

347

For the purposes of assessing impact seven key variables or dimensions were identified in which improvements at the college level are likely to result in better education or better employability of learners.

Dimensions	Outcomes	Characteristics
Values and Vision	A strong vision and a lived set of values drive colleges' transformation processes towards fulfilling their developmental mission.	<ul style="list-style-type: none"> • Practices guided by a clear institutional vision • Inculcation of a value system throughout the institution
Leadership and Management	Strategic leadership supported by effective management and governance systems, operationalises the transformed vision of the FET college system.	<ul style="list-style-type: none"> • Well-functioning systems of governance, including college councils and academic boards • Effective institutional leadership • Effective management systems
Knowledge Sharing	College and system performance enhanced through better flows of knowledge horizontally and vertically within the system, as well as with external stakeholders.	<ul style="list-style-type: none"> • Effective vertical knowledge sharing and learning in the FET system • Effective horizontal knowledge sharing and learning in the FET system • Effective external knowledge sharing and learning in the FET system
Institutional Health	The financial health and physical infrastructure of colleges contribute to their proper functioning in supporting employability.	<ul style="list-style-type: none"> • The establishment and maintenance of financial health • Adequate infrastructure • Enhanced human resource capacity • Quality assurance system

GAMBLE, J. 2004. Presentation at the SESD programme evaluation: A mid-term dissemination Seminar Human Sciences Research Council, Pretoria, 23 July

Dimensions	Outcomes	Characteristics
Responsiveness	Employability enhanced through colleges' greater responsiveness to the needs of learners, their communities and the labour market.	<ul style="list-style-type: none"> • Good relationships with business • Good relationships with local communities • Good relationships with other state bodies • The development, provision and evaluation of learnership programmes • The development, provision and evaluation of SMME programmes • The development, provision and evaluation of short courses/skills programmes
Teaching and learning	A culture of learning promotes both employability and personal development. Strong systems of curriculum development classroom pedagogy and staff development support quality learning.	<ul style="list-style-type: none"> • Functioning curriculum development processes • Quality curricular delivery • Well-functioning staff development processes
Learner support	Learner support systems improve labour market and life outcomes through support to learners' health, learning and insertion into the labour market.	<ul style="list-style-type: none"> • The development, implementation and evaluation of academic support programmes • The development, implementation and evaluation of HIV/AIDS awareness interventions • The development, implementation and evaluation of guidance and counselling systems

For each characteristic a developmental scale is used that allows for improvement within a category and movement across categories, over the three-year evaluation period.

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

IMPACT ASSESSMENT PROCEDURES

- At each of the SEDD colleges two campuses are visited during each round of assessment. The same evaluator visits a college every six months.
- The evaluator spends approximately two days at each campus. Focus groups are conducted with three representative groups. The evaluator also observes classroom practices, visits the resource centre and other facilities and talks to people informally.

CAMPUS RATINGS

IMPACT ASSESSMENT PROCEDURES

- A focus group discussion also takes place at college level supplemented by individual interviews with departmental or unit heads.
- Triangulation of the different group ratings obtained helps evaluators to make a balanced assessment of progress or lack thereof.
- A detailed report is prepared for each of the seven colleges. Evaluators are guided by focus group ratings but they retain an independent stance and they use their professional discretion to make a final rating that fairly represents the views expressed by all participants.
- Prior to finalisation all reports are send back to research sites and to PTAs in draft form for comment.
- Statistical analysis of the average ratings obtained by the SESD colleges provides the basis for the synthesis report.
- The mean provided by the provincial FET Directories' ratings of all FET colleges in the province (not just the SESD colleges) establishes a basis for the interpretation of college ratings.
- The synthesis report is sent to all participating institutions.

COLLEGE RATINGS

THE EVALUATION PROCESS

- The participatory process embarked upon has the intention of ensuring that a representative sample of the members of a particular college community gets the opportunity to express their views.
- The process also provides a model for the participatory culture that colleges are trying to build.
- It has been noticeable how respondents who have participated consistently in focus group discussions, have grown into this process. Impact assessment visits provide an opportunity to stand back from immediate operational issues and reflect on overall achievements and obstacles that remain.
- The regular return to the same evaluation dimensions has prompted colleges and campuses to pay more attention to areas in which they rate themselves as low.
- They also turn their attention to areas where there is marked discrepancy between the ratings and views given by college management, campus management, lecturers and students.
- The process of evaluation is thus as important as the outcome of each round of impact assessment.

INTERPRETATION

- Improvements in relation to assessment dimensions cannot be ascribed solely to a programme such as SESD. Much can, however, be learned about successes and obstacles that are connected to the shift from policy planning to policy implementation.
- The reports are developmental tools and they should be understood and used as such.
- They are not appraisal reports on individuals such as CEOs, provincial and national technical advisers.
- They are not 'league table' reports that are set out to rank colleges in a particular order of achievement or to compare one provincial FET Directorate against another.

