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**DESIGNING OF A CAPACITY DEVELOPMENT SYSTEM
FOR EDUCATIONAL STAFF AT FURTHER EDUCATION
AND TRAINING (FET) COLLEGES IN THE FREE STATE**

by

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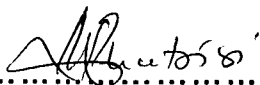
May 2006

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DECLARATION

I, Marianna Dipilwane Monyadiwa Phutsisi, hereby declare that the dissertation hereby handed in for the qualification Magister Artium (Higher Education Studies) at the University of the Free State is my own work and that I have not previously submitted the same work for a qualification at/in another university/faculty. All references used were also fully acknowledged. I further cede copyright to University of the Free State.


.....

M.D.M. PHUTSISI

01-12-2006
.....

Date

DEDICATION

To my husband Teboho Michael Phutsisi, for his dedication and constant support towards the completion of this piece of work.

To my daughters Palesa and Relebohile, not forgetting my sons Karabo and Thulo for the sacrifice and happiness they brought in the family, which gave me a reason for the successful delivery of this study.

To my late mother Mampai Hlatswane Emily Mohlabane, who will always be remembered for her kind words and prayers as well as her never-ending support to her family. Her sudden departure was such a shocking experience which reminded me of my responsibilities as an elderly sister in the family.

To my father Teboho Benjamin Mohlabane, with all his encouragements throughout my childhood.

To the entire Phutsisi, Mohlabane, Rampuru and Makapela families and all my extended family, most importantly my brother Lucas, my sister Mamotsane and Makamohelo my sister in-law.

To God the Almighty, who gave me strength and courage to face the world during the stormy weather and who guided me throughout my studies.

ABSTRACT

The notion of capacity building has recently incorporated various dimensions, which go beyond the human resources issue. An organisation may have suitably trained personnel but if it lacks a clear mission and strategic goals, and has inadequate governance and management structures to support those personnel, it is unlikely that it will function optimally [Centre for Higher Education Transformation (CHET) 2002:1]. It is against this background that the study conducted an investigation regarding a capacity development system as part of Human Resource Management and Development for educational staff at FET colleges.

This is a qualitative study, where a collective case-study approach was followed (McMillan and Schumacher, 2001:24). The research commenced with an in-depth review of existing literature on capacity building in general. Subsequent to that, specific focus was given to the international, African and national perspectives on capacity development within the FET college sector. With regard to national perspectives, focus was on the South African literature and policy framework regarding capacity building such as the following pieces of legislation: the White Paper on Public Service Training and Education of 1997 (RSA DoPSA, 1997); the Public Service Regulations of 1999 (RSA DoPSA, 1999); the *National Skills Development Strategy of April 2005 - March 2010* (RSA DoL, 2005); The Skills Development Act 97 of 1998 (RSA DoL, 1998); and The Skills Levies Act of 1999 (RSA DoL, 1999).

This policy formulation emanates from the need for a major investment in skills development and capacity development to improve performance and productivity, quality and cost-effectiveness of the Public Service in South Africa (RSA DoPSA 1997). The review of literature gave evidence on how capacity development is perceived, as well as the expectations

dictated by the policy framework. It further indicated the policy imperatives and their influence on analysis and implementation with regard to capacity development.

Structured interviews were also conducted with the Management of the Motheo and the Goldfields FET colleges as a result of their involvement in policy development and implementation, and a representative but purposefully selected group of the educational staff as recipients of training and development.

In addition, focus group discussions were conducted as a means of clarifying issues raised during interviews and to validate the responses. To ensure validity of the study, verbatim accounts of participants were recorded as per the consent of the participants, in order to obtain literal and precise statements from the participants.

With sufficient data and consultations made during interviews, impact assessment of the institutional policies, practices, provision and criteria applied during capacity development of the educational staff was possible.

Finally, recommendations on how to design a capacity development system, based on the outcomes of the study were communicated to relevant stakeholders through a power point presentation made to the two participating colleges.

ABSTRAK

Die gedagte van bekwaamheidsontwikkeling het onlangs begin om verskillende sienings in te sluit wat wyer strek as bloot die menslike hulpbronne-sy. 'n Organisasie mag wel toepaslik opgeleide personeel in diens hê, maar as daar nie 'n duidelike missie en strategiese doelwitte is nie, en daar is nie voldoende beheer- en bestuurstrukture om hierdie personeel te ondersteun nie, is dit onwaarskynlik dat dit optimaal sal funksioneer [Centre for Higher Education Transformation (CHET) 2002:1]. Dit is teen hierdie agtergrond dat die studie 'n ondersoek uitgevoer het na 'n bekwaamheids-ontwikkelingstelsel as deel van Menslike Hulpbronnebestuur en -Ontwikkeling vir opvoeders aan VOO-kolleges.

Hierdie kwalitatiewe studie het 'n gemeenskaplike gevallestudie-benadering gevolg (McMillan en Schumacher, 2001:24). Die navorsing het begin met 'n in-diepte oorsig van bestaande literatuur oor bekwaamheidsontwikkeling in die algemeen. Daarna is spesifiek gekonsentreer op die internasionale, Afrika- en nasionale perspektiewe oor bekwaamheidsontwikkeling binne die VOO-kollege sektor. Wat die nasionale perspektiewe betref, was die fokus op Suid-Afrikaanse literatuur en beleidsraamwerk oor bekwaamheids-ontwikkeling soos die volgende wetgewing: *die Witskrif oor Staatsdiensopleiding en -onderwys van 1997* (RSA DSDA, 1997), *die Staatsdiensregulasies van 1999* (RSA DSDA, 1999), *die Nasionale Vaardigheidsontwikkelingstrategie van April 2005 - Maart 2010* (RSA DA, 2005), *Die Wet op Vaardigheidsontwikkeling, 97 van 1998* (RSA DA, 1998) en *Die Wet op Vaardigheidsheffings van 1999* (RSA DA, 1999).

Hierdie beleidsformulering het ontstaan uit die behoefte aan 'n grootskaalse belegging in vaardigheids- en bekwaamheids-ontwikkeling om die prestasie en produktiwiteit, kwaliteit en kostedoeltreffendheid van die Staatsdiens te verhoog (RSA DSDA, 1997). Die literatuuroorsig het

bewys gelewer van die persepsie van bekwaamheidsontwikkeling, asook van die verwagtinge wat deur die beleidsraamwerk voorgeskryf is. Dit het verder die beleidsopdragte en hulle uitwerking op die ontleding en implementering van bekwaamheidsontwikkeling aangedui.

Daarna is gestruktureerde onderhoude gevoer met die bestuur van Motheo en Goldfields VOO-kolleges omrede hulle betrokkenheid by beleidsontwikkeling en -implementering, asook met 'n verteenwoordigende maar doelbewus geselekteerde groep uit die opvoederpersoneel as die ontvangers van opleiding en ontwikkeling.

Verder is gekonsentreerde groepbsprekings gevoer om die aangeleenthede wat tydens die onderhoude opgehaal is te verduidelik en om die response te staaf. Om die geldigheid van die studie te verseker is die deelnemers se mondelinge verklarings met hul toestemming op band opgeneem om hulle letterlike en presiese stellings vas te lê.

Met voldoende data en konsulterings wat deur die onderhoude verkry is, was dit moontlik om die impak te evalueer van die institusionele beleide, praktyke, voorsiening en die kriteria wat tydens opvoeders se bekwaamheidsontwikkeling aangewend is.

Ten slotte is 'n PowerPoint-aanbieding aan die twee deelnemende kolleges voorgelê met aanbevelings oor die ontwerp van 'n bekwaamheidsontwikkelingstelsel soos dit deur die uitkomste van die studie uitgewys is.



**MEMORANDUM
CHIEF DIRECTORATE:
CURRICULUM AND PROFESSIONAL SUPPORT**

TO WHOM IT MAY CONCERN

FROM : J HOLLOWAY
DATE : 2 June 2006
SUBJECT : DISSERTATION: MRS MDM PHUTSISI

This is to declare that I have fully edited and language checked Mrs MDM Phutsisi's full dissertation: Designing of a Capacity Development System for Educational Staff at Further Education and Training (FET) Colleges in the Free State.

Thank you,

J HOLLOWAY
PA TO THE CHIEF DIRECTOR:
CURRICULUM AND PROFESSIONAL SUPPORT

KEY CONCEPTS

1. Human Resource Management and Development (HRMD)
2. Capacity development (CD)
3. Further Education and Training Colleges (FET Colleges)
4. Educational staff

ACRONYMS

ABET	:	Adult Basic Education and Training
AsgiSA	:	Accelerated Shared Growth Initiatives in South Africa
BCEA	:	Basic Conditions of Employment Act
CCF	:	Colleges Collaboration Fund
CD	:	Capacity Development
CHET	:	Centre for Higher Education Transformation
DoE	:	Department of Education
DoPSA	:	Department of Public Service and Administration
EEA	:	Employment Equity Act
ETDP SETA:	:	Education, Training and Development of Practitioners, Sector Education and Training Authority
FET	:	Further Education and Training
FETC	:	Further Education and Training Certificate
FSGDS	:	Free State Growth and Development Strategy
GETC	:	General Education and Training Certificate
HE	:	Higher Education
HEQC	:	Higher Education Quality Committee
HSRC	:	Human Sciences Research Council
HRMD	:	Human Resource Management and Development
JIPSA	:	Joint Initiative on Priority Skills Acquisition
NBI	:	National Business Initiative
NSF	:	National Skills Fund
RDP	:	Reconstruction and Development Programme
SHRD	:	Strategic Human Resources Development
TAFE	:	Technical and Further Education
TBVC	:	Transkei, Bophuthatswana, Venda and Ciskei
UK	:	United Kingdom
UNDP	:	United Nations Development Programme

VET : Vocational Education and Training

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CHAPTER 1: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Capacity-building is a broad, over-inclusive concept amenable to many interpretations and modes of implementation. It has been commonly understood as a basic human resources issue, a matter of building institutional person-power to the point where there is an adequate skills base to fulfill the tasks of an organisation [Centre for Higher Education Transformation (CHET) 2002:1].

However, the notion of capacity building has recently incorporated various dimensions internationally and locally, which go beyond the human resource issue. An organisation may have suitably trained personnel but if it lacks a clear mission and strategic goals, and has inadequate governance and management structures to support those personnel, it is unlikely that it will function optimally (CHET 2002:1).

Furthermore, Roche (2001 in Wilkinson, Fourie, Strydom, Van der Westhuizen and Van Tonder 2004:17) states that an emerging trend in educational staff development extends far beyond staff appraisal and has moved beyond the realms of teaching scholarship.

A research conducted by the National Business Initiative (NBI) regarding responsiveness of FET colleges confirms their lack of capacity to respond to the labour market needs since 1994 to date. Staff training and development is crucial therefore,

including a concerted drive to ensure that staff members are exposed to ongoing capacity development in the workplace (Fischer 2005:2). Apart from challenges listed, policy imperatives have put pressure on both the public and the private sectors to develop capacity across the hierarchy.

1.2 STATEMENT OF THE PROBLEM

This study is informed by challenges such as structural changes, economic reform and curricula changes in the Further Education and Training college sector. The present-day public FET sector is a fresh concept that was formally constituted in 2000 by the National Department of Education in consultation with provincial education departments. This process resulted in a merger of 152 Technical colleges, from which 50 FET colleges eventually emerged (Republic of South Africa. Department of Education, RSA DoE 1998a). The *Further Education and Training Act 98 of 1998* provides for greater institutional autonomy and financial control, while the *Education White Paper 4 of 1998* (RSA DoE 1998b) broadens the mission and remit of new FET colleges. However, colleges are currently under the jurisdiction of the provincial education departments where greater emphasis is on General Education and Training. In addition to that the FET colleges Bill (2006) places challenges such as capacity issues on governance and management to the colleges. This in itself indicates a need for capacity development [RSA DoE (1998a), RSA DoE (1998b)].

Furthermore, it is important to note that the pace of economic change globally and particularly in South Africa, continues to accelerate, and a need for meaningful contributions from the side of employees within organisations has grown tremendously. As a result thereof, South Africa embarked upon a massive policy formulation, which produced among others the following pieces of legislation: *White Paper on Public Service Training and Education of 1997 (RSA DoPSA 1997)*; *Public Service Regulations of 1999 (RSA DoPSA 1999)*; *the National Skills Development Strategy of April 2005 - March 2010 (RSA DoL 2005a)*; *the Skills Development Act 97 of 1998 (RSA 1997)*; and *the Skills Levies Act of 1999 (RSA 1999)*. This policy formulation emanates from the need for a major investment in skills development and capacity-building to improve performance and productivity, quality and cost-effectiveness of the public service (*Public Service White Paper on Public Service Training and Education RSA DoPSA 1997*).

One other challenge facing the FET college sector is that of a fluctuating student enrolment from year to year, and an unaccounted decline implied, giving the need for urgent attention to data collection procedures (EduSource Data News No. 41 October 2003:9). New strategies have led to the recognition that genuine improvement in teachers begins with a change in their thinking about teaching and learning (Ho 2000:30).

Another challenge is that "FET colleges have been affected by changes to the labour market and employment sector. The

decline of the apprenticeship system, for instance, has diluted relationships between many colleges and the industrial sector, and has widened the gap between theory and practice. Distorted incentives in the form of enrolment-driven funding and staffing have encouraged colleges to pursue growth with little regard for market demand. Changes to the workplace have challenged the responsiveness of institutions" (Kraak & Perold 2003:327). Furthermore, college study programmes are still concentrated in the areas of engineering and commerce.

The FET college sector plays a major role in increasing access, widening participation and promoting social inclusion in a society characterised by widespread poverty, a highly unequal distribution of income, and high unemployment (Kraak & Perold 2003:327).

However, long-standing investment decline, bureaucratic inertia and comparative neglect of this intermediate educational sector against the background of the general FET colleges have in many instances stifled innovation and enterprise. It is thus not surprising that the new FET colleges are not much more than a merger of existing institutions (Human Sciences Research Council 2004:328,348). The HSRC further mentions that strategic leadership, as well as substantial human and financial resources, is needed to ensure merger success, and to support development and expansion of FET colleges and their staff (HSRC 2004:328,348).

On the basis of these challenges, this study will establish the existence of capacity development systems for educational

staff at FET colleges, the processes and procedures for the development of such systems if any, and the monitoring and implementation thereof. It is against this background that the subsequent research questions were formulated.

1.3 RESEARCH QUESTIONS

The main question therefore is: How is capacity development system implemented for the educational staff at FET colleges in line with human resource management and development policies?

1.3.1 The research questions

The following subsidiary research questions were addressed in this study in line with the main research question:

- What does capacity development for FET college educators internationally, nationally and in Africa entail?
- How are the existing institutional capacity development policies and practices in the FET college sector developed?
- What are the challenges experienced during the implementation of capacity development in the FET college sector in the Free State?
- What are the benefits of capacity development to the educational staff?
- How capacity development initiatives are managed at the FET colleges in the Free State?

- What recommendations can be made to improve the existing capacity development system for FET colleges in the Free State?

1.4 AIM AND OBJECTIVES OF THE STUDY

Based on the foregoing research questions, the aim and objectives of the study are as follows:

1.4.1 The main aim of the study

The main aim of this study is to investigate how capacity development system is implemented for the educational staff at FET colleges and make recommendations to improve the existing system.

This study therefore sets out the following subsidiary objectives in order to achieve this aim:

- ◆ A literature review regarding international, African perspectives on capacity development for educators at FET colleges.
- ◆ An analysis of the existing institutional capacity building policies and practices in the FET college sector in the Free State.
- ◆ Identification of challenges experienced during the implementation of capacity development at FET colleges in the Free State.

- ◆ Assessment of the benefits these capacity development projects have for the educational staff.
- ◆ Examination of how capacity development initiatives are managed at FET colleges.
- ◆ Identification of the elements of best practice and shortcomings in order to make recommendations to improve the existing capacity development system for FET colleges in the Free State.

An overview of the approach, as well as the methodology adopted in this study is presented below.

1.5 RESEARCH DESIGN AND METHODOLOGY

This is a qualitative study, where a case-study approach was followed. According to McMillan and Schumacher (2001:24), qualitative research is sometimes criticised for a lack of reliable and generalisable findings, but case studies provide context-bound generalisations for future research.

Leedy and Omrod (2001:102) state that qualitative research seeks explanations and predictions that will generalise to other persons and places. These authors further state that qualitative research is exploratory in nature and may use the observations made to build theory from the ground up. Participant observation was made due to the fact that the

researcher is a government employee responsible for FET colleges in the Free State province. The outcome of the site visits was analysed by determining similar trends and patterns in the responses from the college management and educators.

The research commenced with an in-depth review of existing literature on capacity building internationally. Subsequent to that, specific focus was given to South African literature and policy framework regarding capacity building. The use of literature gave evidence on how capacity building is perceived by different scholars. Analysis of existing policies on capacity development for staff was also applicable. McMillan and Schumacher (2001:20) state that policy analysis provides policy makers with practical recommendations.

In order to ensure trustworthiness, i.e. validation of the findings or decisions (Babbie and Mouton 2001:276), the following ethical considerations were emphasised in a power point presentation made at the initial visit: Accessing the consent of the participants and ensuring freedom of choice to participate; emphasising anonymity of responses and observations; securing data; ensuring validity of the study through verbatim accounts, and establishing rapport with the respondents. Russell and Mugenyi (1997) in Babbie and Mouton (2001:249) highlight the need for a researcher to establish a rapport, trust, and reciprocal relations with the individuals and groups to be observed. The issues of credibility and transferability of this study were also observed through the use of a multimethods strategy, prolonged engagements with the

participants until data saturation occurred and doing what Babbie and Mouton (2001) call member checks when data verification was conducted through focus group discussion.

In addition, purposive sampling was also used in this study. A sample of 23 managers and 12 educational staff from the Motheo and the Goldfields FET Colleges were purposely selected to participate in this study. Guba and Lincoln (1984) identify purposive sampling as one of the strategies for ensuring transferability. Babbie and Mouton (2001:249) further support the worth of purposive sampling in that qualitative research seeks to maximise the range of specific information that can be obtained from and about that context by purposefully selecting locations and informants, which is a case in this study.

Structured interviews were conducted with the 23 college management members by virtue of their involvement in policy development and implementation, and a representative but purposefully selected group of 12 educational staff as the recipients of capacity development at FET colleges. The 23 college management members were purposefully selected to maximise the range of specific information about the existence and functioning of a capacity development system at the two colleges.

Focus group discussions were held with the 3 college management members and 4 educational staff at the Goldfields FET college and in the case of the Motheo FET college, 40 educational staff and the heads of faculties participated in

these discussions. These focus group discussions served as a means of clarifying issues raised during interviews as well as for verification of information emanating from the interviews. In support, McMillan and Schumacher (2001:455) state that a focus group interview is a strategy for obtaining a better understanding of a problem or an assessment of a problem by interviewing a purposefully sampled group of people rather than each person individually. It is further described as a confirmation technique.

With sufficient data and consultations made during interviews, an impact assessment on the institutional policies, practices, provision and criteria applied during capacity development of educators was realised.

Finally, recommendations based on the outcomes of the study were communicated to relevant stakeholders in a power point presentation.

1.6 SIGNIFICANCE OF THE STUDY

The FET sector lies at a crossroads between general education, higher education and the world of work (RSA DoE 1998). Its importance lies in its contribution to national human resources development (HRD). "In the context of large-scale unemployment, with continuing skills gaps in key areas of the economy, much depends on the FET college sector to produce the intermediate-to-high level skills required in a changing global and national economic environment" (Kraak & Perold 2003:327).

Furthermore, the pace of economic changes globally, and particularly in South Africa, continues to accelerate and the need to make meaningful contributions from the side of employees within organisations has grown tremendously. As a result thereof, South Africa embarked upon a massive policy formulation geared towards skills development.

With this in mind, this study will contribute towards the understanding of policy, practice and implementation on capacity development of educational staff in the FET college sector, in that the participating colleges will review and improve the existing capacity development policies and practices. In terms of the *Education White Paper 4 of 1998* (RSA DoE 1998), a successful FET system will provide diversified programmes offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society (RSA DoE 1998b).

1.7 DEMARCATION OF THE STUDY

This research focuses on capacity development of educational staff as an aspect of human resource management and development, within the field of FET. The emphasis is on the current capacity building initiatives, policies used, how they are structured and managed, their success and effectiveness as perceived by the recipients, and the lessons worth learning from FET colleges regarding capacity development of educational staff.

The target population is a purposeful selection of all the levels at the colleges, namely principals, deputies, senior managers, campus managers, HR managers, skills development facilitators, heads of faculties and educators. This group served as information-rich participants, developers of policy, implementers and beneficiaries of capacity development initiatives at FET colleges. According to Ho (2000:3), more emphasis is placed on the educational staff, not suggesting that other members of staff are less important, but due to the fact that they are beneficiaries of capacity development at FET colleges.

1.8 CLARIFICATION OF CONCEPTS

The following set of concepts is applicable in this study:

1.8.1 Capacity development

Capacity development is a concept about which much has been said in the last decade, but the idea has become illusive due to lack of consensus on the meaning and scope of capacity development. It has been associated with technical assistance, civil service reform, private sector development, skill enhancement, policy analysis and institutional development. Hence the term capacity development means different things to different people.

Capacity development is therefore defined as the process of transforming a nation's ability to effectively implement policies and programmes for sustainable development. The concept is characterised by four important elements, namely restructuring of value systems; development of human capacity; transformation of institutional capacity; and modification of organisational structure (Mulatu 2003:169).

Lopes and Theinos (2003:1) state that capacity development is the ability of people, institutions and societies to perform functions, solve problems, and set and achieve objectives. It embodies the fundamental starting point for improving people's lives.

In support of Lopes and Theinos (2003), Wangwe and Rweyemamu (2001:3) highlight the fact that capacity development involves the issues of creating the capacity, effectively mobilising and using existing and newly created capacities.

For the purposes of this study, capacity development is investment in human capital, institutions and practices for effective service delivery to be attained as well as for personal and career development of the individuals within the organisations. If none of these are in place, then we should know that the systems in use are not effective and efficient.

1.8.2 Educational staff

For the purposes of this study, the word educational staff has been used to refer to the educator staff. The Employment of Educators Act (EEA) of 1998 (RSA 1998b) defines an educator as any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act (RSA 1998). This Act assumes that all educators at the FET colleges have been employed under this Act.

1.8.3 Further education and training (FET)

The entire focus of this study is on FET colleges. The *FET Act 98 of 1998* (RSA 1998a) makes reference to the FET institutions and not colleges, but taking into account the current review of the Act, as well as the concept currently in use, the concept FET colleges is applicable in this study. The *FET Act 98 of 1998* (RSA 1998a) differentiates between the private and public FET institutions. For the purposes of this study, emphasis is on public FET institutions due to the public nature of the participating FET colleges.

A public FET institution means any FET institution that is established, deemed to be established or declared as a public further education and training institution under this the *FET Act 98 of 1998*.

1.9 LAYOUT OF THE STUDY

This study is subdivided into chapters each with a specific focus and they are as follows:

Chapter 1

This chapter outlines the aim and objectives of the study and its significance in the field of further education and training with specific emphasis on human resource development. Furthermore it presents the design and methods of data collection used in the study. Finally, it gives a clarification of important concepts used in the study.

Chapter 2

This chapter presents a literature study on definitions and perspectives on capacity development, capacity building models in relation to human resource management and development, capacity development in FET college sector internationally: challenges and implications, the effects of globalisation on organisations and their employees capacity development needs, and capacity building in African FET college sector: its challenges and implications.

Chapter 3

In addition to the literature study in Chapter 2, this chapter outlines literature review of human resource management and

development in South Africa, including national policies, with specific reference to the meaning, significance, and importance of capacity development in FET colleges from an equity/redress point of view.

Chapter 4

This chapter discusses the research design and the methodology used when collecting data.

Chapter 5

This chapter represents an elaborate presentation and analysis of the findings.

Chapter 6

This chapter draws conclusions from the findings of this study. Recommendations and summative perspectives about the study were also presented in this chapter.

1.10 CONCLUSION

In conclusion it is necessary to indicate the following highlights of this chapter: It provided a background of the study; outlined the problem statement, the research questions, as well as the aim and objectives of the study. In addition to that, it located the approach followed in the study. It further highlighted the significance of this study, the research design and research methodologies used. It concludes by making

specific reference to what the individual chapters entail. The next chapter gives a theoretical view of capacity development with specific reference to perspectives on the FET college sector.

CHAPTER 2: A LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background to this study, as well as the challenges identified in capacity development of educational staff at FET colleges, which informed the statement of the problem. This chapter commences by defining capacity development, and goes on to cover international and African theoretical perspectives on capacity development in the FET sector.

2.2 DEFINITIONS AND PERSPECTIVES ON CAPACITY DEVELOPMENT

Capacity development is defined and addressed differently by various authorities. Within the international arena, this concept has not only become a leading approach, but has a variety of meanings. Even within the policy and legislative framework this concept is used and interpreted in a variety of ways. With so many possible interpretations, it elicits major differences in usage (CHET 2002:1).

