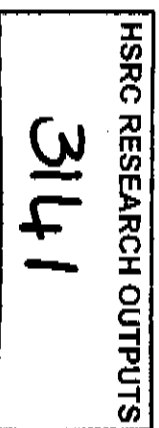


# **Monitoring and Evaluation of DANIDA Support to Education and Skills Development (SESD) Programme**

**Second Formative Impact assessment**

**May 2004**

**FET Provincial Directorates**



**HSRC**

BRADROODIEN 19. 2004. Presentation at the  
SESD Programme Evaluation: A Mid-term  
Dissemination Seminar, Pretoria, Human  
Sciences Research Council. 23 JUN

# 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

## 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

## 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

# KWAZULU NATAL

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

## □ 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 SESD programme at heart of strategy for building merger process. Replicates with provincial funds what happens in SESD 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
- SESD 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 SESD programme being isolated from other 7 colleges
- LPUs present in 8 of 9 colleges. Because SESD 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