

U.S.-South Africa Partnership for Skills Development

Final Partnership Report

Period: March 1, 2009 - March 31, 2012

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Acronyms

AATP	Accelerated Artisan Training Program
AB	Abstinence and Be Faithful
ACE	American Council on Education
AACC	American Association of Community Colleges
AOTR	Agreement Officer's Technical Representative
BCC	Bronx Community College
BEE	Black Economic Empowerment
BUSA	Business Unity South Africa
CBI	Capacity Building Initiatives
CCI	Chamber of Commerce and Industry
CDC	Centers for Disease Control and Prevention
CEOs	Chief Executive Officers
CMSA	Chamber of Mines of South Africa
COIDA	Compensation for Occupational Injuries and Diseases Act
COP	Chief of Party
CSPE	Centre for the Support of Peer Education
DFET	Department of Further Education and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
DTI	Department of Trade and Industry
EOS	Employer Outreach Survey
ERLs	Employer Relationship Leaders
ETDP	Education, Training and Development Practices
FETC	Further Education Training Colleges
HCT	Health Care Training
HESA	Higher Education – South Africa
HOD	Head of Department
HR	Human Resources
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IPM	International Project Manager
JFF	Jobs for the Future
LEDET	Limpopo Economic Development, Environment and Tourism

LMI	Labor Market Information
LOD	Head of the Life Orientation Department
LSLWG	Life Orientation lecturers, the Student Support Services
M&E	Monitoring and Evaluation
MCC	Middleburg Chamber of Business
MERSSETA	Manufacturing, Engineering and Related Services SETA
MOE	Ministry of Education
MOHET	Minister of Higher Education and Training
NATED	National Technical Education
NBFE	National Board for Further Education and Training
NBI	National Business Initiative
NCU	Northern Cape Urban
NC(V)	National Certificate (Vocational)
NGO	Nongovernmental Organization
NTIP	National Tooling Initiative Program
NVBD	New Venturing Business Development
PCC	Polokwane Chamber of Commerce
PEPFAR	President's Emergency Plan for AIDS Relief
PSKD	Partnership for Skills Development
RMC	Repeated Message Campaign
RMI	Retail Motor Industry
RSA	Republic of South Africa
RTCHS	Right to Care Health Services
SACCI	South African Chamber of Commerce and Industry
SSACI	Swiss-South African Cooperation Initiative
SAPPI	South Africa Paper and Pulp International
SAQA	South African Qualifications Authority
SASHA	South Africa Sexual Health Association
SME	Small and Medium Enterprises
SSAC	Swiss-South African Cooperation Initiative
SSS	Student Support Services
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TA	Technical Assistance
USAID	United States Agency for International Development
YBI	Youth Build International
VCT	Voluntary Counseling and Testing
VEOP	Vocational Education Orientation Program
WBE	Workplace-Based Experience

Executive Summary

This is the Final Partnership Report for the U.S.-South Africa Partnership for Skills Development Program (PSKD), implemented by the American Council on Education (ACE) and the American Association of Community Colleges (AACC) with Northern Virginia Community College (NVCC), Jobs for the Future (JFF), Health and Education Training and Technical Assistance Services (HETTAS), and YouthBuild International (YBI), with financial support from the United States Agency for International Development (USAID). The project took place from March 1, 2009 to March 31, 2012.

The project provided sub-grants to 12 Further Education and Training colleges (FETCs) in South Africa; seven in Limpopo, three in Mpumalanga, and two in Northern Cape Province. The 12 Further Education Training (FET) colleges have a total of 44 campuses. The aim of the program was to build on the success of previous South African Department of Higher Education and Training (DHET) programs to strengthen institutional capacity within the FET college sector to support students by analyzing lessons learned from previous interventions and thoughtful, critical thinking on possible alternative approaches.

The partnership also supported the education program area and the basic education program **element. With funding from the U.S. President's Emergency Plan for AIDS Relief (PEPFAR), the program supported PEPFAR targets and goals. The partnership represents USAID's strong and continuing commitment to promoting skills development in South Africa and creating opportunities for FET colleges to improve their capacity to offer skills development programs.**

This report covers the program activities implemented by ACE, in partnership with AACC, NVCC, JFF, HETTAS, and YBI and the 12 FET colleges, in Limpopo Province (Capricorn, Waterberg, Sekhukhune, Mopani, Letaba, Lephalale, and Vhembe), in Mpumalanga Province (Gert Sibande, Nkangala, and Ehlanzeni) and in Northern Cape Province (Northern Cape Urban and Northern Cape Rural). FET colleges and implementing partners were to submit monthly, quarterly, and annual reports to ACE throughout the duration of the program as a condition of the sub-grants. In addition, ACE submitted monthly, quarterly, and annual reports on the activities of its partners to USAID throughout the program.

A total of \$6,289,000 was expensed to ACE over the life of the program that included \$970,000 of PEPFAR funds. The PEPFAR were for implementation of HIV/AIDS programs that supported PEPFAR goals and objectives for the period from March 1, 2009 to March 31, 2012.

This report covers highlights of program activities implemented by partners under the USAID program areas: workforce development, basic education, and HIV/AIDS PEPFAR program, broken down into four major results areas; preparing students for the workplace, improved academic support, enhanced national and provincial FET leadership capacity, and expanded outreach and college services to address student and lecturer awareness of HIV/AIDS and life skills programs.

Program Information/Background/Objectives/Purpose

Overall Objectives of the Partnership:

1. The PSKD program aimed to support the Economic Growth and Private Sector Competitiveness program areas under the Economic Growth Functional Objective.
2. With funding from PEPFAR, the program supported PEPFAR targets and goals.
3. **The partnership represented USAID's strong and continuing commitment to promoting skills development in South Africa and creating opportunities for FET colleges to improve their capacity to offer skills development programs.**
4. The U.S.-South Africa PSKD program supported the work of USAID in meeting major program objectives by providing support of three program areas: workforce development, basic education, and HIV/AIDS PEPFAR program. Support was to be implemented under four major results areas:

Major Result Area 1: Students Prepared for the Workplace

- Develop a **“student-facing” career guidance strategy to make students ready for life** and work through individualized career coaching, along with youth development and career-focused activities.
- **Develop an “employer-facing” strategy and build capacity of FET Colleges to develop partnerships and job placements in key industry clusters and in small, micro, and medium enterprises (SMEs), in keeping with USAID/South Africa’s 2007 Operational Plan.**
- Expand and enrich programs, including entrepreneurship and micro- and small-business incubation educational programs.

Major Result Area 2: Improved Academic Support, Teaching, and Learning through Enhanced Student Support Services

- Provide student support and referral services to ensure success in National Certificate (Vocational) (NCV) programs, including assessment and placement, provision of necessary remediation or tutoring, individualized learning plans, and coaching or mentoring based on student progress.
- Incorporate work-based learning such as internships and cooperative work experience.

Major Result Area 3: Enhanced National and Provincial FETC Leadership Capacity

- **Strengthen FET Colleges’ capacity to develop cost-effective means of measuring efficiency, including tracking former students in the labor market.**
- Develop ways to make course information readily available so that mid-course corrections can be made as necessary.
- Support FET College outreach, recruitment, education, and marketing campaigns tailored to students, business and industry, and communities.

Major Result Area 4: Expanded Outreach and College Services to Address Student and Lecturer Awareness of HIV/AIDS Issues and Life Skills Programs

- Build opportunities for the college-wide community to acquire in-depth understanding of and engagement in HIV/AIDS prevention.

Program Management

- ACE hired a consultant to work on the PSKD program from May 2009 to June 30, 2009 to undertake all necessary communication with USAID officials in South Africa and to establish communication with other key partners in South Africa. This person was later appointed as PSKD program chief of party (COP) and was stationed in Pretoria, South Africa. The COP appointed a program specialist and program administrator.
- ACE entered into an agreement with Higher Education South Africa (HESA) in Pretoria. HESA agreed to employ three individuals in the positions of South Africa program director/COP, program specialist, and administrator.
- ACE personnel located at ACE headquarters in Washington, DC provided technical and administrative leadership and direction in program implementation. The COP in Pretoria was to report to ACE and was charged to lead program implementation and report to ACE, DHET, and USAID.

Changes in Government Agencies

At the time when ACE was awarded the cooperative agreement by USAID, the Department of Education in South Africa was involved in the program design and selection of the 12 beneficiary FET colleges. This all happened during the year of general elections and as a result, there was a delay in the implementation. The Department of Education was later replaced by DHET, and a new DHET minister came on board soon after the elections. ACE and its partners had to wait for the appropriate time for the new minister to launch the PSKD program in October 2009, which delayed program implementation by seven months.

Collaborative Involvement

A program steering committee (PSC) was set up comprising ACE program staff based in Pretoria; DHET officials in charge of the project at the ministerial level; and three provincial officials from the Northern Cape, Mpumalanga, and Limpopo provincial offices. The PSC was to meet quarterly to evaluate program implementation and steer the direction in which the implementation process should go. PSC representation consisted of a deputy director general/chief director from the Department of Education (DoE), the USAID agreement **officer's** technical representative (AOTR), and the chief director in charge of college programs in each of the three participating provinces.