2.2.1 Defining capacity development

Within the international community capacity development is referred to as an instrument, a process, an objective, and a general approach to development (UNDP 2003:3). On the other hand, the United Nations Development Programme (UNDP) and

the World Bank define it as the process by which individuals are rewarded for their abilities to achieve developmental goals (UNDP 2003:3). In addition to that, it is defined as a process in which human resources, as well as organisational and operational capabilities of institutions, are improved to better perform priority functions (CHET 2002:1). The overall purpose of capacity development is to ensure effective design, implementation, coordination and management of wide-scale capacity development programmes.

The contemporary view of capacity development goes beyond the conventional perception of training. It is meant to enhance coordination, to foster communication, and to ensure that data and information are shared (Allen 2001:1). Furthermore capacity development can be defined as the process by which individuals, groups, organisations and countries develop, enhance and organise their systems, resources and knowledge, all reflected in their abilities, individually and collectively, to perform functions, solve problems, set and achieve objectives (UNDP 2003:3).

In addition to that, capacity development is also regarded as a basic human resources management and development issue. Human resources development is a learning experience organised mainly by an employer, usually within a specified period of time to bring about the possibility of performance improvement and or personal growth [Swanepoel, Erasmus, Van Wyk and Schenk (2003); Nadler and Nadler (1989)].

For the purposes of this study one gathers, from these definitions, the fact that capacity development is premised on development, attainment of goals, enhancing capacity of individuals, as well as organisations, and the acquisition of knowledge to perform functions. It further emphasises improved utilisation and empowerment of individuals and organisations. Wangwe and Rweyemawu (2003:3) state that efficient and effective use of existing capacities is an important aspect of capacity development. According to Wangwe and Rweyemawu (2003:3) efficiency involves taking stock of existing capacities, identifying gaps and reducing chances of duplication. Effective use of capacities requires a conducive environment politically, economically and socially.

2.2.2 Components of capacity development

Zambezi and Hernandez (2006:43) states that capacity development comprises the following components:

- **Human capital:** This involves the development of human skills capacity, and the effective use of managerial, professional and technical staff.
- **Organisations and their management:** This addresses how organisations and their culture and management styles influence the use, efficiency and retention of skilled human resources.
- **Public sector institutional context:** This involves how the policy and institutional environment affect civil service and government operations and the spill over effect in the private and non-profit sectors. It includes

the roles and responsibilities of different sectors in the context of decentralization, as well as the laws and regulations that affect hiring, promotion, and remuneration policies.

- **Networks and linkages:** This includes multi-sectoral alliances and networks of the public and private sectors to optimise resources and broaden coverage of actions.
- **Social capital and community participation:** Social capital refers to the processes between people that establish networks, norms and social trust, and facilitate coordination and cooperation for mutual benefit. Community organisation and participation concern complementary actions and strengthening of social accountability and advocacy systems.
- **Contextual environment:** This refers to the socio-economic, cultural and political settings that facilitate or constrain the functional capacity of individuals and organisations.

Sustainable capacity development requires creating new or employing existing systems through which one or more of these components can be operationalised on a sustainable basis.

2.3 CAPACITY DEVELOPMENT AS AN ASPECT OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

According to Van Dyk, Nel, Van Loedolf and Haasbroek (2001:10), human resource development is central to growth and development of an organisation and the country's human resources hold the key to many of its economic and social

problems. However, Van Dyk *et al.* (2001) state that the tide of international trade has over the last decade, turned against primary products and low technology manufactured goods. Van Dyk *et al.*(2001), further mentions that these changing circumstances leave a country with no other option than to invest much more in its people. In their quest to establish a competitive economy, countries are faced with the challenge of developing their people in order to allow them to make a meaningful contribution towards economic growth and eventually wealth creation (Van Dyk *et al.* 2001).

In this study, designing a capacity development system within this field of human resource development is a systematic process that includes training and development, and career development to enhance individual, group, and organisational effectiveness (Van Dyk *et al.* 2001). It emphasises the integrated application of these components to engender higher levels of individual and organisational effectiveness than would occur if a narrower approach was applied (Van Dyk, Nel, Van Loedolf and Haasbroek 2001:10). These authors concur that the concept of human resource management (HRM) implies the utilisation of human resources to achieve organisational planning objectives.

HRM further involves attraction, selection, retention, development, and utilisation of human resources to achieve both individual and organisational objectives [Mondy, Noe and Premeaux (1999); Muchinisky, Kriek and Schreuder (1998)]. These definitions imply that HRMD focuses mainly on obtaining human resources, developing it in various ways in line with the

individual and organisational goals, and maintenance thereof in the form of incentives, benefits, health and safety as well as sound employee and labour relations.

In addition to that, Clardy (1996:4) indicates that HRMD involves the establishment and execution of policies, programmes and procedures that influence the performance, capabilities, the level of competency, skills and knowledge of employees within an organisation. It is through these policies and procedures that an organisation moulds and shapes its employees to become competent and operate successfully to improve its position in the marketplace. This implies that value is added through the expertise and knowledge of employees in an organisation [McGregor (1991); Schreider and Bowen (1993)].

Managing human resources effectively has never been as important as it is globally today (Clardy 1996:4). In a report of the United Nations Development Programme (UNDP 2003:3) on the challenge of sustainable development in South Africa, the importance of investment in human development is stressed. Apparently, human resources is at a crossroad in balancing its traditional roles with its emerging roles.

Brault and Beckwith (2003:9) state that traditionally capacity development has mostly provided administrative support for the organisation's employees through processing functions, but today it seeks to be a contributor to the organisation's mission as a strategic partner and an enabler of organisational success. Brault and Beckwith (2003:13) further state that strategic

human resources development means the process of changing an organisation, stakeholders outside it, groups inside it, and people employed by it, through planned learning, so that they possess the knowledge and skills needed in the future. In support Van Dyk *et al.* (2001:106) highlight that strategic human resource development helps implement strategic business and human resources plans, by cultivating the skills of people inside the firm or changing the knowledge and skills of stakeholders outside it.

According to Van Dyk *et al.* (2001:106), a well-developed capacity development system helps an organisation create a high-performance work system that describes specific patterns of work structures, practices, and processes and consists of many interrelated parts that operate synergistically to achieve institutional goals. It is further placed within a particular model or framework.

2.4 CAPACITY-BUILDING MODELS IN RELATION TO HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

The development of skills is an integral part of the broader goal of organisational change and efficiency, and thus the development of capacity development models. This reduces the chances that skills are developed in areas where they are not needed or highly prioritised, or where they are not integral to the organisation's processes (CHET 2001:1).

Furthermore, the application of capacity development models has become a common practice in most further education and

training systems as well as higher education systems in most of the developed as well as the developing countries (Mapesela and Strydom 2004:1). Public sector reform and structural changes within the higher education sector characterise these models. These are regarded as attempts to ensure accountability and improve service delivery within the public sector and are relevant to the context within which this study operates [Mapesela and Strydom (2004:1); CHET (2001:1); and Neave (1998:54)]. Internationally, these capacity development models have been in operation as from 1995 to 2001. In order to determine the impact made by these capacity-building programmes, reference could be made to the following models:

- **The social venture partners' capacity building model:** This defines organisational capacity building as the development of core skills, management practices, strategies and systems, to enhance an organisation's effectiveness, sustainability and ability to fulfill its mission. This model strives to develop organisational long-term, productive partnership with its invests, namely employees, to attain organisational development (Brault and Beckwith 2003:13).

- **The human resources value-added roles model:** According to Brault and Beckwith (2003:13) this model entails providing skilled staff, motivating staff performance, enhancing organisational effectiveness, and designing and implementing effective processes. This model further shows how the needs of an institution or its sub-units can be used to define organisational strategies

and goals. Ulrich (1997 in Brault and Beckwith 2003:11) outlines a model in which human resources activities are organised into the following four roles: Management of firm infrastructure, management of strategic human resources, management of transformation and change and management of employee contributions. This model suggests a balance of focus and activities associated with human resources management and development roles.

- **Academic strategies model:** Brault and Beckwith (2003:13) argue that this model shows that the strategies of an institution are influenced by a variety of external factors such as government regulations, availability of a qualified workforce, competition for students and faculty and ranking among peers. Internal factors which have an influence on an institution include the vision and mission of an institution, financial health, the state of its facilities and information technology. These external and internal factors help drive the institution's strategies for excellence and success.

2.5 CAPACITY DEVELOPMENT IN THE FET COLLEGE SECTOR INTERNATIONALLY: CHALLENGES AND IMPLICATIONS

This section looks at capacity development and its challenges and implications internationally, with special emphasis on the further education and training system.

With the rapid expansion in tertiary education, coupled with the rising emphasis on accountability, capacity development

has become an important issue worldwide. Tertiary education in this instance refers to the intermediate sector of education, namely further education, following on twelve years of schooling in many countries (CHET 2002:1).

In addition to the rapid expansion of in higher education, global competition, the internet and widespread use of technology all suggest that the economy of the 21st century create a challenge for employers and workers, thus an urgent need for capacity development globally (U.S DoC, Department of Commerce 1999: iii). Furthermore, the need to pursue international competitiveness in industry has generated a strong push to expand vocational education and the skill levels of the labour force (HSRC 2003:14). A significant player in these changes has been the vocational education sector, mainly delivered through the technical and further education system. For an example, in the Australian education system, the boundary between TAFE (Technical and Further Education) and Universities has become increasingly blurred, through their common involvement in strategic alliances and partnerships with business and industry for purposes of their employee's skills development (HSRC 2003:14).

2.5.1 Globalisation

There is no precise definition for globalisation. Nevertheless, it is broadly defined as the historical process that transforms the spatial organisation of social relations and transactions at regional, continental and transcontinental levels and generates networks for the exercise of power (Held and McGrew

1998:220). Rhinesmith (1996 in Ulrich, Losey and Lake 1997:100), sees globalisation as largely the business of mindset and behaviour change. In other words, it is a human factor and is central to any organisation.

Furthermore "globalisation is characterised by the intensification of profit seeking abroad by states or businesses through the widening of world markets, the fast processing of information, the reduction in transport cost and time, the improvement and relocation of production units worldwide, and the voluntary participation of countries in the world trading system" (Held and McGrew 1998:220).

According to Morey (2003:2), "one major force for change is the globalisation of economic, cultural, political and intellectual institutions." As markets become more global, economic development is linked to a nation's ability to acquire and utilize scientific, technical and socio-economic knowledge (Morey 2003:2). On the other hand, business and industry increasingly are entering into partnerships with academic researchers and higher and further education institutions for the development of new products and processes. Morey (2003:2) argues that this development in itself has placed a lot more challenges on the service provided by the intermediate sectors.

"While globalisation is viewed positively by those feeling that it pushes for an improvement of performance on a worldwide platform, the acceleration of knowledge creation has become a highly disconcerting issue for academics" (Mapesela and

Strydom 2004:21). One of the reasons for this is the fact that it is becoming more difficult for them to assimilate and access information in a relatively short space of time (Mapesela and Strydom 2004:21).

While it is possible to compete in this new global economy by creating low-wage, low-skilled jobs, the United State of America has chosen to take full advantage of its labour force and to create high-performance workplaces. These new forms of organisation and management cannot succeed without additional investment in the skills of the workers (U.S DoC 1999: iii).

Contrary to the positive view of globalisation, the above-mentioned changes as a result of globalisation may negatively affect individuals as well as developing countries if their economic and social structures are unable to absorb the shock of transformation, as evidenced by the Asian economic crisis (Mapesela and Strydom 2004:21). The outcome can be a substantial reduction in national revenue as occurred in Korea and Taiwan, and growing unemployment or even social instability as occurred in Indonesia (Mlambo-Ngcuka 2006:1-2).

According to Fisher, Jaff, Powell and Hall (2001), there are numerous factors that create this disequilibrium. Firstly, the fundamental problem facing youth is the low-growth, low-employment scenario. The second reason, according to (Fischer *et al.* 2001), could be the perceived poor quality schooling system, which serves as a major disincentive on the demand-

side for employing large numbers of first entrants to the labour market. "Undoubtedly, this demand-side disincentive adds further fuel to the skewing effect of the ever-increasing capital and skills-intensity in production" (Fisher *et al.* 2001:1).

To meet the demands of globalisation, higher and further education institutions around the world are undergoing reforms regarding their missions and better use of their intellectual resources (Fisher *et al.* 2001:1).

Other forces include changes in governmental structures, increasing rate of knowledge creation, changes in societal expectations for further education, the market model as applied to further education and the emergence of other providers of post-secondary education (Morey 2003:2).

These factors seem to determine the type and direction of transformation of educational institutions and furthermore impact on the nature and quality of performance in academic work forcing educational staff to diversify and specialize. Undoubtedly this is a matter of capacity development.

2.5.2 Change and capacity development

2.5.2.1 Change factors and capacity development

The working world is currently undergoing radical change. The impact of economic, technological, social and political factors is transforming labour markets fundamentally. In the process, labour markets are being restructured to meet the challenge of

being competitive, thereby creating a need for increased productivity and continuous innovation in the business environment [Mitchell (1995:111) in Van Dyk *et al.* (2001:6)]. This in turn leads to, among other factors, restructuring, privatisation, relocation of production, redeployment of workers, and change in job-content, work processes and organisations, which eventually effects skills requirements [Mitchell (1995:111) in Van Dyk *et al.* (2001:6)]. According to these authors, the higher a country's labour productivity and the more flexible its workforce, the better that country is able to acquire and adapt the technology needed to produce better quality goods and services at lower costs.

The contemporary view of capacity development goes beyond the conventional perception of training, but involves issues of managing change within one's daily operations, managing institutional change and enhancing coordination, as well as to foster communication between the employer and employees. According to Van Dyk *et al.* (2001:6), to attain the desired results in this qualitative study, a capacity development system should include the following specific qualities aimed at empowering them as managers and educators in the FET college sector:

- Training programmes for leaders to help them understand how to help manage transformational change in a 21st Century society.
- Setting a ten-year goal to provide fibre and other methods of an electronic infrastructure.

- Establishing a strategy to emphasise the idea of future trends in the thinking and operations of the community.
- Designing and implementing ways to provide an interested neighbourhood.

2.5.2.2 Change and transformation

Van Dyk *et al.* (2001:121) highlight the fact that transformation and change have influenced organisations in four areas: environment, workplace, customer and the worker. Unfortunately organisations struggle to respond and handle these new challenges.

Van Dyk *et al.* (2001:121) further states that: "No problem can be solved from the same consciousness that created it; we must learn to see the world anew". These authors argue that new problems must and should not be solved with old structures, mindsets, or knowledge that was part of the organisation in the past, but a new approach should be applied where organisations need to capture the same forces that have generated the changes and transformation to develop the sub-systems of the learning organisation. Van Dyk *et al.* (2001:121) further highlight the fact that in the process they need to learn faster and adapt to rapid change, since they have entered the knowledge era, where survival depends on adaptability, and swift adaptability, as well as the capacity to learn, which in turn is dependent on the motivation for continuous learning of everybody in the organisation. This implies that organisations should exist as learning organisations (Van Dyk *et al.* 2001:121).

2.6 STAFF DEVELOPMENT AS A COMPONENT OF CAPACITY DEVELOPMENT IN THE FET COLLEGE SECTOR

This study made an effort to observe various perceptions around staff development as a component of capacity development in the FET college sector. An emerging international trend in the educational staff development extends far beyond the narrowly focused long-standing traditional practices of staff appraisal without concomitant career development (Mapesela and Strydom 2004:21). New approaches moved beyond the realms of teaching scholarship, to assisting staff to address a range of roles and organisational issues with more efficacies such as the use of information and communication technology in teaching. Indeed these have become part of the generation and transfer of knowledge. It has also led to the recognition that genuine improvement in educators begins with a change in their thinking about teaching and learning (Ho 2000:30) and that was the case in this study as well.

"In developing good practice for staff development, cognisance of the above-mentioned international trends and development should be taken. Furthermore, international staff development practices have come to include both institutional organisational development, as well as staff growth" (Webb 1996:1). As part of this new move, many institutions in the United Kingdom (UK) encourage staff to acquire a certificate of teaching proficiency as part of their probationary period (Webb 1996:1), which is not yet the case at the local institutions.

Within the United Kingdom (UK), national bodies linked with the funding of student places in higher education are now assessing the standards and systems associated with the delivery of higher education (Saunders and Hamilton 2000:119). Hence lecturers are more accountable as professional educators and such a change has been accompanied by acceleration in new technologies, so that the use of information and the increased availability of open learning materials lead to far more diverse activity as compared with the former chalk and talk methods [Roche 2001 in Mapesela and Strydom (2004:17); Saunders and Hamilton 2000:119)].

On the basis of this mind shift, it is evident that staff development is integral to the institution's corporate strategy and the staff development priorities are determined by the aims and objectives outlined in the institutional strategic plan. The Higher Education Quality Committee (HEQC 2004) staff development policy framework and strategy reports that staff development at Lancaster University is defined as the range of processes that enable staff to develop the knowledge, skills, attitudes and behaviour, to be effective in their work. In support of that, Schon (1991:10; 1995:115) states that staff development leads to personal growth and professional fulfillment.

Staff development has furthermore become a top priority for industrialised, developing and transitional states alike. In all these cases it seeks to address training needs in a holistic basis. Moreover, institutions in the developing world face

pressing problems, namely: While on the one hand, they require highly trained staff with strong research capacities in scientific and technological disciplines; on the other hand, it is difficult to release good middle level personnel because they are needed in order to assume heavy teaching loads (Schon 1991, 1995). In addition, those who leave to stay abroad for better incentives and job opportunities can be caught-up in the brain drain phenomenon, if better opportunities are availed elsewhere (Schon 1991:10).

Although staff development is an institutional responsibility and is operationalised within an institutional context, it is increasingly influenced by national policies, imperatives and needs (Saunders and Hamilton 2000:119). These authors argue that transformation of the education system demands a professional corps of academic staff and academic development of staff who have the capacity to make the necessary adjustments and who can also interpret and implement new national policies. The Education White Paper of 1997 (RSA DoE 1997) and the discussion documents such as *A New Academic Policy for Programmes and Qualifications in Higher Education* (RSA DoE 2001), highlight the urgency of developing academic staff in higher education institutions.

A more integrated approach, which encompasses all types of training necessary for enhanced effectiveness and efficiency in academic staff development, is therefore becoming imperative in view of the diversity of the roles of academics, as well as the expectations of various stakeholders in FET colleges, internationally and even in Africa.

2.7 CAPACITY DEVELOPMENT IN THE AFRICAN FET COLLEGE SECTOR: CHALLENGES AND IMPLICATIONS

In recent years, the world economy has accelerated its globalisation and all countries face the challenge of adjusting to the new environment in order to benefit from emerging opportunities (Wangwe and Rweyemamu 2001:2). However, Wangwe and Rweyemamu (2001:2) indicate that Africa seems to be among the least prepared continents to face those new developments. In the light of development challenges facing African countries, appropriate and adequate human and institutional capabilities to cope with rapid changes in private sector-led development, market economy, globalisation and democratisation is not only necessary but imperative (Wangwe and Rweyemamu 2001:2). The challenges and opportunities facing African countries require that these countries should strengthen their ways and means of generating capacity when and where it is needed (Wangwe and Rweyemamu 2001:2).

The main challenges for FET colleges in African countries may be placed under the following headings: Addressing supply and demand within the policy environment; curriculum relevance and delivery; brain drain; and ensuring quality provision of education and training.

2.7.1 Addressing supply and demand

As in many other parts of the world, tensions exist in Africa between supply and demand sides in FET policy development

(HSRC 2004:30). The policy objectives set require a balance between the demand and supply sides. Although changing the FET colleges curriculum will be essential, it will not be sufficient for achieving the desired scale and depth of change envisaged (HSRC 2004:30).

Jaycox (1993:1) states that many reforms aimed at directing more learners into vocational and occupational streams have failed because of resistance from communities and/or poor demand. This has been the experience in both industrialised countries such as France and Australia, and in developing African countries (Jaycox 1993:1). Reference could be made to the rejection of the rural curricula introduced by Tanzania and Kenya during the 1960's and 1970's. Some of the reasons for failure of such attempts have been the perception of parents and learners that technical and vocational education and training (TVET) is an inferior form of education and that learners would be trapped in a narrow field of specialisation from which they would not escape (Jaycox 1993:1).

Lopes and Theisohn (2003), Morgan (1997) and Lusthaus, Adrien and Perstinger (1999) state that capacity development or any kind of initiative based on building of capacity is not power neutral. These authors feel capacity development flourishes where incentives are conducive, and dwindle where they are not and thrive upon civic engagement and in places where people have control over systems and resources that shape their lives.

The HSRC (2003:4-46) indicates that there is a significant question as to whether FET is a primary or a secondary arena for achieving the necessary skills for socio-economic growth and whether it provides a viable or preferable alternative to traditional academic education. Considering the varied levels of industrialisation in developing countries, the form of skills needed may differ from one country to the other, and FET may require a distinct focus (HSRC 2003:4-46). These and other related questions may be answered through rigorous research and evaluation programmes linked to policy implementation (HSRC 2003:46).

2.7.2 Crisis situation in the African FET college sector

According to Manuh (2002 in Mapesela and Strydom 2004:28), the FET college sector in Africa endured one crisis after the other from as early as the nineteen seventies. These have taken the shape of civil wars, student uprisings and the collapse of economies, all of which have contributed to a legacy of under- and non-performance related to heavy budget cuts, rationalisation of staff and resources, and dilapidated infrastructure. As a result thereof, the challenge for the FET colleges is to retain expert staff who can offer a responsive curriculum in line with the needs of the labour market.

2.7.3 The impact of brain drain

According to the Human Sciences Research Council (HSRC 2004:10-12), brain drain implies a loss of highly skilled citizens to other countries through emigration. Intuitively, a brain drain

has a range of deleterious effects on a country's economy (HSRC 2004:10-12). Among these is an adverse effect on each level of reduction in a nation's capacity to develop as a "knowledge society" and therefore to compete effectively in the global economy (HSRC 2004). Brain drain is a major loss of investment in terms of the education and training of its highly skilled professionals and it results into loss of most of the best and brightest to industry as a result of lack of incentives and job security (Mulatu 2003:173).

According to the (HSRC 2004:10), the most important question to ask is "what makes skilled people emigrate?" "Research has shown that brain drain could be as a result of high level of crime, perceptions of a high cost of living and levels of taxation, and the perceived decline in the standard of public safety and education delivery (Wangwe and Rweyemamu 2001:4)". This study supports the following measures to be put in place to prevent brain drain as stated by (Wangwe and Rweyemamu 2001:4).

2.7.3.1 Conducive political environment

"Good governance and leadership are essential to proper utilisation of capacity" (Wangwe and Rweyemamu 2001:4). These authors argue that good governance and leadership require accountable state officials, who selflessly pursue the economic well-being of the society by striking a strategic balance between personal, institutional, and national interests.

2.7.3.2 Conducive economic environment

Wangwe and Rweyemamu (2001:4) indicate that favourable working conditions and appropriate incentive structures will, among other factors, encourage people to be more productive and to prevent all forms of brain drain. According to Wangwe and Rweyemamu (2001:4), an unfavourable environment creates incentives to do the job in an inconsistent manner. Furthermore, inadequate salaries encourage public and private officials to practice unprofessional behaviour such as demanding or collecting bribes and misappropriating public funds.

These authors further argue that as part of the environment, the following issues should be taken into consideration: Recruitment and selection should be based on merit and competitiveness to encourage professionals to remain in the country and in their professions.

2.7.3.3 Conducive social environment

According to Wangwe and Rweyemamu (2001:4), the support and acceptance of the civil society forms the backdrop for capacity development. They feel that important social entities such as political leaders, bureaucrats, legislators, business people, and religious leaders must be convinced of the value of the capacity being put into place. Their support or pressure for capacity utilisation can have a positive effect on capacity development (Wangwe and Rweyemamu 2001:4).

2.7.4 Curriculum responsiveness

According to Kearney (1996:1), vocational education and training (VET) in most sub-Saharan countries is inadequate and has very little practical relevance to the situation on the ground. As a result thereof, these countries know little about their labour market and have neglected policies, which aim to provide skilled labour for the market. This author further states that only few countries such as Mauritius and South Africa have human resources development plans and are developing comprehensive labour market and employment policies as a major strategy to overcome poverty and inequality. This implies that VET offers a mismatch to the required skills as dictated to by the labour market, and contributes little to improve access to wage employment, or to improve productivity in general Kearney (1996:1).

"One view of curriculum change in South Africa is that it should break with the past, i.e. of non-responsiveness to the labour market needs, whilst on the other hand another view advocates for an analysis of the past" (Gamble 2003:7). Gamble (2003:7) suggests that the past should be used as a foundation for curriculum change, since a radical break with the past is one way of mapping out the future; building on the past is another. Curriculum reform therefore, is depicted as a decisive break with the past in order to establish new ways of presenting the curricula, which support an integrated approach to education and training (Kearney 1996:7).

From an international point of view, Scotland used an analysis of their present system's weaknesses to work out a more fully specified concept of a unified system (Gamble 2003:7). They benefited from an evolutionary, agreed-upon and consultative tradition of policy development. In view of curriculum change, the past should not be viewed as bad practice to be done away with. It should rather be viewed as a complex interweaving of strengths and weaknesses (HSRC 2004:12).

From their inception, technical colleges were framed in terms of concept formation that would strengthen and expand craft and trade practices (Fisher, Jaff, Powell and Hall 2001:50). Technical and Vocational Education and Training colleges were educational institutions that were placed and embedded in a work-based apprenticeship system (Fisher *et al.* 2001:50).