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

Second Formative Impact assessment

May 2004

FET Provincial Directorates

Key points

Separate reports for three provinces

All directorates have made progress

Directorates capable of playing important role
in FET College sector

Staff development issues remain priority in all
provinces

All directorates torn by how much autonomy to
give colleges in order to lead growth of sector
effectively

Linked to 5 concerns

Capacity needs within directorates need to be addressed
Directorates need to finalise templates for staff establishments (absorption and placement process) for colleges. This applies across the three provinces
Relationships between schools and colleges need to be resolved, to clarify or free up resources and resolve curriculum concerns
FETMIS systems need urgent attention- vital for strategic planning processes
Need for provinces to have a quality assurance setup to oversee developments and growth at college level

KWAZULU NATAL

- ❑ Strong commitment and capacity at directorate level
- ❑ Significant progress in facilitating learnership development
- ❑ Constrained by capacity issues within colleges

NORTH WEST

- FET directorate underfunded and underresourced with regard to infrastructure
- No FET Director and limited number of staff in directorate until now
- Lack of adequate FETMIS systems for strategic planning purposes
- Articulation between colleges and schools still unclear
- Concern about post structures and placements at college level

WESTERN CAPE

- ❑ Stable and experienced directorate- linked to previous trends in country
- ❑ Revisioning of role of directorate with regard to leadership and co-ordination role
- ❑ Taken lead in terms of joint curriculum development (CCC)
- ❑ Taken lead in finding ways of making NQF-aligned programs fit into existing structure
- ❑ Have set up procedures to overcome system blockages
- ❑ Helped by iKapa Elihumaya Fund –provincial way of dealing with infrastructural and redress issues
- ❑ But Staffing and infrastructure of colleges remains a problem

□ KWAZULU NATAL

- Number of structures in place: PMU, CC, PSC
- Focus on re-orientating staff to new public service requirements- new culture of public service and delivery
- Provincial FET College website up and running
- But key capacity problem with filling posts in directorate with people with knowledge of the sector
- Directorate placed SEDD programme at heart of strategy for building merger process. Replicates with provincial funds what happens in SEDD colleges in other 7
- Nine committees under best practice forum and colleges share through prov.conf.
- Training activities provided that focus on developing capacity to support mergers: training for Pas of CEOs, training how to manage management functions, training for new central units
- SEDD training for council members built on that provided by CCF for all colleges, though not all colleges participating in equal measure
- Concern over understanding of Council members and CEO roles
- Development of strategic plans uneven

- Kwazulu Natal
- Concern about devolution of budgets to colleges and impact of ability of directorate to lead- Focus to shift to lower ranked staff in year 2 of programme
- Best practice forums, annual conference, Marketing units
- Big attempt to avoid SEDD programme being isolated from other 7 colleges
- LPUs present in 8 of 9 colleges. Because SEDD funds staff members, most progress in 2 colleges
- LSUs in 2 colleges. Roll out in 7 others affected by staff establishment issue and funding
- LPUs developing research capacity on local labour markets and has impacted on growth in collaboration with SETAs, more placement agreements with industry
- Directorate big on delivering programmes of relevance to community development is big focus
- Envisaged that each college will offer 30% NATED, 30% learnerships, 20% skills programs, 20% in partnership with schools and HE institutions

NORTH WEST

- PMU fully functional, but too little staff to fulfill too many functions
- Training for management too technical and not focused on overall provincial needs
- Low levels of artisan training capacity has required intervention at directorate level
- Workshops remain deficient or don't exist
- Training needed on how to develop college strategic plans and how to verify progress of and commonality across plans
- Colleges not assisted with guidelines re: how to develop learnerships, industry partnerships and marketing strategies. Too much reliance on colleges making themselves viable
- Poverty-stricken environments, lack of funds, previous setup all conspire to work against effective management of sector
- Support to sector is changing with visits to other provinces
- College councils play vital role in running colleges

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

Second Formative Impact assessment

May 2004

FET Provincial Directorates

HSRC

Key points

- ❑ Separate reports for three provinces
- ❑ All directorates have made progress
- ❑ Directorates capable of playing important role in FET College sector
- ❑ Staff development issues remain priority in all provinces
- ❑ All directorates torn by how much autonomy to give colleges in order to lead growth of sector effectively

Linked to 5 concerns

- ❑ Capacity needs within directorates need to be addressed
- ❑ Directorates need to finalise templates for staff establishments (absorption and placement process) for colleges. This applies across the three provinces
- ❑ Relationships between schools and colleges need to be resolved, to clarify or free up resources and resolve curriculum concerns
- ❑ FETMIS systems need urgent attention- vital for strategic planning processes
- ❑ Need for provinces to have a quality assurance setup to oversee developments and growth at college level