, at Ladysmith campus in particular, about job insecurity by virtue of staff not receiving contracts and not being acknowledged for the extra responsibilities they have taken on, in terms of financial compensation. Such sentiments have over time reportedly become manifested in lack of commitment to the primary roles and responsibilities.

- At Central Office collegial relations among managers convey a culture of distrust, suspicion and tension (covertly so, it would appear), the exact reasons for which the researchers could not fathom and would not like to speculate about. Relations among inter-campus constituencies, on the other hand, appear positive on the whole, as characterised by sustained levels of engagement and cooperation.

- No internal conflict resolution measures are in operation to begin to address this multitude of human resource-related problems of 'pathologies' as they were described. The researchers would dare to suggest that even when 'informal' attempts do intermittently occur, they are effectively non-starters due to the prevailing levels of 'agenda and *bona fides*-questioning'.

Conclusion

From this review of Mnambithi's post-merger development, it would appear that, at this time, the legacy of unresolved institutional issues (by and large dating back to the early merger days) continue to exert major disruptive and other forms of negative impacts across a range of management, educational and administrative functions and performance areas. The researchers would venture to suggest that the unstable management and staffing situation (exacerbated by negative relational dynamics) constitutes the single most critical factor that has been compromising institutional development and performance – with infrastructural-systemic constraints following in second place. The college indeed appears to have become unstable, if not dysfunctional, in certain respects.

Successive sections will investigate the nature of and extent to which these historical weaknesses and their implications continue to impact – positively and negatively – on the college's development and performance.

2. Socio-economic profile[3]

Introduction

As indicated previously, the geographical spread of the area serviced by Mnambithi College extends over five local municipalities within the uThukela district municipality. These are: Emnambithi/ Ladysmith, Indaka, Umtshezi, Okhalamba and Imbabazane – as well as a District Management Area.

uThukela district municipality is located in the north-western region of KwaZulu-Natal and is approximately 11 500 square km in size, with three of its five constituent local municipalities rural based. The socio-economic indicators characterising uThukela include the following: a low revenue base, poor infrastructure, limited access to services and obviously low economic base; high levels of poverty, unemployment, skills shortage, lack of resources and low level of education; and un/under-developed land and settlement patterns that make it difficult to plan for effective service delivery. Due to its location away from the metropoles of Durban and Johannesburg, attracting investors, tourists and skilled human resources present major challenges.

Industrial activity and development in uThukela are confined to Ladysmith and Estcourt. uThukela latest Integrated Development Plan (IDP) for 2008/2009 focuses largely on local economic development programmes as a 'priority area, so as 'to improve the socio-economic conditions of the area and contribute towards poverty reduction'. Such integrated planning reportedly incorporates local economic development (LED) programmes as well as other skills development and capacity building programmes within the district municipality, the principles and goals of the Accelerated and Shared Growth and Development Initiative of South Africa (ASGISA), the Provincial Growth and Development Strategy, the IDPs of Local Municipalities the resolutions of the District Growth and Development Summit as well the outcomes of the Presidential Imbizo that was hosted by uThukela District Municipality. In addition to the latter, the District Municipality claims to be 'fully aware' of the Millennium Development Goals and the target dates set nationally for extension of basic services i.e. water, sanitation and energy and is 'working towards achieving them'.

The 2008/9 IDP makes reference to a 'constant migration of economic activity, to particularly Newcastle' and notes with concern the adverse impact this may have on the

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[3] Data in this sub-section were largely extracted from the uThukela district municipality's IDP Reviews for 2007/ 2008 and 2008/2009. These were obtained from uThukela's website at www.uthukeladm.co.za.

potential growth for Ladysmith and the uThukela region. A call is therefore made for more emphasis to be placed on 'retaining industry and commercial activity in Ladysmith and Estcourt, while striving to spread some of these economic activities to the disadvantaged areas of the region'. A need is also expressed for a renewed focus on 'securing (the) lucrative tourism industry', which holds implications for marketing and the maintenance of infrastructure considerations.

Note: The uThukela district municipality will be the focus in respect of the socio-economic data to be presented below as it denotes the geographical area serviced by Mnambithi College. However, specific references will be made to socio-economic indicators pertaining to the Emnambithi/ Ladysmith local municipality as the college's three delivery sites are located within the boundaries of this local authority.

Households

According to the 2001 Census, there were 134 845 households in uThukela in 2001. The majority of households (15.8%) consist of one person, followed by four people-households (13.2%), two people-households (12.4%) and five people household (12.2%) respectively. A trend towards smaller families is therefore discernable.

Although the annual income of households has generally increased since 1996, the percentage of households without income has increased by over 10 %-points to more than 47 000 families, which represent 34% of households in the district municipality. More than 46% of households with some form of income earn below R22 452 per annum – a figure which, according to a 2003 study by the Bureau of Marketing Research, denotes living below the minimum living level. The 2001 Census does not stipulate the household size when analysing income, but it is broadly accepted that poorer families are normally the biggest in size. According to a KwaZulu-Natal Income Dynamics Survey conducted in 2004, 22% of households in KwaZulu-Natal were 'chronically poor' and 31% 'momentarily poor'. The families within uThukela municipal district are therefore much worse-off economically than the average household in the rest of KwaZulu-Natal.

Demographic profile

According to the 2001 Census, there were 656 986 people living in the uThukela district municipality, which is 18.5% or 102 588 more people than what was recorded in the 1996 Census. The 07/08 uThukela Integrated Development Plan (IDP) concludes that the projected future growth rate will be negligible and that government departments, such as the Department of Water Affairs and Forestry, are already factoring in a zero growth rate when compiling their 25-year plans. Although the current growth rate from 1996 to 2001 is slightly above 19.4%, attention is drawn to a reported high undercount in respect of the 1996 Census. Studies by the Department of Health conducted in 2000 estimated the population of uThukela at 764 543, which was based on their Measles and Polio campaign in 2000. If these numbers are accepted and keeping in mind that the numbers were

adjusted by means of a statistical analysis process, the population in uThukela has actually dropped by 107 557 people.

The population distribution in the uThukela region is uneven, as can be seen from Table 1 below, with the highest population concentration in the Emnambithi/ Ladysmith local municipal area (34.3% in 2001 and 36.5% in 2006).

Table 1. Population distribution and increase in the UThukela district municipality (2001-2006)

Population	Local Municipality					
	Emnambithi/ Ladysmith	Okhahlamba	Imbabazane	Indaka	Umtshezi	DMA
2001	225 459	137 525	119 925	113 644	59 921	512
% of District	34.3	20.9	18.3	17.3	9.1	0.1
2006	277 929	155 233	125 644	127 997	73 463	427
% of District	36.5	20.4	16.5	16.8	9.6	0.0
Increase: 2001-2006	6.90	2.33	0.75	1.89	1.78	0.06

(Source: Statistics South Africa: Census 2001)

Table 2 indicates the population breakdown of the UThukela District Municipality. The majority of the people that lives in uThukela District Municipality are Africans and Whites constitute the minority.

Table 2. Population breakdown per Group

Group	1996	%	2001	%
African	513 559	93.36	620 733	94.48
Coloured	2 937	0.54	4 055	0.62
Indian	16 943	3.08	17 156	2.61
White	16 618	3.02	15 042	2.29
Total	550 057	100.00	656 986	100.00

(Source: Statistics South Africa: Census 2001)

Table 3 below provides a full age and gender breakdown of the population in the uThukela district municipality. The population of uThukela is relatively young, with more than 60% being between the ages of 5 to 34 years. There is a decrease in the younger

population groups (0 to 14) and a slight increase in the age group 15 to 34[4]. The IDP attributes the drop in the younger ages to urbanisation and a possible modernist trend towards smaller families, but it could also indicate lower birth rates due the effects of the HIV/AIDS pandemic and the greater usage of condoms, as well as other forms of birth control. In addition, the promotion of gender equity is paving the way for career women, resulting in women getting married later and having fewer children as they continue with their careers after childbirth. The proportional population spread across the five age categories remained largely unchanged between 1996 and 2001, as did the male to female ratio (about 46% male to 54% female).

It is noted in uThukela district municipality's IDP for 2008/9 that, according to the Department of Health, the average HIV/AIDS infection rate in uThukela is nearly 26%. It would appear the infection rate is the highest in the age group 25 to 29, followed by the 20 to 24 and 30 to 34 age groups. It is furthermore speculated that the high level of infections in these age groups will result in an increase in AIDS orphans and child-headed households, a decrease in the economically active population and the potential labor force as well as an increase in the burden of people in the older age categories, particularly retired people. The latter is as a result of orphaned children moving to grandparents and other relatives after the loss of both parents.

Table 3. Age and gender breakdown

Persons	1996	%	2001	%
0-4	69 417	12.81	79 505	12.10
5-14	150 148	27.71	175 157	26.66
15-34	187 989	34.69	229 421	34.92
35-64	109 985	20.29	143 092	21.78
65 and over	24 396	4.50	29 812	4 54
Total Male	247 556	45.68	301 821	45.94
Total Female	294 379	54.32	355 166	45.94
Total	541 935	100.00	656 987	100.00

(Source: Statistics South Africa: Census 2001)

With regard to the Emnambithi/ Ladysmith municipal area, young persons make up the majority of the population with 59% under the age of 29 years and 46% under the age of

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[4] The 15-35 age group officially constitutes 'youth' in South Africa. It is felt in many quarters that such a broad categorization is problematical when developing youth development strategies, for one thing, as the developmental needs, for example, of young people in their late teens and early twenties in many respects differ significantly from those of young people in their late twenties and early thirties.

19 years. Despite such a high percentage of very young people the population structure reportedly shows an abnormality in that 'a large base of children under 5 years of age is lacking' and the 20 to 29 year age group is 'disproportionately small'. This unusual population structure is assumed to be HIV/AIDS-related.

As for the gender breakdown of the population in this municipal area, females make up 54% of the population. This female gender bias is deemed a typical characteristic of a declining or weak economy where males leave the area to seek work elsewhere. The movement of people is accelerated by the rapid expansion of settlements on the periphery of Ladysmith, such as Doornkloof and Brakfontein (estimated population of 16 940 according to Stats SA, 1996).

Education

The percentage of the population per local municipality over the age of 20 without schooling in 2001 was as follows – Emnambithi/ Ladysmith: 1-23%, Okhahlamba: 39-55%, Imbabazane: 38%, Indaka: 39-55%, and Umtshezi: 24-37%.[5]

The education levels in the Emnambithi/ Ladismith municipal area are low, with 15% of the population having no education. However, these education levels are higher than other municipal areas in the district. 60% of school age youth attend school, 23% have no education and 17% accounts for children under the age of 5 years. [6]

Table 4 below shows educational attendance figures for the 5 to 24 age group of the population in the Emnambithi/Ladysmith municipal area.

Table 4. Highest qualifications obtained by people older than 20 in the Emnambithi/ Ladysmith local municipality.

Category	Number
No Schooling	19 293
Some Primary	23 182
Complete Primary	8 108
Secondary	37 716
Grade 12	25 306
Higher	8 062
Total	121 667

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[5] Source: Statistics South Africa: Census 2001

[6] . Emnambithi/Ladysmith IDP Plan 2007/2008

Contribution to GDP

The uThukela district municipality's Integrated Development Plan (IDP) for 2007/8 notes that the district's economy has been a state of general decline since the early 1990s. Contributing factors reportedly include:

- The demise of the protectionist policies of the Regional Industrial Development Programme (particularly for the manufacturing sector) and subsequent trade liberalization policies (particularly for the agricultural sector)

- A concurrent increase in the levels of unemployment and poverty

- A substantial increase in employment in the informal sector in the Emnambithi/ Ladysmith and Okhahlamba regions

Table 5 below shows the sectoral spread in relation to uThukela's economy.

Table 5. Sectoral contributions to district economy

Sector	Share of district economy
Manufacturing	32%
Utilities	3%
Transport	12%
Trade	12%
Government services	9.7%
Finance	9%
Agriculture	5.9%

(Source: Municipal Demarcation Board, 2001)

The local economy of Emnambithi/ Ladysmith is relatively diversified, with the most important sectors are Manufacturing (24%), Social Services (15%) and Trade (10%). The figures for Trade include tourism (not specified separately in National Statistics). The area also has relatively good agricultural potential.

Employment Trends

Tables 6 and 7 below indicate the employment situation in uThukela in 1996 and 2001.

Table 6. Labour Force – uThukela District Municipality (2001)

Category	1996	% Total Labour Force - 1996	2001	% Total Labour Force - 2001
Employed	70 956	23.81	75 651	20.31
Unemployed *	67 205	22.56	107 879	28.96
Not Economically Active **	159 813	53.63	188 983	50.73
Total Labour Force ***	297 974	100.00	372 513	100.00

(Data source: Statistics South Africa, Census 2001)

<u>Definitions</u>:

- *Employed person* - A person who works for pay, profit or family gain.

- *Unemployed person:* People within the economically active population, who did not work at the time of the Census, wanted to work and were available to start work, and had taken active steps to look for work or start some form of self-employment. This definition captures discouraged work seekers, and those without the resources to take active steps to seek work.

- *Economically active person:* A person of working age (15–65 years) who is *available* for work, and is either employed or unemployed.

- *Not-economically active person:* Persons not in the labour force, such as housewives, students and scholars, pensioners and retired people, and any others not seeking work.

- *Total labour force:* All persons of working age (15-65 years) who are employed or unemployed.