Governments and policy makers in all parts of the world view capacity development as a central feature of economic competitiveness, hence Gamble (2003:13) states that pressures to make training and development more in line with economic demand stem from a number of sources such as: Structural adjustments; new technologies; competitiveness; labour market flexibility; equity and discrimination; and high levels of unemployment.

In support of the above-mentioned reasons for educational change, it is therefore important to note that the relationship between education and training and economic performance is inevitable. In most African countries, the labour market exerts pressure on a limited skilled and knowledge-based workforce.

It is therefore required of further education and higher education institutions to equip an unskilled workforce with the necessary skills for the economic development to be realised.

2.7.5 Quality issues

Mulatu (2003:2) states that the African FET college sector finds it difficult to uphold quality as a result of crisis situations that they experienced over the years. In order to attain quality teaching and learning, FET colleges or Technical Vocational Education and Training (TVET) institutions have to embark upon a number of strategies including capacity development of management and educators.

In addition, to address the socio-economic challenges facing the sector, TVET has to revise skills development policies or rather the currently existing government policies for capacity development (Mulatu 2003:2).

2.8 CAPACITY DEVELOPMENT AT FET COLLEGES IN SOUTH AFRICA

Capacity development in the South African FET college sector is aimed at the following:

- Changing the composition of staff at FET colleges, to make it more representative of all levels of staff.
- To improve on the level of competence of staff due to the insufficient, inadequate and un-skilled staff in various fields of study.

- To address structural problems within the FET college sector, which resulted in inequalities between institutions in terms of staff qualifications, gender equity, learner enrolment, responsiveness of programmes offered, funding and access policies, management capacity, governance structures and information services (CHET 2002:1).

The following reasons are applicable in terms of why capacity development systems at FET colleges in South Africa need attention:

- Evidence of unplanned, uncoordinated and less monitored capacity building programmes implemented at institutional level.
- Changes in the labour market and employment sector.
- A decline of the apprenticeship system, which diluted relationships between FET colleges and the industrial sector.
- A widened gap between theory and practice with regard to technical and vocational education and training.
- Irrelevant programme offerings with little regard for market demands. Programmes are academic, theoretical and out of touch with the needs of learners and the labour market.
- High failure and repetition rates which place a heavy burden on the limited financial, human and physical resources.
- A lack of professional commitment and low morale amongst educators, administrators and managers.
- A need for strategic leadership, as well as substantial human and financial resources to ensure effective and efficient post merger phases.

- An urgent need for development and expansion of FET colleges and their staff (HSRC 2004:328,348).

In support of the above-mentioned reasons, the National Strategy for Further Education and Training 1999-2001 (RSA DoE 1999) highlights the following strategic objectives to be attained for effective learning and teaching at FET colleges:

- Management of learning programmes, qualifications framework(s) and innovation.
- Increased learner participation and achievement, particularly in Maths, Science, Technology and Engineering.
- Development of relevant learning support material.
- Flexible learning programmes.
- Fully functional learner support services.
- Ongoing professional development.
- Articulation and learner mobility.
- Assessment and evaluation.

According to (HSRC 2003:14), expanding vocational education and the skill levels of the labour force has been fully supported through government policies and provision of relevant and responsive programmes in higher education institutions.

"As South Africa wants to move from the state of being a developing country to that of a developed country, it should employ the hands-on economic policy and strategies such as the accelerated shared growth initiative in South Africa (AsgiSA) and the joint initiative on priority skills acquisition

(JIPSA), in order to improve the economy and strengthen the social fabric" (Mlambo-Ngcuka 2006:1-2).

"For the move from the state of being a developing country to that of a developed country to be realised, the implementation of a nationwide job creation programme is needed" (HSRC 2003:10-12). This implies a programme that will help facilitate the progression of young people from school to other learning or employment activities. There is clearly a mismatch between the outputs of schooling, the options for further and higher education or pre-employment training, the options for further and higher education or pre-employment training, and the actual employment opportunities available in the labour market (HSRC 2003:10-12).

Lastly, learners are making poor subject choices and this also resulted into weak through-flow from school to work and further study. These authors feel that subject choices are shaped by social and cultural values and are also prejudiced against school-based technical education or college-based vocational training. "Enrolments in higher education remaining significantly higher despite the fact that the enrolment at colleges has increased and thus an inverted pyramid problem" (HSRC 2003:10-12).

Furthermore, the HSRC (2003:10) indicates that, whilst further and higher education institutions have a potential to provide opportunities for adult and continuing education to the employed adult workers via distance, part-time and internet study, further and higher education institutions are also

regrettably biased towards young people and pre-employed youth. Another problem is that life-long learning opportunities for older people and employed workers remain almost non-existent, while the participation rates in the FET colleges in South Africa compare poorly with the participation rates for other countries (HSRC 2003:10).

For the purposes of this study, therefore, the support for life-long learning requires a network of FET colleges. The new system of FET colleges will need to work with different partners to deliver responsive and relevant programmes to meet the needs of individuals and the wider social and business community. However, the achievement of our national policy imperatives of redress and economic inclusion depends on the existence of accessible, high-quality and cost-effective learning opportunities for young people and adults (RSA DoE 2001:6). In order to overcome these challenges, higher and further education and training institutions need to emphasise the attainment of the objectives of the recapitalisation of FET colleges for effective curriculum reform to be realised.

With these challenges in mind, alignment of services offered by FET colleges, with the international trends, national needs and the interest of learners is a must. The attainment of the above-mentioned objectives further poses a challenge for re-skilling of staff at FET colleges to cope with the issues of transformation within the FET college sector. Furthermore, these objectives emphasise a need for development and expansion of the capacity and competency levels of FET college staff.

In addition to that, "during impact assessment of the existing approaches, systems and roll-out of capacity development systems in the FET college sector, the following aspects were identified as necessary for designing a capacity development system:

- Identify aims of capacity development systems, policy and practices.
- Analyse available data on capacity development systems.
- Assess impact on capacity development systems, policy and practices.
- Mitigate adverse impact, if any, and recommend changes in the existing capacity development systems, if necessary.
- Consult on final capacity development systems, policy and practices (Unpublished document on the Regional ETPD SETA/FSHEC Project Impact Study/Assessment for 2005-2006)".

2.9 CONCLUSION

In view of the various views and perceptions of capacity development, it is evident that its interpretation and implementation will not be the same. In some cases emphasis will be on training and development, whilst on the other it will be viewed as a concept within the Human Resources Management Development which goes beyond training and development and moves into the impact of the performance of employees towards the performance of an organisation in

general. It is important to note that the quality of the employees within an organisation is a reflection of its investment. If employees are incompetent and unskilled they are less likely to achieve the expectations of their institutions.

This chapter was successful in discussing the international and African perspectives, successes and challenges pertaining to capacity development in the FET college sector. The next chapter looks at the South African legislative framework on capacity development at FET colleges.

CHAPTER 3: THE SOUTH AFRICAN LEGISLATIVE FRAMEWORK ON CAPACITY DEVELOPMENT

3.1 INTRODUCTION

The previous chapter presented both international and African perspectives on the capacity development of educators in the FET college sector. The current chapter brings a South African perspective on the reasons why capacity development of educational staff at FET colleges is of such an urgent need. This chapter commences by giving reasons for capacity development in the FET college sector, and then discusses a legislative framework on capacity development as an aspect of human resource management and development (HRMD). Furthermore it highlights issues on further education and training policies on human resource management development (HRMD) with specific reference to capacity development, equity and redress of staff in FET. In addition, provincial policies and Acts have been discussed. Towards the end it tables the national reports on HRMD with specific reference to equity and redress of staff in higher education and further education and training.

3.2 REASONS FOR CAPACITY DEVELOPMENT IN THE SOUTH AFRICAN FET SECTOR

The challenges discussed in this section prompted for an investigation on how FET colleges manage capacity development for

educational staff, especially in this period of transformation of the FET college sector.

"The performance of schools and colleges in the FET band has been generally poor in the past ten years. Programmes and curricula are in many cases overly academic, theoretical and out of touch with the needs of learners and the labour market" (Gamble 2003:13).

According to Strydom, Fourie and Van Niekerk (2003:1-2), high failure and repetition rates place a heavy burden on our limited financial resources and our educators and physical infrastructure. Furthermore, large tracts of the education and training system do not provide meaningful access to social and economic opportunities. Strydom *et al.* (2003:1-2) feel that professional commitment and morale amongst many educators, administrators and managers are poor and that across the board, there is a dearth of managerial skills and capacity such as financial management capacity, management information systems, quality assurance processes and other aspects of the management of programmes and institutions.

On the other hand, Chapter 3 (14) (6a-d) of the *Further Education and Training Act 98 of 1998* (RSA 1998a) states that the educator staff contemplated in subsections (2) and (3) must be employed in compliance with the basic values and principles referred to in Section 195 of the Constitution, and factors to be taken into account when making appointments include, but are not limited to, the following: Ability of the

candidates; the principle of equity; the need to redress past injustice; and the need for representivity.

Swanepoel, Erasmus, Van Wyk and Schenk (2003:10) mention that a lack of professionalism and low morale on the side of educators and managers, places a lot more pressure on the FET sector to consider developing capacity for effective service delivery.

To turn the tide, vigorous human resources management and development is crucial. Human resources development is a learning experience organised mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement and or personal growth [Swanepoel *et al.* 2003); Nadler and Nadler (1989)].

Against this backdrop, human resource practices have been subjected to a number of new government policies. These include the *Labour Relations Act 66 of 1995* (RSA 1995b); *Basic Conditions of Employment Act 75 of 1997* (RSA 1997); *Skills Development Act 97 of 1998* (RSA 1998b); *Employment Equity Act 55 of 1998* (RSA 1998c); the *Skills Levies Act 9 of 1999* (RSA 1999); the *White Paper on Human Resources Management in the Public Service of 1997*(RSA DoL 1997); the *Public Service Regulations of 1999* (RSA DoPSA 1999); the *Public Service Act 103 of 1994*, *Human Resource Development Strategy for the Public Service 2002 – 2006* and the *Sectoral Determination Act 66 of 2002* (RSA 2002). Some of these policies impact strongly on the work of educational staff, thus necessitating for the

management of their performance, (e.g. the *SAQA Act of 1995*; RSA 1995).

3.3 LEGISLATIVE FRAMEWORK ON CAPACITY DEVELOPMENT AS AN ASPECT OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT (HRMD)

3.3.1 Introduction

For the purposes of this study, Human Resource management implies the utilisation of human resources to achieve organisational planning objectives. It further involves attraction, selection, retention, development, and utilisation of human resources to achieve both individual and organisational objectives [Mondy, Noe and Premeaux (1999); Muchinisky, Kriek and Schreuder (1998)]. These definitions imply that HRMD focuses mainly on obtaining human resources, developing it in various ways in line with the individual and organisational goals, and maintenance thereof in the form of incentives, benefits, health and safety as well as sound employee and labour relations (Mondy, Noe and Premeaux 1999). This process is guided by policies at different levels of the system, namely nationally, provincially and at an institutional level.

HRMD involves the establishment and execution of policies, programmes and procedures that influence the performance, capabilities, level of competency, skills and knowledge of employees within an organisation. It is through these policies and procedures that an organisation moulds and shapes its employees to become competent and operate successfully to

improve its position in the marketplace (Clardy 1996; McGregor 1991).

3.3.2 National policies and acts

3.3.2.1 The Skills Development Act 97 of 1998

The commitment of the South African government to promote active labour market policies is well documented in the *Skills Development Act 97 of 1998* (RSA 1998b) and the *Skills Development Levies Act of 1999* (RSA 1999). These two pieces of legislation introduce new institutions, programmes and funding policies designed to increase investment in skills development (RSA DoL 1998b).

There are two over-riding priorities that this legislation seeks to address.

- The first is the ever-present reality of the global economy and the imperative to develop capacity and increase skills in order to improve productivity and the competitiveness of industry, business, commerce and services.
- The second is to address the challenges of social development and the eradication of poverty.

The Skills Development Act makes provision for South African context human resources development within the workplace, FET colleges inclusive. The purposes of this Act are to develop the skills of the South African workforce; to improve the

quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to promote self-employment; and to improve the delivery of social services.

Furthermore, it seeks to increase the levels of investment in education and training in the labour market and to improve the return on that investment; to encourage employers; to use the workplace as an active learning environment; to provide employees with the opportunities to acquire new skills; to provide opportunities for new entrants to the labour market to gain work experience; to employ persons who find it difficult to be employed; to encourage workers to participate in learnerships and other training programmes; to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; to ensure the quality of education and training in and for the workplace; to assist work-seekers to find work; and to enable retrenched workers to re-enter the labour market and employers to find qualified employees (RSA 1998b). All these issues, impact equally on the strategies of capacity development of both college management and educators at FET colleges.

Undoubtedly, skilled human resources are critical to South Africa's social and economic development. Since there are currently severe skills shortages in the South African economy, any loss of skills have a detrimental impact on South Africa's socio-economic development and its participation in the global economy (HSRC 2003:250). In order to expand the shrinking

skills base, schools, further education and training colleges and higher education institutions are under pressure to increase throughput and output rates, while at the same time ensuring the quality of education, especially in Science and Mathematics. The private sector also faces a challenge in terms of providing opportunities and incentives for human resources development (HSRC 2003:250).

3.3.2.2 The White Paper on Human Resources Management in the Public Service of 1997

The White paper on human resource management in the public service depicts people as the most indispensable assets, is perceived by the South African government to be every organisation's pillar of success (RSA DoPSA 1997). There is a similar approach followed in capacity development processes. Van Crowder (1996:1) states that in its broadest interpretation, capacity development encompasses human resource development as an essential part of development, without which most development interventions would be ineffective. This implies that a critical goal of HRD is that of maximising people's potential to contribute to organisational development.

The following are the fundamentals of capacity development that correspond well with the prescripts of the White Paper on Human Resources Management in the Public Service (RSA DoPSA 1997):

- Maximising potential.
- Improved quality and service delivery.

- Broadening access to and participation in decision-making.
- Attitude change and building of confidence.

FET colleges are also expected to adhere to these fundamentals of capacity development in their capacity development initiatives for the educational staff.

3.3.2.3 The South African Qualifications Authority (SAQA) Act 58 of 1995

The prescripts of this Act have major implications for the capacity development of educational staff in the FET college sector.

In order to rectify the enormous skills shortage with limited budgets available, the South African Government embarked on innovative and resourceful programmes including the passing of the SAQA Act 58 of 1995. This Act aims at improving the quality of education and training at all levels and relates well to the economic growth and development (Grobler, Warnich, Carrell, Elbert and Hatfield 2002:341). In addition to that, this Act is designed to give recognition to growth of skills and redress of skills imbalance and value deficit.

According to Van der Westhuizen and Maharasoa (2004:46 -48), the SAQA Act emphasizes programme planning through curriculum design and quality assurance tasks requiring high levels of expertise from the academic staff and enhances the country's competency-based efforts. This in itself poses challenges to the educators within the teaching-learning

situation in that they have to align their teaching with the prescribed standards, as well as the assessment principles set.

3.3.2.4 The Employment Equity Act (EEA) (1998)

This Act aims to bring unfair discrimination at work to a halt. It is intended to build a workforce that represents the entire South African workforce. It compels companies with 50 employees or more to take steps to include women, black people and people with disabilities at all levels in their workforce, FET colleges inclusive. According to the national skills development strategy equity targets, it is envisaged that the composition of the beneficiaries of learning interventions at the workplaces should be as follows:

- 85% black.
- 54% women.
- 4% people with disabilities.

In order to get a balanced workforce, companies need to use the new skills development legislation (RSA 1998c:2-3).

Until the passing of the Employment Equity Act, there was much debate and speculation regarding the nature and application of affirmative action in the South African context. Until this Act was passed, employers had no more than a moral obligation to implement affirmative action in the workplace. The EEA was designed to redress the legacy of apartheid and it has a two-fold purpose, namely to prohibit unfair discrimination by employers against employees and applicants

for employment and to proactively advance workers who were discriminated against in the past, via affirmative action measures (RSA 1998c).

The EEA alerts all stakeholders on the forms which unfair discrimination may take and also the penalties, which may be imposed on employers in this regard. The EEA also provides a framework for implementing affirmative action, specifying which employers are bound to implement affirmative action measures in the workplace. EEA does, however, not only deal with affirmative action but also with equity targets and equity plans.

3.3.2.5 The Labour Relations Act (LRA) 66 of 1995

This law governs and regulates all employment and collective bargaining relationships in South Africa. It provides vital rules and procedures governing individual employers and employees as well as trade unions and employer organisations. The LRA regulates, among other things, trade unions; bargaining councils; collective agreements; industrial actions; discipline and dismissal based on operational requirements of the organisation, transfer of businesses and forums and producers for resolving labour disputes (RSA 1995b:6-7). This Act has a direct bearing to the FET college councils as employers, as stipulated in the FET colleges Bill for 2006 which sets out a clear relationship between the college councils and all employees at Colleges (RSA 2006).

3.3.2.6 The Public Service Act 103 of 1994

The public service is faced with the challenge of training and transforming its employees in a manner that will not only benefit government in its quest for excellent service delivery, but will empower individual employees including the educational staff at FET colleges. This Act provides for the organisation and administration of the public service, the regulation of the conditions of employment; terms of office; discipline; retirement and discharge of members of the public service and matters connected herewith.

3.3.2.7 Human Resource Development Strategy for the Public Service 2002 – 2006

The aim of the Human Resource Development strategy is to support a holistic approach to human resource training and development in the public service, FET colleges included. Training and development are viewed as important aspects that fall within the broad ambit of human resource development. Furthermore this strategy emphasises that skills development is aimed at making people better at the roles that they play in a developmental state. Skills development in this strategy is viewed not only as a way to improve capacity for individual employees of the state, but the strengthening of human capital.

It further highlights that the country's developmental needs and the skills shortages within the public service should inform any skills development efforts. The Human Resource

Development strategy (2002-2006) has major implications for the capacity development of educational staff in the FET college sector in the sense that it ensures better coordination and alignment of development initiatives within the public service.

The following key challenges facing human resource development in the public service are applicable in the FET college sector and need to be addressed through capacity development of staff at FET colleges:

- Ensuring effective service delivery;
- Keeping effective managers and people with scarce skills;
- Coping with limited resources and meeting the objectives set; and
- Effective financial practices.

3.3.2.8 The Basic Conditions of Employment Act 75 of 1997

This Act applies to all employees and employers, including FET college councils, except members of the national defense force, national intelligence agency, South African secret service and unpaid volunteers working for an organisation with a charitable purpose. It is aimed at preventing employers from imposing unreasonable terms and conditions of employment, thereby exploiting employees. The Basic Conditions of Employment Act 75 of 1997 (RSA 1997) prescribes minimum terms and conditions of employment in South Africa and also lays down the instances in which these terms and conditions may be varied, replaced or excluded. Working hours, leave, notice and

overtime are a few of the issues covered by this Act (RSA 1997).

3.3.2.9 The Sectoral Determination Act 66 of 2002

The Sectoral Determination Act replaced the old Wage Determination for the Commercial Distributive Trade. The protection of vulnerable workers remains one of the core directives for the Department of Labour and this Sectoral Determination Act is a manifestation of that commitment (RSA 2002:37).

Among others, the Act establishes conditions of employment and rates of allowances for learners in South Africa. FET colleges, are affected due to the nature of their mandate, namely skills development through learnerships and skills programmes. Furthermore, FET college councils, as employers, are expected to apply the conditions as set out by the Sectoral Determination Act in terms of the conditions of service of educational staff employed as college council appointees. All workers are now entitled to a minimum wage irrespective of the number of hours they work and all are entitled to benefits such as leave or notice pay. Casual labour is a key challenge facing the South African labour market; this determination also recognises the plight of 'flexible' or part-time workers and caters for their specific needs. The prescripts of this legislation counter the current situation at FET Colleges in the Free State province, where there is high staff shortage and most staff members are contract employees and without

benefits such as pension funds, medical aid fund and a housing allowance.

All the provisions related to conditions of employment have been brought in line with the Basic Conditions of Employment Act, 1997 (RSA 1997).

3.3.2.10 Provincial policies and Acts

Provincial governments formulated their policies and Acts against the national prescripts. This serves as an enabling mechanism for effective service delivery to be realised at Provincial level and thus puts more emphasis on capacity development at all levels.

This study focuses on the Free State province in particular; therefore the discussion on the provincial legislative framework around human resource development will specifically be on the Free State province. "In principle, the Free State policy framework derives its meaning from *the White Paper on Human Resource Management*. Although the policy is tailor-made for the public sector, educational institutions are by no means prevented from aligning themselves with the policy directives (Van der Westhuizen and Maharasoa 2004:62-63)".

To ensure further service delivery across all government departments, the Free State Government has developed a tool, namely the *Free State Growth and Development Strategy*. The overarching goal of the *Free State Growth and Development*

Strategy (FSPG 2005:13) is to align the provincial and national policies and programmes and to guide development in terms of effective and efficient management and governance in order to achieve growth and development. The Free State province has identified the following as one of the primary development objectives, based on the social and economic development challenges of the province: Stimulating economic development and reducing poverty through human and social development.

This in itself implies a need for capacity development at provincial level in order to attain these objectives. Among others the strategies and programmes outlined in Table 5 have been put in place in order to attain these objectives.

Table 3.1: Strategies and programmes put in place by the Free State Provincial Government

STRATEGY	PROGRAMME
<i>1. Enhance people's skills and self-reliance.</i>	<ul style="list-style-type: none"> • Implement adult literacy and numeracy programmes. • Provide Adult Basic Education and Training (ABET) in accordance with the ABET Act. • Implement skills development programmes. • Capacity-building of clients incorporated in service delivery.

	<ul style="list-style-type: none"> • Implement Learnership programmes.
2. <i>Improve access to and quality of formal education.</i>	<ul style="list-style-type: none"> • Implement Early Childhood Development programmes. • Address critical gaps in identified areas. • Implement a General Education and Training Certificate (GETC). • Implement a Further Education and Training Certificate (FETC).

Source: Free State Growth and Development Strategy Executive Summary (FSPG 2005:11-15).

This table is an extract from the *Free State and Development Strategy*, which aims to achieve growth and development based on the social and economic development challenges of the province.

In support of the above-mentioned strategies and programmes contained in Table 5, the Free State Department of Education developed an employment equity plan and an FET colleges recapitalisation plan (2006-2008). Through the employment equity plan, the Free State Department of Education shows its commitment to establishing and maintaining an environment, which provides fair and equal access and equal opportunity to all its employees with special consideration for previously

disadvantaged groups: The MEC for Education explained this plan as follows: "We will thus take steps to eliminate unfair discrimination in the workplace and promote a culture of valuing diversity" (FS DoE 2005:15).

On the other hand, the *FET colleges recapitalisation plan 2006-2008* (FSDoE 2005) ensures effective planning and implementation of FET college programmes to enhance the objectives of the *Free State Growth and Development Strategy* as well as to respond positively to the needs of the labour market. It is important to note that human resource development forms part of the budget allocated for the recapitalisation process. It is expected by the National Department of Education that all managers, administrative staff and educational staff in particular, receive training in line with the newly developed programmes.

3.4 CONCLUDING PERSPECTIVES

The prescripts of the above-mentioned policies placed an immense challenge on the FET college sector in terms of demonstrating quality, equality and accountability, and engaging in the development of workplace skills plans in relation to their Human Resource needs (Venter 2004:212).

One other support structure to the capacity-building initiatives for staff at FET colleges was the National Business Initiative (NBI) through the use of the colleges collaboration fund (CCF). This served as a means towards addressing the skills gap in South Africa. Part of the key achievements attained was the

capacity building exercise for middle managers in the FET college sector, who were placed at Further Education colleges in the United Kingdom (UK). This was a joint effort between the National Department of Education, the CCF and the British Council (RSA DoE 2004:1-8). Furthermore, senior managers were also afforded an opportunity to observe management and governance issues in the Netherlands for three months. This whole process assisted in building a strong cohort of managers for the future vibrant FET college sector (RSA DoE 2003:1-8); (RSA DoE 2004:1-17).

3.5 FET POLICIES AND ACTS ON HUMAN RESOURCE MANAGEMENT DEVELOPMENT (HRMD) WITH SPECIFIC REFERENCE TO CAPACITY DEVELOPMENT, EQUITY AND REDRESS OF STAFF AT FET COLLEGES

Governments and policy makers in all parts of the world view education and training as a central feature of economic competitiveness (Gamble 2003:13). Gamble states that pressures to make education more in line with economic demand stem from a number of sources such as the following:

- Structural adjustments in the FET college sector.
- New technologies affecting curriculum delivery at colleges.
- Competitiveness in the global market.
- Labour market flexibility in South Africa.
- Equity and discrimination at colleges.
- High levels of unemployment in South Africa.

In support of these arguments, it is important to note that the relationship between education and training and economic performance is inevitable. In most countries, South Africa inclusive, the labour market will keep on exerting pressure for a skilled and knowledge-based workforce. These challenges therefore require of further education and higher education institutions to equip young people with necessary skills for the transition to adult and working life and to change the role played by the teacher to that of an expert in a particular field of study in order to accommodate, among other things, the newly emerging trends, demands and technology (Gamble 2003:13).