Partners also agreed on establishing a program coordinating committee (PCC) comprising one representative of the Department of Education; three representatives of provincial departments of education; one representative of ACE; one principal/CEO; and one other representative from each of the participating colleges.

The committee was responsible for overall planning and guidance of the program and for making final recommendations to USAID. Both the PSC and PCC were to be chaired by the National Department of Education, which became known as DHET.

Implementation Approach

Originally, the DoE (subsequently, the DHET) had established that they would work with four FETCs during year one, eight FETCs during year two, and 12 FETCs during year three. However, throughout the course of planning the implementation approach, the DoE concluded that it would seek to partner with 12 FETCs from year one and throughout the duration of the PSKD program. This required partners to revise their budgets and work plans and the level of implementation for individual colleges, and caused severe delays in starting the program. Work that was supposed to be started in spring and summer of 2009 did not begin until fall 2009.

The PSKD program worked to enhance the existing work of DHET in helping build the capacity of FET colleges to prepare students for the workplace. ACE engaged four implementing partners: Bronx Community College (BCC), which was later replaced by Northern Virginia Community College (NVCC); Jobs for the Future (JFF); YouthBuild International); and Right to Care Health Services (RTCHS), which was later replaced by HETTAS. NVCC signed a contract with ACE in September 2011 after ACE and BCC agreed to separate due to failure to comply with implementation requirements by BCC. This resulted in a loss of nine months of implementation time. ACE's separation with RTCHS also resulted in a loss of implementation. These partners were to work closely with ACE, Pretoria personnel, and DHET beginning in March 2009 but work delayed until October 2009.

Primary Activities of the Partnership

Bronx Community College (BCC)

Strategy:

BCC planned to work closely with the 12 FETCs to build on existing strengths within the colleges. Workshops were to be organized in October and November 2009 with a special focus on math and math literacy programs, pedagogy, and academic and student support services. These were to help build a relationship between BCC and each college and provide information to support future workshops. Areas of focus included:

- Addressing the needs of incoming students including orientation and academic advisement;
- Appropriately placing students in basic skills courses (math and math literacy) and offering a remediation framework;
- Academic support through tutoring, academic success centers, and using data and case management to track student progress and identify students in need;
- Using technology to support student and academic support services;
- Addressing the needs of students at different skill levels through the development of targeted programs; and
- Responding to the needs of disabled students.

Goals:

- Retention program for adaptation and implementation by FET colleges designed;
- Increased student use of available services and capacity to increase number of students using services;
- Cost-effective placement process for writing, math, and reading designed and implemented by FET colleges; and

- Student support plan in place for each FET college and models transportable to other colleges through a series of workshops.

Northern Virginia Community College (NVCC)

Strategy:

NVCC replaced BCC as an implementing partner and began work with the PSKD program in September 2011. NVCC held a weeklong organizational meeting and technical briefing for South African program managers, members of the ACE project team, representatives from other partner organizations under the program, and members of the FET program of DHET on September 26–30, 2011. The purpose of this meeting was to familiarize NVCC with the program and to serve as an educational experience for both FETC program managers and NVCC technical assistance program designers.

NVCC sought to establish relationships with FETC leadership and staff to improve the functionality and capacity of the FETCs to enhance student retention at each college. This was to be done by holding various workshops within the FETCs and by hosting FETC leadership at the NVCC campus to exchange best practices used in the United States to be remodeled in South Africa.

NVCC planned to carry out the project through individualized technical support around the core institutional infrastructure in student intake, academic support, and instructional principles common to research-based teaching and learning. Furthermore, NVCC planned to work with FETC leadership and staff to develop plans to measure outcomes and goals for their colleges to be tracked throughout the implementation of various activities established during workshops and trainings.

Goals:

- Develop materials to improve academic support services and English language and developmental math instruction;
- Identify academic placement, remediation, tutoring, counseling, mentoring, and early identification of students with learning difficulties and share resources with the 12 colleges via video and other internet and teleconferencing media;
- Select and work with FET college lecturers and staff to help other campuses and colleges adopt similar strategies;
- Visit additional FET colleges with newly trained facilitators to provide onsite help in the adoption of new strategies (pending receipt of additional funds); and
- Promote student success, beginning with the intake process, financial aid, orientation, academic support services, infrastructure, and curriculum strategies focused on retention, persistence, and completion.

YouthBuild International (YBI)

Strategy:

YBI set out to work in areas of career planning, leadership development, and student retention. The organization brought with it the experience of engagement with OneStop Shops (employment centers) in South Africa and the United States to work with the FETCs. YBI planned to provide information on how to market and use the centers effectively to give people guidance in conjunction with the National Youth Development Agency (NYDA). A technical expert from NYDA was to be appointed to assist YBI in reviewing OneStop data.

YBI planned to visit each FETC to assess current thinking, approach, learning, success, and key challenges of the student support services system. Visits were to be planned in conjunction with BCC and JFF and were to yield a plan to guide the work of each college with the partners. Meetings with province-level administrators were also planned.

YBI planned to focus its training, outreach, and preparation activities on the construction industry and to build a review of labor and entrepreneurship to provide career guidance for youth. YBI, in conjunction with the FETCs, aimed to assess the skills demands and placement opportunities within the construction sector to maximize training and engagement with businesses and job opportunities for college graduates. The information gathered would be shared with JFF to expand workplace-based learning. Additionally, YBI sought to provide recommendations based on their observations.

YBI aimed to work with FETCs to integrate service learning into the curriculum and college culture as a key retention strategy. YBI planned to offer a three-day workshop in each of the three provinces for FETC staff and lecturers to strengthen new services based on promoting the development of career strategies, fundamentals of leadership development, comparing leadership competencies to industry skill demands, and student retention.

Pilot Program Implementation Approach

The development of a YouthBuild Pilot Program at one FET college was to result in increased graduate placement in employment or self-employment by enabling FETC students to actively build community assets and participate in service learning activities. In designing the pilot, YBI sought to draw on EcoVentures **International's value chain analysis** of the construction industry to anticipate and respond to trends in construction employment. In collaboration with NYDA, YBI planned to work with college staff and lecturers, families of FETC students, and the community in adapting the YouthBuild program model for the FETC context and in working intensively with the college team to implement the framework. The EcoVentures **International's** value chain analysis of the construction industry produced a report about the South Africa construction industry that has been submitted to USAID and DHET.

Goals:

- Colleges are better informed on needs of construction industry;
- Student manual is adopted for use in South Africa with a focus on leadership and life skills;
- Colleges are able to identify retention strategies to purpose; and
- A proposal offered to FETC administrators for ways to link colleges to the Republic of South Africa (RSA) national service program and integrate service activities and learning to curriculum and culture.

Jobs for the Future (JFF)

Labor Market Information (LMI) for Career Guidance

Strategy:

JFF planned to work directly with the departments of education and labor to enhance **existing systems to strengthen South Africa's use of employment data, trend analysis, wage records, and job forecasts.** Enhancing these systems would allow for programs that would

better prepare students for the workplace and would incorporate strategies used by U.S. community colleges.

- JFF would investigate with the FETCs how to effectively implement performance tracking systems.
- Activities with the FETCs would focus on enhancement of labor market information (LMI) and career guidance tools.
- The U.S. and South Africa partners would work to establish a labor exchange available to all students and employers.

Goals:

- To create a system the education ministry and the individual colleges can use to track job placement of FET students;
- To generate detailed recommendations on improvements to current systems for delivering career information to students and others; and
- To support other employer engagement efforts and provide a potential information stream for labor market information.

The final design of the LMI and career guidance system was planned to consist of a series of modified websites demonstrating various search, display, and content enhancements of current systems.

Employer Engagement, Developing Partnerships, and Expanding Workplace-based Learning

Strategy:

JFF sought to focus on understanding the FETCs' development plans and needs, as well as those of employers. FETCs would work with U.S. partners to determine the need for resources, training, and enhancement of existing linkages and program units (LPUs).

Goals:

The activity was intended to assist FETCs to design systems that engage and respond to employers more effectively and produce improvements in the following performance areas:

- Increase employer partnerships;
- Increase in work-based learning participation; and
- Increase hiring of FETC graduates.

Entrepreneurship Education, Business Incubation, and Skills Development

Strategy:

Springfield Technical Community College of Massachusetts planned to lead work with DoE and FETCs to strengthen entrepreneurship education. Together with the FETCs, Springfield Technical Community College planned to work to examine how different disciplines can benefit from entrepreneurial training. A workshop was planned on entrepreneurship education in Johannesburg in November 2009 to provide professional development training to interested FETC personnel and provide follow-up consultation support online. Consultations planned to discuss operational structure that was tailored to individual FETCs and possible overlap between functions of LPUs and marketing and communications units.

Goals:

- FETC services to drive the expansion of regional South African small businesses to become internationally competitive;
- Entrepreneurship education; and
- Workforce/skills development.