According to the Census 2001, the number of employed people as a percentage of the total labour force dropped by 3.5%, the unemployment rate raised by 6.4%, the not UThukela District Municipality IDP Review 2008/2009 the economically active population dropped by 2.9%, and the labour force rose by more than 25%. The employment and unemployment rate as a portion of the economically active population indicates that the absolute employment rate has dropped and the absolute unemployment rate has risen by more than 10%. The absolute employment rate for 2001 is therefore 41%, while the absolute unemployment rate is just below 59% of the economically active population.

It follows from the above that the actual employment rate has dropped by 10% and 2.9% of the not-economically active population have joined the economical active population.

These indicators are attributed to, amongst other things: the 'result of housewives, students and scholars looking for work', 'retired people coming out of retirement', 'the effect of HIV/AIDS', including the fact that 'retired people are coming out of retirement to look for work due to the burden of orphaned grandchildren'.

Table 7. Comparative Employment and Unemployment figures – uThukela District Municipality (2001)

Category	1996	%	2001	%
Employed	70 956	51.36	75 651	41.22
Unemployed	67 205	48.64	107 879	58.78
Total economically active population	138 161	100.00	183 530	100.00

(Data source: Statistics South Africa, Census 2001)

Table 8 below shows the unemployment rate across local municipalities in the uThukela district municipality in 2001.

Table 8. Unemployment rate across local municipalities in the uThukela district municipality (2001)

Local Municipality	Emnambithi/ Ladysmith	Okhahlamba	Imbabazane	Indaka	Umtshezi
Unemployed	40 856 (48%)	18 746 (43%)	20 131 (44%)	15 843 (47%)	12 298 (54%)
% of Economic Active Population	49.24	59.50	73.66	84.06	54.82

(Data source: Statistics South Africa, Census 2001)

Employment by sector

Table 9 provides a breakdown of employment sectors in the uThukela district municipality. In 2001 the manufacturing sector was the highest source of employment with over 23%, followed by community, social and personal services sector with over 20% and the wholesale and retail industry making up for nearly 15%. uThukela's LED plan commits it 'to strive to develop a sense of entrepreneurship and the creation of an investor friendly environment in order to support national initiatives and the tourism industry'. It furthermore has identified 'competitive advantages' in respect of the following sectors: agriculture, tourism and industrialisation/ manufacturing.

Table 9. Employment by sector in the uThukela district municipality (1996 and 2001)

Sector	1996	%	2001	%	Employment of FET graduates nationally [7]
Agriculture/ Forestry/ Fishing	4 271	5.96	5 921	7.83	1.8
Community/ Social/ Personal	10 607	14.80	15 359	20.30	14.3
Construction	3 262	4.55	3 365	4.45	17.7
Electricity/ Gas/ Water	981	1.37	619	0.82	15.1
Financial/ Insurance/ Real Estate/ Business	2 766	3.86	3 845	5.08	7.1
Manufacturing	13 659	19.06	17 665	23.35	18.9
Mining/ Quarrying	238	0.33	167	0.22	11.4
Other			6	0.01	1.1
Private Households	9 943	9.69	6 368	8.42	5.2
Transport/ Storage/ Communication	3 865	5.39	3 704	4.89	4.7
Undetermined	17 678	24.67	7 365	9.74	1.1
Wholesale/ Retail	7 395	10.32	11 261	14.89	17.7
Total	71 665	100.00	75 644	100.00	

(*Source:* uThukela District Municipality *Integrated Development Plan Review 2008/2009*.www.uthukeladm.co.za.)

Conclusion

In view of the above outline of the socio-economic landscape Mnambithi College is mandated to service – with reference to uThukela district municipality in general and Emnambithi/ Ladysmith municipal area in particular – it would be accurate to conclude that the college's strategic focus has taken full cognisance of and is consequently in alignment with the socio-economic realities conveyed by the above indicators. It can indeed be said that such an orientation at strategic level had been in place for a long period of time, given the sense of familiarity with this landscape evident from verbal inputs by certain long-serving personnel.

The extent to which the college has succeeded to date in operationalising its formally-stated strategic objectives and plan in this regard – as assessed in terms the measure to

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[7] West Coast College: *Recapitalisation Plan – 2005*. West Coast College: Cape Town.

which its institutional set-up is aids and abets such responsiveness (or not) – will be the overall focus of the investigation that is to follow in succeeding sections.

3. Quantitative Profile

Student Numbers

Total Students

Table 10 below provides enrolment figures for 2007, the year that saw the first intake of National Certificate Vocational (NCV) (Level 2) students. The college had a Full Time Equivalent (FTE) enrolment of 2 578. Ladysmith campus draws the most students with an FTE enrolment of 2 152 (representing 83.5% of total college enrolment), followed by Ezakheni E Section with an FTE enrolment of 247 (representing 9.6% of college enrolment) and Ezakheni Skills Centre with an FTE enrolment of 100 (representing 4.6% of college enrolment) respectively.

Table 10. Total student enrolment (2007)

Campus Sites	HEADCOUNT	FTEs
Ladysmith	2 023	2 152
Ezakheni E Section	552	247
Ezakheni Skills	192	100
COLLEGE TOTAL	2 777	2 578

Reasons students articulated for enrolling at the college include the following: [8]

- 'My school results were not good enough to go anywhere else'. Studying at an FET college is therefore regarded as a second-best option.

- The belief that a college qualification will provide a gateway into industry by virtue of established partnerships between the college and industry being in place, in terms of which placement occurs.

- The college is the training provider closest to the students' place of residence.

- Pressure or influence from family – from parents, first and foremost, and also siblings – and peers to enrol for formal studies to improve opportunities for employment or to complete schooling. That is, colleges are becoming an alternative route to matric in respect of students who have dropped out of school.

- To gain the practical experience and confidence for successful trade test completion

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[8] Based on interviews conducted with students at Ladysmith campus

- Having been prompted by advertisements in the local newspaper in respect of employment opportunities associated with NCV studies – and financial aid in the form of a bursary.

Equity

Students by race and gender

Table 11 shows that in 2007 African students comprised the overwhelming majority of students at the college, comprising 91.2% of college enrolment followed by White students at 4.5%, Indian students at 3.5% and Coloured students at 0.8%. These figures correspond to the region's demographic profile as described in Section A2. Ladysmith campus is the main site for enrolment of the minority groupings. The proportional enrolment figures for these groups have reportedly remained largely the same in the years following the merger. In other words, the only significant change evident in enrolment patterns in recent years occurred in relation to steadily increasing numbers of Black students enrolling at Ladysmith. This trend started in the mid 1990s when Ladysmith was still a Technical College. The migration of (prospective) Black students to Ladysmith campus was driven by virtue of its perceived status as quality provider.

Table 11. Student enrolment by race (2007)

Campus Sites	African	Coloured	Indian	White	HEADCOUNT 2007
Ladysmith	1788	21	98	126	2023
Ezakheni Engineering	552	-	-	-	552
Ezakheni Skills	192	-	-	-	192
COLLEGE TOTAL	2532	21	98	126	2777

Table 12 provides the gender breakdown for students in 2007. More than half the student enrolments were male (56.4%), with 43.6% being female. The male to female student ratio (percentages) for the campuses is as follows: 47: 53 for Ladysmith, 78: 22 for Ezakheni Engineering and 100: 00 for Ezakheni Skills. The higher percentage of female students at Ladysmith campus is attributed to the fact that Business Studies courses, which traditionally draw more female students, are only offered at this site. Ezakheni Skills Centre does not have female students and the gender distribution follows the traditional distribution by vocational (or learning) fields, with enrolments for engineering being predominantly male and enrolments for business studies and hospitality programmes being predominantly female.

Table 12. Students by gender (2007)

Campus Sites	Male	Female	HEADCOUNT 2007
Ladysmith	950	1083	2033
Ezakheni Eng	425	127	552
Ezakheni Skills	209	-	192
COLLEGE TOTAL	1567	1210	2777

Staff by race and gender

Table 13 shows that of the 88 staff members employed by Mnambithi College in 2007, 62.5% were African, 18.2% white, 17% Indian and 3.4% coloured. With regard to delivery sites, the majority of white, Indian and coloured staff members are based at Ladysmith campus.

Table 13. Staff by race (2007)

Campus sites and central office	African	Coloured	Indian	White	Total
Ladysmith	30	2	12	13	56
Ezakheni E Section	12	-	1	-	13
Ezakheni Skills	3	-	-	1	4
Central office	10	1	2	2	15
COLLEGE TOTAL	55	3	15	16	88

Table 14 below shows that the gender split for the college is 53: 47 in favour of male staff. Ladysmith campus proportionately has the highest number of female personnel – 70.7% of the total female population for the college. The gender split at this campus is 51: 49 in favour of female staff. As in other FET Colleges, the distribution of staff tends to represent the traditional gender distribution across vocational fields with engineering teaching staff being mainly male and teaching staff for vocational or learning fields such as hospitality and business studies being predominantly female.

Table 14. Staff by gender (2007)

Campus sites and central office	Male	Female	Total
Ladysmith	27	29	56
Ezakheni Engineering	9	4	13
Ezakheni Skills	4	-	4
Central office	7	8	15
COLLEGE TOTAL	47	41	88

Programmatic Provision

Total enrolments by programme type

Table 15. Total enrolments by programme type (2007)

Campus Sites	NCV	NATED	Learnerships	Programmes other than NCV, Nated and Learnerships	Total FTEs
Ladysmith	312	1840	(41)	(202**)	2152
Ezakheni E Section	79	247	-	(95**)	326
Ezakheni Skills	-	-	-	100	100
COLLEGE TOTAL	391	2087	(41*)	100	2578

(* Not included in total as programmes 'run across' any one academic year; ** Not included in total as these courses comprise non-accredited, non-formal offerings)

Enrolments for NCV programmes

In 2007, the first year of NCV curriculum implementation, offerings were primarily confined to the Ladysmith campus (82% of college enrolment). Only electrical infrastructure construction was offered at Ezakheni E Section, accounting for 18% of college enrolment for NCV programmes.

Table 16. FTE enrolments for NCV programmes (2007)

Learning Field	Programme Title and Level	Ladysmith	Ezakheni E Section	Ezakheni Skills	Total
Electrical infrastructure construction	Level 2	91	79	-	170
Marketing	Level 2	76	0	-	76
Management	Level 2	76	0	-	76
Office Administration	Level 2	79	0	-	79
Hospitality	Level 2	49	0	-	49
Total		371	79	-	450

Enrolments for NATED programmes

Ladysmith drew the overwhelming majority of NATED enrolments with 91.7% of college enrolment, compared to 8.3% for Ezakheni E Section. As Table 17 shows, 60% of enrolment at Ladysmith was for Business NSC, or 'Finishing School'. The acting campus manager at this site decries the subsequent demise of this offering as it was regarded as fulfilling a very specific purpose and has consequently left an unfilled void.

Table 17. FTE enrolments for Nated programmes (2007)

Vocational field (e.g. Engineering, Business, Social Services, Utilities)	Programme Title	N-Level	Ladysmith	Ezakheni E Section	Total FTEs
Engineering		N3-N4	229	140	369
Business Studies		N4-N6	441	12	453
Business NSC			1009		1009
Total			1679	152	1831

Enrolments for Learnerships and Skills Programmes

Only one learnership was offered in 2007, in Engineering and Related Activities. The college has reportedly been averaging one learnership per year for the last seven years. The college also provides off-site training on a 'decentralised' basis, with particular reference to an arrangement with the Ethabeni centre (about eight kilometres outside Ladysmith) in terms of which Ladysmith staff are contracted, when required, to provide training in relation to a Level 4 learnership in early childhood development.

Table 18. Enrolments for learnerships and skills programmes (2007)

Learning field	Programme Title	NQF Level	Learnership (L) or skills prog (SP)	Ladysmith Campus	Ezakheni Eng	Ezakheni Skills	Total FTES
Engineering and Related Activities	MERSETA	1	L	18	-	-	41
Total				18	-	-	41

Efficiency

Figures for throughput rates were not available due to the internal student tracking system reportedly being 'inadequate.' The pass rates reflected in Table 19 below are for NATED courses. The overall pass rate for NCV programmes was 7%. Of the students registered for NCV Level 3, the 'majority' was reportedly registered to rewrite three subjects.

Table 19. Pass and throughput rates for NATED programmes (2007)

Campus Sites	Pass Rates	Throughput Rates
Ladysmith	67%	-
Ezakheni Engineering	58%	-
Ezakheni Skills	80%	-
COLLEGE TOTAL	68%	-

The NCV Level 2 pass rate was 5%. NCV students had to pass all seven subjects, as dictated by policy. However, concessions were made in terms of which students could be promoted to Level 3 if they passed 3 or more subjects. The ensuing 'promotion rate' was 22%.

Staffing

Staff by Post or Salary Level

Table 20. Staff by Post Level (PL) or Salary Level (SL) (2007)

Campus Sites and central office	PL 1 or equivalent SL level	PL 2 or equivalent SL level	PL 3 or equivalent SL level	PL 4 or equivalent SL level	PL 5 or equivalent SL level	PL 6 or equivalent SL level	Total
Central Office	4	-	4	4	2 DD	1 Rector	15
Ladysmith	53	1	1	1	-	-	56
Ezakheni E Section	11	2	-	-	-	-	13
Ezakheni	4	-	-	-	-	-	4
TOTAL	72	3	5	5	2	1	88

Staff by Establishment and Non Establishment

Table 21 below indicates that in 2007 the ratio of non-establishment (contract) staff to establishment staff was 49: 51. The destabilising effect of this high number of temporary and contract staff members was considered in Section A.1. It is associated with a very high turnover rate among employees in this category (64% at Ladysmith campus in 2008), which compounds the negative impact. The high turnover is attributed to high levels of resentment and frustration from staff denied a contract, leading to job insecurity. The 'high' number of teaching personnel who opted for 'placement with the Department' has similarly contributed to college instability. This persistent state of affairs has impacted

profoundly on human resource capacity levels at the college in terms of a loss of expertise and experience, and is also significantly compromising the standard of teaching. New teaching staff appointees invariably do not have any professional teaching background, whilst management's ability to plan for staff deployment and development is also undermined. Additional issues in this regard will be considered in Section B.