Since Further Education and Training (FET) is perceived by many to lie at the crossroads between general education, higher education and the world of work, FET colleges are expected to make a meaningful contribution towards national human resources development (HRD) through the provision of intermediary to high level skills (RSA DoE 1998a; RSA DoE 1998b). In the context of large-scale unemployment, with continuing skills gaps in key areas of the economy, much depends on the FET college sector to produce the required skills in a changing global and national economic environment (HSRC 2003). In addition, the sector is also expected to play a role in expanding access, widening participation and promoting social inclusion in a society characterised by poverty, high unemployment and unequal distribution of income (HRSC 2003). A need to have guiding principles or policy direction in FET is crucial and imperative.

The following sets of policies were developed by government in collaboration with various stakeholder groupings:

3.5.1 *The FET Act 98 of 1998*

The purpose of this Act is to establish a coordinated national further education and training system which promotes cooperative governance and provides for programme-based further education and training (Van der Westhuizen and Maharasoa 2004:56). According to these authors has been compelled by challenges in the sector which range from poor responsiveness and inadequate flexibility of the programme offerings at colleges, to the existence of programmes and curricula that are in most instances academic, theoretical and irrelevant to the needs of the communities and the labour market.

In addition to these challenges, high failure and repetition rates in the engineering field of study place a high pressure on the limited financial, physical and human resources at colleges (HSRC 2004). A competent, intensified and focused educator corps is therefore needed to improve the situation, hence the need for capacity development efforts. In terms of chapter 3, Section 6 of the FET Act, the staff contemplated in Subsections 2 and 3 of the Act must be employed in compliance with the basic values and principles referred to in Section 195 of the Constitution. Factors to be taken into account when making appointments include, but are not limited to,

- The principle of equity.

- The ability of the candidate.
- The need to redress past injustices.
- The need for representivity.

The ability to achieve these objectives in this rapidly changing and dynamic environment warrants for human resource management and development (HRMD). Stone (1995:10-13) suggests that HRMD should cover the acquisition, development, reward and motivation of employees: public sector organisations need to hire, develop and train employees; the new public management should shift emphasis in the public sector from administration to management. This is part of a broad strategy to achieve efficiency, effectiveness and quality service.

New models of HRMD in the public sector introduced the notion of human resources having the capacity to achieve performance outcomes in line with the strategic direction of the public sector organisation (Gamble 2003:25). With this orientation, emphasis is on securing and training staff who could achieve the desired outcomes. In addition to this view, additional policies such as the *White Paper 4 of 1998*; the *Skills Development Act 97 of 1998* and the *Skills Levies Act 9 of 1999* were developed.

A wider spectrum of needs in education and training requires of professionals to develop expertise in among other areas, resource-based learning, curriculum design and new information technology (Kearney 1996:7). This implies that their responsibilities are no longer limited to their areas of

specialisation. They are required to know how to collaborate with other specialists dealing with guidance and counseling, etc. Educational staff at FET colleges has to support the learners in transferring knowledge from the classroom to the workplace (Gamble 2003:25).

Although the work of educators at FET colleges has become more complex, there has been little discussion about their professional development and capacity building (Gamble 2003:25). Pressure to perform has been on educators but no concomitant efforts for support and development of the further education and training college sector (Gamble 2003:25)].

3.5.2 *The Education White Paper 4 of 1998*

The *Education White Paper 4 of 1998* is a culmination of extensive research and consultation with key stakeholders in the education and training sector, and expresses the desire for FET to be planned and coordinated as a comprehensive, interlocking sector that provides meaningful educational experiences to learners at the post-compulsory schooling phase (RSA DoE 1998). This White Paper and the *White Paper on Higher Education of 1997* (RSA DoE 1997) are the companion strategies of the Skills Development Strategy of the Ministry of Labour. All three are central features of the country's national human resource development strategy. Accordingly, the *Education White Paper 4 of 1998* provides for close collaboration with the Department of Labour in sharing the labour market information, providing career guidance through

market training needs, as well as building links between training and job placement (RSA DoE 1998).

A progressive approach has been developed towards the demands facing the FET college sector. "*The White Paper 4 of 1998* states that the government will establish effective management, policy, planning and monitoring capacity in the provincial Education Departments of Education, under the senior departmental leadership, to guide and support the development of the new FET system. They will further assist with the development of effective management (RSA DoE 1998:41)".

The South African policy framework makes provision for self-employment and there is evidence that FET colleges are already involved in entrepreneurial education through learnerships and skills programmes (Gamble 2003:38). Gamble (2003:38) feels that all changes are bound to cause alterations to the structuring of staff appointments, staff tenures and the evaluation of their performance. On the other hand, academics generally fear that this new role will bring drastic changes to their existing employment contracts and overall conditions of employment (Mapesela and Strydom 2004:25).

3.6 NATIONAL REPORTS ON HRMD WITH SPECIFIC REFERENCE TO EQUITY AND REDRESS OF STAFF IN FET

Since 1994, the national government, through its allies, developed numerous policies in an attempt to ensure coherence

between national and local government as well as institutional needs. Among others, reference is made to the following policies and strategies: The *Human Resource Development Strategy for South Africa 2003*; the *National Skills Development Strategy (April 2005-2010)*; and the *National Strategy for Further Education and Training (1999-2001)*.

3.6.1 The Human Resource Development Strategy for South Africa, 2003

This strategy has its origin in the reconstruction and development programme (RDP) of the republic of South Africa. The RDP focuses on our people's most immediate needs. According to the RDP, development is not about the delivery of goods to a passive citizenry; it is about active involvement, growing and empowerment. This implies that the development of human resources should be key to all RDP programmes (RSA DoL 2005b:4).

The human resource development (HRD) strategy of South Africa attempts to ensure that the needs of the country's economy and democratic order are met. It further emphasizes providing people with a solid educational foundation for social participation, as well as to empower them to develop relevant and marketable skills at further and higher education levels (RSA DoL 2005b:4). The overarching goals of the strategy include the human resource development index for South Africa.

The government's HRD Strategy has two main roles to play, i.e. firstly to ensure that the various components of the state work together in a coordinated way to deliver opportunities for human development, and secondly, to ensure that those who have suffered from discrimination in the past are put at the forefront in terms of national priorities. The constitution of South Africa states that "Everyone has an inherent dignity and the right to have their dignity respected and protected" (RSA DoL 2005b).

In support of the HRD Strategy, the Department of Labour's Employment Equity Report (2005b:3) provides qualitative data and indicators of barriers to employment equity in the labour market. This refers to areas such as access to training and development, recruitment practices, succession planning, performance appraisal and job grading systems (RSA DoL 2003).

Furthermore, the HSRC Human Resource Development Review (2003:3) states that social institutions play a critical role in the formation of human resources because HRD is fundamentally a collective good which requires large-scale investment in education and training infrastructure that go a way beyond the means of any single stakeholder or the market mechanism.

According to the HSRC (2003:12), the South African youth labour market as an institutional subsystem is characterized by a severe problem, i.e. its inability to facilitate the progression of young people from school to other learning or employment

opportunities. There is clearly a mismatch between the outputs of schooling, the options for further and higher education or pre-employment training and the actual employment opportunities available in the labour market (HSRC 2003:12-13).

This disequilibrium is a result of the following: The low growth, low employment scenario characteristic of the South African economy; the actual or perceived schooling system; and lastly learners making poor subject choices (HSRC 2003:12 -13). In addition, this disequilibrium contributes to a weak through-flow from school to work and even further study. It furthermore results in low enrolment levels in college-based vocational training and also in the inverted pyramid problem (*cf.*2.5.1). Although college enrolments have increased, enrolments in Higher Education institutions remain significantly higher, thus creating the inverted pyramid institutional landscape unique to South Africa (HSRC 2003:15).

3.6.2 The National Strategy for Further Education and Training (1999-2001)

A fundamental transformation of the FET sector calls for a long-term strategic direction that will provide a framework for specific priorities and actions to be implemented over a period of time (RSA DoE 1999:5). *The National Strategy for FET 1999-2001* sets out a three year multi-level programme of action within the FET college sector. It provides a national framework adopted for the implementation of FET policy, and further outlines areas of collaboration with the key stakeholders in line

with the *Education White Paper 4 of 1998* and the *FET Act 98 of 1998*.

Furthermore, the national strategy puts forward a medium-term strategy for the translation of the policies on FET into prioritised activities. It provides a framework for achieving the vision of establishing a coordinated system of FET that is responsive, flexible and meets the needs of a learning society. It serves to guide the initial medium-term process of change in FET and identifies key national goals, initiatives and strategic resource allocation.

According to this national strategy, one of its strategic objectives is to establish and strengthen structures, initiate institutional reorganisation, build the culture of learning and teaching and undertake human resource capacity building that is outcome-specific. This strategy is a lifetime commitment that shows the high level of commitment of government in human resource development (RSA DoE 1999).

However, in terms of this national strategy, the success in the attainment of new policy goals lies in the improvement of the quality of human resources, particularly management. The strategy emphasises the development of staff at management, administrative and support services levels as a critical issue for quality assurance purposes (RSA DoE 1999:10). However, the challenge with respect to staff development, particularly at management levels, is to create a new institutional and work ethos characterized by cooperation, multi-skilling, teamwork, and flexibility, quality and service orientation.

According to the strategy, staff development should pursue the following:

- The development of staff capacity for policy, strategy and systems management at national, provincial and institutional levels.
- The provision of management training for institutional heads and senior administrative staff in leadership, human and labour relations, financial management, learner support services, quality assurance and programme design and development.
- The promotion of equal opportunities and equity, with a view to ensuring that staff and management come to reflect the wider demographic composition of society.
- The provision of FET college programmes to ensure high-quality human resource development.

The current developments in the FET college sector are a living testimony to the realisation of the objectives of the national strategy for FET. One of the current strategies adopted by government is the recapitalisation of FET colleges which works towards ensuring responsiveness of college programmes towards both the labour market and community needs. It further encourages the development of relevant skills through the provision of high quality programmes that will ensure cooperation, multi-skilling, teamwork, flexibility, quality and service orientation.

3.6.3 The National Skills Development Strategy (01 April 2005-31 March 2010)

The *National Skills Development Strategy 2005–2010* spells out national priority areas, to which over R 21, 9 billion income projected from the skills development levy, will be allocated over the next five years. It further provides the aggregate performance indicators of the skills development system that will be used as a basis to formulate performance indicators that are legally binding Service Level Agreements with the SETAs and the FET college capacity development projects funded under the (NSF) National Skills Fund (RSA DoL 2005c).

3.7 CONCLUSION

Capacity building is faced with challenges internationally and locally. In this chapter special emphasis was placed on the implications of policy on practice; the lesser academic freedom experienced by educators; and pressure exerted on educators as a result of among others demands, curricula reform, globalisation and knowledge production. In addition, the need for responsive college programmes towards the South African economic needs was highlighted.

The next chapter dwells more on the empirical investigation. It elaborates on the design followed in the study, as well as the methodology used for data collection.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY: THEORETICAL PERSPECTIVES

4.1 INTRODUCTION

The previous chapter highlighted the theoretical perspectives on the capacity development of educational staff at further education institutions in South Africa as stipulated by Legislature and policy framework. This chapter, on the other hand, provides perspectives on the empirical investigation for this study and includes the research methodology employed to conduct the study, the sampling techniques used, ethical considerations, as well as methods employed for processing and analysing data collected.

4.2 PURPOSE OF THE STUDY

Capacity-building projects and initiatives have been launched to support the overall management of change in the higher and further education system in South Africa (CHET 2002). These, according to CHET (2002), vary from internationally funded programmes that have targeted institutions or groups of institutions.

It is against this background that the study aimed to conduct the following investigation:

- ◆ A literature review regarding the international, African and local perspectives on capacity development.

- ◆ An analysis of the existing institutional capacity building policies and practices in the FET college sector in South Africa.
- ◆ An identification of the challenges experienced during the capacity development processes in the FET college sector in the Free State.
- ◆ An assessment of the benefits these capacity development projects have on recipients in FET colleges.
- ◆ An examination on how capacity development initiatives are managed at FET colleges in the Free State.
- ◆ An identification of the elements of best practice and shortcomings of capacity development in FET colleges in order to make recommendations on the development of a capacity development system for FET colleges in the Free State.

4.3 RESEARCH DESIGN AND METHODOLOGY

A research design is a plan or blueprint of how a person intends conducting research (Mouton 2001). Researchers often confuse research design and research methodology, but these are two very different dimensions of research (Mouton 2001:55). Research design focuses on what type of study is planned and what kind of results are aimed at, whilst on the other hand, research methodology focuses on the process and

the kind of tools and procedures to be used (Babbie and Mouton 2003: 74 -75).

Before a researcher designs a study, she/he has a general idea of the research problem and already selects a mode of inquiry appropriate for the study (McMillan and Schumacher 2001:495).

Various authors define the research design in many ways. De Vos (2005:268) refers to the research design as all those decisions a researcher makes in planning the study. In addition, McMillan and Schumacher (2001: 30) state that research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. Furthermore, these authors define it as a specification of the most adequate operations to be performed in order to test specific hypotheses under given conditions. In all these definitions the emphasis is on the route-map that a research design provides to a study.

The research design applied in this study is qualitative in the sense that it describes and analyses perceptions of educational staff about capacity development systems at their particular institutions.

4.4 QUALITATIVE DESIGN

De Vos (2005: 268 - 269) defines design in the qualitative context as the entire process of research from conceptualizing a problem, to writing the narrative. According to De Vos (2005: 268 - 269), designs used by qualitative researchers differ

depending on the purpose of the study, the nature of the research question, and the skills and resources available to the researcher. However, each design has its own perspective and procedures (de Vos 2005: 268 - 269).

According to McMillan and Schumacher (2001:407), qualitative research design differs inherently from the quantitative research design in that it does not usually provide the researcher with a step-by-step plan or a fixed recipe to follow. On the other hand, in quantitative research, the design determines the researcher's choices and actions, while in qualitative research the researcher's choices and actions will determine the design or strategy. Among others, McMillan and Schumacher (2001:407) identify the following five strategies of inquiry that could be used to design qualitative research:

- Biography;
- phenomenology;
- grounded theory;
- ethnography; and
- case study.

Henning, van Rensburg and Smit (2004:41) highlights the fact that case studies are distinguished from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system.

4.5 QUALITATIVE VERSUS QUANTITATIVE RESEARCH

4.5.1 Qualitative versus quantitative design

According to McMillan and Schumacher (2001:14-16), the terms quantitative and qualitative are used frequently to identify different modes of inquiry or approaches to research. "At one level they refer to distinctions about the nature of knowledge, i.e. how one understands the world and the ultimate purpose of research. On another level of discourse, the terms quantitative and qualitative refer to the research methods, i.e. how data is collected and analysed, and the type of generalisations and representations derived from the data (McMillan and Schumacher 2001:14-16)".

Henning, van Rensburg and Smit (2004:01) define qualitative research as an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings. That has been the case in this particular study because the researcher had face-to-face interviews with the participants, where probing questions were posed in order to dig deeper into the meaning. In addition, focus group discussions were held with the participants at the two Motheo and Goldfields FET colleges.

"On the other hand, qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. In this study, the researcher interpreted the phenomenon of capacity development in terms of the meaning people bring to it. Furthermore, qualitative

studies are important for theory generation, policy development, educational practice improvement, and illumination of social issues (McMillan and Schumacher 2001:395)". In this study, the main focus was to establish the existence of a capacity development system for educators at FET colleges, to recommend for the development of such a system in the absence of any or, rather, an improvement on the existing system. In order to dig deeper into such, a direct interaction with the educators and managers was entered into by means of interviews and focus group discussions.

Furthermore, qualitative design uses the inductive form of logic (McMillan and Schumacher 2001:407); this implies that the researcher only identified trends from the participants after a full investigation has been completed. The constant comparative method of data analysis was subsequently used for identifying emerging trends and patterns into responses (McMillan and Schumacher 2001:407).

(McMillan and Schumacher 2001:407); further highlights the fact that in qualitative research a situation is understood through a holistic perspective, whereas quantitative research depends on the ability to identify a set of quantifiable variables in order to understand a situation. In this study the researcher had no intention of analysing the responses by quantifying, but focused on the whole college environment in terms of how capacity development of the educational staff is viewed and managed and experienced. She aspired to look at the situation through the eyes of the participants.

4.5.2 Overlaps and logical differences between quantitative and qualitative designs

Both quantitative and qualitative research studies are conducted in education. The most obvious distinction between them is the form of data presentation. Quantitative research presents statistical results represented with numbers, whilst qualitative research presents data as a narration with words Denzin and Lincoln (1994). However, Denzin and Lincoln (1994) state that the distinction is based on different assumptions about the world, the research purpose, the research methods, the researcher's role, and the importance of context in the study.

Denzin and Lincoln (1994) further indicate that the distinction between the qualitative and quantitative paradigm lies in the quest for understanding and for in-depth inquiry. According to Denzin & Lincoln (1994), qualitative studies usually aim for depth rather than quantity and these qualitative studies are conducted in settings that are bound by the theme of the inquiry and these qualitative studies are usually extensive unless there is a large team of investigators. On the other hand, a quantitative study focuses on control of all the components in the actions and representations of the participants (Henning, Van Rensburg and Smit2004:3-4). The variables are controlled and the study is guided with an acute focus on how variables relate. The researcher plans and executes this control in the way the study and its instruments are designed.

Henning, Van Rensburg and Smit, (2004:3-4) argue that the challenges of quantitative research are that the respondents are usually not free to express data that cannot be captured by the predetermined instruments, whilst in a qualitative study the variables are not controlled because it is exactly this freedom and natural development of action and representation that needs to be captured.

Henning *et al.* (2004:3-4), however, argue that there are steps common to both the quantitative and qualitative research processes, namely: selection of a researchable topic, problem formulation and writing the research proposal. These authors indicate that, on the other hand the following differences are applicable between the two: Qualitative research in contrast to quantitative research employs primarily inductive reasoning and this allows one to explore and discover with an emerging research design rather than to test deductions from theories in a predetermined design.

4.5.3 Advantages and challenges in combining the qualitative and quantitative designs

Many of the above mentioned distinctions are not absolute when conducting research because researchers can and often do combine both quantitative and qualitative research methods in a single study in order to investigate a particular research problem. When conducting research, both qualitative and quantitative designs can be used concurrently for better investigation, since in research there is no single fault-free method of investigation (Monnapula-Mapesela 2002:219).

McMillan and Schumacher (2001:398), however, state that combining both approaches in a single study is more difficult in the sense that quantitative research is based on logical positivism, which assumes that there are stable, social facts with a single reality separated from the feelings and beliefs of individuals, whilst qualitative research is more based on constructionism, which assumes that multiple realities are socially constructed through individual and collective perceptions or views of the same situation.

4.5.4 Case study

By virtue of this being a qualitative research study, it uses a case study design. This implies that in this study, data collection focuses on one phenomenon, which the researcher selects to understand in-depth regardless of the number of possible sites or participants available for the study (McMillan and Schumacher 2001:398). This study therefore used a case study approach due to the fact that it afforded the participants an opportunity to express their thoughts, feelings and perceptions about capacity development systems at their colleges. This approach assisted the researcher in acquiring an in-depth understanding of the situation at FET colleges, which also fall within her line of responsibility as a government official.

The study took an initiative to explore and describe a case through detailed, in-depth data collection methods involving interviews, document-analysis, observations and focus group

discussions. As such, the researcher had a briefing session with the participants, where all the details of the study were given as well as what was expected from the participants. This was found to be a good strategy for soliciting consent of the participants and further ensuring buy-in in the study of which the outcome is hoped to benefit the FET college staff. This exercise was conducted in order to have access to, and also win the confidence of the participants by assuring confidentiality and anonymity throughout the study and beyond. In essence the product of this research is an in-depth description of two cases, i.e. the Motheo and the Goldfields FET colleges respectively.

Mark (1996:219) refers to three types of case studies and they are as follows:

- An **Intrinsic case study** is solely focused on the aim of gaining a better understanding of an individual case.
- An **Instrumental case study** is used to elaborate on a theory or to gain a better understanding of a social issue.
- A **Collective case study approach** which was followed in this study increases the understanding of the researcher about a social issue or population being studied. More than one case is chosen so that comparisons can be made between the cases and concepts and so that theories can be extended and validated.

In this study the investigation made was in-depth, based on small groups of managers and educators involved in capacity development activities in two individual institutions, namely

the Motheo and the Goldfields FET colleges. These are single sites where face-to-face interaction took place with the participants in a college environment, i.e. a natural setting. McMillan and Schumacher (2001:398), however, highlight the fact that qualitative researchers also study groups of individuals who have had a similar experience but may not be interacting with each other.

The use of case study designs in this inquiry is significant and justified in that the study will contribute towards effective policy, practice and implementation in the FET sector, and will review the existing capacity development policies and practices and implement them as required by policy. In terms of the Education White Paper 4 of 1998c, a successful FET system will provide diversified programmes offering, knowledge, skills, attitudes and values that South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society (RSA DoE 1998b).

4.5.4.1 Background information of the institutions concerned

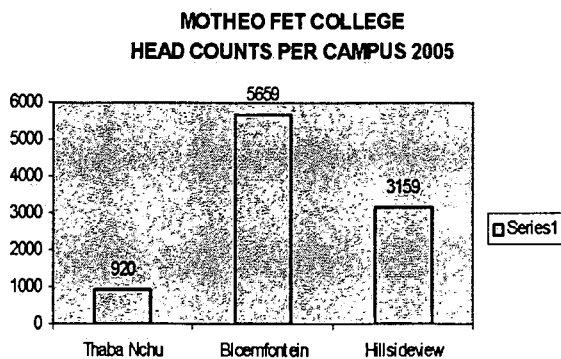
The two participating colleges have distinct qualities, which made them institutions of choice in this particular study. The situation is clearly displayed in the graphic representation in figures 4.1, 4.2 and 4.3 below.

The Motheo FET college is the biggest FET college in terms of learners' enrolment [9 738 head counts and also has the largest educator staff component (243 as shown in figure 4.4

below) in comparison to other FET colleges in the Free State province. The Goldfields FET college is highly involved in learnerships, skills programmes, as well as recognition of prior learning as a requirement for skills development purposes. It is also situated in an area which seems to be negatively affected by the decline in mining, and the interest of the researcher was to see how this institution evolves from that situation and develops the capacity of educators for future development in the FET sector. This, however, does not suggest that other FET colleges in the Free State are of less importance and are not relevant to this study.

Figure 4.1, presents the size of the Motheo FET college in terms of head counts of learners as provided by FET Management Information System in the Free State Department of Education.

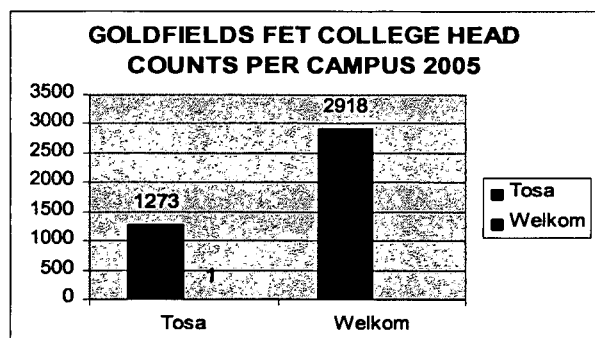
Figure 4.1: Motheo FET college head counts



Source: Provincial FET Colleges Recapitalisation Plan 2006/07 – 2008/09 (FSDoE 2006).

Figure 4.2 figure presents the size of the Goldfields FET College in terms of head count as provided by FET Management Information System (FETMIS) in the Free State Department of Education.

Figure 4.2: Goldfields FET College head counts



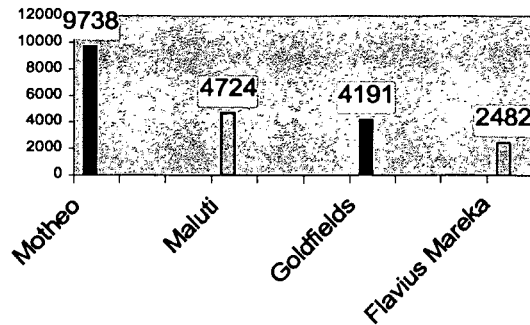
Source: Provincial FET Colleges Recapitalisation Plan 2006/07 – 2008/09(FSDoE 2006).

Figure 4.3 presents a comparison of the size of the four FET Colleges in the Free State Province in terms of Head Count.

Figure 4.3: The size of FET colleges in the Free State

This figure presents a comparison of the size of the four FET Colleges in the Free State Province in terms of Head Count.

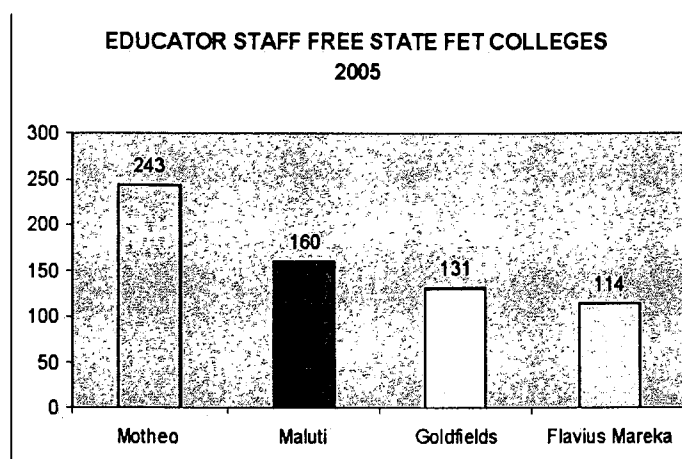
**SIZE OF FREE STATE FET COLLEGES NUMBER OF CURRENT HEADCOUNTS
PER COLLEGE 2005**



Source: Provincial FET colleges recapitalisation plan 2006/07 – 2008/09(FSDoE 2005b).