Right to Care Health Services (South Africa)**Strategy:**

Right to Health Care Services (RTCHS) and U.S. consultants Robert Fullilove and Nan Ottenritter planned to partner with participating FETCs to analyze how colleges address HIV/AIDS awareness and prevention among students and staff and how to best support the needs of care workers. A joint review was to be conducted of current programs in place to develop a plan for expansion of current programs or the development of internal capacity to provide the programs needed.

Together with local student groups, RTCHS set out to identify students that would assist in developing HIV/AIDS awareness and prevention campaigns by providing them with training as student support services staff or as potential care givers through student support service centers. Partners would collaborate with the DoE, the school enrichment branch, and USAID PEPFAR on the implementation of activities at the FETCs.

Goals:

- To promote campus-wide understanding and active response on the part of students and
- To train and initiate social marketing campaigns targeting students to a) abstain from sexual activities, b) delay sexual relations, or c) change their behavior.

Health and Education Training and Technical Assistance Services (HETTAS)**Strategy:**

The Centre for the Support of Peer Education (CSPE) is a program of HETTAS, previously linked to the Harvard School of Public Health as their prevention initiative in South Africa.

The proposal with the PSKD program intended to target 75 life orientation educators in a capacity-building training that combined peer education supervisor training and life skills for the HIV and AIDS focus areas through peer education. Through the revised plan and proposal, the project planned to train 480 peer educators and reach 9,500 students in Level 2 classes. An educational drama, SMS messaging, and HTML newsletters were components of the public relations strategy advocating for the program and providing an internal communication strategy for the participating FETC. This was planned as an internal mechanism for the duration of the project.

Goals:

HETTAS and CSPE's specific aims were to:

- Reduce transmission of HIV and other STIs among youth and adults;

- Strengthen the quality and sustainability of peer health education programs;
- Strengthen the quality and sustainability of life skills toward improved prevention education and proactive, sustainable intervention strategies within the South African Government and other institutions;
- Stimulate program evaluation, accreditation, and standards toward peer education and health promotion efforts in programs;
- Utilize peer education to promote health and education workforce development;
- Coordinate and manage a national peer education database;
- Assist with public relations and communication strategies to complement prevention efforts and messages; and
- Develop and assist reporting, monitoring, and evaluation systems.

Activities and Results by Major Results Area

Major Results Area 1/Intermediate Results Area 1: Students Prepared for the Workplace

YouthBuild International Pilot Programs

FET College/Province	Planned Activities	Outcomes
<p>Waterberg FETC Pilot: The development of a civil engineering construction partnership model</p>	<p>The objective of the pilot was to prepare civil engineering students for employment and self-employment by enhancing their technical and soft skills through practical, onsite work experience; integrate NC(V) courses with workplace-based learning experiences; and increase technical, economic, and emotional capacity of FET students to take responsibility for their well-being, their families, and their communities while building community assets such as affordable housing.</p>	<p>Sixteen students were selected to participate in the civil engineering construction partnership and they continue to be trained. The pilot project, which is now being funded by NYDA. YBI, NYDA, and Waterberg FET College, completed and finalized the program design for the expanded YBI program at the college. This program design has now been adapted to the FET context and the team has begun to carry out additional planning and action steps in preparation for potential implementation after USAID funding.</p>
<p>Gert Sibande FET College Pilot</p>	<p>The construction training pilot at Gert Sibande FETC is a partnership between the CEO, steering committee, and YBI. Its goal was to engage the entire institution in a coordinated effort to prepare and place students in jobs, provide self-employment opportunities, and help students develop sustainable livelihoods. With the support of the CEO and</p>	<p>75 participants have been training on career development pilots.</p>

	program manager, the pilot has become a cross-campus, cross-departmental initiative.	
<i>Capacity Building Initiatives</i>		
All FETCs	Skills development program trainings	<p>72 participants from the 12 participating colleges were trained in three modules:</p> <ul style="list-style-type: none"> • Opening Career Pathways–Institutional Strategies to Support Graduate Economic Security; • Creating Effective Industrial Linkages and Strategic Partnerships; and • Building Capacity for Youth Enterprise and Entrepreneurship Program. <p>24 participants from the 12 FET colleges trained on employer engagement, partnerships, and expanding workplace-based learning.</p>
Northern Cape Province: Northern Cape Urban (NCU)	<p>Provided technical assistance and supported the student support services team in the redesign of the NCU FET College’s orientation to emphasize career development and the preparation of students for employment and entrepreneurial opportunities. This redesign was the primary element of the pilot initiative for the student support staff.</p>	<p>Lecturers have increased understanding of the need to orient classroom activities toward student skill development that will help achieve sustainable livelihoods.</p> <ul style="list-style-type: none"> • Some lecturers have committed to taking part in the Lecturers Sustainable Livelihoods Working Group (LSLWG) team to enhance FET student livelihood preparation. • The LSLWG team developed a list of top priority soft skills to focus on in the classroom and two new methods to provide the opportunity to practice these skills. Each member committed to select one or more skill to develop a classroom strategy to develop that skill. • Lecturers became more familiar with YBI’s livelihood development framework and discussed how their work would support it.

<p>YBI collaborated with staff to develop a plan to improve attendance, retention, and the throughput rates of students. YBI also collaborated with staff to develop workshops at the college to identify concrete changes that can be made in the classroom to address local, national, and global needs and realities of youth employment. The key goal of the workshops was to encourage lecturers to support changes in college practices to better prepare students for local employment opportunities and sustainable livelihoods.</p>	<p>Trained 43 college staff, the majority of whom were lecturers. The workshop was part of the ongoing effort to engage more staff in the YBI pilot initiative and to broaden the pool of stakeholders that understand the new organizational culture focused on career development.</p> <p>By the end of the training, participants could:</p> <ul style="list-style-type: none"> • Explain why livelihood development is the most urgent and central purpose of their work; • Explain why the FET system and all staff must support this overarching goal of preparing students for employment and self-employment opportunities; • Describe the YBI career development framework that is guiding sustainable livelihood efforts at the college; • Identify the college’s private sector partnerships and explain NCU’s ongoing activities in this area; and • Name specific and concrete ways that they could provide opportunities for students to develop soft skills.
<p>YBI’s technical assistance provided the following skills-development training:</p> <ul style="list-style-type: none"> • Facilitated planning sessions to enable participants to identify opportunities for students to be exposed to workforce in various NC(V) programs and sessions between the head of the Life Orientation Department (LOD), the academic director and student support services. 	<p>Eighteen heads of department (HODs), program managers, student support staff, and lecturers. At the end of the training, participants:</p> <ul style="list-style-type: none"> • Developed a starting inventory of “exposure to the world of work” activities and practices that have been taking place at the college; • Created preliminary five-year plans for work exposure activities in selected academic programs; and • Gained better understanding of the role of all college staff in developing partnerships to support livelihood development for students.

<p>Life orientations play a critical role in career counseling at NCU, but there was little coordination of these classes with other career development efforts at the college.</p> <ul style="list-style-type: none"> • Facilitated discussion that would enable student support services teams and the LOD to strategize on potential areas of collaboration, reduce areas of duplication and identify ways to enhance delivery or livelihood development activities for students. • Facilitated participation by NCU's academic director and civil engineering staff at a Workplace-based Experience (WBE) training offered by the Swiss-South African Cooperation Initiative (SSACI). 	
<p>SACCI Training for Lecturers</p> <p>Two training sessions were held by the South African Chamber of Commerce Industry (SACCI). One was held for a week in November 2011 and the other for</p>	<p>As a result of the training, WBE is now a focus of the college meant to provide working environment experience that complements the learning programs of the college.</p> <p>SACCI provides guidance in terms of partnership involvement. It develops and updates manuals that are curriculum specific and industry friendly.</p>

	<p>one day in April 2012.</p> <p>The purpose of the training sessions held with FETC senior management was to establish WBE roles and responsibilities and to discuss college industry partnerships.</p>	
<p>Gert Sibande FETC</p>	<p>WBE Program</p> <p>The Workplace-Based Experience (WBE) program was launched in 2009 by Gert Sibande College with funding from the Swiss to enhance the quality of practical teaching and learning and to increase the employability of college graduates by equipping them with practical work experience while studying.</p> <p>Best practices were shared by YBI as well as during the visit to community colleges in the U.S. by the CEO and program managers.</p> <p>An official visit was paid to Gert Sibande College on April 17–18, 2012, by a delegation from the Free State Provincial Department of Education and representatives from the four free state colleges to share best practices on workplace-based experience.</p>	<p>The major outcome for the WBE program was to increase student job placement:</p> <p>In 2009, 90 students were placed against a target of 30. (300% of target met)</p> <p>In 2010, 204 students were placed against a target of 200. (102% of target met)</p> <p>In 2011, 513 students were placed against a target of 400. (128% of target met)</p> <p>In 2012, 174 students were already placed during March holiday against a target of 800 for the year. (22% of target met so far)</p> <p><u>Of the 513 students placed in 2011:</u></p> <ul style="list-style-type: none"> 55% (284) were placed in the public sector; 34% (175) were placed in the private sector (small business); 7% (37) were placed in the private sector (large business); and 3% (17) placed in others (NGOs, churches, etc.).