Table 21. Staff by Establishment and Non-Establishment (2007)

CAMPUS SITE	Establishment (Paid by state)		Non-Establishment (Paid by college)		Total
	Educational staff	Non-teaching staff	Educational staff	Non-teaching staff	
Ladysmith Campus	15	6	23	12	56
Ezakheni E Section	6	3	3	1	13
Ezakheni Skills	3	1	-	-	4
Central office	-	11	-	4	15
COLLEGE TOTAL	24	21	26	17	88

Conclusion

The quantitative data trends of programme offerings, student enrolment and performance, and staffing presented in this section brings a range of key institutional realities, issues and concerns into sharp relief. These and others will be considered in more depth in Section B.

4. Infrastructure and Facilities

The historical profile provided an overview of Mnambithi College's structural make-up and development with reference to its constituent sites and sites subsequently established and incorporated.

This sub-section considers and assesses 'function-specific' college infrastructure and facilities in more depth, with reference to both their availability and their adequacy.

Facilities Available

The following table provides a breakdown of rooms and facilities at the college by function.

Table 22. Total number of each type of facility

Facilities	Central Office	Ladysmith Campus[9]	Ezakheni E Section	Ezakheni Skills Centre	Total
Management Facilities					
Offices	8[10]	29	2	2	31
Boardroom/ meeting rooms	1	1	1	0	3
Reception rooms / area	1	3	1	0	5
Store rooms	1	1	1	0	3
Computers	18	22	2	1	43
Email connections	37	338	0	0	375
Classrooms/ workshops					
Total number of classrooms	N/A	27	6	0	33

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[9] Numbers in this column represent the combined totals for Ladysmith 'A' and 'B' campuses

[10] Includes one open floor office ('a large annex') for portfolio managers

Total number of workshops – in use	N/A	3	4	3	10
Total number of workshops - not currently in use	N/A	0	2	0	2
Total number of IT/ computer labs	N/A	7	1	0	8
Total number of simulation rooms	N/A	1	0	0	1
Library / open learning centre	N/A	0	0	0	0
Academic staff facilities					
Staff room	N/A	2	1	1	4
Workroom / offices	N/A	1	1	0	2
Email facilities	N/A	4	0	0	4
Computers	N/A	4	2	1	7
Student facilities					
Student support centre	N/A	1	0	0	1
Student canteen	N/A	0	0	0	0
Student social centre	N/A	0	0	0	0
Accommodation / hostels	N/A	0	0 [11]	0	0

Adequacy

This 'adequacy' assessment section investigates the extent to which the current nature and status of the college's *physical infrastructure,* as reflected in the table, can or cannot support the particular needs of the different college constituencies – management, lecturing personnel, students and teaching and learning in general.

Table 23(a) below provides 'adequacy status' ratings as provided by the relevant college constituencies in respect of the extent to which the activities or functions of management, staff, teaching and learning and students are supported by current college infrastructure.

A 0-rating signifies there being 'no facilities' (or a particular aspect not being applicable), a 1-rating that the existing facilities are 'totally inadequate', a 2-rating that the existing facilities are 'inadequate', a 3-rating that the facilities are 'adequate' and a 4-rating that the facilities are 'very adequate'.

The overall rating for the infrastructure and facilities currently available at Mnambithi College is 1.6 which implies that, in general terms, facilities or infrastructure support is perceived as falling mid-way between 'inadequate' and 'totally inadequate'. However, various factors impacting on the overall scores for the college and individual sites have to be borne in mind in order to avoid distorted inferences being made. For example, central

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[11] The hostel facilities at this site have been converted to teaching facilities.

office received the highest overall adequacy rating, just above 'adequate' (2.2 rating), but because this assessment only relates to management infrastructure, it is not comparable to overall campus assessments. Another variation stems from the actual rating process itself and interpretations in this regard. For example, some respondents would assess a particular facility as 'totally inadequate' (1-rating) when in fact a zero-rating indicating a 'non existent' status probably would have conveyed a more accurate reflection of reality.

As regards the overall adequacy scores in relation to the four infrastructure categories that were assessed, 'facilities for student support and interaction' by far attracted the lowest adequacy rating – that of 'virtually non-existent' (0.2).

Table 23(a). The adequacy of infrastructure overall

Facilities	Central Office	Ladysmith Campus	Ezakheni Eng. Campus	Ezakheni Skills Centre	Overall
Facilities for management staff	2.2	2.3	2.2	1.3	2.0
Facilities for teaching staff	0.0	2.6	1.8	0.8	1.7
Facilities for teaching & learning	0.0	2.0	1.7	1.8	1.8
Facilities for student support/ student interaction	0.0	0.4	0.2	0.0	0.2
Overall for all infrastructure	**2.2**	**1.8**	**1.5**	**1.0**	**1.6**

Adequacy assessments and the reasons behind them in respect of each of the four types of infrastructure and facilities will now be considered in more detail.

For management

Table 23(b) below provides information on the facilities available for management at the three campuses and the central office. The overall adequacy score for infrastructure/ facilities in support of the college's management function is 2.0 or 'inadequate'. Reception rooms received the highest adequacy rating at 2.5 (mid-way between 'inadequate' and 'adequate'), followed closely by meeting/board rooms and store rooms (both at 2.3).

'Email facilities' (and, by implication, Internet access) received the lowest overall adequacy rating, that of 'totally inadequate' (1.0). In this regard, persistent limitations and challenges are reported by central office and campus constituencies with regard to availability and access. The two Ezakheni sites have no Internet connectivity and therefore no access to an email service. For some time, problems have also been experienced in respect of the operational status of the college network which continues to compromise its capacity to support a reliable email service. The research team experienced this first hand in the course of the evaluation process. The problem appears not to lie with the network but rather with the incapacity of the Telkom (ADSL) line to support network operations.

These shortcomings hold dire implications for internal college communication and management-related functions, for example, data collection and management, which in turn support planning.

Table 23(b). Adequacy of facilities for management responsibilities

Facilities	Central Office	Ladysmith Campus	Ezakheni E Section	Ezakheni Skills Centre	Overall
Offices	1	2	3	2	2.0
Meeting rooms (boardroom)	3	3	2	1	2.3
Computer equipment	3	2	2	1	2.0
Email	2	2	0	0	1.0
Reception room(s)	2	3	3	2	2.5
Store rooms	2	2	3	2	2.3
Overall Management	2.2	2.3	2.2	1.3	2.0

For teaching staff

Table 23(c) below provides information on the facilities available for support to teaching staff. 'Staff rooms' received the highest satisfaction rating at 2.3 which places their status almost half-way between 'inadequate' and 'adequate', followed by 'work rooms' at 2.0 ('inadequate'). 'Computers for lecturers' and 'access to stationery' follow next, both at 1.6. 'Internet and email facilities' – predictably in view of earlier considerations – constitute the most critical shortcoming in respect of lecturer needs.

Table 23(c). Adequacy of facilities for teaching staff responsibilities

Facilities	Central Office	Ladysmith Campus	Ezakheni Eng. Campus	Ezakheni Skills Centre	Overall
Staff room	0	3	3	1	2.3
Internet and email facilities	0	2	0	0	0.6
Computers for lecturers	0	2	2	1	1.6
Access to stationery	0	2	2	1	1.6
Work room for staff	0	3	2	1	2.0
Overall Teaching	0	2.4	1.8	0.8	1.6

For teaching and learning

Table 23(d) below provides information on the facilities available for management at the various campuses and the central office.

'Buildings' and "white boards' jointly rated the highest at 2.6, that is, about midway between 'inadequate' and 'adequate' and are followed by 'classrooms' (2.3). But these assessments could be somewhat misleading in view of broad-based inputs obtained at campuses. It would appear that 'availability' might have been over-emphasised at the cost of 'adequacy', with particular reference to the condition of buildings and classrooms as well as other 'interior'-related considerations.

As far as the most pronounced shortcomings are concerned, these appear to relate to learning-support facilities and equipment, with particular reference to libraries/ media centres ('non-existent'), study facilities and computer (and Internet) access for students (after hours). Both are assessed as 'totally inadequate' (1.0 overall rating).

What are the specific views and expectations of college constituencies concerning the availability and adequacy (or not) of infrastructural support for teaching and learning?

College central office management acknowledges that 'the current status of infrastructure does not allow programme expansion' ... 'the reason being that, contrary to expectations, the injection of funds through the recapitalisation of colleges does not address all current needs'.

In general, teaching staff members appear highly despondent, claiming that the quality of teaching is being compromised as a result of infrastructural shortcomings and limitations. A sense of this gloom is conveyed by the following concerns articulated by staff representatives at Ladysmith campus: ... 'infrastructure does not accommodate the students we planned to have'...'recapitalisation plans are not implemented'...'we do the best we can with what we have'... 'drastic change is needed'.

Particular current shortcomings or unmet needs articulated by these respondents include the following:

- 'No subject teaching classrooms' (one implication being that permanent displays cannot be mounted)
- 'No computers and Internet access available for conducting research'
- 'No ventilation in the hall which serves as the venue for examinations and no fans or heaters in classrooms'
- 'IT support for teaching and learning is totally inadequate ... for example, 30 lecturers have to share two printers and lecturers are not supplied with flash drives'
- 'Computer laboratories inadequate – they run on Pentium 1 processors which are constantly crashing' (However, software appear to be by-and-large up-to-date)
- 'No PLATO facility'

- 'No teaching aids to supplement textbook teaching'
- 'Lack of provision of basic stationery like pens, punches and staplers'
- 'No fire extinguishers'.

Ezakheni E Section teaching staff representatives decry, in particular, 'the lack of Internet access for conducting research'...'lack of overhead projectors'... and 'the lack of ventilation in the workshops and classrooms'.

Table 23(d). Adequacy of facilities for teaching and learning

Facilities	Central Office	Ladysmith Campus	Ezakheni Eng. Campus	Ezakheni Skills Centre	Overall
Building	0	3	3	2	2.6
Teaching venues, classrooms	0	3	2	2	2.3
Workshops, Labs, special equipment	0	2	2	2	2.0
Library/Media Centre	0	0	0	0	0.0
Study facilities	0	1	1	1	1.0
Computer access for students	0	1	1	2	1.0
Audio-visual equipment and technology	0	2	2	2	2.0
Learning materials	0	2	2	3	2.0
White / black boards	0	3	2	3	2.6
Overall Learning facilities	0	2.0	1.7	1.8	2.2

For students

Table 23(e) below speaks for itself as regards the wholesale lack of facilities for promoting student interaction, leisure and sports activities. These shortcomings were indeed bemoaned by the student representatives interviewed at Ladysmith campus. The situation has remained unaddressed for many a year. Additional concerns and implicaitons in this respect will be considered in Section B.

Table 23(e). Adequacy of facilities for student support and/or student interaction

Facilities	Central Office	Ladysmith Campus	Ezakheni Eng. Campus	Ezakheni Skills Centre	Overall
Student support centre	0	1	0	0	0.3
Student canteen	0	0	0	0	0
Student social centre	0	0	0	0	0
Sports facilities	0	1	0	0	0.3
Accommodation / hostels	0	0	1	0	0.3
Overall	**0**	**0.4**	**0.2**	**0**	**0.2**

Conclusion

The 'adequacy' review of the four function-specific infrastructure categories has highlighted critical areas of limitation and shortcoming. The researchers are mindful of the fact that the 'availability-adequacy' landscape of college infrastructure and facilities may very well be in the process of changing at this very time or sometime in the not-too-distant future. The Recapitalisation Operational Plan for 2008/9 provides specific clues of these planned changes. It is hoped that our assessment conveys college priority needs and shortcomings sufficiently in order to be of use to college management in terms of complimenting or supplementing the priorities identified in the Operational Plan.

Section B - College Ratings

1. Ratings Compared

College and campus site ratings compared

Table 24 below includes a composite list of the ratings provided for each characteristic by campus and college level focus groups and the overall rating provided by the evaluators. Ladysmith and Ezakhenis E campuses were involved in evaluation. The manager of Ezakheni E Section (who also doubles up as manager of the Ezakheni Skills Centre) joined the Ladysmith campus management team for the college rating exercise. Individual lecturer groups participated at each site. The Central Office management group comprised both senior and middle managers. Using the same rating index included below, each of the four groups rated the college against 26 characteristics, grouped along seven dimensions.

A weak characteristic. Mostly not present or very limited.	An emerging characteristic. It is present but not yet stable or consistent	A strong characteristic. A distinguishing feature.
1 – 3	4 – 6	7-10

The overall rate given to each characteristic by the researchers is based on assessments and inputs provided by the various constituencies, together with consideration of other evidence collected during the evaluation.

A quick glance at Table 24 will indicate that ratings on the majority of the characteristics show significant variation in their value across the constituencies. On closer inspection, particular trends are discernable and beg clarification. Based on experience gained from similar evaluations conducted at other SESD-colleges over a period of years, it can be said that academic staff members generally display a tendency of being highly critical of central office performance and perceived lack of perceptiveness and sensitivity about immediate issues and concerns affecting academic staff. These relate in particular to persisting infrastructural deficits and unresolved human resource-related issues. The consistently lower ratings accorded by Ladysmith staff (overall rating of 2.8) demonstrate this – characteristics 16 to 18 providing the exception.