Figure 4.4 below gives a graphic representation of educator staff at all four FET colleges in the Free State. Motheo FET College has a bigger staff component as compared to the other three colleges. This is an extract from the provincial FET colleges recapitalisation plan 2006/07 – 2008/09.

Figure 4.4: Educational staff at FET colleges



Source: Provincial FET Colleges Recapitalisation Plan 2006/07 – 2008/09 (FSDoE 2006).

4.6 CASE STUDY A: THE MOTHEO FET COLLEGE

4.6.1 The historical overview of Motheo FET college

Motheo FET college was formally established as a public Further Education and Training college on the 1st of April 2002, as a merger of the former technical colleges of Hillside View, Bloemfontein and Thaba Nchu technical colleges and the former Kagisanong college of education into a single mega college with a total student enrolment in excess of 5,000 FTEs (some 13,000 students) making it one of the ten largest public FET colleges in South Africa.

The college operates from three main delivery sites namely the Bloemfontein campus on the edge of the Bloemfontein city business development area; the Hillside View Centre in Mangaung; and the Thaba Nchu Centre, each with a number of satellite projects throughout the central Free State and the Xhariep education district. The Kagisanong college of education campus was allocated to a primary school by the Free State department of education.

4.6.1.1 The HillsideView campus

This was originally a technical college offering technical and vocational subjects. One of the requirements to teach these subjects was to have industry experience, and that afforded staff members an opportunity for continuous capacity development in and outside their workplaces. HillsideView technical college was accorded a status of an FET college in 2001. With the merger of FET colleges in 2002, it became a campus of Motheo FET college.

The HillsideView campus also functions as the central office of the Motheo FET college, which puts more pressure on all staff members placed there to be as efficient as possible. This delivery site boasts the most sophisticated engineering workshops in the Free State, including an automotive spray-painting unit. It has been accredited to conduct trade tests in a number of areas. The centre offers a number of formal programmes and learnerships in electrical, civil and automotive engineering, cabinet making and upholstery. All engineering workshops have been accredited by the Manufacturing,

Engineering and Related Services Sector Education and Training Authority (MERSETA) and it is expected of educators to be qualified assessors and moderators.

4.6.1.2 The Bloemfontein campus

This was originally a technical college offering technical and vocational subjects. Staff members serving at this institution were expected to have industry experience to teach these subjects and that afforded them an opportunity for continuous capacity development in and outside their workplaces, which is no longer emphasised in this new dispensation. With the declaration of technical colleges as FET institutions, it was accorded a status of an FET college. Furthermore, it became a campus of the Motheo FET college after the merger of FET colleges in 2002. This campus is well geared for the presentation of programmes in the hospitality services, hair care, cosmetology, art and design and the business sciences within the prescripts of the new curriculum initiated through the process of recapitalisation of FET colleges. The process of Recapitalisation of FET colleges has thus placed more challenges on both management and staff at Motheo FET college.

4.6.1.3 The Thaba Nchu campus

This site was originally a manpower centre funded by the Department of Labour during era of the Bophuthatswana government, with the purpose of offering artisanship and trades to community members. It was compulsory for all

lecturers who offered these subjects to have industry experience and to be qualified artisans. This is no more a prerequisite in the new dispensation. In 1994, this centre was taken over by the Free State Department of Education and upgraded into a technical college. In 2001, it was declared an FET college. Furthermore, with the merger of FET colleges in 2002, it became a campus of Motheo FET college. The rural setting of this centre makes it ideal for bringing skills development programmes offered at Motheo FET college directly to the people. This centre offers a diverse combination of programmes in engineering, management sciences, clothing technology, construction and agriculture (FSDoE 2005b:2).

4.6.2 A brief overview of the Motheo FET College

4.6.2.1 Geographical situation

The college is situated in the Motheo education district, which has an estimated population of 734 500. It provides service to the government sector, which is the biggest sector, the services sector (finance, transport, trade). The college is also mandated to serve the Xhariep education district with an estimated population of 128 500. Agriculture forms the economic base in the latter region, focusing on various types of crop and livestock farming (FSDoE 2005b).

The Motheo FET College consists of the following campuses and satellites:

- HillsideView campus, Bloemfontein campus and Thaba-Nchu campus.
- Other satellite campuses are as indicated on table 4.5 below:

Table 4.5: Satellite campuses of the Motheo FET College

Bethulie (Xhariep district)	Lenyora la thuto (Motheo district)
Botshabelo multifunctional centre (Motheo district)	Sehlabeng (Motheo district)
Dewetsdorp (Xhariep district)	Phillipolis (Xhariep district)
Jacobsdal (Xhariep district)	Wepener (Xhariep district)
Jim Fouché Senior Secondary centre (Motheo district)	Zastron (Xhariep district)

The college has 392 staff members, of whom 66 are administrative staff, 83 are support staff and 243 are educational staff. The profile of the educational staff seems to be balanced and fairly young with the majority of 81 in the range of 30-39 and 58 in the range of 30-39. It further comprises 49% black, 2% coloured, and 49% white as well as 55% males and 45% females. This places more challenge in terms of developing capacity and growing own timber as a means of addressing equity (FSDoE 2005b).

4.7 CASE STUDY B: THE GOLDFIELDS FET COLLEGE

4.7.1 The historical overview of the Goldfields FET College

This college is a product of a merger of the former Welkom technical college and the former Tosa technical college. The two former technical colleges involved were originally offering technical and vocational programmes, with the intention of producing artisans. For these colleges to attain these objectives, they had to employ the services of staff members who were qualified artisans, who went through the apprenticeship system themselves. This implied continuous exposure to the industry as well as training and development in order to meet the industry needs. Artisanry and apprentices are no more a prerequisite, though emphasis is still on meeting the industry need (FSDoE 2005b).

4.7.2 A brief overview of the Goldfields FET College

4.7.2.1 Geographical situation

Geographically, the college has two campuses which are within 12 km of each other. The Tosa campus is situated on the outskirts of the Thabong township while, as the name suggests, the Welkom campus is situated in the city of Welkom.

The college also serves the broader community at satellite campuses, i.e. Harmony, Theunissen, Meloding, Edu-College and Hennenman. The Goldfields FET college is situated in the

North West part of the Free State province, known as the Lejweleputswa district and includes places such as Hoopstad (in the west), Odendaalsrus and Welkom in the east and Winburg in the south. The total area of the catchment area of this FET college is 11 241 km.

Besides having the smallest catchment area in the Free State, this FET college also has the lowest population density (21 people per km in the province). The 15 to 64 year old age group composes 70% of the total population. This figure is slightly higher than that of other catchment areas in the province (FSDoE 2005b).

4.8 THE RESEARCHER AS A PARTICIPANT OBSERVER

De Vos *et al.* (2005: 275) defines participant observation as a typical approach to data, which implies that data cannot really be reduced to figures, but the researcher strives at all times towards gaining feelings, impressions and experiencing the circumstances of the real world of activities (Babbie and Mouton 2001:22). According to this author, this procedure is meant to let the researcher play a dual role of data collector and interpreter of the data. To be able to listen, to see, to inquire, to observe and to write up the notes is of great significance in participant observation (Babbie and Mouton 2001:22).

"Reliability and validity can become serious concerns for the researcher engaged in participant observation" (De Vos 2005: 277), since it is impossible to arrange for exactly the same

situation in order to reach the same results as in the original study (De Vos *et al.* 2005: 277). "One advantage of this approach is that it gives a comprehensive perspective on the problem under investigation. It is also of importance in cases of studying attitudes and behaviour patterns of respondents in their natural setting" (De Vos *et al.* 2005: 277).

In this case the researcher participated in the study as a participant observer due to her current position as a Chief Education Specialist for FET colleges in the Free State Department of Education. The expectation in this post is to oversee skills development for out-of-school youth, adults, the employed and the under-employed through learnerships and skills programmes. Furthermore, she oversees capacity development of educators through short skills programmes and the provision of bursaries and that made her part and parcel of the FET college sector, such that she could not be detached from the study but had previously and over a long period of time maintained direct interaction with the participants.

According to Babbie and Mouton (2001: 270-271) a quantitative researcher is detached from the study to avoid bias. Qualitative researchers, on the other hand, become immersed in the situation and the phenomenon being studied because the researcher has to directly interact with the participants in order to obtain insight into their feelings, perceptions and opinions. This is good for an in-depth understanding of a phenomenon at hand.

In support of Babbie and Mouton (2001: 270-271), states that a qualitative design allows interaction with the participants and it allows the researcher to learn and understand their actions, decisions, behaviors and practices. McMillan and Schumacher (2001: 395) point out that the qualitative techniques provide verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants' perspectives.

4.9 VALIDITY OF THE STUDY

According to Tobin and LaMaster (1995), validity refers to the degree to which the explanations of phenomena match the realities of the world. On the other hand, McMillan and Schumacher (2001) state that the validity of qualitative designs is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. This, according to McMillan and Schumacher (2001), implies that the researcher and participants must agree on the description or composition of events, especially the meaning of these events. To validate the data acquired through face-to-face interviews, focus group discussions proved to be helpful in this study.

4.10 MULTIMETHOD STRATEGIES

A combination of possible strategies was also considered in this study in order to enhance validity, e.g. multimethod strategies, verbatim accounts from the interviews with the

participants, as well as mechanically recorded data through the use of a tape recorder (McMillan and Schumacher 2001:407).

This study adopted multimethod strategies as one form of research design as a means to assuring validity of the findings. Most qualitative research depends on multimethod strategies to collect data. Multimethods involve the use of multiple strategies to collect and corroborate data (McMillan and Schumacher 2001: 396). Strategies are sampling and data collection techniques that are continually refined throughout the data collection process to increase the validity of data.

McMillan and Schumacher (2001: 396) further state that qualitative researchers study participants' perspectives with interactive strategies, which may include among others, participant observation, in-depth interviews, and supplementary techniques. These authors also mention that multimethod strategies permit triangulation of data across inquiry techniques. Different strategies may yield different insights about the topic of interest and increase the credibility of findings. In its broad sense, triangulation can also refer to use of multiple theories or perspectives to interpret data and multiple disciplines to broaden one's understanding of the phenomenon of interest (McMillan and Schumacher 2001: 396)

For the purposes of this study, the researcher used multimethod strategies as follows and therefore also made use of triangulation:

- Firstly, literature review and policy analysis were undertaken regarding capacity development as part of human resource development and management.
- An impact assessment of the existing policies and how capacity development systems are managed at FET colleges in the Free State was performed. This was a follow-up exercise on the literature review and policy analysis regarding capacity development. The research concentrated on specific aspects such as the aims of capacity development policy and practices; available data on capacity development of educational staff; the impact of policy.
- The legislative and policy framework, as well as the latest reports on human resource management and development (HRMD) in the FET sector in South Africa was descriptively summarized and critically evaluated, with specific reference to capacity development aimed at addressing issues of equity and redress of staff.
- Face-to-face interviews were conducted with selected senior managers, heads of departments and educators at FET colleges. Johnson (2002:103) indicates that as face-to-face interaction between an interviewer and an informant seeks to build the kind of intimacy that is common for mutual self-disclosure.
- Focus group discussions were done with college managers and the educational staff in order to validate and verify the responses acquired during the face-to-face interviews.
- Participant observation was performed by the researcher in her capacity as a Chief Education Specialist responsible

for FET colleges under the jurisdiction of the Free State Department of Education.

- Data processing was done by means of analysing the content of the responses given during interviews. For the purposes of this study, verbatim accounts provided by the managers, Heads of Departments and educators during interviews and focus group discussions were analysed by identifying common themes, trends and patterns in the views of all the respondents (Maharasoia 2001:12).

4.11 PURPOSEFUL SAMPLING

The two participating FET colleges formed the purposive sample for this study in the sense that they provided information-rich cases suitable for in-depth study (McMillan and Schumacher 1993:378). They were purposefully nominated to represent the four FET colleges in the Free State Province due to their size and the catchment areas they serve.

In this study information-rich participants were preferred as a result of the need for an in-depth understanding in the respective cases, i.e. the Motheo and Goldfields FET colleges. McMillan and Schumacher (2001: 401) states that purposeful sampling means selecting information-rich cases for in-depth studies, when one wants to understand something about those cases without needing or desiring to generalize to all other cases.

In support of this assertion, McMillan and Schumacher (2001: 401) indicate that purposeful sampling is done to increase the

utility of information obtained from small samples. These authors feel that the researcher should search for information-rich informants because they are knowledgeable and informative regarding the phenomena being investigated. In this study the researcher concentrated on information-rich participants such as the management of the colleges (due to their involvement in policy formulation and systems development), HR officers and skills development facilitators (as people responsible for the implementation of capacity development policies, as well as people drawing up workplace skills plans as per the training needs identified), and finally the educational staff as participants (since they are beneficiaries for training and development).

In the purposive sample selection emphasis was on managers and educators who went through training and development and those that are currently undergoing training. The researcher was assigned specific people, in terms of the criteria that she sent to the respective FET colleges, as participants in this study. Face-to-face interviews were conducted.

The power and logic of purposeful sampling is that a few cases studied in depth yield many insights about the topic. There is no definite prescribed number that constitutes a sample size used in purposeful sampling. Purposeful samples can range from an $n=1$ to $n=40$ or more (Tobin and LaMaster 1995: 227). In this study the total number of educational staff at the two FET colleges amounts to 374 and the sample of 37 comprising of the two principals, senior managers, skills development facilitators, quality managers, heads of faculties and educators

of the two colleges. These participants were selected not with the intention to generalize the findings of this study, but with the purpose of accessing various categories of information-rich participants and to get more insight about the topic being researched.

4.12 SITE SELECTION

4.12.1 Choosing a site for purposes of research

Choosing a site involves a negotiation process to obtain freedom of access to a site that is suitable for the research problem and feasible for the researcher's resources of time, mobility and skills (Van der Burgh 1988:67). In this study, the researcher identified the Motheo and Goldfields FET colleges as suitable sites for research as a result of their feasibility to the limited time allocated to the study, their involvement in skills development, as well as their size in comparison to other FET colleges in the Province.

4.12.2 Ethical considerations

McMillan and Schumacher (2001:413) indicate that qualitative researchers frequently face ethical dilemmas and make decisions to resolve these in order to continue the study. After possible sites had been identified, the researcher successfully gained access to the Department of Education of the Free State department of education and the FET colleges by writing a letter to the Head of Department requesting permission to

conduct the study at the Motheo and Goldfields FET colleges (see Appendices 1-4; 6 and 7).

This request (including a brief indication of what the study entails, i.e. the rationale of the study, its objective, the research design and methodology to be used, assurance of confidentiality and anonymity; as well as the significance of the study) was forwarded to the Directorate: Quality Assurance as a relevant section dealing with research in the Free State Department of Education. This letter went further to provide information about the sponsor involved, i.e. the ETDP SETA, including the protection of the rights of the participating institutions (Motheo FET College and Goldfields FET College) and the individual participants. Van der Burgh (1988:67) states that, while requesting for permission from the relevant authority, such an authority should also let people on the ground know what the project seeks to accomplish.

Subsequent to that permission was granted after a thorough scrutiny by the research unit of the Free State department of education. The participating colleges were duly informed and attached is the communiqué to and from the college principals as Appendices 1, and 2 respectively. Furthermore consent was requested from the individual participants during the first encounter at the colleges. In the PowerPoint presentation made during the first visit, as well as in the communiqué to the department and the colleges, confidentiality and anonymity of the participants was assured. In support of this, Schumacher (2003) states that, in obtaining permission to enter the field, most researchers give assurances of confidentiality and

anonymity and describe the intended use of data. However, there are situations where such dialogue is never easy. Informing participants should be done in a manner that encourages free choice of participation.

It is also important to note that participant review of the case study is a means to ensure confidentiality and to protect privacy. In addition, officials can review a report before it is finally released. In this study the findings and the recommendations of the study were fully discussed with the participants in order to validate the information provided in the report and the college management will be furnished with the final copy of the research report on approval by the university of the Free State.

4.12.3 Establishing rapport

On arrival during the initial visit at the two FET colleges, the researcher made a PowerPoint presentation to all identified participants, where the topic. The purpose of the research, the methodology to be used to collect data the time scheduled for the entire study, the sponsor involved (i.e. the ETDP SETA), as well as the protection of the rights of the participating institutions (the Motheo FET college and the Goldfields FET college) and the individual participants were clearly stipulated. One main purpose of this presentation was to establish a rapport and trust between the participants and the researcher. The researcher views this process was a remarkable success. McMillan and Schumacher (2001) state that gaining permission to conduct research comes with no guarantee that the

participants will behave naturally before an outsider with whom they will share their perceptions, thoughts and feelings. It is in fact the researcher's responsibility to maintain the trust and confidentiality of the participants constantly throughout the data collection period (Schumacher 1984).

All the participants voluntarily indicated their availability and the college management drew up an itinerary for the interviews as per the conditions prescribed by the colleges and the department of education, i.e. interviews and focus group discussions may not occur during teaching and learning time and that worked out very well. The researcher also received some advices from other researchers who are members of staff at the two colleges in terms of how to approach issues of quality assurance during the interviews.

All participants were furnished with copies of the interview schedule beforehand for the purposes of transparency and openness. Henning *et al.* (2004:75) indicate that it is acceptable for the researcher to provide the interviewee with a set of prepared questions beforehand to scan and reflect on for a while.

The colleges pledged their support in more than one way. Among others, a dedicated person was appointed by management to coordinate the availability of the participants. A separate room for the interviews was prepared with necessary equipment such as a recorder, cassettes, a computer and a printer for typing and printing of documents.

Refreshments were availed for the researcher during interviews and that was highly appreciated.

4.13 PARTICULARS OF THE PARTICIPANTS

The participants in the structured interviews included the following as per their level of responsibility:

Table 4.6: Particulars of the participants from the Motheo and Goldfields FET colleges

Position	Institution	Number of participants	Responsibility
Principal	Colleges A and B	02	Policy formulation and Implementation.
Senior manager responsible for corporate affairs	Colleges A and B	02	Policy formulation and Implementation.
Quality manager	Colleges A and B	02	Policy formulation and monitoring of Policy implementation.
Human resource manager	Colleges A and B	02	Policy formulation and Implementation in relation to the HR matters.
Skills development	Colleges A	02	Identification of

facilitator	and B		skills required and the development of a workplace skills plan.
Campus managers	Colleges A and B	05	Monitoring of Policy implementation.
Heads of faculties	Colleges A and B	07	Policy implementation.
Educators (3 per campus in the fields of engineering, business studies and general studies)	Colleges A and B	15	Policy implementation.
		Total:37	

4.14 METHODS OF GATHERING DATA

According to De Vos *et al* (2005: 286), the purpose of the research must guide the researcher to choose the most effective method of data collection. This study made use of literature review, document and policy analysis, interviews, focus group discussions and participant observation in order to collect data. De Vos *et al* (2005), and Carey (in Morse 1994: 224), indicate that focus groups could be meaningful in the case where one wants to explore thoughts and feelings. This was more relevant in this study because the intention was to

investigate whether capacity building is implemented for the educational staff at FET colleges in line with policy imperatives. The researcher asked probing questions in order to dig deeper into their feelings and thoughts about the capacity development systems used at their colleges, and to understand the implications thereof through the thoughts of the participants.

4.14.1 Interviewing as an information collection method

Babbie and Mouton (2001:249) indicates that an interview encounter has an explicit purpose of one person obtaining information from another during a structured conversation based on a prearranged set of questions. In support of this argument, De Vos *et al* (2005:287) state that interviewing is the predominant mode of information collection in qualitative research. Furthermore, Kvale (1996:01) defines qualitative interviews as attempts to understand the world from the participants' point of view, to unfold the meaning of people's experiences; and to uncover their lived world scientific explanations.

Open-response questions were used to obtain data of participant meanings, including how individuals conceive of their world and how they explain or make sense of the important events in their lives regarding capacity development activities at their colleges.

Interviews may be the primary data collection strategy or a natural outgrowth of observation strategies (McMillan and Schumacher 2001: 443). According to McMillan and Schumacher (2001: 443), the field of interviews varies in formats, specialised applications, question content, question sequence, and the logistics of conducting and recording interviews.

This study however, used structured face-to-face interviews, with the intention to understand the experience of other people and how they make meaning in this regard. Babbie and Mouton (2001:249) indicates that structured one-to-one interviews should have a set of predetermined questions on an interview schedule.

The researcher prepared questions beforehand although during interviews probing questions were also asked. All participants within the identified categories were asked the same questions except in cases where clarity on specific issues was needed. This is in support of what McMillan and Schumacher (2001) regard as an oral administration of a set of questions that are prepared in advance. These sets of questions assisted the researcher to think explicitly about what she hoped to achieve through these interviews (Johnson 2002:76).

4.14.2 Types of questions used during the face-to-face interviews with educational staff and managers

These questions are the types of questions used during the face-to-face interviews at college interviews (Johnson 2002:76).

Table 4.7 Types of questions used during interviews

Types of Questions	Description of Questions
Experience/behaviour	Description of experiences, behaviour, actions and activities of a person.
Opinions/values	Aimed at understanding the cognitive and interpretative processes of respondents.
Feelings	Aimed at understanding respondents' emotional responses as regards their experiences and thoughts.
Sensory	Allow the interviewer to enter into sensory apparatus of the respondent.
Background	To locate the respondent in relation to other people (e.g. age, occupation, education, etc.).

An interview agenda comprising the diverse questions is attached as Appendix 5.

4.14.3 Tape recording of interviews

In this study, a tape recorder was used to capture verbatim statements of the participants, but with the consent of the participants. Some abbreviated notes accompanied the recording during interviews. This was done as a result of the fact that the primary data of qualitative interviews are verbatim accounts of what transpires in the interview session.

Tape recording the interview ensures completeness of the verbal interaction and provides material for reliability checks. However, these advantages may be offset by possible respondent distrust and mechanical failure (McMillan and Schumacher 2001:449- 450). Smit (1995:17) mentions that a tape recorder allows a much fuller record than notes taken during the interview.

On the other hand, De Vos *et al.* (2005:450) states that the use of tape recorder does not eliminate the need for taking notes to help reformulate questions and probes and to record non-verbal communication, which facilitates data analysis. De Vos *et al.* (2005:450), furthermore, states that in many situations, handwritten notes may be the best method of recording, since interviewer-recording forces the interviewer to be attentive; and it can also help pace the interview and legitimise the writing of research insights during interviews. Neither note-taking nor tape-recording, however, should interfere with the researcher's full attention on the interviewee (De Vos *et al.* 2005:450).

Immediately following each interview, the researcher typed the handwritten records and transcribed the tape. Henning (2004: 76) and De Vos *et al.* (2005:299) mention the fact that the transcription should commence as soon as possible while the information is still fresh. This will assist in the analysis that will come later. The final record contains accurate verbatim data and the interviewer's notation of non-verbal communication with initial insights and comments to enhance the search for meaning.

4.15 FOCUS GROUPS AS AN INTERVIEWING METHOD

The researcher used focus group discussions in this study to clarify issues and confirm information with the participants. De Vos *et al.* (2005:299) define the focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a non-threatening environment. These authors state that focus groups are group interviews and that they are a means of better understanding how people feel or think about an issue, product or service. In this case, focus group interviews were used to confirm the outcome of the investigation with the participants. The researcher prepared a PowerPoint presentation on the findings of the empirical investigation as well as the recommendations based on them.

Another benefit of focus group discussions according to Kvale (1996:01) is that focus groups could be meaningful in the case of a new topic, or when one wants to explore thoughts and feelings and not just behaviour. "Things that are not likely to emerge during the one-to-one interview are more likely to come out in focus groups, because group dynamics can be a catalytic factor in bringing information to the fore Kvale "(1996:01).

According to De Vos *et al.* (2005:299), focus groups usually include six to 10 participants. The participants in the focus group discussion were 7 at Goldfields FET college, and in the case the Motheo FET college 40 educational staff and heads of faculties in the business studies department participated as a focus group.

Table 4.8: Participants in the focus groups

Name	Institutions	Position
Campus Managers	Colleges A and B	Monitoring of policy implementation.
Educators	Colleges A and B	Beneficiaries of policy.
Heads of Faculties	Colleges A and B	Policy implementation.
Human Resource Manager	Colleges A and B	Policy formulation and Implementation in relation to the HR matters.
Principal	Colleges A and B	Policy formulation and monitoring of policy Implementation.
Skills Development Facilitator	Colleges A and B	Identification of skills required and the development of a workplace skills plan

4.16 DATA PROCESSING AND ANALYSIS OF THE INTERVIEWS

In this case, trends and issues from literature, with specific reference to capacity development of educators at FET colleges, were identified. These were used to develop interview

questions and the probes, and they also formed a basis for discussions in focus groups.