Construction Training Pilot at Gert Sibande FET College

<p>Gert Sibande FETC</p>	<ul style="list-style-type: none"> • Gert Sibande significantly enhanced its capacity to offer workplace-based learning experiences for its students. Gert Sibande FET College had engaged students in compelling, community-based construction projects that have increased student motivation and allowed students to strengthen their technical skills. • By enabling vocational lecturers to spend time with businesses and employers, the college is helping to ensure their teaching staff understands which technical skills are relevant, current, and valuable to local employers and to pass along that learning to students. • With block scheduling and more workshop assistants, Gert Sibande lecturers will be better positioned to lead practical instruction sessions, and students will have more time and support to develop their technical skills during this training. 	<p>Pilot goal: Implementing workplace- and community-based experiences for learners at Gert Sibande FET College.</p> <ul style="list-style-type: none"> • Gert Sibande FETC placed 146 students in workplace-based experiences. • Staff arranged for 47 civil construction students to participate in workplace-based experiences, including working at two local construction companies, manufacturing trusses, participating in building renovations at the Ermelo campus, benefiting from workplace exposure through a field trip to a building site outside of Ermelo. • The chairperson of the college council, the CEO, and 43 college staff members and civil construction students completed a renovation project at the rural Goedgewoon Primary School. This included renovating all the classrooms, painting the roof, converting storerooms for new uses, and creating a new garden. • The Goedgewoon project enabled students to develop practical skills while giving back to the community.
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Construction Student at Gert Sibande FETC

Employer Engagement, Partnerships and Expanding Workplace-based Learning:

Agreements were made with three FET colleges (Nkangala, Capricorn, and Northern Cape Urban) to establish local employer research capacity to inform the colleges and its partners of local employer trends, student job opportunities, skills gaps, and potential employer partnerships.

Mpumalanga: Nkangala/JFF	Developed employer outreach survey pilot and partnership with Chamber of Business	<ul style="list-style-type: none"> • A career fair hosted by the MCC was attended by JFF and subsequently led to a discussion regarding MCC assistance with PSKD objectives, including employer-needs surveys for Mpumalanga. The chamber works with the FETC by placing students in three-month projects in which they will gain experience.
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	<p>JFF, together with the chamber and the college, developed an employer survey to determine the training needs of the employers in the areas served by the college. This information will be used to align the responsiveness of the college to the needs of business and industry and form partnerships to ensure that the required skills are catered to.</p>	<ul style="list-style-type: none"> • Developed agreement and drafted memorandum of understanding (MOU) with Middelburg Chamber of Business and Nkangala FET College to implement an employer outreach survey. The MOU includes a work plan for roles, responsibilities, tasks, and timelines of implementation. • Designed draft survey questions to identify occupational demand, skills, needs, and opportunities for workplace-based learning experiences and employment of FET students. • Worked in conjunction with the chamber and Nkangala FET College to design surveys.
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The following FETCs established relationships with various businesses and local organizations:

Province/College/Partner	Company/Organization	Achievements/Outcomes
Waterberg FETC	Department of Water Affairs (DWA), National Youth Development Agency (NYDA)	<p>16 Level 3 National Certificate Vocational, civil construction engineering students placed at the Chuenespoort Dam Project.</p> <p>The college secured funding through NYDA to train and place 107 civil engineering students in 2012.</p>
Gert Sibande FETC	South African Police Services, local municipalities, the Legal Aid Board, Department of Health, social services, supermarkets, catering companies, Department of Education, Banking Sector	<p>62 civil engineering students were placed with contractors who were involved with upgrading infrastructure at the various campuses. Enhancing the practical skills of civil engineering students was the main focus of YBI, which was introduced in 2010.</p> <p>The college also entered into an agreement with the Wholesale and Retail Sector</p>

		<p>Education and Training Authority (SETA) to place 85 graduates for internships through the EDCON group, which began in April 2011.</p> <p>The college began negotiating with the CATHS SETA to place the final year hospitality students in an internship.</p> <p>The college has representation on the Lekwa Economic Development Forum, which addresses the training needs to the community and local government.</p>
NCU FETC	University of the Free State	<p>From June 26–July 14, 2011; A survey of all NC(V) Level 2 students and lecturers was completed and a bridging course for Level 2 and Level 4 students will be developed.</p> <p>612 students participated.</p>
Ehlanzeni FETC		Number of students placed:
	1. Arrow Engineering	1
	2. F&N Engineering	2
	3. Supa Quick Auto Centre	3
	4. Union Motors	3
	5. Hi-Q	2
	6. Mandlakazi Electrical	3
	7. Lira Electrical	8
	8. Power Factor	2

	9. Electrosystems	10
	10. All Engineering	7
	11. Henry's Electrical	2
	12. GM Motors	5
	13. Toyota	2

Sample Graduation Rates and Job Placements

FET College	Total Graduated				Total Placed in Permanent or Part-time Jobs			
	2010	2011	2012	Total	2010	2011	2012	Total
Gert Sibande	109 (NCV)				41 (37%)	211		
NCU							16	
Sekhukhune								311

Major Results Area 2/Intermediate Results Area 2: Improved Academic Support, Teaching, and Learning through Enhanced Student Service Support

The following statistics reflect the number of newly trained and hired staff at each FETC by the end of November 2011 after the program manager participated in U.S. Educational Tour and spending a week at NVCC.

Province/College/Partner	Staff Hired/Trained
Letaba FETC	Career Guiding: 1 SSS liaison officer 9 lecturers

	Peer tutor program: 35 students 4 lecturers	
Waterberg FETC	3 remedial supervisors Peer tutors: 52 peer tutors (2011) 76 peer tutors (2012)	
Gert Sibande FETC	8 LO lecturers	
Northern Cape Urban FETC	City Campus	Moremogolo Campus
	10 peer educators passed all subjects: <ul style="list-style-type: none">• Eight distinctions (three languages and five LO)• Three distinctions (tourism core subjects)	Six peer educators passed all subjects; <ul style="list-style-type: none">• Three distinctions (one language and two LO)• Eight distinctions (office administration core subjects)

Training Activities Held

Date	Province/College/Partner	Planned Activities	Achievements/Outcomes
October 2010–March 2011	NCU FETC	Livelihood Development Workshop	Focused holistically on students to prepare them for employment and career development planning. Capacitated lecturers with skills to assist students to be ready for the world of work.

			Thirty-five students participated: 20 female and 15 male.
January 2011–May 2011	DHET and ACE contracted University of the Witwatersrand, Johannesburg (Wits) to design the training program with all FETCs.	The Vocational Education Orientation Program (VEOP) program for training FET colleges lecturers	<p>37 FET college lecturers participated in a professional development program.</p> <p>Waterberg FETC reported that three lecturers with no training experience attended the program and left with a better understanding of how to use the guidelines to plan, prepare, and develop assessments.</p> <p>Gert Sibande FETC reported that three lecturers participated in the program.</p> <p>NCU FETC reported that two lecturers completed the training.</p>
September 26–30, 2011	NVCC, Alexandria Campus, VA	<p>NVCC held a weeklong organizational meeting and technical briefing for South African program managers, members of the ACE project team, partner organizations, and DHET. The meeting featured in-depth presentations from student support services professionals and NVCC leadership.</p> <p>These intensive, interactive sessions served educational purposes for both primary delegations, (FET college</p>	<p>22 program managers from 12 FET colleges were trained, as were three DHET officials and three provincial officials.</p> <p>The outcomes of the workshop: Strategic plans for NVCC’s continued technical support in the following areas:</p> <ul style="list-style-type: none"> • Student services capacity infrastructure <ol style="list-style-type: none"> 1. Student orientation 2. General advising 3. Career advising

 <p><i>A team of 24 Program manager from the 12 participating FETCs, three provincial officers and three national DHET officials</i></p>	<p>program managers, and NVCC technical assistance program designers and as a quick familiarization for project leadership and staff.</p>	<ul style="list-style-type: none"> • Developmental education capacity infrastructure <ol style="list-style-type: none"> 1. Testing 2. Placement 3. Developmental English 4. Developmental math 5. Professional development training for developmental English and math faculty • Student success capacity infrastructure <ol style="list-style-type: none"> 1. Student success courses 2. Tutoring services 3. Early alert systems <p>Agreed on a program for the NVCC leadership team to provide technical support in South Africa.</p>	
<p>September 23, 2011– October 9, 2011</p>	<p>Visits to NVCC campus from leadership from all FETCs</p>	<p>Training initiative to educate FETC staff members for the purpose of developing action plans, objectives, and diagnostic tests based on best practices used by community colleges in the U.S.</p>	<p>Sekhukhune FETC reported that a new organogram of the student support services unit was developed, new posts were created and officers appointed, and more student support service awareness campaigns were implemented at both campuses.</p>
<p><i>NVCC's Leadership Team Program Design and Partnership Building Visit to Establish Trust and Build Partnerships</i></p>			