Why do the ratings by Ezakheni staff (overall rating of 4.6) not display a similar tendency? The answer may be tied to the fact that this site is relatively small, with only four staff members, and is relatively self-contained. The Ezakheni staff representatives are less informed – and less critical – about college 'happenings' and developments as compared with their Ladysmith colleagues. Here too, the well-documented tendency of interviewees of wanting to put their institution in the best possible light may have come into play, despite informing them of the importance of realism in their assessments.

Central office and college managements adopted a highly-self-critical approach to the assessment task because of appreciation of the overall remedial focus of the exercise. These constituencies are commended for the levels of maturity and robustness that characterised their deliberations throughout.

Table 24. Ratings provided by different groups and overall rating

No.	Question	Ladysmith & Ezakheni Mgt	Ladysmith Staff	Ezakheni E Section Staff	Central Office Mgt	Overall rating (Researcher)
1	Practices guided by a clear institutional vision	3	1	4	4	3
2	Inculcation of a value system throughout the institution	1	1	4	2	2
3	Well-functioning governance, including councils and academic boards	5	3	5	4	3
4	Effective institutional leadership	3	4	4	4	4
5	Effective EMIS	5	5	4	5	5
6	Effective vertical knowledge sharing and learning in the FET system	3	1	3	3	3
7	Effective horizontal knowledge sharing and learning in the FET system	5	3	5	6	5
8	Effective external knowledge sharing and learning in the FET system	6	3	6	5	5
9	The establishment and maintenance of financial health	5	1	7	4	4
10	Adequate infrastructure for teaching and learning	4	1	5	3	3
11	Adequate infrastructure for management	3	1	4	3	3
12	Enhanced human resource capacity	4	1	4	3	3
13	Quality assurance system	2	1	5	3	2
14	Good relationships with business	3	4	3	3	2
15	Good relationships with local communities	6	4	7	4	5
16	Good relationships with other state bodies	5	6	5	6	5
17	The development, provision & evaluation of learnerships and skills programmes	4	6	6	6	6
18	The development, provision & evaluation of programmes for the dev of SME	3	6	5	3	3
19	Employment and tracking of learners	3	1	3	3	2
20	Extent to which learners will have the four (core) competences required for employability	3	5	5	5	5
21	Functioning curriculum development processes	3	3	7	3	3
22	Quality curricular delivery	4	4	4	5	4
23	Well-functioning staff development processes	3	2	6	4	3
24	The development, implementation and evaluation of academic development and learning support programmes	2	1	2	2	2
25	The development, implementation & evaluation of counselling and guidance and health and wellness (including life skills) programmes	2	2	1	2	2
26	The development, implementation & evaluation of career guidance and occupational development programmes	2	1	7	5	4
	AVERAGE RATING	**3.5**	**2.8**	**4.6**	**3.8**	**3.5**

2. Discussion of Ratings

Vision and Mission

1. Practices guided by a clear institutional vision

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

Vision

To be a leading education and training centre of excellence that exceeds the expectations of the community

Mission

To provide learners equal access to quality vocational education and training programmes that are responsive to the needs of the labour market

(Source: Mnambithi FET College Strategic Plan, 2009-2011)

It would seem all constituencies (management and staff) are aware of the recently developed Strategic Plan by virtue of participation by representatives in its development, to a greater or lesser extent. However, it is generally agreed that it will be 'some time' before a broad-based, grounded sense of 'where the college wants to go' and 'how it intends getting there', and commensurate buy-in and commitment by all to pull together in support of shared objectives or common purpose, will be achieved. Consensus opinion attributes the primary cause for this lack of institutional integration around a shared vision, mission and strategic objectives to the ongoing *institutional instability*, with reference to the impact of the unsettled nature of both management and teaching staff establishments. The need for the adoption of 'interim' crisis management strategies and measures to survive operationally is viewed as the key. However, this has been at the cost of the institutional stability and continuity required for the integrative force associated with a sense of shared vision and purpose to promote positive practice-defining or behaviour-directing activity.

The researchers contend that the converse of the above perspective could also be viewed as a key contributing factor to institutional instability being perpetuated: the long delay in a *strategic perspective* being developed or defined through an inclusive process in fact compromised the powerful college-integrative impact that such a process should have effected. Had this happened 'timeously', it could at least have provided that overall, big picture perspective critically required for interpreting the college or their work environment in a time of insecurity linked to an unpredictable future. Put differently: if the strategic visioning process had occurred earlier and if all constituencies were involved from the beginning, they might have derived reassurance and containment from a real sense of knowing that 'though things are unsettled and difficult we know where we as a college are going and we have clear, realistic strategies and plans in place for getting there'. Perhaps fewer experienced staff members would have left the college

and, critically, the beginnings of a culture of collegiality could have started developing.

On a more positive note: the fact that the current institutional shortcomings have in fact been identified and acknowledged could be construed as in itself constituting a positive development.

Given the nature and cumulative impact of unresolved contextual factors and circumstances that persist in undermining the status of this institutional characteristic, a 'weak (3)' rating is accorded.

2. Inculcation of a value system throughout the institution

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

Mnambithi's Statement of Values

- *Accountability:* 'Council, management and all staff shall always act in a responsible manner and ensure that there are well-defined lines of communication and accountability.'

- *Transparency:* 'The college shall strive to balance confidentiality and transparency in all its actions thereby ensuring that all stakeholders are fully informed and kept constantly up to date with the progress made.'

- *Discipline:* 'The college is committed to adhere to the behaviour and practices that are universally recognized as acceptable.'

- *Fairness:* 'The actions of council and management shall always reflect fairness towards all the Mnambithi family and its stakeholders in general.'

- *Responsiveness:* 'Mnambithi FET College exists to serve the educational and training needs of the community, hence, it will always endeavour to be sensitive and respond to the needs of the community and all its stakeholders including local industries.'

(Source: Mnambithi FET College Strategic Plan, 2009-2011)

The entrenchment of and associated integrative force of a commonly adhered-to value system – expressed in terms of a strong sense of institutional culture and healthy interpersonal relationships – is clearly lacking at Mnambithi College.

With reference to the institutional context discussed under characteristic 1, central office management noted that in the past, prior to development of the new strategic plan, values and their critical role in promoting a sound institutional culture and collegial relations have never received any attention per se – that is, apart from constituting a 'paper exercise'. It is agreed, however, that the renewed focus on stated values will take time to have any noteworthy impact. Campus level constituencies for similar reasons decry the absence of values and culture, with particular reference to normative standards and mechanisms regulating professional conduct and enforcing accountability, as considered in Section A.1.

In all, it would appear evident that the lack of any grounded sense of college values and culture is profoundly impacting on college functioning and performance – in compromising, if not destructive ways. A rating of 'weak (2)' is accordingly judged to most accurately reflect the severity and pervasiveness of such an impact.

Leadership & Management

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

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

College Council

As noted in Section A.1, the new council was established in March 2007. Campus managements perceive Council to be 'visible, active, and insightful of college dynamics and issues and possessing required expertise'. Central office management – probably by virtue of being 'closer' to Council and therefore being more critical of Council performance, in a constructive sense – feels that Council at this time 'gets too much involved in operational issues'. Contextual factors identified in this respect relate to management instability and lack of clarity about Council's exact role and responsibilities. Shortcomings in respect of attendance of meetings and councillor availability also appear to compromise Council's impact and effectiveness. Ladysmith campus staff representatives also perceive Council by-and-large in positive terms by describing it as 'strong'. Shortcomings alluded to by this constituency concern 'good decisions not being implemented', 'not taking sufficient responsibility for policy development' due to Council reportedly being prone to 'delegating this responsibility', and 'involvement (interference) with management issues', with particular reference to the human resources function.

Academic Board

The academic board is in place and meetings occur on a bi-annual basis. However, its performance and impact appear by all accounts to fall significantly short of the mark. Particular aspects raised as allegedly compromising such outcomes include the following: minutes of previous meetings not circulated before upcoming meetings, and meetings scheduled during teaching time which precludes lecturers from attending. The high turnover rate in teaching staff and consequent lack of continuity were also noted as critical factors inhibiting the effectiveness of the academic board.

It would therefore appear that, at this time, the academic board effectively exists in name only and meetings only serve as a mechanism for 'progress reporting' – a far cry from the central, directional role this structure is intended to fulfil concerning matters academic.

It is however notable that all campus level constituencies commend the Assistant Director: Curriculum, Mr Sarel Feuth, for his commitment, sustained efforts and 'transformative' impact in respect of curriculum-related matters at operational level.

Student Representative Council

An elected student representative council is in place, but in terms of leadership and governance its

performance is, by general consensus, judged as 'low-key' and primarily 'socially-focused'. Ladysmith teaching staff expressed concern over what they perceive as 'lack of accountability' by student councillors for 'unacceptable' actions and behaviour. Lack of training and guidance are perceived as the main factors contributing to this state of affairs.

An overall rate representative of the current status of this characteristic would appear to fall mid-way between weak and emerging. However, on the basis that two of the three governance structures are deemed ineffectual at this time, an overall rate of 'weak (3)' is allocated.

4.   Effective institutional leadership

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

The legacy of problematical leadership is evident in a forensic audit and suspension of the previous rector and the appointment of a 'care-taker' Rector since September 2008. The lack of continuity resulting from the fluid nature of the management corps to date continues to compromise an 'effective base' for the Acting Rector to lead the college on the new strategic path envisioned. All constituencies bemoan this state of affairs at a time when 'strong leadership' is deemed required – as opposed to the fractured, 'crisis' or 'survivalist' management culture currently in operation.

College leadership places strong emphasis on inclusive decision-making and in this regard points to the college management committee as the official vehicle for facilitating such inclusivity. However, the uptake of issues from campus constituencies is reportedly not satisfactory.

Campus-level managements, on the other hand, express frustration with what is described as a top-down approach adopted by certain portfolio managers, as well as the lack of opportunity to apply or 'implement what has been learnt' due to the survivalist nature of daily college functioning at this time. Staff representatives from both Ladysmith and Ezakheni campuses decry the lack of 'strong and purposeful leadership' as opposed to the current 'culture of crisis management'. Both groups were at pains to point out that this appraisal should not be viewed as an indictment of the Acting Rector's leadership as he has only recently stepped into the fray.

Considering all the factors and circumstances conspiring against the institutionalisation of an effective leadership 'culture' and the associated transformative impact, an overall 'emerging (4)' rating is accorded to reflect the current status of this characteristic.

5. Effective management information systems

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

Central office management appears satisfied overall with both the quality and currency of data generated by the (Coltec-driven) Further Education and Training Management Information System (FETMIS). For example, they cite the system's capacity to produce reports as positive but note that tracking of students represents one area where system performance is inadequate. Factors which currently inhibit integrated data production and management reportedly relate to:

- Inadequate administrative capacity to satisfy systemic demands, both in terms of appointments and expertise, although ongoing staff development is reportedly occurring.
- Network-related information and communication technology shortcomings, with particular reference to Ezakheni campus

Plans are reportedly afoot to address these aspects in the foreseeable future.

With regard to data support for the college's management functions, such support is most significantly lacking in respect of the Quality Management System. The actual use of available data for planning and other management-related purposes is reportedly 'not optimal' at this time.

Problems are reportedly experienced with data submission to the provincial department. The key reason is reportedly the lack of a template on the side of the provincial department to allow the automatic importation of data. As a result, mistakes reportedly arise in the manual capturing of data forwarded by the college.

Campus-level constituencies all feel that significant strides have been made in developing FETMIS capacity to make data available. The main constraint experienced in this regard at this time reportedly concerns ICT-related access to data.

Management information-related (systemic) aspects in respect of the various management functions will be considered when the respective system is reviewed.

An 'emerging-(5)' rating is judged to accurately reflect the overall status of this characteristic at this time.

Knowledge Sharing

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

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

Between national and provincial Departments of Education (DoE/ pDoE) and the college

As regards the nature of communication or information flow from the education departments, central office management noted two problematical aspects: a) information, for example, notifications or requests for data do not reach the college timeously to allow 'appropriate' action, and b) the uptake of issues and concerns in many instances is experienced as 'slow, if it happens at all' and/ or occurs on a 'selective basis'. Typical examples are the 'drawn-out process' that characterised the transfer of the former Ezakheni College of Education buildings to the college with associated 'critical implications' for the college'; and 'neglect', 'lack of will' and 'shifting of responsibility' reportedly associated with the department's response to the ongoing high level of conflict at the college.

Between central office and campuses

Central office management voiced frustration at 'being undermined' by campuses, in that requests for information are 'not conveyed' and recommendations are 'not responded to'. Ineffective communication channels are identified as a contributing factor, with particular reference to 'inadequate uptake and cascading of issues' on the part of campus managements. For example, campus notice boards are reportedly found not to be updated on a sustained basis. Conversely, instances of staff members 'jumping' established communication channels or protocols 'when they don't get their way', by approaching senior management directly, reportedly occur on an ongoing basis. Central office management attribute this state of affairs to the following contextual factors:

- the unstable staffing situation, with particular reference to acting managers who are deemed to 'lack in authority'.
- the fact that disciplinary or accountability-enforcing as well as dispute resolution mechanisms are not operational at this time.

From the point of view of campus constituencies (management and teaching staff), very similar shortcomings are noted in respect of communication, but here, with central office being the 'culprit', with particular reference to the following:

- Inadequate flow or filtering of information from central office and information invariably being 'out-of-date' by the time communiqués reach campuses in spite of 'protocols' being in place. The actual communication process is experienced as too long-winded by virtue of central office managers 'not being used to the system'
- Inadequate uptake and understanding on the part of central office of campus-level issues and concerns

or, conversely, their 'urgency not being appreciated'. (For instance, at one campus site the telephone has reportedly not been working for around 12 months)
- Lack of formal feedback following college management meetings
- Persistent ICT shortcomings – as reviewed in Section A.4 – that significantly hamper timely communication. For example, the two Ladysmith campuses have to share a fax facility whilst the two Ezakheni sites do not have Internet/ email access.