Trends and issues emanating from the face-to-face interviews were categorised and then analysed. Subsequent to that patterns were identified and interpreted for reporting on the findings and presentation of the recommendations. Prior to the final presentation of the research findings, focus group discussions were held in order to validate information acquired through face-to-face interviews. Moreover, the findings emanating from participant observation were also discussed.

4.17 CONCLUSION

This chapter focuses on the design and methodology that guided this study. By virtue of this being a qualitative study, a collective case study approach (*cf.* 4.5.4.) was followed as supported by Mark (1996:1). Mark (1996:1) mentions that collective case study increases the understanding of the researcher regarding the social issue or a population being studied.

Furthermore, this chapter highlights the sampling techniques used, ethical considerations, as well as processing and analysis of data.

The next chapter will place emphasis on the presentation, analysis and interpretation of the research data.

CHAPTER 5: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESEARCH DATA

5.1 INTRODUCTION

The findings presented in this section were gathered by means of document analysis, qualitative research methods such as interviews, focus group discussions, as well as participant observation. This chapter further provides an analysis and interpretation of the findings at the two case study units.

5.2 FINDINGS FROM THE CONTENT OF THE LEGAL FRAMEWORK

The findings in this case reveal the following: There is a need for FET colleges as state entities to put emphasis on capacity development. In addition, there is a need for alignment of the FET colleges' capacity development system with both international and national policies; the content of the policies on human resource management and development forms the basis for designing a capacity development system.

5.2.1 Emphasis on human resource capacity development

It is evident therefore from legislation that one of the mandates of FET colleges is skills development. One of the strategic objectives of the National Strategy for Further Education and Training 1999-2001 is to establish and strengthen structures, initiate institutional reorganisation,

build the culture of learning and teaching and undertake human resource capacity building that is outcome-specific (RSA DoE 1999:5). This strategy is a lifetime endeavour that shows a high level of commitment of government in human resource development. It recognises the necessity for FET colleges to focus their strategic emphasis on human resource development. The strategy emphasises the development of staff and management, administrative and support services levels as a critical issue for quality assurance purposes (RSA DoE 1999:10).

In support of the national strategy on FET (1999-2001), the White Paper on Human Resources Management in the Public Service emphasises the following fundamentals of capacity development which FET colleges are also expected to adhere to: Maximising potential, improved quality and service delivery, broadening access and participation in decision-making, as well as attitude change and building of confidence among employees (RSA DoPSA 1997).

5.2.2 The alignment of FET colleges' capacity development with international and national policies

One of the overarching goals of the Human Resource Development Strategy for South Africa (RSA DoPSA 2002-2006:9) is to improve international confidence and investor perceptions of the country. It is evident therefore, that FET colleges as centres for skills development have a huge responsibility of aligning their capacity development system to

be able to develop internationally recognised skills and win the confidence of investors to South Africa.

In addition to attracting international investors challenges such as changes in the labour market and employment sector, a decline of the apprenticeship system, which diluted relationships between FET colleges and the industrial sector, a widened gap between theory and practice with regard to technical and vocational education and training have been clearly identified through document analysis (*cf.*2.6).

In addition to the rapid expansion of further education colleges, global competition, the internet and widespread use of technology all suggest an urgent need for capacity development globally. Furthermore, the need to pursue international competitiveness in industry has generated a strong push to expand vocational education and the skill levels of the labour force (HSRC 2003:14).

With these challenges in mind, FET colleges remain a significant player, through their common involvement in strategic alliances and partnerships with business and industry for purposes of skills development (*cf.*3.3.2). According to Department of Commerce (U.S.A DoC 1999: iii) if the economic success is to ensure a high quality of life, it will require adopting organisational work systems that allow worker teams to operate with greater autonomy and accountability. These new forms of organisation and management cannot succeed without additional investments in skills development and that can be possible through alignment of capacity development

systems at FET Colleges with international and national policies.

5.2.3 The policies on HRMD as a basis for designing a capacity development system

In terms of the Human Resource development strategy (RSA DoPSA 2002-2006:5), legislative framework introduces new institutions, systems, programmes and funding policies designed to increase investment in skills development.

With this in mind, it is evident from the Skills Development Act 97 of 1998, the Skills Levies Act 9 of 1999, and the National Skills Development Strategy that the overriding priorities that these legislation seek to address is among others, the global economy and the imperative to increase skills, improve productivity and competitiveness of business, industry and commerce in South Africa, as well as to address the challenges of an unequal society to make it more inclusive with greater cohesion.

5.3 FINDINGS FROM THE FACE-TO-FACE INTERVIEWS WITH THE MANAGEMENT OF THE GOLDFIELDS AND MOTHEO FET COLLEGES

The following trends were identified during the analysis of the verbatim accounts during interviews with management members from the two FET colleges: The development of a policy for capacity development; designing capacity development systems; implementation of training and development of

educational staff; communication within the college structures; issues of equity and redress; and the effects of staff turnover on service delivery at colleges.

5.3.1 The development of a policy for capacity development

The following issues regarding policy development were probed: Namely how the policy was developed; who initiated it; what input did the managers have on the development of a capacity development policy, as well as who is responsible for its implementation.

It seems there are gaps identified between policy requirements and what practice dictates in the sense that in terms of the National Skills Development Strategy 2005-2010, colleges are expected to draw up the Workplace Skills Plans, which clearly enlist the skills needs of employees in relation to their work demands. As per the dictates of the FET Bill 2006, FET College councils have the powers to hire and fire, as well as to take the welfare of the college staff into consideration, but it seems that Workplace Skills Plans are drawn but not adhered to. This could either be as a result of limited funding received by the colleges for training and development or it could be as a result of limited capacity to implement policy.

Furthermore there seems to be limited attention given to the requirements of human resource policy requirements in terms of staff development in general, and specifically the capacity development of educational staff. This is a serious deviation

from the national mandate of FET colleges i.e. that of closing the skills gap and enabling people to compete fairly in the job market. This is confirmed by the following statement made by a senior manager at one of the two colleges in response to the following question by the researcher:

Researcher: "Tell me about your institutional capacity development system."

Probes

- Do you have any capacity development system in place?
- Who initiated it?
- How was it developed and who was responsible?
- Who is responsible for its implementation?
- Where did you find out about the capacity development system?
- Who are the beneficiaries of this system?

Senior Manager: "Are you referring to staff development, Mmm... It's embarrassing to indicate that we do not have one. In the past we had one, or in some cases we used to expose post level one educators to act in higher posts, Mmm..... a structured one we don't have really."

This situation contradicts the prescripts of the National Human Resource Development Strategy (2005b) (*cf.* 3.6.1), which emphasises provision of a solid educational foundation for social participation, and also the development of relevant and marketable skills at further and higher education levels (HRD Strategy 2005:4).

Furthermore, the situation displayed above militates against the requirements of the *White Paper on Human Resource Management in the Public service of 1997* (RSA DoPSA1997). This piece of legislation depicts people as the most indispensable assets in every organisation. In an effort to work towards the advancement of FET institutions, the development and implementation of HRM should be aimed at enhancing both individual and organisational excellence (Strydom, Fourie and Van Niekerk 2003).

Enhancing individual and organisational excellence is supposed to be the approach followed by FET colleges (*cf.*2.5), especially in this period of reform of their curriculum through the recapitalisation of FET colleges and other structural changes. FET colleges, according to Gamble (2003), are the vehicles of government towards skills development. If this objective cannot be realised, the colleges need to go back to the drawing board and redefine themselves as the FET college sector.

In addition to policy requirements regarding capacity development at FET colleges, social and human resource development are priorities of the Free State Growth and Development Strategy. This forms one key priority area for capacity development of educational staff, and for it to be realised, the provision of skills development programmes at FET colleges is crucial (FSDoE 2006).

5.3.2 Development of systems

One of the strategic objectives for skills development, as stated in the *National Strategy on Further Education and Training* (RSADoE 1999) is to establish and strengthen structures, initiate institutional reorganisation, build the culture of learning and teaching and undertake human resource capacity building that is outcome specific (*cf.* 3.6.3). This demands for the establishment and empowerment of structures to ensure effective and efficient service delivery at FET colleges, which is, unfortunately, at present not the case as far as capacity development is concerned at one of the two participating colleges. This is strongly reflected in the responses made by one of the principals of the two colleges and one of the heads of faculties. This statement by one of the respondents emphasises the fact:

Researcher: "Tell me about your institutional capacity development system. How was it developed and who was responsible; who is responsible for its implementation; where did you find out about the capacity development system; and who are the beneficiaries?"

Principal: "A system is a setup in an organisation in which there is an input side and an output side. The two ends are joined by processes and a feedback loop. In line with this definition, there is no setup such as a capacity development system at my institution. However, we do have, and budgeted for what we call staff development, which includes among others conferences, workshops and excursions. This

arrangement occurs randomly and is lacking evidence of quality output and feedback."

A clear and definite response from the head of faculty states thus:

Researcher: "Are there any systems and policies addressing capacity development in your department that you are aware of? If any, please explain. If not, what are the strategies developed for future implementation?"

Head of Faculty: "No Mam, we do not have."

The above-mentioned responses indicate that there are no systems for capacity development of staff, specifically those for educators at FET colleges; though in some cases an indication made was that systems are there but there are no dedicated persons responsible for implementation. This is contrary to what the HR manager of that particular college said. To highlight the absence of such initiatives, some of the campus managers and an HR manager said in their responses to the questions posed by the researcher:

Researcher: "What are the expectations of management and educators regarding this capacity development system?"

Campus manager 1: "Uhhh..., the expectation of management is that there should be a well-coordinated capacity development system."

Researcher: "What, in your opinion, do you think capacity development entails?"

Campus manager 2: "Okay! Uhhh... I cannot explain it but define it the way you want it. Capacity development..., the way I see it, it has got many definitions. Capacity development means to develop a person according to the needs of the college, then from the college, the community and the country."

Researcher: "Tell me about the objectives of the capacity development programme(s) offered at your college?"

HR manager: "Uhhh..., at present we do not have a formal or structured system in place. The system in place is on *ad hoc* basis. This system is only meant to address the immediate needs but is not well coordinated."

The above-mentioned argument indicates that there is limited ownership and commitment from the side of management regarding the establishment of systems and structures for capacity development of educational staff at colleges.

Some managers do not see capacity development as part of their responsibilities and they seemed not to know exactly what it entails despite an emphasis on development stated in the *Free State Growth and Development Strategy (2005–2014)*. The overreaching goal of the *Free State Growth and Development Strategy (FSPG 2005)* is to align the provincial and national policies and programmes and to guide development in terms of

effective and efficient management and governance to achieve growth and development (*cf. 3.3.2.10*).

5.3.3 Implementation of training and development of educational staff

The two colleges are congratulated for having embarked on training of educators as assessors, moderators, facilitators, and also by conducting what they called *in-house training* by those who attended training or workshops. However, these activities are not well coordinated in terms of structural and systems development.

In terms of the framework document on the implementation of an *Integrated Quality Management System* (IQMS) for FET colleges (RSADoE 2005), within an academic year, educators have to undergo performance assessment, draw up a personal growth plan and receive training and development in terms of the capacity development needs identified. Most managers seem to be aware of the importance to implement training and development of educational staff, though implementation is very limited and if it exists, it is not well-coordinated. This could be detected from the following responses:

Researcher: "What are your perceptions as a head of faculty about capacity development of educators and how it is implemented at your college?"

Head of faculty: "Uhhh..., personally, really I have a little believe that lecturers are neglected, compared to educators in

schools..... We must apply this cooperative management. Cooperative management means that things should be put in place if we are introducing new programmes that are market or industry related. A lecturer must be involved; in fact a committee should be established to look at capacity building. We should not impose decisions but allow educators to air their views”.

Researcher: “Tell me about the objectives of the capacity development programme(s) offered at your college?”

HR manager: “Uhhh..., we do not have specific programmes in place. We have a training policy currently developed, e.g. in Engineering... industry training is needed in order to enable educators to teach learners. Capacity development needs a unit on its own. There should be a dedicated person in place.”

Despite the fact that managers are aware of the need to implement capacity development programmes (*cf.2.6*), there are some structural matters such the understanding of the vision of the FET college sector by staff at FET colleges, that still need to be addressed. If managers and educational staff are not aware of the direction that the college sector is expected to take, it will be difficult to develop strategies and policies around the implementation of capacity development.

In the interviews conducted at one of the colleges, the following response was given to the question of whether there are any systems, and policies or strategies addressing capacity development in specific departments or faculties.

The head of faculty said in her response to the question: "Mam..., for us to really see value, we need to understand why training. People need to understand what FET is. If we can educate our educational staff and management while we are at this level of FET, developing them will be a willing issue because they will exactly know what is expected of them."

This implies that there seems to be limited information about training and development, as well as other current developments in FET.

5.3.4 Communication within the college structures

Grobler, Warnich, Carrell, Elbert and Hatfield (2006:14-15) argue that all business organisations depend on communication. According to these authors, HR communication efforts occur in various ways, namely downward communication methods from management to employees. This form of communication includes orientation sessions, meetings, newsletters, bulletin boards, etc. The other form of communication is upward communication, which includes suggestion programmes, complaint procedures and open-door meetings to influence the decision-making process, etc. According to Grobler *et al.* (2006:14) the HR staff often plays a pivotal role in the design and maintenance of company communication strategy.

This situation was tested on the participating colleges in this study and the following responses were received:

Researcher: What type of input did (do) you feel you had (have) about the development of the capacity development system?

Probes

- Who made the decision about what capacity development system would do for educators at your institution?
- Did you feel you could make decisions about the capacity development system appropriate for educators at your institution?
- Did your input in this capacity development system make a difference?

Head of Faculty: "Mam, no inputs were ever invited from our faculty....there seems to be a communication gap between us and the senior management."

In addition one educator said: "There are no proper communication systems in place.... Uhmm... the department has policies communicated to management, but management does not communicate them in time to us."

These responses highlight the fact that in both colleges information does not filter through to lower levels of staff as expected, and that makes both downward and upward communication difficult. It further indicates the minimal role that the HR units play at both colleges in designing and monitoring the implementation of the communication strategies at colleges.

5.3.5 Issues of equity and redress

The envisaged composition of the beneficiaries of learning interventions at the workplaces as stated in the *National Skills Development Strategy Equity Targets* should be as follows:

- 85% black
- 54% women
- 4% people with disabilities (*cf. 3.6.3*).

This is a definite condition set by legislation which unfortunately puts a challenge to FET college councils as employers, as stipulated in the *FET colleges Bill* (RSA DoE 2006), and as agents of skills development. In an interview conducted at one college, the HR manager highlighted the following regarding the level of interest displayed by various groups at FET colleges regarding training and development:

Researcher: "Is there evidence that different racial groups have different needs in relation to capacity development?"

HR manager: "In my personal view, black staff members are more eager to go for training than white staff members. This is due to the fact that the white staff members are demotivated and they do not see themselves growing in their career life."

This was confirmed by one head of faculty at another college saying: "At this stage you can't talk to a person and ask what his expectations are. They are all demotivated. For each and every one of us is to go higher up in life. If you ask them

about this course and that course, they will say to you, there is no use attending this training.”

It is evident therefore that whatever training programmes are organised and also when needs analysis is made, equity and redress is probably underemphasised. Furthermore, equity is seemingly understood as promotion of blacks at the expense of white staff members, even though it is meant to address the capacity development needs of the previously disadvantaged groups such as blacks, women and people with disabilities, irrespective of race. This situation is immensely challenged by the prescripts of the *FET colleges Bill 2006* (RSA DoE 2006).

5.3.6 Lack of recognition and lack of incentives

Grobler *et al.* (2006:352-353) argues that, “While many factors may cause employees to leave an organisation, inadequate compensation is often the cause of turnover”. These authors further indicate that, if employees perceive that they are being treated inequitably by the organisation, tension results. The perception of inequality causes an unpleasant emotional state that may cause employees to reduce their efforts, change their perceptions regarding rewards for their work efforts and leave the organisation. This is the case at the Motheo FET college and Goldfields FET college as implied by the following responses:

Researcher: “What are the perceptions of educators about capacity development approaches and how they are implemented?”

Skills Development Facilitator: "There are enough opportunities for students in plumbing and motor electrical theory. Jaa....! but currently we do not have a skilled plumber and a skilled motor mechanic due to low salaries. Out there...., there are better opportunities for them."

Head of Faculty: "I don't know..... (Laughter!). It is not well implemented. It is all about racial problems. I understand government policy, as you know.... it might not be for me as a white male. I don't have any future, I still feel rejected. It makes me feel negative".

These statements fully display a perception of inequality that resulted in an unpleasant emotional state, thus causing employees to reduce their efforts, change their perceptions regarding rewards for their work efforts and maybe leave the organisation. In some cases educators leave as a result of retirement and immediate solutions are needed to that effect.

Head of Faculty: "We have recently experienced a loss in Engineering due to retirement and we had to train a learner to replace that retired educator. Recently, one educator left for Transnet in the electrical and welding fields. It is difficult to get qualified electricians due to lack of incentives."

5.4 FINDINGS FROM THE FACE-TO-FACE INTERVIEWS WITH THE EDUCATIONAL STAFF AT THE GOLDFIELDS AND MOTHEO FET COLLEGES

This section addresses the issues and trends emanating from the interviews with the educators at the two FET colleges, namely: Implementation of training and development, communication with the college management, structural changes at FET colleges, and expectations and challenges of educators.

5.4.1 Implementation of training and development of the educational staff

Lambert (1997 in Grobler *et al.* 2006:300) states that employee training; development and education programmes are big business in South Africa today. Lambert argues that employee training and development is seen as a key factor in meeting the employer's strategic, business and operational goals. Training and development of employees has also become an imperative to the FET college sector, as well due to the passing of the *SAQA Act No. 58 of 1995*, the *Skills Development Act 97 of 1998*, and the *Skills Levies Act No. 9 of 1999*, which have direct implications for the employers and employees within the college sector.

Currently FET colleges are undergoing a process of recapitalisation and part of the set objectives in this process is human resource development. The funds allocated for HRD in the recapitalisation process should be utilised for training and

development of the college management, administrative staff and educators, who will ensure the successful implementation of the newly developed programmes. It is evident from the responses given during interviews (*cf.4.14.2; 5.3.3*) that educational staff and managers went through assessor and moderator training with the assistance and encouragement of the department of education and the *in-house training* conducted was an add-on to the training conducted previously. The following responses received from the educational staff were a confirmation to that effect.

"As a computer practice lecturer, I received training as an assessor and also on the international computer drivers license (ICDL) course and I gained knowledge on the practical experience on ICDL and can now teach the programme with confidence. Furthermore, I went for an exchange programme in the United States of America, where I learnt so much about computers though I do not get an opportunity to implement what I learnt there", an educator said.

In addition to training and development achieved, educational staff raised some of their ambitions regarding personal development, which goes along with capacity development.

Educator 1: "My wish is that we should be given more training. We also want to see ourselves being promoted as senior lecturers."

Educator 2:"We as post level one and post level two educators sometimes feel demotivated and we do not see

ourselves growing in our career life. Some of the training we receive, we cannot implement. We just go for training and when we come back it becomes business as usual."

Educator 3:"... like in IQMS, we must have a workplace skills development plan. We don't have it. We don't have a staff development team. I would want us to have that structure and a policy that will help us approach things differently. That will help me as a person."

5.4.2 Communication with the college management

Grobler *et al.* (2006:15) argue that communication is the glue that binds various elements, coordinates activities, allows people to work together and produces results. These authors make reference to communication meetings, where top management hold meetings with small groups of employees to answer questions and provide an opportunity for employees to raise questions of interest to them. They further indicate that these meetings may also be used to present special issues, such as new developments within their sector. There seems not to be proper communication taking place between the college management and educational staff, especially on current developments taking place at their colleges.

When asked about the current developments in the FET college sector, the educational staff responded as follows:

Educator 1: "Yes, mam... I want to know more about all the transformation processes within the FET colleges. There are so many things happening and we are not informed about them."

Educator 2: "Uhhh... I think one of the challenges faced with is the communication between learners, educators and management... Oh... about things that happen in the classroom, namely your salary, improvement of your skills, uhhh..."

From the above responses, the conclusion is that there seems to be limited communication taking place between educators and managers.

5.4.3 Structural changes at FET colleges

The contemporary view of capacity development goes beyond the conventional perception of training, but involves issues of managing change within one's daily operations (*cf.* 2.5.2). One of the key informants of this study is structural changes currently taking place at FET colleges (*cf.* 1.2.; 2.4.; 3.5.; 5.3.3) also supported by Mulatu (2003) and Fisher *et al.* (2001).

Furthermore, a need for structural changes was highlighted by Gamble (2003:13): "Pressure to make education more in line with economic demand stem from a number of sources such as structural adjustments in FET colleges sector." FET colleges are currently faced with the recapitalisation process, which seeks to ensure that the four FET colleges in the Free State province are not only positioned to address this great need for

intermediate and high level skills development, but are also capable of doing so (FS DoE 2006). With this objective in mind, it is important therefore that all staff members at colleges are fully informed and actively involved as implied by the following response:

Capacity development of educators in this regard seems of crucial importance for the realisation of the objectives of recapitalisation of FET colleges and other structural changes (*cf.2.2*). Phutsisi (2005:19-20) supports the capacity development of educational staff by highlighting the following as part of her recommendations regarding HRMD: "Maximum utilisation of human resources is the most effective way of getting value for money."

5.4.4 Expectations and challenges of educational staff

Educators at FET colleges experience capacity development differently and their expectations and challenges therefore differ. The challenges range from lack of access to information, skills shortage in the scarce fields such as Engineering, Maths, Science and Clothing production, to ignorance and lack of interest and motivation about what is taking place at their institutions.

In response to the question: "What are your expectations and challenges regarding capacity development?" The educators' responses were as follows:

Educator 1: "I think it is also difficult for us, we don't always get communication that is available...Uhhh... some of us go on

courses and when they come back they continue going the old way."

Educator 2: "We have a problem with the salaries of college council appointees which are not sustainable and again we loose trained people appointed as college council appointees due to lack of job security."

With regard to expectations much emphasis is on personal development, alignment of training with industry needs and learner placement at workplaces. In this regard, the following responses were received from the educators:

Educator 3: "So much... (Laughter!)... capacity development. Uhhh..., to be developed as a person will help me develop my students, and developing them will help us to reach our ultimate goal as a country."

Educator 4: "We would like to see training offered at the college being closer to the industry needs."

Educator 5: "I would like to get more exposure to industry. I would also like to know how to develop programmes and how curriculum is developed."

Educator 6: "With me... I would like to see the College addressing the immediate community needs and also to have a proper placement of learners in the corporate world."

This gives a reflection of uncoordinated training and development of educators, as well as poor communication at all levels, i.e. from the Department of Education, to the college management, then to the educators. Another challenge, which is strongly emphasised by educators, is the conditions of service of staff, i.e. salaries and job security that may lead to high staff turnover.

5.5 FINDINGS FROM THE FOCUS GROUP INTERVIEWS AT THE GOLDFIELDS AND MOTHEO FET COLLEGES

Focus group discussions were used as data validation as well as a verification method in this study. About seven staff members per college served as participants in the focus group discussions. In order to attract and receive the undivided attention of the participants, the researcher prepared and presented a PowerPoint presentation attached as Appendix 7. This presentation addressed issues such as the research topic; the aim of the study; the research questions; the research findings; and the recommendations based on the findings.

The following findings emanating from the focus group discussions are applicable:

- The main concern from the staff members at colleges is that there is no clear purpose for training and development programmes offered: "Capacity for what?" Is it meant to empower a person for promotional purposes, or is it for the fun of it?

- The concept of capacity development needs to be further researched at colleges. It should not be limited to educators only but to the entire college staff.
- There is a misinterpretation of the *Employment Equity Act 55 of 1998*, which emphasises equity and redress at workplaces. White staff members believe that only black staff members should go for training and development because they have more opportunities for promotion than they do and this is a matter of great concern at colleges.
- There is commitment on the side of both management and educators, but due to staff shortage people are unable to attend training and development sessions as expected.
- The current staff at colleges is overstretched, thus a low morale.
- College council members spend limited time at colleges and thus fail to fulfill their obligation, namely policy formulation for capacity development of educators.
- Availability of staff for information sessions is problematic. Staff members always have some errands to run and thus are not readily available.
- Colleges are not yet ready for implementation of the newly developed department of education programmes because they are not yet informed of the content of the learning and teaching material in those programmes.

5.6 FINDINGS FROM THE RESEARCHER AS A PARTICIPANT OBSERVER

The researcher is currently employed as a Chief Education Specialist for FET colleges. Part of her responsibilities is to monitor the implementation of learnerships and skills programmes, curriculum development at colleges, capacity development of staff at colleges, as well as recapitalisation of FET colleges. These responsibilities suggest that the researcher could not detach herself from the situation during interviews at colleges.

One other contributory factor is the outstanding relationship that the researcher built with the college personnel over the years, which served as an added advantage for her to gain access to interviewees, without compromising methodological and ethical considerations. Evidence to that effect is the correspondence to the Head of the Free State Department of Education requesting for permission to conduct the study at the two FET Colleges; the letters of request to the Principals of the respective colleges which outline the topic to be researched, the purpose of the study; the target group; and thus assuring them of utmost confidentiality throughout the study and beyond. Furthermore, the findings of the study were shared with all the interviewees in a fair and transparent manner by means of a power point presentation which allowed for verification and an accurate representation of facts.