<p>November 2011</p>	<p>NVCC and FET Colleges</p>	<p>Technical Assistance Planning Visit</p> <p>NVCC's two-team leadership traveled to South Africa to meet with key stakeholders and to follow up on the program managers' visit to the U.S. The NVCC team shared its implementation plan for providing technical support from September 2011 to March 2012 with DHET, USAID, and FET college CEOs. The purpose of the trip was to get buy-in from the other key stakeholders.</p> <p>Meeting with Dr. Peliwe Lolwana of Wits FETC.</p>	<p>Buy-in from the FET college CEOs and agreeing on the next steps.</p> <p>Initiated a partnership to co-implement developmental math and English with the Wits University.</p> <p>NVCC team had the opportunity to review the progress the program managers had made after their visit to the U.S.</p> <p>The NVCC team set up a timeline to which Professor Lolwana agreed in principle on behalf of the University of the Witwatersrand Education Policy Unit. It became the new framework for execution of the sub-award and the technical assistance program that would follow.</p>
		<p>NVCC planned to produce a newsletter about its work with the FET colleges. Layout was designed and drafting begun for the first in the series of newsletters produced under the grant including image captures of</p>	<p>Four newsletters were produced, which can be found here: http://www.nvcc.edu/search-results/index.html?cx=010251827329510659606%3Aioc</p>
<p><i>The visit by the Northern Virginia Community College was an epitome of a sustainable partnerships between the United states of America and South Africa— Esau Simelane of Ehlanzeni FETC</i></p>			

		principals.	unbdsh3o&cof=FORID%3A11&q=South+Africa+Newsletters&x=41&y=8																																																	
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<i>Developing Materials for Technical Assistance to FET Colleges and Building the Teams for Program Delivery</i>																																																				
January 9–23, 2012	NCU FETC	Placement testing and career guidance to all new students.	Improved placement of approximately 1,200 students.																																																	
January 23–27, 2012	NVCC and Wits	<p>Materials Design Workshop at NVCC</p> <p>Three representatives of the education policy unit from the Wits School of Education (Peliwe Lolwana, head of the unit and project director, Sebolelo Nomvete, SME English, and Kerryn Vollmer, SME Math) accompanied by an officer of the Department of Higher Education and Training (Rohelna Burger) traveled to Northern Virginia to work closely with NVCC subject matter experts and the ACE. Thirteen NVCC subject experts for math, English, and student</p>	<p>This team produced an outline for resource training manuals and approaches to training of trainers to be presented at the March 2012 provincial workshop training sites.</p> <p>Four implementation teams that comprised Wits and NVCC teams were set up to continue with resources manual development.</p> <p>Professor Lolwana of Wits University and Dr. Templin, NVCC president, signed a subcontract between Wits and NVCC for the two organizations to work together on the PSKD program</p>																																																	

		support services participated.	implementation. The focus was on teaching FETC lecturers how to prepare and teach remedial math and English.																																																
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February 23–24, 2012	NVCC, Vhembe and Letaba FETC	<p>Technical assistance Materials field testing Workshops</p>	<p>The Vhembe lecturers and one student support service personnel from Northern Cape Rural reported to the larger group at Vhembe, which included the Vhembe leadership. Heads of department evaluated the placement tests and instruments that were developed for fitness and relevance.</p>																																																
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<p><i>Refining Resource Training Materials and Incorporating Input for the FET Colleges Subject Expects and Testing the Instruments</i></p>																																																			

Developed by the Subject Experts

February 17, 2012– March 2, 2012	Workshops at Wits University and Limpopo Province	The January meeting was followed by deployment of a leadership team composed of Rob Henderson (director, field operations), Frances Villagran Glover (deputy, field operations), Joyce Samuels (math), Raymond Orkwis (English), and Alice Hedley (student support services) for meetings in South Africa to test these resource training manuals. The team met to refine the approach to technical assistance that ACE believes will be most effective for the FET colleges and for the NVCC team to introduce the outcomes of this session to a larger audience, including subject matter experts at Wits' school of education who will collaborate on this project, heads of math and English departments, and senior lecturers from the FET colleges and national and provincial DHET personnel (if available).	Obtained input and feedback from the FET college subject experts and other Wits professors. The feedback from the February materials preparation conference served to: <ul style="list-style-type: none">• Refine and test the materials at Letaba and Vhembe FET Colleges in Mpumalanga.• Complete the integration of the Wits and NVCC personnel input.• Orient the FET colleges and Wits to the NVCC methodologies for comprehensive student support services.• Complete the orientation for NVCC personnel to the teaching and learning realities of South Africa. Wits and FET college teams led the sessions.• Prepare expectations for the March provincial training workshops (PTWSs) at the FET colleges by orienting the FET heads of departments.• Ensure the March workshop materials and the approach
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			<p>taken by Wits/NVCC team benefited from the input of the FET college experts and leadership.</p> <ul style="list-style-type: none"> The NVCC and WITS team undertook full-scale revisions of materials for the provincial workshop trainings scheduled for early March. Digital and hard copies of the material were made to satisfy individual FETC needs.
March 2, 2012	NVCC	NVCC team assembled in Pretoria for a day to prepare for the dispersal of the materials for the four provincial workshop training sites for the March 5–9 events.	<p>Hard copies of resources training manuals in remedial math and English and student support services were mass produced and bound for each training venue.</p> <p>60 copies of the resource training manuals were divided into allotments of 15 and packaged for deployment with the four teams.</p>
<i>Student Support Services and Developmental Math and English</i>			
February 19–22, 2012	NVCC, Wits, FETCs	<p>Materials Preparation Workshop at Wits</p> <p>SS training—math and English</p>	<p>Subject experts from the 12 FET colleges attended workshops by subject area to review the resources materials and give feedback to the team leaders from NVCC and Wits.</p>

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March 5–9, 2012	NVCC and Wits teams	NVCC and Wits teams deployed at four venues for weeklong workshops. Execution of the technical assistance mission at provincial workshop training sites.																																													
		Numbers attended:																																													
		<table border="1"> <thead> <tr> <th>Venue/Discipline</th> <th>Limpopo1</th> <th>Limpopo2</th> <th>Mpumalanga</th> <th>Northern Cape</th> </tr> </thead> <tbody> <tr> <td>Student Support Services</td> <td>11</td> <td>13</td> <td>11</td> <td>10</td> </tr> <tr> <td>Math</td> <td>9</td> <td>15</td> <td>10</td> <td>5</td> </tr> <tr> <td>English</td> <td>9</td> <td>18</td> <td>9</td> <td>4</td> </tr> <tr> <td>Totals</td> <td>29</td> <td>46</td> <td>30</td> <td>19</td> </tr> <tr> <td>Wits/NVCC Teams/ACE</td> <td>5</td> <td>6</td> <td>7</td> <td>5</td> </tr> </tbody> </table>				Venue/Discipline	Limpopo1	Limpopo2	Mpumalanga	Northern Cape	Student Support Services	11	13	11	10	Math	9	15	10	5	English	9	18	9	4	Totals	29	46	30	19	Wits/NVCC Teams/ACE	5	6	7	5												
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FY 2011	Mpumalanga: Gert Sibande, YBI	YBI held two two-day workshops for life orientation lecturers as peer educator supervisors. The training program supported	Eight lecturers were trained in three successive workshops at different times. Improved coordination and work relationship between life																																												

		<p>the college vision to have a closer working relationship between life orientation lecturers and student support officers, as the life orientation curriculum addresses a lot of health and wellness issues. The program also included career planning and another two-day workshop for student support officers and life orientation subject coordinators on counseling and life skills in order to support students.</p> <p>The same group also benefited tremendously from a workshop held with Peter Twichell from the PSKD program in September 2010, where the focus was on an individual livelihood plan and building a portfolio of assets.</p>	orientation lecturer subject coordinators and student support services officers.
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Major Results Area 3/Intermediate Results Area 3: Enhanced National and Provincial FET Leadership Capacity

<i>Program and System Implementations</i>			
Program(s)	Program Description	Province/College/Partner	Achievements/Outcomes
PLATO and Learnerscapes	Software programs that are meant to enhance the teaching and learning of fundamental subjects such as math and English.	Sekhukhune FETC	<p>1,379 students were assisted in math during the duration of the program.</p> <p>Use of PLATO program for remediation helped change the overall performance of</p>

			<p>the college and enabled it to achieve position 2 status in the province.</p> <p>The college moved from 13 percent to 40 percent performance by the end of the program.</p>
		Gert Sibande FETC	<p>One PLATO facilitator was appointed at each campus.</p> <p>PLATO classes in comprehensive numerical concepts and improved English reading and writing skills were established.</p>
Tracking and Tracing system	JFF introduced a tracking system in the form of a survey to be completed by students upon graduating. The survey is to be turned in to SSS offices upon completion.	Sekhukhune FETC	<p>Students tracked:</p> <p>2009: 100</p> <p>2010: 310</p> <p>2011: 159</p> <p>Total: 569</p>