Vertical information flow and communication and associated uptake and response to requests, concerns and recommendations at this time quite clearly constitute a major problem area, which holds critical implications for institutional development and performance. A 'weak (3)' rating is judged to reflect the current overall status of this characteristic.

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

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

Inter-campus level
Engagement and cooperation at inter-campus level, by all accounts, occur on sustained high levels amongst lecturers. However, such activity levels vary across subjects and ultimately depend on the initiative of individual staff members. The introduction of a 'buddy system' in support of new NCV lecturers appears to hold significant promise, in so far as it is implemented and sustained, given the manifold demands on established lecturers at this time. As noted above, ongoing ICT constraints also significantly impact on such cooperative activity.

Inter-management unit level
Inter-management unit cooperation at central office level appears to be 'generally' occurring, bearing in mind that some units are more developed and operational than others. 'Problematical' relations among some managers in some instances inhibit cooperation from occurring when called for.

Inter-college level
Engagement and cooperation with other FET colleges in the KZN province involving both management and teaching staff occur to a greater or lesser extent in two ways:
- Engagement through provincial forums (subject-based in particular) on a scheduled basis. The benefits to be derived by the college from this mode of information and experience sharing appear to be somewhat compromised as the dissemination of information does not occur at an optimal level. A further inhibiting factor reportedly stems from notifications about meetings reaching the intended constituencies too late to make attendance possible.
- Engagement with colleagues at other colleges in support of advice and/ or problem solving, as and when required. Neighbouring Majuba FET College would appear to be the chief port of call in this regard as a significant number of management personnel hails from this college.

Whilst it is evident that the need and actual cooperative engagement occurs across all levels of constituencies, various circumstantial factors prevent the full benefits to be felt from such instances of collegial and institutional cooperation and support. An 'emerging (5)' rating is felt to reflect the overall current status of this characteristic.

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

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

The following **priorities and strategic objectives** are contained in the strategic plan in respect of the college's marketing function:

- Develop a robust marketing strategy that is driven by all stakeholders from Council to students
- Full implementation of the Batho Pele principles
- Resourcing the division appropriately

Formal marketing and publicity strategy formulation, initiatives and activities are the responsibility of the college's marketing manager, a permanent appointment who, by all accounts, has been sustaining activity in this area of college performance. Established publicity and marketing practices involve the following:

- An annual *career expo* in August-September targeting Grade 9 learners. Participation is invited from business and industry. Nestle appears to be the most cooperative company in this regard – other companies with which relationships have been established include Feltex and Dunlop.

- Secondary *school visits* in the course of the year to 'promote the role the FET college sector can play in skills development'. Facilitating buy-in from school principals (by means of seminars, for example) is viewed as a critical point of departure for school-focused *recruitment drives*. There are reportedly around 250 high schools in the Uthukela district municipality.

- 'Road shows' targeting schools and communities as a way of disseminating information about the college's skills development offerings and associated employment opportunities, registration requirements and support that prospective students may expect, for example, financial aid, academic support, counselling services and career guidance. Such advice includes reference to the services of the Umsobomvu Youth Fund-supported Youth Advisory Centres in Ladysmith and Estcourt.

- *Marketing, publicity and advertising drives in the local media* (three local newspapers) for example, advertising the college's course offerings and notifications posted about registration dates and requirements and upcoming events like open days.

The marketing and publicity unit is also tasked with organising *sports days* internally and at inter-college level. Soccer, volley ball and netball are the main sports disciplines focussed on.

The Provincial Marketing Forum coordinates advocacy through the services of an externally-contracted provider.

Challenges faced in the pursuit of effective publicity and marketing of the college, according to the

marketing manager, include the following:

- The negative perceptions on the part of business and the community concerning the benefits to be derived from investing in or getting involved with the FET sector in general and Mnambithi in particular.
- Human resource and physical infrastructural limitations. For instance, as the only staff member in the unit, the marketing manager has to carry all administrative duties at the cost of focussed interventions.
- Lack of financial support for marketing and publicity initiatives and personnel, on the part of both the college and the provincial department.
- Internal communication is deemed ineffective and as a result staff members are not informed about planned initiatives and events, which translates into lack of involvement and support.
- The college's marketing committee is reportedly not performing optimally due to its members being over-extended and multi-tasking, in view of the ongoing staff shortages.

Central office and campus managements commend the efforts on the part of the marketing manager but feel that the impact of current activity does not yet meet expectations, with particular reference to the fact that recent enrolment figures 'do not back up inputs'. Such discordance is attributed to the 'persisting negative perception in the community and industry about the quality of product the college delivers'. It is furthermore felt that different strategies should be adopted in respect of these two categories of stakeholders due to differential expectations, with particular emphasis on industry which, by virtue of being profit-orientated, is judged not to be keen to invest in the FET sector.

Campus managements view current marketing efforts as being too exclusively focussed on recruitment drives in the community whereas Ladysmith campus staff are concerned that the academic needs of prospective students are not sufficiently considered in the course of recruitment. This gives rise to situation where the college has to accommodate increasing numbers of students with special needs. Concern is also expressed about Grade 10 learners and out-of-school youth being neglected as recruitment drives are now aimed at enticing Grade 9 learners to enrol for NCV programmes at the college.

Whilst it is clear that engagement with the wider community is given high priority and indeed actively pursued, actual impact is still some way short of the ideal, particularly securing buy-in and commitment from business and industry. Review of current strategies in this regard is therefore essential, including catering for entrepreneurship-development. An 'emerging (5)' rating is felt to reflect the current status of college performance in this area.

Institutional Health

9. The establishment and maintenance of financial health

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

Financial management systems appear, by all accounts, to be largely in place and development occurs on an ongoing basis. However, shortcomings at operational level are acknowledged.

With regard to budgeting, central office management feels that the centralisation of the finance function has led to campuses not being sufficiently informed about all the aspects of budgeting. Consequently, they lack sufficient clarity about priorities and the actual process, which, it is acknowledged, needs 'refinement'. Central office management is thus of the view that a greater degree of decentralised budgetary control is required and that Council 'needs to take more control', given the new model of council as employer. This is expected to bring about the development of the 'business side' of the college and commensurate enhanced sustainability. The state of the college's coffers reportedly constitutes a major source of concern at this time. Bank reconciliation has reportedly recently been done for the first time in two years. Credit control mechanisms are deemed effective.

Campus managements and Ladysmith staff bemoan the 'slow speed' which reportedly characterises the procurement process. This is manifested in alleged seven month delays in respect of 'basic requests'. This is attributed to the 'opening of tenders to all when a database of approved service providers exists'. The lengthy procurement process is furthermore blamed as one reason why infrastructure development is lagging far behind schedule. This constituency furthermore decries the 'lack of systematic, prioritised spending' and resultant 'non-adherence to realistic budgets', as well as the 'lack of feedback when requisitions are turned down'. Ezakheni staff expressed appreciation for the fact that the budgeting process now is inclusive of teaching staff members but are of the view that capacity development in respect of finance personnel has been neglected to date.

In all, it would appear that tangible progress is occurring in relation to systems development and associated checks and balances. However, the effectiveness of the different financial management processes as well as communication in respect of these begs attention, in order to minimise the apparent adverse impact on institutional development and performance. An 'emerging (4)' rating is viewed as representative of the current status of this function area.

10. Adequate infrastructure for teaching and learning

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

Comments on the availability and adequacy of *physical* infrastructure were provided in sub-section A.4, Infrastructure.

Shortcomings with regard to administrative support in respect of teaching and learning were considered in Sub-sections A.1 and A.3.

An overall rating of 'weak (3)' is deemed realistic at this time.

11. Adequate infrastructure for management

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

Comments on the adequacy of *physical infrastructure* were provided in sub-section A.4, Infrastructure.

Shortcomings with regard to *administrative support* to management have been impacting on management performance in profound ways since the early post-merger days. Consensus opinion across all participant groups deems this situation as still being critical, coupled with that fact that no provisioning norms are reportedly in place in this regard.

A 'weak (3)' rating appears to be justified.

12. Enhanced human resource capacity

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

Priorities and strategic objectives contained in the Strategic Plan

The Further Education and Training Colleges Act 16 of 2006 has increased the responsibility of the college in relation to human resources management. The need to adopt a strategic human resource management model has been realized. A number of activities are currently being carried out to ensure a smooth transition from high dependency on the Provincial Department of Education to a more autonomous FET College that is able to provide its employees with all the necessary benefits that are applicable to government owned entities.

The priorities therefore are:

- Development of human resource policies and implementation of HR systems, such as VIP, PMDS, etc.
- Review of the college organogram to ensure that it is aligned to the strategic objectives.
- Development of a retention strategy for all personnel

(Source: Mnambithi FET College Strategic Plan, 2009-2011)

Management

The unsettled, if not unstable nature of the college's management corps holds obvious critical implications for the effectiveness of the various function areas as well as for overall college performance. Of particular concern in this regard are the high number of acting managers ('lacking authority') and instances of forced multi-tasking due to long delays in appointments. Planning and coordination of management development interventions on a sustained basis and commensurate to systematically identified needs have as a result not occurred at the levels required.

Academic staff

As in the case of the management corps, the situation with regard to human resource capacity represents an area of critical concern. All constituencies bemoan the high turnover in staff (reportedly 64% at Ladysmith campus in the course of 2008) and the disruptive implications for teaching and learning as well as for systematic staff development strategies and plans. As regards the recruitment of new and replacement staff, central office and campus managements expressed frustration about the difficulty in recruiting appropriately qualified and experienced staff in view of Mnambithi College's deep rural location and consequent lack of 'pulling power'. In addition, the fluctuating nature of enrolment makes planning for and the recruitment and contracting of temporary staff highly problematic, as these processes are dependent on actual student numbers.

Whilst campus managements are in accord with the such a summation of the core issues currently undermining the consolidation and professionalisation of the teaching staff establishment, this constituency is also highly critical of the nature of current planning and selection processes. Of particular concern are the 'flawed interviewing criteria' – 'they are only asked four questions' – which reportedly result in new appointees invariably offering a 'mixed bag' in respect of relevant or appropriate expertise.

Current human resource development practices came in for strong critique by Ladysmith staff

participants. The following concerns were expressed:

- The management of human resources is considered 'totally ineffective', with particular reference to staff files reportedly not being updated, leave forms that reportedly 'disappear' and 'long delays' in finalising staff lists.
- Training interventions 'not correlating with actual staff needs'. The specific needs of individual staff members are not met, due to a lack of sustained systematic assessment of training needs. The neglect of special needs education was accorded special mention in this regard.
- The 'wrong' people in some instances are sent on training due to reported nepotism in the selection of individuals for course attendance.

(Additional aspects concerning capacity development of teaching staff are considered under Characteristic 23, 'Staff Development'.)

Administrative (support) staff

Over and above persisting, critical shortcomings with regard to the availability of an administrative staff establishment in support of management and teaching and learning, actual capacity deficits among support staff reportedly also constitute a significant factor, with particular reference to specialist areas like financial clerks. Critical shortcomings with regard to administrative support to management (and teaching staff, to a lesser extent) were considered earlier.

Though attempts are clearly being made at introducing the required systems and instituting good practices towards the overall management of the college's human resources, historical and current factors and circumstances continue to compromise the actual impact of such initiatives. Critical systemic shortcomings highlighted earlier include the lack of remedial measures for addressing key human resource-related 'dysfunctionalities', particularly 'accountability enforcement' and conflict mediation. In view of this overall status of the college's human resources landscape, a rating of 'weak (3)' seems appropriate.

13. Quality Assurance System

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

Priorities contained in the Strategic Plan are as follows:
- To ensure that all the programmes offered by the college are accredited
- The development of policies and procedures
- Raising and awareness on the importance of policies, procedures, documentation and adherence/compliance to policies and procedures

Strategic objectives:
- To ensure that all programmes are approved / registered
- To develop and implement a Quality Management System (QMS) in line with SABS/ ISO 9001 and ETQA
- To transform the college into high performance organization focused on results
- Ensure compliance with all relevant prescripts and policies

At this time the system is still paper-based. By word of all respondent groups and the QMS manager 'some policy development and development of procedures' have occurred, but no policies have as yet been approved by Council. The implementation of an electronic system is deemed a priority by all, in appreciation that this format represents the only way of integrating all the processes.

Towards these ends, the following challenges and constraints were articulated:
- Lack of capacity in the QMS unit (staffed only by the acting QMS manager).
- Lack of support, with regard to both policy development and system implementation. For example, no consultants have been brought into the fold for addressing critical issues and challenges, whilst support from the provincial DoE is reportedly 'not tangible' at this time.
- The lack of progress in respect of the development or customising of policies and procedures by means of a departmental template and their approval by Council.
- Lack of clear guidelines and examples of best practice. As a compensatory measure Ladysmith campus continues to utilise 'measures that work', internal moderation being one of them.

It is evident that the overall developmental and performance status on this characteristic is best described as 'in-process' and is accordingly rated as 'weak (2)'.

Responsiveness

"It is well understood that the success of the college in promoting programmes that are market-led lies in its ability to form strategic partnerships with government departments, NGOs, private sector companies and enhancing understanding of venture creation skills by all those interest groups. Whilst efforts are made to strive for meaningful relationships and to forge partnerships with various institutions, there is still massive ground to be covered."