As a result of the researcher being so immersed in the college sector, the following issues and trends emanating from her

interaction with the participants during interviews and focus group discussions were identified: The role of college councils as opposed to the role of the department of education in terms of capacity development; analysis and implementation of skills development policies; and the design of a capacity development policy.

5.6.1 The role of college councils as opposed to the role of the Department of Education in terms of capacity development

In terms of the *FET colleges Bill* (2006:22), the college council is the employer of all lecturers and non-lecturers at an FET college. In support of the *FET colleges Bill*, the *National Skills Development Strategy 01 April 2005 to 31 March 2010*, states that government budgetary process should be used to ensure that national and provincial departments spend at least 1% of the personnel budget on training and development of their employees. On the other hand, the *Skills Development Act 97 of 1998* (RSA DoL 1998) makes provision for South African context human resources development within the workplaces, FET colleges inclusive (*cf.* 3.3.2).

With this information in mind, the researcher realised that college councils seem not to adhere to the prescripts of the *Skills Development Act 97 of 1998* and the *Skills Levies Act 9 of 1999* in terms of capacity development of their employees, and depend on the department of education to train both full-time and council employees. This imbalance creates tensions and low morale on the side of the college staff (*cf.* 5.1.5).

Both management and staff indicated that due to lack of incentives, they lost most of their valuable and skilled personnel (*cf.* 1.2; 2.8; 3.5).

5.6.2 Analysis and implementation of skills development policies

All FET colleges in the Free State province were established in terms of the *FET Act 98 of 1998*. In terms of Chapter 3, section 6 of the *FET Act 98 of 1998* (RSA DoE 1998), the staff contemplated in Subsections 2 and 3 of the Act must be employed in compliance with the basic values and principles referred to in Section 195 of the Constitution, and factors to be taken into account when recruiting and appointing staff include, but are not limited to, ability of the candidate; the principle of equity; the need to redress past injustices; and the need for representivity (RSA DoE 1998), (*c.f.* 3.5).

For the purposes of this study and also as a result of the findings emanating from the interviews with educational staff and management, the need for redress of past imbalances and the principle of equity need to be addressed during capacity development processes. The findings emanating from the interviews with both the college management and the educational staff indicated a misinterpretation of the implications of policy, and further highlighted the fact that most educational staff are demotivated due to poorly coordinated training and development, though some associate these feelings with racial discrimination (*cf.* 5.2.5), as

highlighted in the following statement by the head of faculty in one of the colleges:

"I don't know..... (Laughter!). It is not well implemented. It is all about racial problems. I understand government policy, as you know.... It might not be for me as a white male. I don't have any future, I still feel rejected. It makes me feel negative."

5.6.3 The design of a capacity development policy

In terms of the *FET colleges Bill* (2006:22), the college council is responsible for the development of policies at colleges. It is dependent upon the college councils, therefore, to ensure effective service delivery at colleges, through capacity development of staff members, educational staff and management is inclusive (RSA DoE 2006). This practice was reported during interviews as the current approach followed by the college council in charge.

Principal: "There is a training committee in place; focusing on the college council appointees.....uhmm... the establishment of this committee is an attempt by the college council as an employer to build capacity. The beneficiaries in this case are the educator and admin staff members."

5.7 CONCLUSION

Qualitative research methods used to collect data were fully addressed in this chapter, namely interviews, focus group discussions and participant observation. It went further to present an analysis of trends and patterns as identified by the participant observer. Finally, it gave an interpretation of the findings.

The following chapter will dwell more on the conclusions, recommendations and guidelines for designing a capacity development system for educational staff at FET colleges.

CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS AND GUIDELINES FOR IMPROVEMENT OF THE CAPACITY DEVELOPMENT SYSTEM FOR EDUCATIONAL STAFF AT FET COLLEGES

6.1 INTRODUCTION

The main aim of this study was to recommend ways in which capacity development systems for educational staff at FET colleges can be effectively implemented. The main intention was to assess the existing policies on capacity development of educational staff at FET colleges, if any, and give recommendations and guidelines for improvement or the designing of new ones in the absence of any.

A notable success attained throughout this study is worth mentioning in this chapter. The researcher successfully made an in-depth consultation with various authors through a literature review on how capacity development is perceived by various authorities. Furthermore, focus was put on capacity development as an aspect of human resource management and development, as well as capacity development in the South African FET colleges and the African FET college sector together with their challenges and implications (*cf.* Chapter 2).

Subsequent to that, a rigorous study of the South African (SA) legislative framework on capacity development was done (*cf.* Chapter 3). In order to investigate capacity development

further, the researcher made use of the qualitative approach in this study due to the fact that the study needed an in-depth approach towards capacity development. Furthermore, the research tools such as face-to-face interviews with the college management and educational staff, the focus group discussions, as well as participant observation were used to collect data on capacity development of educators at FET colleges (*cf.* Chapter 4). In addition, a summary of the findings emanating from the face-to-face interviews and focus group discussions was also presented (*cf.* Chapter 5). This chapter therefore, presents conclusions, recommendations and guidelines regarding the effective implementation or the designing of a capacity development system for educational staff at FET colleges.

6.2 CONCLUSIONS FROM THE LITERATURE

To present a summary of the chapters in this study, the following information is worth reporting on as per individual chapters.

6.2.1 Conclusions from Chapter 2

This chapter highlights specific issues from the literature concerning capacity development of educators at FET colleges. Various definitions presented various perceptions by authors regarding capacity development and that aided the researcher to adopt a certain school of thought which regards colleges as having an urgent need to develop capacity of the educational staff (*cf.*2.3). In addition to that it illustrates the components

comprising capacity development (*cf.* 2.2.2), which will be of great assistance to the FET colleges that currently don't have capacity development systems in place. Capacity development has proved to be one of the contested aspects of HRMD, thus various interpretations and models presented (*cf.* 2.2; 2.2.1). These models suggest various ways and means through which capacity development could be approached (*c.f.*2.4).

International perspectives on capacity development within the FET college sector were discussed with a view to identify trends, challenges and implications thereof (*c.f.* 2.5)

The same approach of identifying trends and patterns was adopted with regard to the African and the South African perspectives in the FET college sector. The observation made by the researcher is that the trends, challenges and implications identified differ in terms of their impact on capacity development of educational staff at FET colleges (*cf.*2.6).

Furthermore, there are common issues affecting the international, African FET college environment, as well as the South African FET colleges. These issues are skills shortage and strengthening of institutions to enable them to attain service delivery and their strategic objectives.

6.2.2 Conclusions from Chapter 3

This chapter brings out reasons why capacity development of educational staff at the South African FET colleges is of such

an urgent need (*c.f.* 1.2; 2.3; 3.5). The reasons outlined in this chapter formed a basis for the development and passing of various pieces of legislation on skills development.

Furthermore, literature highlights issues on further education and training policies on human resource management development (HRMD) with specific reference to capacity development, equity and redress of staff in FET. In addition provincial policies and Acts have been discussed (*c.f.* 3.3.2.10). This chapter further tables the national reports (*c.f.* 3.6) on HRMD with specific reference to capacity development and equity and redress of staff in further education and training (*c.f.* 3.5.1 and 5.3.5). These policies put emphasis on development of capacity building programmes that are geared towards addressing past imbalances.

6.2.3 Conclusions from the empirical investigation

An empirical investigation in this study is reported over two chapters, namely chapters 4 and 5. Chapter 4 exposes the reader to the qualitative approach followed in this study, and the research methodology used, which proved to be suitable to the nature of issues discussed, namely capacity development. It further provides perspectives on the qualitative and quantitative approaches towards research, their similarities and differences. This discussion gave the researcher a better option on the approach suitable to this study. This study went on to discuss the sampling techniques used; ethical considerations, as well as the direction to be followed regarding data processing and analysis (*cf.* 4.11 and 4.16).

Chapter 5, on the other hand, tables the findings and identifies trends and issues emanating from the interviews with management at the two participating FET colleges, namely the development of policies for capacity development; development of systems; implementation of training and development of educational staff; communication within the college structures; issues of equity and redress; and the effects of staff turnover (*cf.* 5.3). These findings revealed the lack of coordination for training and development of educational staff, the limited commitment from the side of the college management in some cases regarding capacity development of educators, as well as the acknowledgement of the absence of systems for capacity development.

The findings regarding trends and issues identified during interviews with educational staff presented themselves as follows: The implementation of training and development; communication with the college management; structural changes at FET colleges; and expectations and challenges of educational staff (*cf.* 5.3.6). In this case it became apparent that racial tensions exist at some campuses and that affects the view and approach of both management and educational staff towards capacity development.

There were commonalities and differences between issues identified, but more emphasis was on the common issues affecting both the college management and educational staff at FET colleges, which suggest that these are key issues affecting

service delivery and need to be urgently attended to by the entire college community (*c.f.* 5.3.1; 5.3.2)

The empirical investigation conducted brought the shortcomings of the current systems and practices used at FET colleges to the fore and on that basis the following deductions were made:

6.2.3.1 A lack of capacity development system

- The college management seems to play a minimal role in determining terms of reference towards the current systems and practices used due to limited capacity (*cf.*5.4.).
- Both colleges lack proper capacity development systems (*cf.*5.3.2; 5.5).
- Staff training and development is not well coordinated at institutional level (*c.f.*5.3.1; 5.3.3; 5.4.1).
- Staff development occurs on an *ad hoc* basis.

6.2.3.2 Guidelines for designing capacity development systems

- There seems to be a need for provision of guidelines on how to develop sustainable capacity development systems at colleges (*cf.* 2.2.2; 5.3.1; 5.5).

6.2.3.3 Role clarification needed between management, educational staff and the college councils

- There is also limited commitment by the college management and educators towards capacity development of educational staff despite the current rapid developments, as well policy imperatives in the FET college sector (*cf.* 3.3.2.5; 5.1).
- College councils seem to play a minimal role if any in terms of policy development for capacity development of staff at colleges, council appointees included (*cf.* 3.5.1; 5.6.1; 5.6.3). According to the *FET Act 98 of 1998* (RSA DoE 1998a), one of the core functions of college councils is to develop institutional policies, and yet it is not the case in terms of capacity development programmes (*c.f.* 1.2; 3.3.2.8).

6.2.3.4 Practice dictates differently from policy position

- There seems to be a gap between policy implementation and practice. All the South African policies on skills development have a direct implication on the approach of FET colleges towards skills development in general, and capacity development of educational staff in particular (*cf.* 2.3; 2.6; 5.2.1; 5.4.1; 5.4.4; 5.3.3) and yet there is little evidence of correlation between policy and practice.

6.2.3.5 A need to strengthen the HR units at FET colleges and also within the college councils

- A need to strengthen the HR units was evident in the responses from the HR managers and the senior managers (*cf.* 5.3.2; 5.2.1). Currently HR units at FET colleges have limited staff and training and development of the existing staff is urgently needed as a result of the implications of the FET colleges Bill (2006:10), which gives college councils powers to hire and fire.

6.2.3.6 Motivating staff and curbing high staff turnover

- Concerns were raised about lack of motivation by the educational staff in terms of training and development conducted at colleges. This emanates from limited understanding of the organisational vision, as well as the strategic direction followed by both the Department of Education and their colleges around equity and redress. This situation resulted in a high staff turnover (*cf.* 2.8; 5.3.6; 5.4.4; 5.6.2).

6.2.3.7 Lack of proper communication

- Lack of a proper and effective communication strategy seems to hamper effective service delivery at colleges (*cf.* 5.4.2; 2.3; 5.3.4).
- Educational staff is not well informed regarding current developments such as recapitalisation of FET colleges, as

well as the newly developed FET colleges Bill (2006) (*cf.*5.3.4).

- Colleges are not yet ready for the roll-out of the newly developed Department of Education programmes. This could easily be detected from the responses by the educational staff and heads of faculties (*cf.* 2.8; 5.3.3; 5.2.4; 5.5).

6.2.3.8 Training and development conducted does not contribute towards career and personal development

- Career and personal development of educational staff and the college managers seems to be of less importance in their planning (*cf.* 1.1; 2.6; 2.7; 5.3.1; 5.3.3).

6.3 CONCLUSIONS FROM THE FOCUS GROUPS

The focus group discussions held at colleges afforded the researcher an opportunity to gather a wealth of information received by the researcher in consultation with the participants comprising of the college principal, deputies/ senior managers, HR managers, heads of faculties and the educational staff. On the basis of the discussions held, the following conclusions are worth making:

6.3.1 A clear understanding of capacity development is needed at colleges

- The main concern from the staff members at colleges is that there is no clear purpose for training and development programmes offered: capacity for what?"

- The concept of capacity development needs to be further researched at colleges. It should not be limited to educators only but to the entire college staff (*c.f.* 5.3.3; 5.3.1; 5.4.1)

6.3.2 Misinterpretation of policy implications

- There is a misinterpretation of the *Employment Equity Act 55 of 1998*, which emphasises equity and redress at workplaces. White staff members believe that only black staff members should go for training and development because they have more opportunities for promotion than they do and this is a matter of great concern at colleges (*cf.* 3.1; 3.6; 3.5; 4.10; 5.3.5; 5.5).

6.3.3 Staff shortage hampers service delivery as well as capacity development

- Commitment seems to be there on both sides of management and educational staff, but due to staff shortages people are unable to attend training and development sessions as expected.
- The current staff at colleges is overstretched, and thus has a low morale (*cf.* 5.3.6; 5.4.4, 5.5).

6.3.4 Limited time allocated by college councils for policy formulation on capacity development of educational staff

- College council members have limited time to spend at colleges and thus they fail to fulfill their obligation,

namely policy formulation for capacity development of educational staff (*cf.* 5.3.1; 5.6.1; 5.6.3).

6.3.5 Non-availability of staff for information sessions negatively affects communication at colleges

- Availability of staff for information sessions is problematic. Staff members always have some errands to run and are thus not available for information sessions (*c.f.* 5.4.2; 5.3.4).
- Colleges are not yet ready for implementation of the newly developed department of education programmes because they are not yet informed of the content of the learning and teaching material in those programmes (*cf.* 2.8; 5.3.3; 5.2.4).

6.4 RECOMMENDATIONS AND GUIDELINES FOR DESIGNING A CAPACITY DEVELOPMENT SYSTEM FOR EDUCATIONAL STAFF AT FET COLLEGES

All aspects mentioned in the findings gave rise to a need for the provision of guidelines for policy formulation regarding capacity development of staff at FET colleges. It is evident that attention should be paid to the capacity of individual colleges to design and implement the capacity development policy and to the availability of funds for implementation of that policy. In addition, there are important elements of a capacity development system that can be considered to improve the current practice at colleges.

On this basis therefore, it is important to highlight components that constitute a capacity development system and steps that should be considered in rolling out capacity development programmes (*cf.* 2.2.2) as stipulated by the Zambezi and Hernandez (2006:43).

6.4.1 Components of capacity development system

- **Prioritisation of skills development and effective use of human capital:**

FET colleges need to take capacity development and the effective use of resources as a priority during planning and monitoring at colleges, not forgetting an effective use of managerial, professional and technical staff in order to realise the vision and mission of the institution (*cf.* 5.3.3; 5.3.1).

- **Organisational culture versus staff retention:**

FET colleges as organisations have to review their culture and management styles, since these influence the use, efficiency and retention of skilled human resources. FET colleges experience a high staff turnover as a result of lack of incentives such as attractive conditions of service, good opportunities for career and personal development. In order to deal with this problem effectively the culture and management styles should be aligned with cooperative governance, which emphasises consultation and collaboration between management and staff for growth and development (*c.f.* 5.3.6; 5.4.2).

- **The development of an institutional capacity development policy:**

FET colleges are currently faced with limited capacity at all levels of staff and this situation warrants for policy design on capacity development, as well as change in the institutional environment for quality assurance purposes. Capacity development of staff is necessary since it ensures proper clarification of roles and responsibilities of management and the educational staff as well as the effective implementation of skills development policies and laws and regulations that affect employment, promotion, and remuneration policies.

- **Strengthening partnerships with business and industry for capacity development purposes:**

There is an urgent need for FET colleges to establish multi-sectoral alliances and networks with the following partners in order to optimise resources and broaden capacity at FET colleges among the educational staff: Other public FET colleges, sectors education and training authorities (SETAs), business and industry.

- **Social capital and community participation:**

During interviews and focus group discussions, it was evident that some of the educational staff are under-utilised and demotivated. Among others, there are those that had an opportunity to go to overseas countries and are unable to implement the knowledge and skills acquired. Coordination

and cooperation between the college management and the educational staff should be considered for mutual benefit and attainment of organisational goals and objectives (*c.f.* 5.4.2; 5.3.4). The use of the word community in this instance implies the educational staff at colleges, who need to be afforded an opportunity to unleash their potential, as well as the skills acquired through training and developmental programmes implemented at colleges in order to strengthen social accountability (*c.f.* 2.2.2).

- **Consideration of the socio-economic, cultural and political factors when designing a capacity development system:**

This refers to the socio-economic, cultural and political settings within the Free State province that facilitate or constrain the functional capacity of the educational staff and managers at FET colleges (*c.f.* 2.8.).

The above-mentioned components are key to designing an effective and efficient capacity development system and are relevant in this study in the sense that they tally with what informs this study, i.e. structural changes, economic reform and curricula changes in the further education and training college sector. They further assist in answering the following research questions posed:

- How were the aims of the current capacity development policy and practice at Motheo and Goldfields FET colleges identified?

- How were the existing institutional capacity building policies and practices in the FET college sector developed?
- What are the challenges experienced during the capacity building processes?
- What are the benefits of educators as recipients of training and development?
- How capacity building initiatives are managed at the FET colleges in the Free State?
- What are the elements of best practice and shortcomings that can inform recommendations on the development of an effective and efficient capacity development system for FET colleges in the Free State?

6.4.2 Recommendations from the empirical study

On the basis of the interviews conducted with the college management and educational staff, it is recommended that proper capacity development systems be put in place (*c.f.* 5.3.3; 5.4.1). For this objective to be realised the following important four elements that characterise a capacity development system for sustainable development are applicable:

6.4.2.1 The need to restructure the value systems of the stakeholders

One of the mandates of FET colleges is skills development. This is in line with the prescripts of the *Skills Development Act 97 of 1998*. The major objective of the above-mentioned element

is to transform the value system of those that are in decision-making positions, namely the college management, to place high value on skills development. Educational staff as recipients of training and development also needs to place high value on skills development (*c.f.* 2.6; 2.7; 5.3.4; 5.4.1)

6.4.2.2 Development of human capacity is needed

This element focuses on enhancing the supply of professional and technical personnel. This includes capacity formation, namely increasing supply of skills and capacity enhancement (i.e. deepening skills levels through the transfer of new ideas, techniques and systems). Recruitment strategies should also be improved to meet the required organisational needs (*c.f.* 2.3; 2.5; 2.7; 5.2.3).

6.4.2.3 The need to modify organisational structure

This approach emphasises the need for a strategy to develop the human capacity at an FET college through effective utilisation of personnel with necessary skills, enhancement of incentive systems and decentralisation of decision-making process (*c.f.* 2.8; 5.5.3).

6.4.2.4 The need to transform institutional capacity

This element focuses on changing practices and procedures to ensure effective utilisation of resources such as human, financial and physical resources.

6.4.2.5 The need to base capacity development on strategic planning

The FET college's capacity development system needs to be based on the strategic plan of the college in order for it to serve its purpose. These strategies are influenced by a variety of external factors such as government regulations, availability of a qualified workforce, competition for students and faculties and ranking among peers. In addition, a strategic plan is influenced by internal factors such as the vision and mission of an institution, financial health, the state of its facilities and information technology (5.2.2; 5.4).

6.4.2.6 The need to enhance organisational effectiveness

In order to enhance an organisation's effectiveness, sustainability and ability to fulfill its mission, emphasis needs to be based on the development of core skills, management practices, strategies and systems. However, employee contributions should be taken into consideration, through needs analysis/skills audit when designing a capacity development system. These contributions of employees or faculties are there to define organisational strategies and goals (*c.f.* 5.2.2)

6.4.2.7 The need to strengthen HR units

It is recommended that the HR units at FET colleges be strengthened in order to assist in the future implementation of the requirements of the *FET colleges Bill* (2006), (*cf.* 5.3.2; 5.2.1).

6.4.2.8 *The need to close the gap between policy, implementation and practice*

To close a gap between policy implementation and practice, assistance of the legal section of the Department of Education be sought for policy analysis and interpretation. If possible, officials from the Chief Directorate: FET Colleges and ABET at the Free State Department of Education could be of assistance. From these interactions, a plan of action has to be developed, where the time and resources needed, will be outlined. This plan should form part of the performance contracts of the principals, deputies, senior managers responsible for HRMD, skills development facilitators, campus managers, quality managers and heads of faculties and educational staff, as a sign of commitment and for the purposes of quality assurance (*c.f.* 3.7; 5.3.1; 5.5).

6.4.2.9 *The need for staff retention*

To deal with high staff turnover, internal promotions, training and development should be based on the needs analysis done and should also contribute towards career and personal development, and recognition of best performance. On the other hand, a growing-your-own-timber (GOOT) strategy could be adopted for the development of a database of skilled personnel. Well performing students have to be considered in order to build the institutional database for future use. In addition, financial assistance should be provided to well performing needy students (5.3.6; 5.2.2).

6.4.2.10 The need to develop an institutional communication strategy

It is evident that it is important for an institutional communication strategy to be developed in consultation with staff members across levels. Alignment of an institutional communication strategy with government policies for quality assurance purposes is recommended (5.4.2; 5.3.4). The following components are recommended towards the development of a communication strategy:

6.4.2.11 The need for information sessions and workshops

Information sessions on HR policies, new curriculum, progress on the FET colleges' recapitalisation process, etc., should be held. Institutional preparatory workshops for educational staff and heads of faculties for the rollout of the new programmes are also a necessity (5.4.2; 5.3.4).

6.4.2.12 The need to discuss issues of equity and redress

Issues of equity and redress should be clearly discussed at staff meetings. They should be incorporated in the strategic plan of the institution. They should not be used as a discriminatory measure as reflected in the statement made by one of the heads of faculties (*cf.* 3.1; 3.5; 3.6; 5.3.5; 5.5).

6.5 Recommendations from the participant observer

On the basis of the various definitions on capacity development as provided by various authors, it is apparent that the overall purpose of capacity development is to ensure effective design, implementation, coordination and management of wide-scale capacity development programmes. This implies that for capacity development system to be in place there should be proper planning, coordination and monitoring of activities (*cf.* 1.8.1; 2.2.1).

Literature on capacity development has proved that capacity development is one of the contested aspects of HRMD, thus various interpretations, models and perceptions presented (*cf.* 2.4). In order to gain a full understanding of the concept of capacity development and also to accustom with the latest trends in offerings of capacity development, various authors and perceptions internationally, in Africa, and in South Africa have to be consulted by the management and the educational staff at FET colleges.

In-depth analysis of the South African legislative framework around skills development points to the fact that there is a skills shortage, as well as a policy position needed for capacity to be developed at all levels within the FET colleges (*cf.* 3.5; 5.2.1 and 3.6; 3.6.2), though there is a gap identified between policy development, theory and practice at colleges (*cf.* 6.4.2.8). It is of crucial benefit for FET colleges to address the skills shortage by developing their own institutional capacity development policies in order to regulate capacity

development, as well as to develop a plan of action addressing the gaps between policy and practice.

6.6. LIMITATIONS OF THE STUDY

This study like most research investigations has limitations. This does not imply that it failed to meet its aim and objectives; in fact it has succeeded to outline the required elements and components of a capacity development system for educational staff at FET colleges (*cf.* 6.5; 2.2.2). Nevertheless the following limitations are worth mentioning in this research:

6.6.1 Response rate

A positive response rate was received. All the expected participants showed up for interviews, except for one participant who prepared a written response based on the interview schedule, which he managed to receive beforehand. This however, did not affect the study negatively, but gave the participant more time to give very informed responses that informed the study a great deal.

6.6.2 Sample size and the generalisability of the results

This is a qualitative study, and qualitative research is sometimes criticised for a lack of reliable and generalisable findings, but case-studies provide context-bound generalisations for future research (*cf.* 1.5; 4.5.4).

In this qualitative study, generalisation is not highly problematic due to the fact that a collective case study based on the two out of four FET colleges was done. The only limitation in this case could be the size of the sample involved. The researcher could not reach all the educational staff at the two participating colleges, but concentrated on those information-rich participants such as the principals, deputies responsible for cooperate affairs, senior managers responsible for HR, skills development facilitators, heads of faculties and educational staff themselves. This purposeful choice of participants assisted the study in attaining its aim and objectives.

6.7 RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations are presented for further study in the designing of a capacity development system for educators at FET colleges:

6.7.1 The effects of staff turnover at FET colleges should be investigated

A high staff turnover due to lack of incentives and insecurity among staff members seems to be a major problem in the FET college sector, a factor that seems to sabotage/counter all efforts for capacity development. This concern was mostly emphasised by the heads of faculties at colleges during the interviews (*cf.* 5.3; 5.3.6; 5.4.4; 5.5).

6.7.2 The HR implications regarding growing your own timber at FET colleges should be established

FET colleges are currently unable to attract qualified artisans for engineering and related subjects, as well as in the business studies due to less attractive work environment at the colleges. This issue therefore warrants further investigation and recommendations in that regard.