JFF provided technical assistance and coaching for critical capacity needs among the 12 FETCs throughout the duration of the program by conducting meetings and conferences and engaging businesses and chambers of commerce in Limpopo, Mpumalanga, and Northern Cape provinces. **JFF's activities focused on employer engagement, partnerships and expanding workplace-based learning and activities to enhance South Africa's national and provincial FET college leadership capacity and the development of the South African human capital system led by DHET and its partners.**

South Africa Human Capital Development System

Planned Activities	Achievements/Outcomes
<p>JFF worked alongside DHET to develop a system design for a South Africa human capital development system. JFF provided support in this activity through support to five colleges in locating and integrating various U.S.-developed career tools into their student support operations. Furthermore, JFF explored interest with DHET to facilitate the use of unemployment insurance fund (UIF) wage records from the department of labor (DOL) to track labor market outcomes for FET graduates who enter the formal economy.</p>	<p>Resulted in supported interim integration of U.S.-based career tools in the colleges. Provided support to five colleges in locating and integrating various U.S.-developed career tools into their student support operations.</p> <p>JFF started a relationship with the University of Limpopo statistics department, whose director formerly served in a related DDG role in DOL. In the future, that relationship might be helpful in facilitating access to UIF records, which JFF believes will be difficult to obtain from DOL otherwise.</p> <p>Wrote and published employer engagement handbook on employer partnership development based on lessons learned during program implementation.</p> <p>The handbook has been shared with the 12 PSKD colleges, as well as DHET, for potential use by all 50 colleges. Contents include:</p> <ul style="list-style-type: none"> • <i>Value Proposition: Benefits and Challenges of Engagement;</i> • <i>Management and Leadership: Transforming FET Capacity;</i> • <i>Market Research: Understanding Employer Needs and Job Opportunities;</i> • <i>Operations Part 1: Focusing on Employers;</i> • <i>Operations Part 2: Focusing on Students and Dual Customers;</i> • <i>Marketing: Delivering the Business Case Effectively; and</i> • <i>Financing: Generating Revenue from Employer Services.</i>
<p>These elements were part of a two-day agenda of meetings that Jim Vollman conducted with the South African Qualifications Authority (SAQA) and with the deputy director general and staff team in the DHET office of policy and planning on day one, and with the human resources development skills branch on day two.</p>	<p>The meetings resulted in system design parameters that JFF included in the design documents they prepared for DHET.</p> <p>SAQA was assigned the role of national lead for creating electronic tools for career advising and life-long career management. Content and system items that are able to serve</p>

<p>JFF conducted an introductory design session with the South Africa Qualifications Authority (SAQA, Paul West) and DHET Policy and Planning (DDG Firoz Patel).</p>	<p>the program’s objectives are O*NET career information, OneStop career videos, career exploration tools, virtual career platform (open source), career management account (open source), learning exchange, and National Labor Exchange elements.</p> <p>SAQA agreed to make adaptation of the U.S. O*NET career information and career exploration tools their first national resource. PSKD FET colleges were appointed to serve in an advisory role in system development and review. JFF agreed to serve as system advisor for initial and continuing development.</p> <p>Sekhukhune, Ehlanzeni, Northern Cape Urban, Capricorn, and Nkangala FETC student support staff served as advisors and reviewed the U.S.-based tools and participated in design discussions with Jim Vollman. Their feedback was incorporated in design documents. SAQA would likely need more time to implement the designs JFF provided.</p> <p>Prior to SAQA’s system development, JFF provided web access that the colleges can immediately use to provide information on industries, occupations, and the skills, knowledge, certifications, and experience required in those occupations. The student support staff who took the training expressed that they would use in career and academic advising as well as program improvement.</p>
<p>The DDG for skills development at DHET, Percy Moleke, sent nine of her staff from various sections of skills branch, the SETAs, and the National Skills Fund to meet with Jim Vollman during the May visit.</p> <p>Two U.S. tools were presented to DDG Patel. The first was U.S. Census Local Employment Dynamics, which uses unemployment insurance wage records to develop ongoing information on employment and hiring practices by industries. The second was real-time labor market information derived from analysis of jobs</p>	<p>Support improved performance tracking systems available to the FET colleges.</p> <p>Building on dialogue with FET student support and administrative staff, JFF provided recommendations for using social media and college web technology for tracking.</p> <p>Provided TA and coaching for critical capacity needs among the FET colleges through coaching conference calls with staff responsible for employer engagement.</p>

<p>posted on the Internet. Both of these were to be pursued by the DDG with JFF providing concept papers for the use by the DDC and technical advice as needed.</p> <p>The meeting focused on tools that could fill information gaps pertaining to understanding overall skill/occupational demands and shortages, assessing the ability to project skill/occupational demands into the future, and assessing the ability to track the performance of schools and SETAs in labor market outcomes.</p>	<p>Provided design examples and technical advice to at least one college who chooses to develop local employer outreach research capacity.</p> <p>Nkangala FET and the Middelburg Chamber of Business are implementing an employer outreach survey to collect data on hiring and skills needs in their region.</p> <p>JFF developed a complementary consensus on system design with the human resources development skills branch and SETAs.</p>
<p>A real-time information tool was presented as one option for skill/occupational demand and shortage analysis.</p>	<p>The census LED program was seen as a key foundational information tool for understanding level employment and hiring trends in various industries.</p> <p>JFF provided web access to the O*Net and other career guidance tools that the colleges can immediately use to provide information on industries and occupations and the skills, knowledge, certifications, and experience required in those occupations. The student support staff who took the training expressed that they would use in career and academic advising as well as program improvement.</p>

<p><i>FETCs have shown an increase in enrollment and performance since the start of the PSKD program</i></p>				
<p>FETC</p>	<p>Enrollment (number of students)</p>		<p>Performance (percentage)</p>	
<p>Sekhukhune</p>	<p>NC(V)</p>	<p>Report 191</p>	<p>NC(V)</p>	<p>Report 191</p>
	<p>2009: 1,741</p>	<p>2009: 1,309</p>	<p>2009: 42%</p>	<p>2009: 60%</p>
	<p>2010: 1,968</p>	<p>2010: 1,148</p>	<p>2010: 59%</p>	<p>2010: 57%</p>
	<p>2011: 1,755</p>	<p>2011: 1,342</p>	<p>2011: 71%</p>	<p>2011: 63%</p>

Ehlanzeni			2009: 39%	
			2012: 45%	

Major Results Area 4/Intermediate Results Area 4: Expanded Outreach and College Services to Address Student and Lecturer Awareness of HIV/AIDS Issues and Life Skills Programs

Training Workshops: Acquiring In-depth Understanding of and Engagement on HIV/AIDS Prevention Measures with HETTAS			
Date	Province/College/Partner	Planned Activities	Achievements/Outcomes
January 2011	Polokwane, Limpopo, Witbank, and Mpumalanga provinces	<p>Trained life orientation lecturers (LO) and peer educator (PE) supervisors:</p> <p>Five-day training workshops. In Limpopo, a total of 50 participants (two extra) and in Mpumalanga 34 participants (28 confirmed and six extra accommodated). Training in Northern Cape was unfortunately delayed.</p>	<p>HETTAS trained 84 staff across the 10 FET college (three Mpumalanga and seven Limpopo) already exceeding the project target. The training of the Northern Cape LO lecturers has reached a total of 100 (some participants did not attend all five days and therefore are not included in this count) with eight from Northern Cape Urban (NCU) and 11 from Northern Cape Rural (NCR) FET College.</p> <p>Total LO trained 86: 32 from three Mpumalanga FET Colleges, 33 from Limpopo's seven colleges and 19 from Northern Cape's two FETCs.</p>
January and February, 2011	All 12 FET colleges	<p>Peer Educators' Training Program:</p> <p>461 selected Level 2 peer educators from all colleges had</p>	<p>Level 2 Peer Educators trained between February and April, 2011:</p> <p>Mpumalanga:</p>

		<p>been trained. The trainings were centralized within the provinces and peer educators stayed at the venues for the duration of the workshops. All peer educators were accompanied by trained supervisors who helped them with lesson planning during the training.</p> <p>Peer educators and their supervisors were expected to start implementing lessons as soon as they returned to their campuses.</p> <p>Follow-up telephone interviews were conducted by HETTAS to determine the level of implementation and program progress on each campus.</p> <p>The information collected during the telephone interviews provided guidance on which colleges needed immediate additional attention and which were making progress. Colleges were then contacted in order to arrange site visits.</p> <p>Colleges that reported that they had not started implementing lessons in class were contacted first and site</p>	<p>97 peer educators 17 supervisors</p> <p>Northern Cape: 45 peer educators 22 supervisors</p> <p>Limpopo: 198 peer educators 40 supervisors</p> <p>Did not meet target because Capricorn College in Limpopo students and lecturers did not participate because of the strike on campus.</p>
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		visits were arranged.	
January–March 2011	All 12 FETCs	<p>Training of Wellness Coordinators:</p> <p>Each FET college was supposed to appoint wellness coordinators who would be trained to carry out specific activities at various campuses.</p> <p>A more specific training for the wellness coordinators was conducted in Johannesburg, where selected representatives from each FET college were orientated to the revised database, capturing of data directly onto the database systems, how to verify and ensure quality control, how to generate reports and review them, and how to use the information for the management of the intervention at FET colleges and site level.</p>	<p>As anticipated, HETTAS found that the colleges were at different levels of implementation, as they were trained at different times.</p> <p>Between January 2011 and March 2011, only 16 wellness coordinators had been trained in five lessons and all were from Gert Sibande. Those who did not complete five lessons were not counted as reached.</p>
July 2011	All 12 FETCs	<p>Communication and reach strategies:</p> <p>HETTAS had created and distributed one HTML mailer to ACE project participants announcing the Themba Interactive Drama intervention.</p>	<p>The mailer was sent to 178 participants at all levels and 29 percent were opened. 567 emails had been sent to date.</p> <p>Four hundred ninety-six SMSs were sent in August; 408 reached the recipients.</p> <p>HETTAS extended its message</p>