(Mnambithi College Strategic Plan 2009-2011, p10)

14.   Good relationships with business

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

College activity in relation to business was considered in-depth under Characteristic 8, 'Effective external knowledge sharing'. In short: though focus and intent on the part of the college are indeed evident, the key factor that limits progress pertains to the fact that the college's 'product' at this time is not acceptable to business and industry, given lack of capacity. In consequence, companies do not, by-and-large, perceive any value in investing in reciprocal partnerships with the college. Confusion about responsibilities that such partnerships would involve reportedly also plays a part.

Where engagement with business and industry does occur, it essentially limited to companies approaching campuses to recruit their top students. Approaches to date have emanated mainly from the business sector.

Due to the very limited extent of activity in this area, a 'weak (2)' rating is accorded.

15. Good relationships with local communities

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

Key aspects concerning this aspect were addressed under Characteristic 8. In short: Though a high level of activity clearly characterises the college's involvement with the community, the actual impact of initiatives to date is described as 'disappointing', with particular reference to student enrolment figures not having shown any signs of increasing.

An overall rating of 'emerging (6)' is judged to most realistically convey this situation.

16. Good relationships with other state bodies

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

Relationships and partnerships with state bodies or agencies appear to be limited in scope and essentially reactive in nature – 'they come to us'. Furthermore, engagement reportedly is not sustained in the long term, as training interventions in the majority of instances only occur on a one-off basis. Computer literacy training appears to constitute the mainstay of provisioning, and in the recent past this type of training was provided upon request from the provincial departments of Education and Health and the Community Policing Forum. Engagement with SETAs has been occurring in respect of learnership training provision, with particular reference to the MERSETA and W&RSETA (please see characteristic 17 below).

The manager of the Linkages and Programmes Unit (LPU) is commended by all participants for the enthusiasm and efficiency that characterise college responses to training requests.

In view of the above, an 'emerging (5)' rating is accorded.

Programmes

17. The development, provision and evaluation of learnerships and skills programmes

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

The college has been averaging one learnership offering per year over the last five years. Central office management feels that the college is 'doing well, considering its limitations'.

Historically, deep rural colleges such as Mnambithi have resorted to offering non-accredited short skills courses (three-months duration) as a response to the socio-economic composition of the areas they service, characterised by low literacy and educational levels of the population and associated high poverty and unemployment indices. The continued existence of the Ezakheni Skills Centre in spite of the Department of Education's withdrawal of funding for this category of programmes could be viewed as evidence of expressed demand for such training. In addition, it was noted that the need for and continued provisioning of such interventions can be 'justified' on the basis that these offerings represent the only opportunities available to those people lacking the educational levels and competencies required to enter formal accredited programmes.

The LPU manager is once again commended by all respondents for the efficiency displayed in facilitating the requested training interventions and carrying out the administrative tasks associated with each phase of learnership implementation.

Though the actual number of learnerships offered to date remains relatively small it is felt that an 'emerging (6)' rating is justified on the basis that all the required systems and processes for learnership implementation are in place and have been tried and tested. Because this foundation is in place it is foreseen that an increase in learnership roll-out will occur 'effortlessly' once proposed infrastructural development and shortcomings concerning staffing have been consolidated.

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

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

Current SME development offerings comprise the following:

- On-course curriculum-based (introductory) exposure to the core aspects of entrepreneurship.
- Cooperatives training in conjunction with the Department of Economic Affairs and Tourism, which provides funding.
- SME-supporting interventions by the college's Entrepreneurial Development Unit (EDU) which resides under the LPU.

Cooperatives' training focuses on computer literacy training and business management skills, taking participants up to the point of developing a 'bankable' business plan in order to approach the Ithala Development Finance Corporation for funding. Ithala requirements in this regard comprise the following:[12]

- All members of the co-operative have to attend a compulsory pre-establishment session with a District Co-ordinator of the department of Economic Development.
- Subject to the approval of the business idea by the District Co-ordinators, members are then referred to an FET college for training on co-operative and business management skills.
- The co-operative members are then required to complete a business plan and have it approved by their mentors at the FET colleges.
- Once the business plan is approved the college forwards it to Ithala for financial analysis.
- Once the business plan is accepted as financially viable to Ithala, the co-operative is funded, subject to the terms and conditions of Ithala.

The focus of the Entrepreneurial Development Unit's interventions is similar to that for cooperatives training. Learning materials comprise an adaptation of the content of the New Venture Creation learnership. Service level agreements have been concluded with local SMEs.

A major factor which, according to the LPU manager, inhibits sustained impact of interventions concerns the lack of systematic market research to inform decisions about market entry in pursuit of start-up entrepreneurial activity or enterprise development. Consequently, all start-up cooperatives and entrepreneurial activity tend to focus or converge on the same markets, for example, poultry farming or carpentry services. In the case of the EDU, shortcomings in respect of staff capacity and expertise – for example, not adopting sufficiently innovative approaches and strategies – reportedly hamper the impact of activities and the EDU's status as a community-empowerment resource.

Though the actual effectiveness and long-term impact of these interventions in support of enterprise establishment or entrepreneurial activity appear to be significantly compromised at present, there is no questioning of the college's strategic commitment to this area of delivery, as evident in multiple references in the strategic plan for 2009-2011. Once remedial measures have been introduced, there is no reason why this area of provisioning cannot achieve the status of a dynamic and sustained college offering with a profound impact on the socio-economic landscape in the area serviced by the college.

At this time, however, overall college performance and impact concerning this area of provisioning is judged to be at the level of 'weak (3)' status.

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[12] Source: www.ithala.co.za

19. Employment and tracking of learners

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Learners are not employed and not an important aspect of college work to account for this	Some learners are employed. Not an important aspect of college work to report on this.			Some learners are employed and college is making attempts to report on and track this and to respond to learner employability through course revision			Learners are generally employed and the college has clear structures and systems in place to monitor learner employability; to revise programmes in order to enable such and to develop relationships with employers			
0	1	2	3	4	5	6	7	8	9	10

No graduate tracking system is in place yet, nor an effective internal student tracking system. The latter shortcoming means that even throughput rates are not available at this time, as indicated in Section A.3.

Though 17 students (N6) were placed in 2008 out of about 60 diplomandi, it would appear that the majority of these students were not necessarily employed in the area or field in which they studied. Based on 'hearsay', only one of the 22 Ladysmith campus diplomandi of 2007 was reportedly employed in the field in which training was acquired. In all, the percentage of diplomandi employed reportedly remains 'very small'.

Some companies approach the college for recommendations in respect of the top-performing students whilst 'some' start their own-businesses, like a funeral parlour. Others obtain employment from the college as interns. Local employment opportunities are extremely limited, with Richards Bay appearing to be a 'favourite' job destination for engineering students upon completion of their studies.

Due to the lack of systemic development in support of this function, in the form of an established tracking system or a designated placement officer, the status of college performance in this area is rated at the level of 'weak (2)'. In doing so, the researchers are mindful that demand for college 'products' is very low at this time.

20. Extent to which learners will have the four (core) competences required for employability

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Learners will have no ability and are absolutely not prepared for employability	Learners will have little competency and are not adequately prepared for employability			Learners have some competence and are partially prepared for employability			Learners have competence in and are mostly prepared for employability			
0	1	2	3	4	5	6	7	8	9	10

This characteristic interrogates interviewees' sense of whether the programmes for which learners are enrolled will enable learners to achieve the levels of competency required for employability. These are:

- *Foundational* competence, which includes the ability to speak and work with written text (reading and writing) in English and other regional languages and being able to work with numbers and figures.
- *Social* competence, which includes the ability to get on with others and work in a team and the ability to help clients in a knowledgeable and courteous manner.
- *Technological* competence, which includes the ability to use acquired computer skills in respect of various applications, for example, MS Word, Excel, email and research on the Internet and being able to use basic workplace technology (e.g. phone, fax, photocopier, workplace tools and equipment).
- *Technical* competence, which includes the ability to think independently and use own initiative to solve problems, understanding of a particular technical area, the ability to talk about the way things work and having acquired practical expertise in a technical area.

It is generally felt that the NCV curriculum addresses all four areas of competence – in theory, at least. However, campus managements are of the opinion that the current stream of students will 'not really be employable' when they have completed Level 4. Their reasons are informed by the performance and progress levels of these students to date, including the fact that 'most' of the NCV Level 3 students of 2008 are reportedly repeating more than half of their Level 2 subjects. Particular circumstantial factors which, in the experience of Ladysmith teaching staff members, contribute to the achievement of the four competences being compromised include the following:

- High absenteeism rates in respect of class attendance.
- Critical shortcomings in teaching and learning-supporting infrastructure.
- 'Bad' management of teaching and learning.
- Lecturers lacking required subject knowledge, teaching expertise and confidence (and are deemed 'not sufficiently supported' in this regard).

Lecturing staff representatives at Ezakheni E-Section (engineering campus), by contrast, appear more positive about the likelihood of students acquiring the employability-supporting competences, particularly technical competence. They furthermore are of the opinion that the students will generally have the confidence to consider self-employment as an option upon completion of their training. Central office management suggests that employability of students will be enhanced if students were to be exposed to a further one year occupational programme upon completion of NCV Level 4.

NATED students, on the other hand, are deemed to be sufficiently competent in the four competences so as to be employable upon completion of their studies, particularly the N4-N6 students by virtue of them being more mature and having developed better language competence.

It is clear that the circumstances that currently compromise the quality of teaching and learning at the college have a significant influence on participants' perspectives regarding this characteristic. However, through all of this, a sense does emerge that the development of the core competences supporting employability will be adequately catered for in the long term. That is, once institutional development has been sufficiently achieved to allow teaching and learning of required quality to occur. In view of all these factors it is felt that, on balance, an 'emerging (5)' rating appears appropriate.

Teaching and Learning

21. Functioning curriculum development processes

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

Consensus opinion holds that there is limited scope for curriculum development with regard to the NCV curriculum, as lecturers are essentially tied to prescribed subject guides. At the same time it is acknowledged that opportunities do exist for innovation and originality in respect of supplementary material to promote a stimulating learning experience and environment for students, as opposed to just expecting 'packaged' supplementary teaching aids. However, it is agreed overall – with campus managements voicing the strongest sense of 'reality-check' in this regard – that shortcomings in respect of teaching expertise in general and subject specific-expertise in particular (and the management of 'matches') will by-and-large prevent the desired outcomes from occurring where opportunities avail themselves. *(Note: additional aspects in this regard will be considered under characteristic 22, 'Curricular Delivery'.)*

With regard to self-funded, NQF-aligned, unit standard-based and accredited programme offerings, very little innovative activity appears to have occurred to date.

Ladysmith lecturer representatives rated this aspect a 'strong (7)', as a tribute to the curriculum manager for commitment and dedication shown to the pursuit of excellence in managing his portfolio.

In an overall sense of broad-based initiative and activity in this area, the current status of college performance is judged to be at the level of 'weak (3)'.

22. Quality curricular delivery

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

By all accounts, the nature and quality of teaching and learning at this point in time fall far short of the strategic objectives the college set for itself – and what best practice would demand. Participants identified the following circumstantial factors as contributing to the desired outcomes being compromised:

- Professional teaching expertise and experience lacking by-and-large among the new corps of NCV contract lecturers.
- Negative attitude and behaviour among some of these lecturers, for example, a high degree of class absenteeism on the part of some lecturers (which 'remains un-addressed', that is, constituting a management issue).
- The high turn-over rate among lecturers which undermines continuity in the teaching and learning environment, as well as the impact on staff development interventions.
- A real sense that a significant percentage of lecturers having become demoralised due to negative employment and working conditions which show no signs of improving. For example, lecturers are required to multi-task with no acknowledgement of their contributions, contracts are not in place, there is job insecurity and a lack of support in general and in respect of teaching in particular.
- The problematical switchover from 'chalk & talk' to outcomes-based education methodology on the part of NATED- entrenched lecturers.
- Persistent infrastructural shortcomings that militate against lecturers employing the fullest possible range of teaching and learning support measures and aids.

In all, it is evident that the establishing or embedding a teaching and learning culture attuned to the methodological demands of the NCV curriculum is far from being attained – that is, in respect of interactive and student-centred teaching and learning. A 'weak (3)' rating is judged to correspond with the college's current performance status of this aspect.

The researchers wish to state that this assessment should in no way be viewed as lacking mindfulness regarding the sustained contributions on the part of those lecturers and managers who refuse to allow the odds to diminish their commitment to the pursuit of quality teaching and learning.

23.   Well-functioning staff development processes

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 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

Certain aspects of staff development have been considered under characteristic 12, 'Enhanced human resources capacity'.

As in the case of other FET colleges, the National Professional Diploma in Education (NPDE) and B.Ed programmes comprise the established routes for formal development interventions. Whilst a staff appraisal system reportedly is in place (PMDS) and a workplace skills plan (WSP) is annually compiled, these measures are experienced to lack the capacity to timeously pick up on needs to be addressed. By word of campus managements and Ladysmith lecturers, the current systemic setup is experienced as

'arbitrary', as opposed to allowing a coordinated and systematised approach. Particular grievances noted by these two constituencies include the following:

- 'Training is too generic rather than being focused on subject content or specific needs, for example, special needs education'.
- 'Choices are submitted but these are no responded to'.
- 'Wrong people are trained'.
- Staff members 'receive training not requested'.

Ezakheni (engineering) staff representatives, on the other hand, judge staff development as at the level of 'high emerging' (6-rating) by virtue of the fact that developmental opportunities are available to staff. Professional development and subject expertise development appear to be the areas requiring priority intervention.