6.7.3 The implications of the FET colleges Bill (2006) should be investigated

The *FET Act 98 of 1998* is under review and the newly developed FET colleges Bill (2006) brought with it the demands on the current systems. The *FET Colleges Bill (2006)* requires of college councils to have a well-structured and fully functional HR components. It is of importance therefore, to investigate the level of readiness of college councils to serve as employers with more delegated powers than in the past.

6.8 CONCLUSION

According to the Free State Growth and Development Strategy, the human development index for the Free State reflects the following:

- Population growth estimated from 2001 to 2006: 0,72%
- Population growth per annum : 1,12%
- Functional literacy : 69,2%

- People living in poverty since 2002: 54,7%
- Unemployment rate: 38,9%
- Out of a population of 2, 95 million, only 1, 09 million people are economically active.

The information above indicates a need to put in place strategies and programmes that will address the immediate, medium and long-term needs for capacity development with greater impact. Learnerships and skills programmes are implemented at colleges as some of the strategies of government to deal with skills shortage, under-employment and also un-employment among the youth population in the Free State Province. The current problem at colleges, however, is a lack of capacity in relation to HR needs, as well as not having proper systems to deliver the newly developed programmes. This situation therefore warrants for HR management and development for the colleges to deliver skills development as their core business efficiently.

With the above-mentioned situation in mind, literature reviewed in this study reflects the fact that capacity development is crucial to the growth and development of every organisation (*cf.* 2.3; 2.5.2.1; 5.4.3) internationally, in African countries, as well as nationally. The South African legislative framework supports the need for capacity development and also provides means for such initiatives to be successfully implemented at FET colleges. On the basis of the literature review made and the interviews conducted, this study made

recommendations on how to design a capacity development system at FET colleges (*cf.* 2.2.2; 6.4.1).

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**APPENDIX 1: Communiqué to the
Principals of
Goldfields and
Motheo FET colleges**

FREE STATE PROVINCE



Enquiries : Mr F.R. Sello
Reference no

Tel. .051- 4048750

MEMO

**TO : PRINCIPAL OF MOTHEO FET COLLEGE
PRINCIPAL OF GOLDFIELDS FET COLLEGE**

FROM: Ms M.D.M Phutsisi

DATE: 24 February, 2006

REQUEST TO CONDUCT RESEARCH


I'm currently doing a final year and enrolled for a Master's Degree in Higher Education at the University of the Free State. My dissertation is entitled: "The development of a capacity development system for educator staff at FET Colleges in the Free State". This study intends to develop an effective, efficient and quality capacity development system as part of performance management for the educator staff at FET Colleges in the Free State in relation to ETDP SETA requirements.

You are hereby requested to afford me an opportunity to conduct face-to-face interviews during the period 13 – 17 March 2006 at Motheo FET College and 20 – 24 March 2006 at Goldfields FET College. The following categories of staff at your College will participate:

- The Principal and Deputies,
- The HR Manager,
- Skills Development Facilitator,
- Heads of Departments, and
- 4 educators per campus.

These interviews will be followed by focus group discussions with selected educators and managers. **Attached please find a copy of a letter of approval to conduct this research.**

Sincerely,


M.D.M Phutsisi

**APPENDIX 2: Responses of the
Principals of
Goldfields and
Motheo FET colleges**



MOTHEO FET COLLEGE

FAX COVER SHEET

Central Office
P/Bag X20509
Bloemfontein
9300

Tel: (051) 409 3300
Fax: (051) 435 7602

Thaba Nchu Centre
P/Bag X10
Thaba Nchu
9780

Tel: (051) 878 1225/77
Fax (051) 878 1053

Hillside View Centre
P/Bag X20609
Bloemfontein
9300

Tel: (051) 409 3300
Fax: (051) 435 7602

Bloemfontein Centre
P/Bag X20642
Bloemfontein
9300

Tel: (051) 448 1525
Fax: (051) 447 0486

Website: www.motheofet.co.za

FAX NO.	051-4473648	DATE	05/03/2006	PAGES	2
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RECIPIENT	Mrs Phutsisi
COMPANY	Department of Education
OFFICE	

SENDER	Mr Maboya	OFFICE	Central Office
TELEPHONE	051-4093363	FAX	051 - 4357602
CEL		E-mail	maboya@motheofet.co.za

Message:



MOTHO FET COLLEGE

CENTRAL OFFICE

Ref:

08 March 2006

Dear Mrs Phutsisi

REQUEST TO CONDUCT RESEARCH

You are hereby cordially afforded an opportunity to conduct face-to-face interviews with categories of staff between 13 – 17 March 2006 as stated in your Memo dated 24 February 2006.

Perhaps I would suggest that in line with ethical requirements of a research conducted on human participants, there should be direct communication with each one of them on the following:

- The purpose of the study/research
- The importance of the findings
- The confidentiality clause

Also be informed that HRD has arranged a workshop on IQMS for all College educators on 17 March 2006. This might clash with your plans.

Sincerely

P.S. MABOJA
PRINCIPAL

Central Office
P/Bag X20509
Bloemfontein
9300
Tel: (051) 409 3300
Fax: (051) 435 7602

Thaba 'Nchu Centre
P/Bag X10
Thaba 'Nchu
9780
Tel: (051) 876 1225/7
Fax: (051) 876 1053

Hillside View Centre
P/Bag X20509
Bloemfontein
9300
Tel: (051) 409 3300
Fax: (051) 435 7602

Bloemfontein Centre
P/Bag X20542
Bloemfontein
9300
Tel: (051) 448 1525
Fax: (051) 447 0486

Website: www.mothoefetcollege.edu.za

**APPENDIX 3: Letter of request
addressed to the
Head of Department
for the Free State
Department of
Education**



SENTRUM VIR HOËRONDERWYSSTUDIES EN -ONTWIKKELING
CENTRE FOR HIGHER EDUCATION STUDIES AND DEVELOPMENT

14 November 2005
The Head: Education
Free State Department of Education
Private Bag X 20565
BLOEMFONTEIN
9300

Dear Sir

REQUEST TO CONDUCT RESEARCH

Ms Dipilwane Phutsisi is a final year student enrolled for a master's degree in Higher Education at the Centre for Higher Education Studies and Development at the University of the Free State. She is currently doing her empirical investigation for her dissertation entitled "**The development of a capacity development system for educational staff at Further Education and Training (FET) Colleges in the Free State**". The main aim of this study is to develop effective, efficient and quality Capacity Development Systems (CDSs)* as part of Performance Management, and other formal policies and practices for educational staff serving further education and training institutions in the Free State region in relation to ETDP-SETA skills development and training expectations from skills development legislation.

Please note that the results of this survey will be treated with the utmost confidentiality and will be used solely for Ms Phutsisi's studies and not for any other reason that is not disclosed by her.

You are therefore kindly requested to grant her permission to conduct this survey. The survey will be followed by focus group discussions and personal interviews with selected educators and managers.

Thank you in advance for your cooperation.

Yours sincerely

Mapesela

Professor 'Mabokang L.E. Monnapula-Mapesela (Supervisor)
Centre for Higher Education Studies and Development
University of the Free State
Box 4345
Bloemfontein 9300
Tel: 0027 514013777
Fax: 0027 514446357
E-mail: mapesela.rd@mail.uovs.ac.za

**APPENDIX 4: Approval from the
Free State
Department of
Education, to conduct
research**



Inquiries : Ms. Gaborone MMA
Reference no. : 16/4/1/7-2006

Tel : (051) 404 8658
Fax : (051) 447 7318

006-02-27

Ms. MDM Phutsisi
7 Koos van der Walt
Universitas-Rif
Bloemfontein
301

Dear Ms. Phutsisi


REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **The development of an efficient, effective and quality capacity development system for the educational staff of an FET College in the Free State.**
3. Your research project has been registered with the Free State Education Department and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Educators and learners, participate voluntarily in the project.
 - 3.2 The names of all schools, educators, and learners involved remain confidential.
 - 3.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 3.4 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein. It will be appreciated if you would also bring a summary of the report on a computer disc, so that it may be placed on the website of the Department.
5. Once your project is complete, you may be invited to present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**The Head: Education, for attention:
DIRECTOR : QUALITY ASSURANCE
Room 401, Syfrets Building
Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely


FR SELLO
DIRECTOR : QUALITY ASSURANCE

FREE STATE PROVINCE



Enquiries : Ms M.D.M. Phutsisi
Reference no

Tel. .051- 4048497

MEMO

THE HEAD: EDUCATION
Attention: Director: Quality Assurance
Room 401, Syfrets Centre
Private Bag X 20565
BLOEMFONTEIN
9301

07 March 2006

REGISTRATION OF RESEARCH PROJECT

Your correspondence dated 27 February 2006 is acknowledged.

The conditions as indicated in the letter are accepted. I hereby make a special request to conduct interviews during working hours without causing any disruptions during tuition time. Educators and Managers involved will be visited during their free intervals at the College.

Sincerely,


M.D.M Phutsisi

APPENDIX 5: INTERVIEW SCHEDULE

APPENDIX 5: INTERVIEW SCHEDULE

**INTERVIEW QUESTIONS PREPARED
FOR FET COLLEGE MANAGERS AND
EDUCATORS IN RELATION TO
CAPACITY DEVELOPMENT IN HIGHER
AND FURTHER EDUCATION.**

Compiled by: M.D.M. Phutsisi

Introduction

This is an impact study sponsored by the ETDP SETA. It is currently hosted by the Free State Higher Education Consortium at the University of the Free State. The purpose of this study is to assess the impact of capacity development in higher and further education and design a capacity development system for educational staff at FET college in the Free State. Furthermore the researcher involved is a Masters student in Higher education and this study will assist her to do her full dissertation.

Please note that the results of this study will be treated with the utmost confidentiality and will only be utilised in a broader context without referring to one specific institution.

Your participation in this interview will make a significant contribution in the field of capacity development in higher (HE) and further education and training (FET). This interview comprises of 8 - 9 questions and will take at the most 30 minutes of your time.

The following questions are applicable to the Principals and the Deputy Principals responsible for corporate matters, HRD included:

- 1.** Tell me about your institutional capacity development system.

Probes

- How was it developed and who was responsible?
 - Who is responsible for its implementation?
 - Where did you find out about the capacity development system?
 - Who are the beneficiaries of this system?
2. How was it decided that this system would benefit the identified beneficiaries?
 3. What type of input did (do) you feel you had (have) about the development of the capacity development system in place?

Probes

- Who made the decision about what capacity development system would do for educators at your institution?
 - Did you feel you could make decisions about the capacity development system appropriate for educators at your institution?
 - Did what you wanted from this capacity development system make a difference?
4. Is there any evidence that these initiatives are effective and bearing results, if yes, explain?
 5. If no, what type of systems do you have in place to measure the impact of capacity development of educators at this college? Explain.
 6. What are the expectations of management and educational staff regarding this capacity development system?
 7. What would like to see happen in the near future about the capacity development of educational staff at FET colleges?

8. Are there any aspects not addressed during this interview that you would like to bring to my attention, and why?

The following questions are applicable to HR Managers at the colleges:

1. Tell me about the objectives of the capacity development programme offered at your college?
2. Do you feel confident that the capacity development programme is effective and thus value for money? Explain.
3. Who are the main stakeholders of this programme and what type of processes were followed when selecting these beneficiaries?
4. Is transformation of staff quotas or equity one of your priorities, if not why?
5. If yes, will the programmes help achieve the targets set?
6. In terms of the recapitalisation plan of your college, most of the educators are between the ages 30 and 50, is there any strategy in place to grow your own timber in order to replace this staff on retirement?
7. Is there evidence that different racial groups have different needs in relation to capacity development?
8. What type of support do you provide as a college to your educators during the implementation of the capacity development programme?
9. How does capacity development of educators and managers fit in the entire human resource development at this college?

10. Are there any aspects not addressed during this interview that you would like to bring to my attention, and why?

The following questions are applicable to the Skills Development Facilitators at the colleges:

- 1.** In your view, what are the reasons for capacity development at FET colleges?
- 2.** What strategies do you believe need to be put in place to identify the capacity development needs of educational staff at FET colleges? Explain.
- 3.** How does capacity development of educators and managers fit in the human resource development strategy at this college? Explain.
- 4.** What are the perceptions of the management team and educational staff about the capacity development system, the approach followed and the implementation thereof?
- 5.** What are the most difficult aspects to implement in the capacity development programme at your college?
- 6.** Give me your views as suggestions for improvement of the capacity development programmes if not confident about them?
- 7.** How do you expect the educational staff to be different from having participated in the capacity development programmes? Expand further.
- 8.** What would you like to see happening during implementation of the capacity development programmes at your college?
- 9.** Are there any aspects not addressed during this interview that you would like to bring to my attention, and why?

The following questions are applicable to the heads of faculties at colleges:

1. Are there any systems and policies addressing capacity development in your department that you are aware of? If any please explain, if not what are the strategies developed for future implementation?
2. What are your perceptions as a head of faculty about the capacity development approaches and how they are implemented?
3. What are the perceptions of educational staff about the capacity development approaches and how they are implemented?
4. Who is responsible for implementing capacity development in your faculty, and how?
5. Who are the main beneficiaries of capacity development initiatives in your faculty?
6. Is there any evidence that different groups have different needs in relation to capacity development?
7. Are you confident that the existing policies and practices on capacity development meet the needs of these groups or hinder the growing-our-own-timber expectations in the further education training college sector?
8. What about the broader transformation needs within your Department?
9. Are there any aspects not addressed during this interview that you would like to bring to my attention, and why?

The following questions are applicable to the educational staff at the two colleges:

1. What do you think is the importance of capacity development for educational staff in further education colleges and at your college in particular?
2. Are there any systems and policies addressing capacity development that you are aware of? If any please explain.
3. How will the implementation of capacity development benefit you as an educator in your subject area?
4. Do you feel confident that the existing capacity development systems and practices are efficiently serving the needs of educational staff?
5. What are the expectations and challenges of educational staff regarding capacity development?
6. Do you think that you are ready for the implementation of the new college programmes starting from 2007? If not, what type of capacity development do you think would be suitable?
7. Are there any aspects not addressed during this interview that you would like to bring to my attention, and why?

Thank you!!!!!!

**APPENDIX 6: Slides of the
power point
presentation made
during the 1st visit
to the FET
colleges**

Title of the study

- Proposed Title: The design of a capacity development system for the educational staff at FET Colleges in the Free State.

TO BE NOTED

- This is an impact study sponsored by the ETD P SETA. It is currently hosted by the Free State Higher Education Consortium in order to assess the impact of capacity development in higher and further education. Furthermore the researcher involved is a Masters student in Higher education and this study will assist her to do her full dissertation.
- Please note that the results of this study will be treated with the utmost confidentiality and will only be utilized in a broader context.
- Your participation in this study will make a significant contribution in the field of capacity development in higher (HE) and further education and training (FET).

Aim of the Study

- A research conducted by the National Business Initiative (NBI) regarding responsiveness of FET Colleges further confirms their lack of capacity to respond to the labour market needs since 1994. Staff training and development is crucial, including a concerted drive to ensure that staff members are exposed to ongoing capacity development in the workplace (Fischer 2005:2). Apart from challenges listed, policy imperatives have put pressure on both the public and the private sectors to develop capacity.

Aim of the Study

- The main aim of this study therefore, is to develop an effective and efficient capacity development system as part of Human Resource Management and Development for educators at FET Colleges.

Purpose of the study

The study aims to do the following investigation:

- A literature review regarding the international and local perspectives on the importance and necessity of capacity development.
- An analysis of the existing institutional capacity building policies and practices in the FET college sector.

Purpose of the study

- Identification of the challenges experienced during the capacity building processes and their benefits on the recipients.
- Examination on how capacity building initiatives are managed at FET colleges.
- Assessment of the benefits these capacity development projects have on the recipients.

Purpose of the study

- Identification of the elements of best practice and shortcomings in order to make recommendations on the development of an effective and efficient capacity development system for FET colleges in the Free State.

Necessity of the study

- This study will contribute towards effective policy, practice and implementation in both the HE and FET sectors, in that they will review the existing capacity development policies and practices and implement them as required.

Focus of the study

- This research focuses on capacity building of the academic staff as an aspect of Human Resource Development, within the field of FET. The emphasis is on the current capacity building initiatives, policies used, how they are structured and managed, their outcome as perceived by the recipients, and the lessons worth learning from FET Colleges.

Research Design and methodology

- A case-study approach will be followed. Case-studies provide context-bound generalizations for future research.
- An observation method with a clear checklist based on literature reviewed will guide the site visits to be made by the researcher. The outcome of the site visits will be analysed by determining trends.
- An in-depth review of existing literature on capacity building internationally. Subsequent to that, specific focus will be given to the South African literature and policy framework regarding capacity building.

Research Design and methodology

- The trustworthiness of this research will be ensured by observing these ethical considerations: accessing the consent of the participants and ensuring freedom of choice, elimination of fraud, deceit, duress, or unfair manipulation; emphasising anonymity of responses and observations; securing data; ensuring validity of the study through verbatim accounts, and establishing rapport with the respondents.

Research Design and methodology

- Structured interviews will be conducted with the College Management, an HR officer and an SDF, as a result of their involvement in policy development and implementation, and a representative but purposefully selected group of the educator staff (those that received training in relation to the implementation of the new programmes).
- Focused group discussions will be conducted as a means of clarifying issues raised during interviews. To ensure validity of the study, verbatim accounts of participants will be recorded as per request, to obtain literal and precise statements from the participants.
- With sufficient data and consultations made during interviews, impact assessment will be made on the institutional policies, practices, provision and criteria applied during capacity development of educators.
- Finally, recommendations based on the outcomes of the study will be communicated to relevant stakeholders.

Value of the Research

- This study is intended to identify gaps in policies and inform policy theory as against practice by highlighting issues that are emphasised by policy that have not received recognition in terms of implementation.

WHO ARE THE PARTICIPANTS

- **The Principal and the Deputy Principal responsible for Corporate matters, HRD included ,**
- **HR Manager ,**
- **Skills Development Facilitator at the College ,**
- **Heads of Departments,**
- **Educators at the three campuses**

Conclusion

- **Questions and Comments**
- **Appointments starting from 23.03.06 to 24.03.06- Remember, during your free time.**
- **Final submission – end May 06.**

• THANK YOU!!!!

A briefing session with an FET College participating in a research project regarding the development of a capacity development system at FET Colleges in the Free State.

Appendix 7: Feedback on the research findings

Feedback on the research findings-

18 May 2006- Goldfields FET College
23 May 2006- Motheo FET College

Research topic

- The design (development) of a capacity development system for educators at FET Colleges.

Aim of the research

- The main aim of this study is to design a capacity development system for educators at FET colleges, as part of Human Resource Management and Development.

Research Questions

- How were the aims of the current capacity development policy and practice at Motheo and Goldfields FET colleges identified?
- How were the existing institutional capacity building policies and practices in the FET college sector developed?

Research Questions

- What are the challenges experienced during the capacity building processes and their benefits on the recipients?
- How are capacity building initiatives managed at the participating FET colleges?
- What are the elements of best practice and shortcomings that can inform recommendations on the development of an effective and efficient capacity development system for FET colleges in the Free State?

Research Findings

The empirical investigation conducted brought the shortcomings of the current systems and practices used at FET colleges to the fore and on that basis the following deductions were made:

- Both colleges lack proper capacity development systems (*cf.5.1.1; 5.4.3*).
- There seems to be a need for provision of guidelines on how to develop sustainable capacity development systems at colleges (*cf.5.1.2*).

Research Findings

- The college management seems to play a minimal role in determining terms of reference towards the current systems and practices used (cf.5.4.1).
- There is also limited commitment by the college management and educators towards capacity development of educators despite the current rapid developments in the FET college sector (cf.5.1.2).

Research Findings

- Limited attention is given to the requirements of Human Resource policy requirements in terms of staff development in general, specifically the capacity development of educators (*The Human Resource Development Strategy for South Africa 2003; The National Skills Development Strategy (01 April 2005-31 March 2010); The Basic Conditions of Employment Act 75 of 1997; The Labour Relations Act 66 of 1995; The Employment Equity Act (EEA) (1998); The White Paper on Human Resources Management in the Public Service of 1997; Skills Development Act 97 of 1998 (RSA DoL 1998) and the Skills Development Levies Act of 1999*)

Research Findings

- There seems to be a gap between policy implementation and practice. All the South African policies on skills development have a direct implication on the approach of FET colleges towards skills development in general, and capacity development of educators in particular (cf.5.1.1; 5.4.3).
- A need to strengthen the HR units was so evident in the responses from the HR managers and the senior managers (cf.5.1.2).

Research Findings

- Concerns were raised about lack of motivation by the educators in terms of training and development conducted at colleges. This emanates from limited understanding of the organisational vision as well as the strategic direction followed by both the Department of Education and their colleges around equity and redress. This situation resulted in a high staff turnover (cf.5.1.6; 5.5; 5.4.2).
- Lack of a proper and effective communication strategy hampers effective service delivery at colleges (cf.5.2.1; 2.2.4).

Research Findings

- Career and personal development of educators and the college managers seems to be of less importance in their planning (cf.5.2.1, 2.2.4).
- Colleges are not yet ready for the roll-out of the newly developed programmes. This could easily be detected from the responses by the educators and heads of faculties (cf.5.1.2).
- College councils seem to play a minimal role if any, in terms of policy development for capacity development of staff at colleges, council appointees included (cf.5.4.1).

Recommendations

- Proper capacity development systems be put in place. Mulatu (2003:169) makes reference to four important elements that characterise a capacity development system for sustainable development and they are as follows:
 - **Restructuring of value systems:** The major objective of this element is to transform the value system of those that are in decision-making positions to place high value on skills development.

Recommendations

- **Development of human capacity:** This element focuses on enhancing the supply of professional and technical personnel. This includes capacity formation (i.e. increasing supply of skills) and capacity enhancement (i.e. deepening skills levels through the transfer of new ideas, techniques and systems). (Recruitment strategies be improved to meet the required needs).

Recommendations

- **Modification of organisational structure:** This approach emphasises the need for a strategy to develop the human capacity in an institution through better recruitment and retention practices, effective utilisation of personnel with necessary skills, enhancement of incentive systems and decentralisation of decision-making process.
- **Transformation of institutional capacity:** This element focuses on changing practices and procedures to ensure effective utilisation of resources.

Recommendations

- The capacity development system be based on the strategic plan of the college.
- Strategies are influenced by a variety of external factors such as government regulations, availability of a qualified workforce, competition for students and faculty and ranking among peers.
- Strategies are influenced by internal factors such as the vision and mission of an institution, financial health, the state of its facilities and information technology.

Recommendations

- Emphasis needed on the development of core skills, management practices, strategies and systems, to enhance an organisation's effectiveness, sustainability and ability to fulfill its mission.
- Employee contributions be taken into consideration, through needs analysis/ skills audit when designing a capacity development system.
- This needs of employees or Faculties should be used to define organisational strategies and goals.

Recommendations

- Strengthening the HR units. This will assist in the future implementation of the requirements of the FET Bill (May 2006).
- To close a gap between policy implementation and practice, assistance of the legal section of the Department of Education be sought for policy analysis and interpretation. If possible, officials from the Chief Directorate: FET Colleges and ABET could be of assistance.
- From this discussions, a plan of action be developed where the time and resources needed would be outlined.
- This plan should form part of the performance contracts of the Principals, Deputies, Senior Managers responsible for HRMD, Skills Development Facilitators, Campus Managers, Quality Managers and Heads of Faculties and Educators- as a sign of commitment and for the purposes of quality assurance.

Recommendations

- In terms of the FET colleges Bill (2006:22), the college council is responsible for the development of policies at colleges. It is dependent upon the college councils therefore to ensure effective service delivery at Colleges through capacity development of staff members, educators and management inclusive. This practice was reported during interviews as the current approach followed by the college council in charge, but it needs to be strengthened.

Recommendations

- To deal with high staff turnover accordingly, internal promotions be considered, training and development should be based on the needs analysis done and should also contribute towards career/ personal development, recognition of best performance in cash/or in kind be considered.
- An institutional communication strategy be developed in consultation with staff members across the levels. Alignment with govt. policies would be recommended. It should also be included in the performance contracts, for quality assurance purposes.

Recommendations

- Information sessions are needed- HR policies, new curriculum, progress on Recap,etc.
- Institutional preparatory workshops for the roll-out of the new programmes be held with educators and Heads of Faculties.
- GOOT- Growing your own timber (strategy) be adopted for the development of a database of skilled personnel. Well performing students can be considered to that effect. Financial assistance be provided to well performing needy students.

Recommendations

- Issues of equity and redress be clearly discussed at staff meetings. They should be incorporated in the strategic plan of the institution. They should not be used as a discriminatory measure.
- **Head of Faculty:** "I don't know, Mam..... (Laughter!). It is not well implemented. It is all about racial problems. I understand government policy, as you know.... It might not be for me as a white male. I don't have any future, I still feel rejected. It makes me feel negative".

Conclusion

- Verification of the findings presented.
- Written feedback should be provided. Individual participants should use the pieces of paper circulated.
- A copy of the dissertation will be submitted to the College Management on approval by the University.
- A BIG THANK YOU TO ALL OF YOU!!!!