		<p>The SMS campaign was initiated.</p>	<p>outside the FET college community. HETTAS was asked by Gert Sibande to design an additional poster advertising the program during a choir festival involving a number of other national FET colleges.</p> <p>In January 2012, 4,383 students in Limpopo campuses were reached through Themba Life Interactive Drama. One hundred twenty students were reached from Letaba FETC alone.</p> <p>In February 2012, 1,251 students in Mpumalanga were reached through Themba Life Drama and 255 in Northern Cape.</p> <p>HETTAS allowed participating colleges access to additional information on HIV/AIDS educational materials that were designed for the PSKD program.</p>
February 2012	Mopani, Gert Sibande, and Northern Cape FETCs	<p>Training was provided to only three colleges, as there was no funding to train all 12. There was no selection process, and training was provided on a “first come, first served” basis.</p> <p>The training was aimed at existing peer educators that were in Level 2 in 2011 and are now in Level 3. The peer educators were trained on new</p>	<p>Mopani FETC: 58 peer educators, three supervisors participated.</p> <p>Gert Sibande FETC: 40 peer educators, seven supervisors, and one wellness coordinator participated.</p> <p>Northern Cape FETC: 29 peer educators, two supervisors, and one wellness coordinator</p>

		<p>lessons to be implemented with Level 3 classes.</p> <p>Because of a communication error with Mopani FETC, new peer educators were selected for training.</p>	participated.
February 13–17, 2012	NCU FETC	Lifeline had a campaign on health and wellness	Addressed students' wellness and HIV testing. Approximately 400 were students trained.

By the end of the PSKD HIV/AIDS program, the following staff and students had been trained or reached regarding HIV/AIDS awareness and prevention:

Province/College/Partner	Staff Hired/Trained	Total Students Reached
Letaba FETC	6 LO lecturers as PE supervisors 40 peer educators	
Waterberg FETC	6 staff members 36 peer educators	250 NC(V) Level 2 students
Gert Sibande FETC	38 peer educators	480 students reached through the Themba Interactive Drama Group
Northern Cape Urban FETC	22 peer tutors	286 students reached through the Themba Interactive Drama Group
Sekhukhune FETC	4 LO lecturers 40 students	190 students in 2011
Ehlanzeni FETC	42 peer educators	

Lessons Learned and Best Practices by Major Results Area

1. Major Results Area 1/Intermediate Results Area 1: Prepare Students for the Workplace

- **YBI's Greatest Successes**
 - In FY 2010, the YBI program at Waterberg FETC was a huge success. Waterberg staff and senior leaders reported that the YBI program increased teamwork and motivation among the participating students. The YBI program improved the **students' attitudes about their FET studies and had helped them understand that they need to set goals and to develop plans to achieve sustainable livelihoods.**
 - One of the greatest successes during FY 2011 was the capacity-building initiatives **at Northern Cape Urban FET College. With support from YBI's technical** assistance provider, lecturers formed a team to enhance the preparation of NCU students for employment and self-employment opportunities. Given the amount of time lecturers spent with students, these stakeholders can play an extremely valuable role in helping to better prepare students for the workplace.
 - At NCU, the management team created a college-wide plan for offering workplace exposure opportunities for all NC(V) students across all NC(V) programs by 2014. The team also established a working group to institutionalize and strengthen the **colleges' partnership development practices.**
 - Skills development training offered to student support and other FET college staff in Limpopo and Mpumalanga was very successful. The FET college staff appreciated this training opportunity and gave the facilitators very positive feedback on the usefulness of the training.
 - YBI, NYDA, and Waterberg FET College completed and finalized the program design for the expanded YBI program at the college. This program design was then adapted to the FET context.
- Gert Sibande FET College
 - The Workplace-Based Experience (WBE) program was highly beneficial for Gert Sibande FETC, as it offered the college an opportunity to align the delivery of the NC(V) programs more closely with the skills needed in the workplace. It has enabled employers to gauge the quality of the NC(V) programs and to assess the capacity of college students, which will likely lead to increased employment.
 - The highlight of the WBE program was the business cocktail evening that was held on March 6, 2012, with the theme "Making Every Workplace a Training Place." All stakeholders that **contributed toward the college's successes in placing students** were acknowledged. This included ACE, NVCC, PSKD, and Wits University, as well as local, provincial, and national businesses, government departments, college council members, college management, representatives from sister colleges, and members from the student representative council.

- The success of the interventions was greatly enhanced by the visits, support, guidance, and advice received from the PSKD team.
- The program necessitated the establishment of a placement unit to coordinate all the activities. A placement officer was appointed at head office in February 2011 to initiate partnerships with employers and to assist with matching students to host employers. A database for placements and a tracking system for graduates were maintained.

2. Major Results Area 2/Intermediate Results Area 2: Improved Academic Support, Teaching, and Learning through Enhanced Student Service Support

2.1 NVCC Greatest Successes during FY 2011

- The greatest success for NVCC during FY 11 was the staging of the FET college program manager workshop at the Alexandria campus September 26–30, 2011. The extensive presentations across an array of college administration and student services practice were invigorating to NVCC participants and to the South African participants as well.
- The FET college program managers arrived at an accurate and comprehensible picture of the infrastructure of student support services needs in South Africa. This accurate assessment of FET college priorities allowed NCVV to prepare for the next steps in the delivery of technical assistance to move forward in an organized manner.
- Despite the late coming of NVCC, the partner covered a lot of ground and scaled up program implementation within a short period. This was a sign that the program was properly and effectively managed and that there was improved collaboration between ACE and the FETCs.

2.2 Waterberg FETC

- U.S. Visits: A highlight during the ACE program was the visit to the U.S. by the CEO in September 2010, and two program managers in September and October 2010. These visits to U.S. community colleges enabled the CEO and the program managers to interact and share best practices with individuals in the U.S.
- The visits resulted in an increased focus on remedial interventions and work placement of students. The most outstanding practice copied was improving developmental math and English interventions and to assist students from enrollment to exit.
- The program managers included the early alert system and career guidance into the strategic plan that they developed at NVCC.

2.3 Gert Sibande FETC



U.S. Visits: The study tour to the U.S. educational tour sponsored by ACE for Nick Balkrishen, the college CEO, laid a solid foundation for the success of the PSKD program. The visit allowed the CEO to take away best practices from community colleges in the U.S.

- The formation of a placement unit at Gert Sibande FETC, which links college students to industries, is one such example that the college is excited and proud of.

ACE and USAID funding provided support for student resources on campus for enhanced learning.

2.4 Sekhukhune FETC

- **Staffing:** The partnership program made the college aware of the shortage of staff members in the student support services unit and as a result, various positions of the unit were filled. Namely, two student support services assistants, one student support clerk, and one placement officer were hired.
- **Academic Support:** At the beginning of the program, college performance was very disappointing. Overall, the performance of the college changed dramatically throughout the partnership and now maintains position two in the province. It moved from 13 percent to 40 percent completion.

Sekhukhune FETC—Success Story

Through Sekhukhune’s international interaction, a strategy that was learned from NVCC, the college reported management improvements regarding their early alert system. Absences from lecturing sessions, failure to submit assignments, and failing tests began to be effectively addressed. Absences from lectures are now followed up with a call from an SSS academic officer to determine appropriate action, whether it is a warning or engagement with parents. Records are kept of missed assignments and tests, and SSS officer academic interviews are conducted with students who are in danger of failing to assess appropriate assistance measures.

2.5 Letaba FETC—Success Story

As a result of the CEO and two program managers’ trip to the U.S. in September 2010 and 2011, Letaba FET College resolved to improve and develop its student support center and purchased modern equipment. Using the grant awarded by ACE/USAID, at the remote and underequipped Giyani Campus, the college opened Vuhlari “Wisdom” Student-

Support Centre with two boardrooms and a “sick room” with a hospital bed, first aid kit, relevant reading materials, four laptops for use by the student support officers, four external hard drives, and a printer.