It would appear that the current status of staff development systems and practices effectively fall on the border between 'weak' and 'emerging'. However, given the tangible sense of renewed focus on this critical area of college performance on the part of management and the fact that systemic developments are underway (the impact of which will only be manifested in months to come), an 'emerging (4)' rating is accorded, on balance of all considerations.

Learner Support

24. **The development, implementation and evaluation of academic development and learning support programmes**

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

It would appear that at this time students do not have any access to structured programmes, services or facilities in support of academic development and learning. The only measure of support effectively available to students, therefore, is what individual teachers offer in the classroom in the course of curriculum-driven teaching and learning. However, Ladysmith lecturing staff indicated that there is hardly any room for focussing on actual learning support needs of individual students since about 75 % of their time is spent on assisting students with the compiling of their portfolios of evidence. The cumulative result of this state of affairs is that students are by-and-large under-prepared for examinations.

The most critical deficits among NCV students requiring developmental interventions relate to language/ literacy, numeracy and mathematics. Lack of facilities, for example, computer-assisted interventions, are decried by the acting student support services manager. The promised introduction of PLATO is therefore eagerly awaited. Lack of in-depth orientation of students on a coordinated time-tabled basis is also perceived to have a critical impact on students' approach to learning and academic performance. Repeated requests for the instituting of such a programme have reportedly been ignored to date.

Whilst student interviewees at Ladysmith campus commend certain lecturers for the time and effort they expend in assisting students with study-related matters, they at the same time decry the negative attitudes and lack of support on the part of others. Such lecturers are also 'chastised' for not creating a positive learning environment in general.

In view of all the above shortcomings in this area of support, current college performance is scored at 'weak (2)'.

25. The development, implementation & evaluation of counselling, guidance and health and wellness programmes (including life skills)

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

The previous qualified counsellor left in June of 2008. Student Liaison Officers (SLOs) have been appointed but are rendered ineffectual by virtue of all of them carrying full-time teaching loads. This translates into counselling services, theoretically at least, being available upon a request basis, which might involve referral to external health professionals and services in serious cases. This situation is appreciated by all constituencies to be untenable.

A draft policy in respect of counselling services has been developed, with reference also to HIV/ AIDS information and counselling services. Its implementation has been delayed due to the unsettled nature of the staffing establishment.

An arrangement is reportedly in place between the college and the emergency room at the provincial hospital to allow response to medical emergencies. External involvement in the course of 2008 comprised two visits by 'AIDS-Wise'.

Students interviewed at Ladysmith campus strongly bemoan the lack of availability of formal, professionally-driven counselling services, given the high incidence of personal and social problems among the student population, for example, substance abuse and HIV/ AIDS.

In all, it would appear that 'crisis management' at this time characterises college performance in this area. The college is a very long way off from the ideal scenario in terms of which, for example, systemic provisions for identifying students' needs are in place. A walk-in health and wellness facility which will assure them timeous access to professional support services is needed. In view of these shortcomings and considering the critical need for such services, this characteristic is accorded a 'weak (2)' rating.

26. The development, implementation & evaluation of career guidance and occupational development programmes

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

Placement tests utilising PACE have been conducted on a request-basis for the last seven years or so to support prospective students in making career and course/subject choices. Parental involvement in the selection and placement process is also encouraged. However, it appears that these attempts at balancing

interest, aptitude and motivation with career options have limited impact considering the 'survival-driven' focus on maximising recruitment and enrolment of prospective students.

No formal exit support services are being provided. The lack of a full-time placement officer is deemed by all participants to constitute a critical shortcoming in this area of support provision.

Overall, then, the current status of service delivery in this area appear to be predominantly characterised by individual-driven support provision. The extent and quality of such support vary across sites, being dependent on the personal attributes of individual support providers, as well as the impact of constraints like time availability. An 'emerging (4)' rating is felt to convey a realistic sense of the status of college performance concerning this area of student support.

# Section C – Conclusion and Recommendations

1. Areas of Strength and Weakness

Areas of strength and weakness – by dimension

Figure 1 provides an overall analysis of college strengths and weaknesses by dimension. Mnambithi's **overall development and performance status** at this time falls in the **'weak'** band (3.3) - in the middle of the weak band, to be more specific.

With regard to college performance across the seven dimensions, performance on three dimensions fall in the 'emerging' category. At 4.3, 'knowledge sharing' (and communication) is the highest scoring area of college performance. Next follow 'leadership and management' and 'responsiveness', both located at the level of 'weak-emerging' (4.0), that is, bordering the emerging and weak categories. The four remaining dimensions fall in the 'weak' band. Both 'teaching and learning' and 'institutional health' share a 3.0 average status, positioning them on the 'emerging' side of weak. 'Learner support' and 'vision and mission' are rated at 2.6 and 2.5 respectively, placing them both in the middle of the 'weak' band and with the latter at this time constituting the weakest dimension of college performance.

Figure 1. Broad areas of strength and weakness
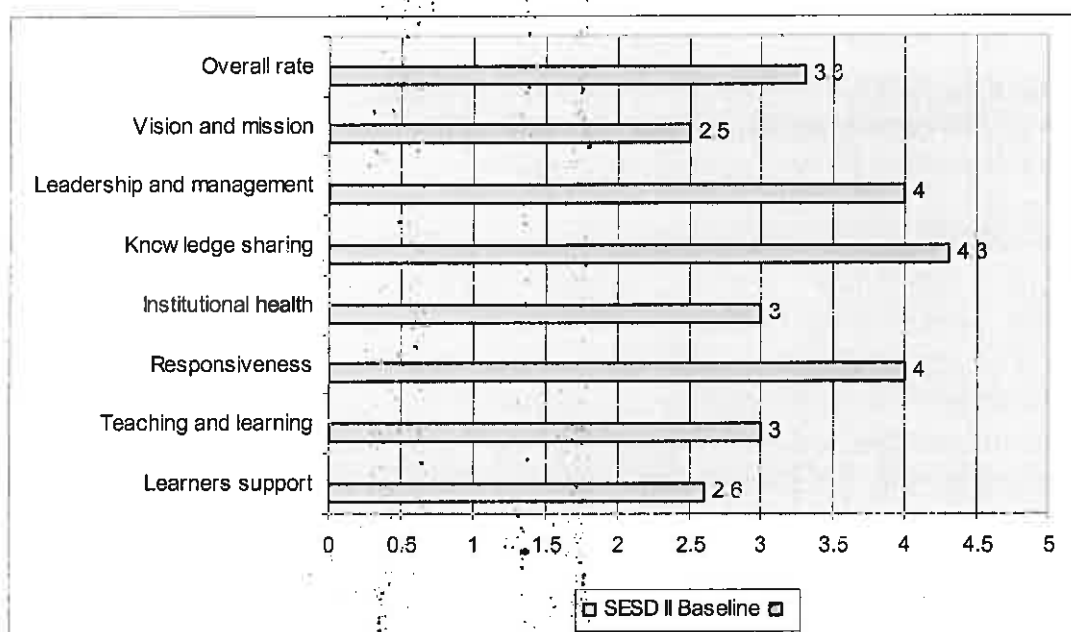
Areas of strength and weakness – by characteristic

Figure 2 below conveys an overall sense of the college's strengths and weaknesses across the 26 characteristics evaluated in relation to the current status of institutional development and performance. At this point in time, **no characteristics reflect strong status.**

12 characteristics fall in the **emerging band.**

- The *highest scoring or strongest* college characteristic is *'learnership provisioning'* (characteristic 17), has a status of *'high emerging' (6 rating)*.

- *Six* characteristics fall in the *'mid-emerging'* category (5 rating):

  - Characteristic 5, which concerns the effectiveness of *FETMIS*

  - Characteristics 7 and 8, which respectively concern college effectiveness in relation to 'horizontal' and 'external' *knowledge sharing/ communication and learning*

  - Characteristics 15 and 16, which respectively concern college effectiveness in respect of *'relationships and partnerships'* in relation to *local communities* and *'state bodies'*

  - Characteristic 20, which concerns college effectiveness in ensuring that learners, upon completion of their training, will have the core competences required for employability.

- *Four* characteristics occupy *'low-emerging'* (4 rating) status:

  - Institutional leadership (characteristic 4)

  - Financial health (characteristic 9)

  - Curricular delivery (characteristic 22)

  - Career guidance and occupational development programmes (characteristic 26)

The remaining **15 characteristics** fall in the **'weak' band** –

- *Nine* characteristics are rated as *'weak-emerging' (3 rating)*, that is, on the border between 'weak' and 'emerging':

  - Practices guided by a clear institutional vision (characteristic 1)

  - Governance – Council, Academic Board and SRC (characteristic 3)

  - Vertical knowledge sharing and learning (characteristic 6)

  - Infrastructure for teaching and learning (characteristic 10)

  - Infrastructure for management (characteristic 11)

  - Human resource capacity (characteristic 12)

  - Provision of SME programmes and support (characteristic 18)

- Curriculum development processes (characteristic 21)

- Staff development processes (characteristic 23)

■ *Six* characteristics fall in the *'mid-weak' (2 rating)* category –

- Employment and tracking of students/ graduates (characteristic 19)

- 'Good' relationships with business (characteristic 14)

- Academic development and learning support programmes (characteristic 24)

- Counseling and guidance and health and wellness (including life skills) programmes (characteristic 25)

- Quality assurance system (characteristic 13)

- Inculcation of a value system throughout the institution (characteristic 2)

Figure 2. Current areas of strength and weakness – by characteristic
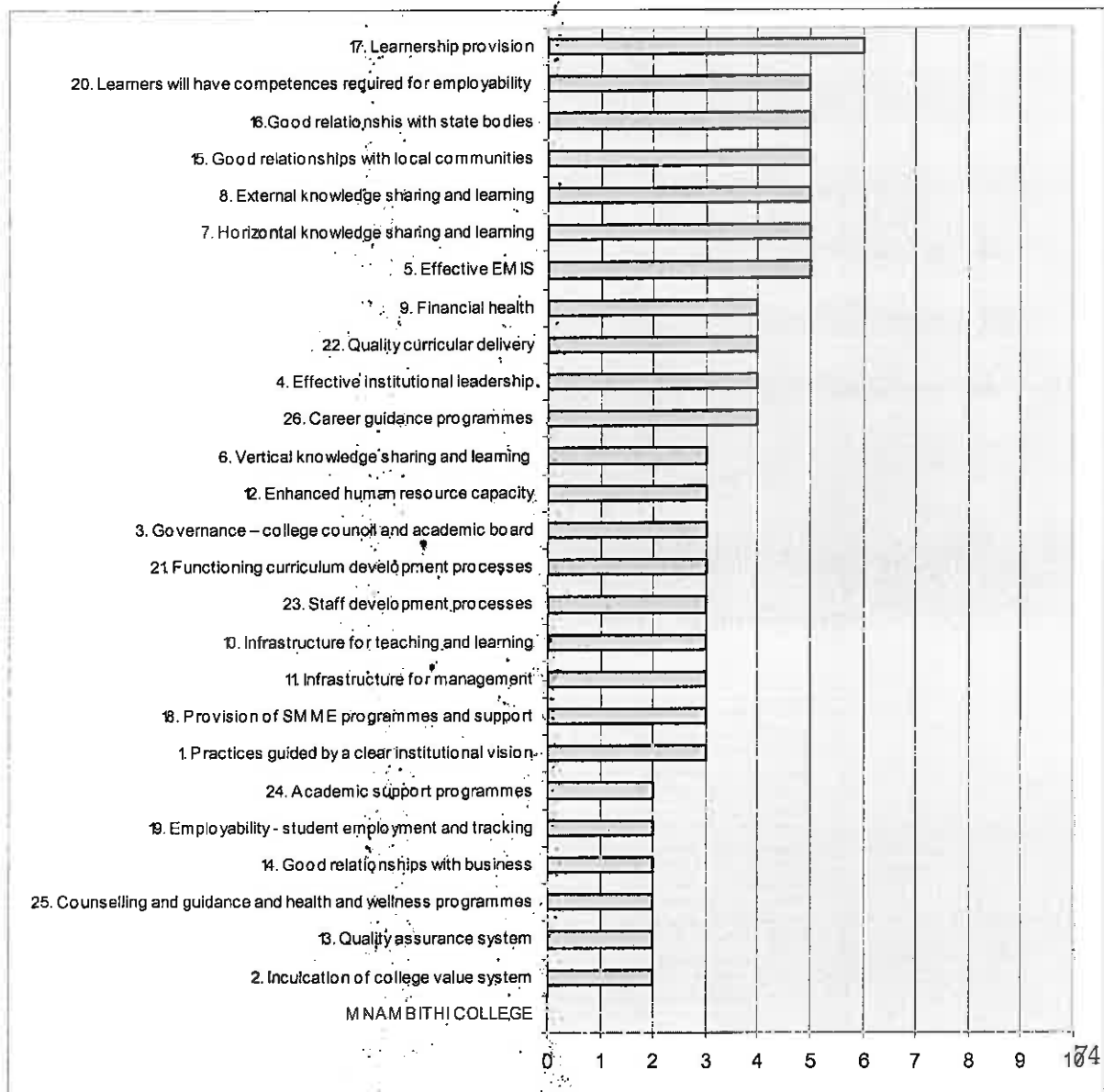
2. Overall Conclusion

The status of Mnambithi College's development and functioning as an institution as well as overall performance was considered against a set of seven dimensions and commensurate criteria or characteristics, 26 in all. Such rating of institutional aspects was preceded by the presentation of profiles providing a context for the college – historical, socio-economic, staff establishment, student enrolment and the nature and adequacy of infrastructure.

With this overview and in-depth assessment completed, it is now time to identify and reflect on the central themes and aspects that demand attention. It is hoped that by presenting such a focus, the college may be assisted in plotting its course into the future. Reaching consensus on current constraints to institutional development and performance may allow the college to deal with present constraints.

Some of these findings will beg immediate resolution in order to undo the impasse the college finds itself in as a result of unresolved historical inhibitors, whilst others are more forward looking. College management and staff will in all likelihood already be aware of the issues the evaluators seek to bring to their attention. But the inactivity often associated with such familiarity may perchance be challenged by the fact that the findings and associated recommendations are presented from the 'outside-in'. The evaluators intend that their findings and recommendations may stimulate fresh, 'innovative' insights and perspectives that will allow the formulation of remedial strategies and pathways in relation to the perennial constraints that by now may have acquired an aura of intractability.

Key findings

In an overall sense it is evident that Mnambithi shows all the signs, if not pathologies, of a *fractured and unstable institution.* Institutional integration and development have by and large not occurred to any degree of influence – neither organisationally nor structurally. Particular themes and aspects emerging from the foregoing sections include the following:

1. The ongoing fluidity and volatility that characterise the college's staffing establishment is paramount. Such a high degree of instability, which is evident across all staff categories, has had a profound impact on college performance and affects all function areas to a greater or lesser extent. It is expressed in a pervasive 'survivalist culture' among both management and staff. The sustained commitment among some managers and staff members in the context of such a reactive and counterproductive environment is highly commendable.

2. One profound result of institutional instability is the long delay in effecting the integrative and directive potential of an inclusive process of strategic visioning and the corresponding alignment of operational priorities and plans, in conjunction with *purposeful institutional leadership*. These shortcomings have effectively prevented an *institutional culture* from developing and becoming established across all levels and constituencies. A more effective institutional culture would act as a professionalism-fostering force in terms of attitudes and behaviour, as well as a transformative force in respect of effecting a positive, value-based organisational environment which can induce sound collegial relations, cooperation and support. In such a situation, 'appropriate' acknowledgement would be bestowed on those committed, 'persevering' and consistently performing staff members so richly deserving thereof.

3. At a *structural level*, the ongoing, critical deficits with regard to infrastructure have been similarly frustrating the integration of and support to key college functions. For example, ongoing ICT-related shortcomings and challenges continue to frustrate communication and data dissemination and collection across the institution, which in turn undermine planning and management functions. There has been a 'long' delay in the recapitalisation-funded infrastructure development getting of the ground, reportedly insufficient consultation with campus managements and staff concerning developmental needs and priorities, and alleged instances of 'priority-shifting' in recent Recapitalisation/ Operational Plan interventions.

4. It is strikingly evident from rank-and-file submissions that lack of progress in respect of *systems development*, including effective *policy development and implementation* has finally caught up with the college, to now effectively constitute not only a institutional performance-inhibiting factor but indeed, one of the key factors contributing to institutional instability. Some of the critical function areas that are directly compromised, as highlighted in earlier sections, concern the following:

    ▪ Planning, monitoring and quality assuring of the *teaching and learning* function.

    ▪ The systematic assessment of *management and staff development* needs and ensuring relevant and needs-specific interventions are implemented on a realistically-coordinated basis.

    ▪ Criteria and processes governing the recruitment and *appointment of new academic staff members*. Selection criteria are reportedly 'completely arbitrary' and do not ensure that required subject-specific expertise is acquired, over and above alleged lack of transparency concerning the actual selection process. Adjoined to these aspects is the lack of orientation of new personnel in relation to institutional and professional culture

- *'Accountability-enforcement'* and *conflict resolution* policies and mechanisms are not in place – deficits which hold obvious critical implications considering the fraught human resources landscape of the college.

5. The majority of these inhibiting and destabilising factors can be viewed as historically embedded in Mnambithi-as-merged entity. However, some of them can in part be attributed to the college's external environment or broader institutional context as it pertains to the legislative and policy frameworks and imperatives of the Departments of Education (national and provincial tiers), and, critically, support provision. It would appear that sufficient degrees of purposeful engagement and support from the Department have not been forthcoming when required at critical points to address core issues that go beyond Mnambithi's capacity to resolve under current circumstances.

The findings do paint a fairly bleak picture of where Mnambithi currently finds itself. However, there are indeed a number of positive emergent developments from which it can draw strength into the future. For example, Council is gaining in clarity of its mandate and purposeful engagement, and certain portfolios are managed and operationalised in increasingly effective and efficient ways. And it is critical to highlight the dependable resource the college has in those long-serving, highly committed and passionate educators, managers and support staff who continue to give their all in spite of multiple obstacles and frustrations. This is best expressed in the determination to 'make do the best they can with what they've got'. Finally, the research team is acutely appreciative of the fact that, had this baseline evaluation occurred six months later, Mnambithi's institutional landscape may well convey a significantly improved status as a result of the impact of current and planned developmental and remedial interventions.

In the next Sub-section a number of suggestions will be presented informed by the findings of this evaluation. They do not constitute an exhaustive response to all aspects and issues highlighted, as some findings are considered to hold self-evident implications for developmental or remedial strategies and interventions.

3. Recommendations

Suggestions that need DoE and KZN PDoE engagement/ intervention

- **Resolving the staffing crisis at Mnambithi**

It is a central finding of this evaluation that the persistently fluid nature of all categories of the staffing establishment at Mnambithi College – management, teaching staff and administrative staff - has effectively rendered the college unstable. The cumulative impact of this situation on overall college development and performance has affected all function areas directly and indirectly. Of paramount concern are the high number of acting and 'multi-tasking' managers, the lack of administrative support for management and the compromise of teaching and learning due to the high turnover in teaching staff. In all, it is abundantly clear that the college has become unstable at core level, if not dysfunctional in some respects.

These problems appear to emanate from three sources:

1. 'Many' posts remain unfilled or, alternatively, long delays characterise the appointment process in instances where appointments are made

2. The existing staffing norms for the college do not address the actual human resource requirements, with particular reference to administrative posts

3. Job insecurity and negative conditions of employment result in high staff turnover and commensurate loss of skill and 'continuity'.

Whilst some of these issues are strictly speaking now for college management and Council to resolve, they all appear to be linked, to a greater or lesser extent, to historical dynamics that extend beyond Mnambithi. In this context, it is argued that Departmental intervention is critically required to address long-standing debilitating constraints, or at least assist college management in doing so.

- **Mediation of Mnambithi College's internal conflicts**

    It is imperative that external mediation or conflict resolution is provided in an attempt to resolve what appear to be deeply entrenched fractured relations at management level in central office, that are bedevilling college integration, development and performance. Internal attempts and measures in this regard have clearly failed to begin to address these negative dynamics. Departmental intervention is therefore critical and urgently required. In part, such intervention should focus on developing a commonly-shared management culture. Such a process would include the clarification and understanding of aspects like individual roles; professional conduct, responsibility and integrity and collegial cooperation.

- **Teacher development and support**

    Though provincially-driven capacity-development strategies and interventions are in place and occur on a sustained basis, 'overwhelming' demand was expressed for training focused on building subject-specific knowledge and expertise. In this regard, need was also expressed for ongoing 'field-support' in the form of subject advisors. This call for support should be located against the backdrop of growing numbers of first-time teachers being employed in support of NCV teaching, many of whom are deployed to teach subjects falling outside their fields of expertise. By implication, professional teaching expertise development represents another critical area to be addressed in respect of the above teaching constituency.

- **Student support**

    In view of the range of student needs going unmet at the college due to the critical shortcomings in virtually all areas of support provision, it is proposed that provincial intervention strategies and support measures are required to ensure effective and sustainable provisioning. This may well warrant considerations about providing colleges in the province access to external expertise, for example, the contracting of professional providers in areas of most need, like professional counselling and language development.

- **KZN Education Department – Mnambithi engagement and responsiveness**

    In a general sense it would appear that 'what Mnambithi wants from KZN-DE it invariably does not get'. Though college management lauds the department's level of awareness about developments and dynamics at the college, some degree of frustration seems evident in respect of the department not being sufficiently forthcoming when requested to intervene in critical matters. Conversely, when responses do occur in this

context they often tend to be 'long-winded' and drawn out. Other instances indicative of a perceived hands-off stance by the department concern the ongoing staffing crisis as well as unresolved tensions/ conflict in the college.

Suggestions that need college engagement or intervention

- **Management and systems development**

  - Policy development in respect of the majority of function areas has not occurred at any significant level – quality management representing one such neglected area. Although it would appear that Council has been prompting activity in this regard, outputs need to be stepped up, as high levels of institution-wide expressed demand are evident for practices to be formalised, that is, policies and procedures to be set in place.

  - Mechanisms for conflict mediation and resolution as well as 'accountability enforcement' need to be instituted so as to proactively address potential 'fall-out' associated with the current high incidence rate of attitudinal and conduct-related problems.

  - Leadership and management training for the 'junior' management corps, with particular reference to 'self-management', 'people-management', project management and motivational components.

- **External communication**

  - The relatively poor image of the college in the broader community needs to be addressed, with particular reference to industry's historically negative perception of the college's 'products'.

  - Given that marketing and publicity initiatives to date have been primarily community-focused in support of increasing enrolment, partnership-building with business and industry needs to be vigorously pursued so as to increase opportunities for students for workplace experience/ experiential learning and job placement. The critical need for a designated placement officer in this regard appears to be appreciated across the institution.

- **Internal communication**

  - Shortcomings currently undermining effective communication and information sharing need to be urgently addressed, as they inhibit critical areas of college performance and development. For example, integrated data management cannot occur due to ICT-related constraints whilst the established communication channels prevent the dissemination and uptake of information and issues, manifested in the

low levels of awareness and associated lack of buy-in in respect of the college's strategic objectives.

- One area where the impact of 'lack of informedness' is tangibly evident - expressed in high levels of voiced frustration among campus level constituencies - concerns the way recapitalisation funded infrastructure development is unfolding. Two issues in particular appears to be at stake for these constituencies. A lack of consultation in that they were reportedly not invited to provide inputs towards the development of the Recapitalisation Operational Plan for 2008/9. Shifting priorities, in that commitments are reportedly not adhered to, which results in budgetary 'juggling' which they are not privy to. The 'unwarranted' delays in starting to implement the Recapitalisation Plan is of major concern, and one area for immediate intervention that may have significant impact.

- **Staff development and support**

  - The need for teacher support in respect of addressing immediate *methodological issues* is appreciated all-round, with particular reference to newly appointed personnel teaching NCV subjects (the majority of whom who have no methodological grounding) and existing engineering staff (the most resistant to OBE methods and therefore the most lacking in confidence to use them). The establishment of campus *subject committees*, for fostering and encouraging engagement in a collegial, non-threatening environment in support of the exchange of innovative ideas and good practice should be entertained.

  - *Trade exposure* of NATED-entrenched engineering lecturers is now deemed in urgent need of addressing if the theory-practice divide bridging requirements of NCV teaching are to be successfully met. Alternatively, purpose-designed on-site interventions by industry could possibly be considered.

- **Learner support**

  - *Integrated* provisioning as contemplated above may serve to entrench a stimulating and supportive learning environment across all delivery sites. In this regard, the establishment of resource or media centres at all delivery sites is deemed non-negotiable as a matter of urgency.

  - Providing the required facilities and guidance towards active learner participation in sports and culture and other on-site events so as to foster a sense of community and college identity.

Section D

Appendices

1. Research participants

Central Office Management

Name	Role
Mr Daya Chetty	(Acting) Rector
Mr Sarel Feuth	Assistant Director: Curriculum
Mr Mofokeng	Assistant Director: Finance
Ms Singh	Assistant Director (Acting): QMS
Mr Sarel Feuth	(Acting) Assistant Director: FETMIS
Mr Sifiso Nxumalo	Assistant Director: Marketing & Communication Services
Mr Herman Oosthuizen	Assistant Director: Linkages & Programmes (& SESD Coordinator)
Ms S Kruger	(Acting) Assistant Director: Student Support Services
Ms Gumede	Assistant Manager: General Administration & Procurement

Ladysmith Campus

Management Team	
Name	**Role**
Mr D Ferreira	(Acting) Campus Manager
Ms E Prinsloo	HoD Business Studies
Lecturers	
Name	**Courses / subjects teaching**
Ms N Ngwenya	Life orientation
Mr O Ngwenya	NCV Electrical
Mr B Domun	NCV Engineering and Maths
Mr Z Dlamini	NCV Hospitality
Mr S Sithole	Nated and NCV Financial Management
Students	**Courses / subjects registered for (and SRC portfolios held, where applicable)**
Names were not recorded	NCV 2 Electrical Infrastructure Construction (SRC Chairman)
	NCV 2 IT and Computer Science (SRC Secretary)
	NCV 3 Electrical Infrastructure Construction
	NCV 3 Engineering and Related Design
	N3 Business Administration
	N6 Management Assistant

Ezakheni Engineering Campus

Management	Role
Mr M Molotshwa [13]	Acting Campus Manager
Lecturers	
Name	**Courses / subjects teaching**
Ms Zondi	Carpentry (Skills)
Mr Khumalo	Motor Mechanics (Skills)
Mr Ngubo	NCV Maths and N3 Industrial Electronics
Students	**Courses/ subjects registered for (and SRC portfolios held, where applicable)**
Not interviewed due to end-of-year assessments occurring on the day.	

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[13] Mr Molotshwa also manages the Ezakheni Skills Centre

2. Glossary

SAQA – South African Qualifications Authority

M&E – Monitoring and Evaluation

DoE – Department of Education

FET – Further Education and Training

NCV – National Certificate Vocational

DoL – Department of Labour

KZNPDoE – KwaZulu-Natal Department of Education

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