3. Major Results Area 3/Intermediate Results Area 3: Enhanced National and Provincial FET Leadership Capacity

3.1 JFF Greatest Successes during FY 2011

- Presenting the design of systems to the minister of higher education and training during his 2010 U.S. study tour, engaging and orienting the DHET team, and helping to advance the career guidance system were the most significant successes.
- The productive meetings and buy-in from private employer partners and the University of Limpopo that emerged from the May 2011 meetings represented a critical advance in establishing systems of employer feedback and outreach with the FET colleges. The commitments of the Middelburg Chamber of Business and the University of Limpopo are particularly strong and bode well for establishing a valuable tool for the colleges, as well as employers and other institutions.
- Establishment of the MOU between the Middelburg Chamber of Business and Nkangala FET College, along with rapid steps toward establishing first pilot employer outreach survey in Mpumalanga Province.

3.2 Ehlanzeni FETC—Success Story

The college signed an agreement with ESKOM, the largest company that supplies **South Africa with electricity. ESKOM is planning to upgrade Ehlanzeni’s electrical engineering workshops** at the value of R1.6 million. The college anticipates that this will help Ehlanzeni become a national and provincial leader that will serve the community with new innovations in the field of electrical engineering.

3.3 Nkangala FETC—Success Story

The chamber and its Business Linkage Centre Officer, Valerie Pienaar, assisted with a grant application to the Eskom Development Foundation. The successful grant of R684 253 was donated toward material and equipment for the fitting and turning and automotive workshops for trade test centre accreditation.



Valerie Pienaar

The boiler-making workshop at Mpondozankomo Campus in Emalahleni was accredited by the MERSETA in March 2011. This accreditation entitles the campus to offer short skills courses in boiler making as well as learnerships and enables the campus to prepare students for trade testing.

On November 17, 2011, the college hosted a Business Buzz of the Chamber, with the aim of introducing the college to its members and having an opportunity to mingle with important business partners, ensuring placement opportunities for the students of the college. This was very successful as the college managed to place a total of 215 students for practical exposure.

4. *Major Results Area 4/Intermediate Results Area 4: Expanded Outreach and College Services to Address Student and Lecturer Awareness of HIV/AIDS Issues and Life Skills Programs*

4.1 Gert Sibande FET College

- Peer Education Training: The health and wellness coordinator attended a workshop arranged by PSKD at the end of March 2011. He was responsible for the roll out of the peer educator program at the different campuses to train 38 peer educators to facilitate lessons on healthy living and HIV/AIDS. The peer educator training from PSKD was rated as being of very high standard with positive feedback from the training camp, and it has contributed to the self-esteem of the students who were selected as peer educators.
- Department of Education Health Initiative: The college has a partnership with the Department of Health, which promotes not only healthy living for students but also for staff members. The Department of Education funded the training of coordinators and councilors for the Health Care Training (HCT) campaign. In May 2011, 20 staff members were trained as counselors.
- Lessons Learned: All higher education institutions throughout the world are facing the same basic challenges and therefore cross-pollination of ideas is mutually beneficial.

4.2 Sekhukhune FETC—**Success Story**

Many students were tested as a result of the newly implemented HIV/AIDS awareness campaign that was made possible by ACE program implementation and PEPFAR funding. Four students approached the SSS officer to declare their HIV/AIDS status. This was a tremendous breakthrough for the project, as there is a great stigma associated with the disease. Further assistance was given to these students through referrals to the professional onsite psychologists for the infected students.

4.3 Waterberg FETC—**Success Story**

Mokgaetsi Molete at Waterberg FET College, engineering campus, reported that the Level 4 students were asking for peer education. She has implemented knowledge-based lessons with them and they have requested the full program. She also reported

that the peer educators were writing a drama as a result of the introduction to HIV-focused discussions facilitated by ACE that the group hopes to form.

Programmatic Challenges

1. Challenges Faced by the Partnership

1.1 Staff

One major challenge faced by the partnership was the change in staff that occurred several times during the course of the PSKD program.

- At DHET level, there were inconsistencies on individuals working with the PSKD program. For instance, when FET College CEOs visited the U.S. in September 2010 on an educational tour, DHET assigned someone who did not work with the project. Again when the program managers visited the U.S. on September 2011, DHET assigned a team leader that had nothing to do with the PSKD program. This approach did not benefit the PSKD program due to lack of continuity and **frustration on ACE's part because the individuals assigned were not aware of the PSKD program.** During the last visit the DHET official spent time discussing planning as if the project was just starting.
- During FY 2011, the ACE international program manager (IPM) position was filled by several different people. Edgar Thornton left ACE early in 2010 and was replaced by Christine Morfit, who was later replaced by Christine Djondo in July 2010. Christine Djondo left ACE on September 20, 2010, and was then replaced by Priscilla Ndlovu in September 2010. Ndlovu has since remained the IPM for the project.
- Gretchen M. Bataille replaced Shirley Pippins in July 2011 as the senior vice president at ACE and as the person in charge of the PSKD program.

Because of these changes, there were several delays in the progress of the program. For example, the mid-term evaluation of the PSKD program was delayed due to high staff turnover at ACE. As a result, when the mid-term evaluation report came out it was already too late to act on the mid-term evaluation findings.

The management structure was too complicated for project implementation. It was difficult for ACE to manage the South Africa PSKD office staff, who were HESA employees.

The structural challenges and lack of leadership were cited in the mid-term evaluation. When the challenges associated with managing the PSKD office from a distance and working with a COP that lacked leadership qualities were realized, ACE made staff changes and replaced the COP. These changes were made very late towards the end of the program, and therefore the benefits of the changes were only minimally experienced.

1.2 Communication

ACE has experienced major issues with maintaining communication with its partners throughout the duration of the PSKD program. This lack of communication throughout the program made it difficult to put plans into action and, in some cases, maintain partnerships.

1.3 Cultural Differences

From the beginning of the project, there was a clear cultural disconnect between the South Africans and the Americans involved in the partnership. Attitudes toward work, timely follow-up, and submitting written reports by the South Africans proved to be factors that constantly delayed work and progress for ACE and its partners.

- **Reporting:** While it was imperative that ACE receive reports from FETCs in a timely fashion in order to conduct data analysis and report accurately the **program's progress to USAID, reports were often late or were not turned in at all.** This lack of reporting also led to a lot of plans being made on the ground in South Africa with little or no follow through to bring them to fruition.
- **Rules and regulations:** It became clear to ACE after a short period of time that many of its South African partners were not going to follow the guidelines provided by ACE and its implementing partners. It seemed that many FETC personnel did not want to commit to anything in writing, and as a result emails were not returned. This led to distrust between ACE and its affiliates in South Africa, as ACE could not be certain that reports would be submitted on time or that logistics for implementing specific programs would get done. Mopani, Lephalale, Capricorn, and Northern Cape Rural are the colleges that gave ACE and its partner challenges, with Mopani and Capricorn being the worst. These colleges did not submit final performance reports including financial reports despite efforts made by ACE.

1.4 Programmatic Hardships

ACE experienced several difficulties with the way the program was designed that made it difficult to implement.

- **Distance between provinces:** Implementing a partnership in three provinces that were far apart (Limpopo, Mpumalanga, and Northern Cape) proved very difficult at times. A lot of valuable time was spent traveling between these three regions, which took away from meetings and other important elements of programmatic planning and executing. For example, Northern Cape Province was very far from Mpumalanga (1,064 km away) and Limpopo (1,158 km away) and much valuable time was spent traveling to and from the province.
- **Lack of unique design:** The PSKD program was designed as a “one-size-fits-all” model, in that it was meant to loosely fit the needs of all the FETCs involved. However, all of the FETCs had their own individual needs and capacities. This made some programs more difficult to implement at certain FETCs than at others. Participating FETCs had different management

structures. Mpumalanga and Northern Cape colleges have deputy CEOs, and colleges that assigned the management of the PSKD program to deputy CEOs reported success. Deputy CEOs communicated with implementers and provided timely feedback.

- **Issues with FETCs:** Lack of commitment and buy-in by some FET college CEOs. Running of the PSKD program was left to program managers with little involvement and oversight from the CEOs. FET colleges where CEOs were committed to the PSKD program reported success. Mopani, Capricorn, and Northern Cape Rural CEOs did not help the situation, as they delegated all the activities to program managers.

1.5 Partnership Challenges

After more than a year of program implementation, the partnership key stakeholders realized that the HIV/AIDS education implementing partner was not following the program design. The implementing partner for this component opted out of the program in September 2010, and the new partner started implementation in January 2011. It was in January 2011 that HIV/AIDS implementation finally took off.

BCC was engaged for implementing student support, teaching, and learning through enhanced student support services. The partner decided to travel to South Africa twice a year. ACE could not get the partner to scale up implementation. ACE and the partner agreed to mutually separate in May 2011, with almost nine months of no implementation in this area. After NVCC was engaged in September 2011, program implementation significantly improved.

Some of the activities of the four U.S. implementing partners overlapped but were not effectively coordinated during the life of the project, as each partner worked independently. JFF, YBI, and NVCC should have combined some of their activities to yield better results.

The Program Steering Committee (PSC) and Program Coordinating Committee (PCC) that were supposed to oversee program implementation and provide guidance and make final recommendations to USAID were very ineffective throughout program implementation. The PCC formation was never pursued. The ineffectiveness of the PSC contributed to programmatic challenges and weakened partnership coordination.

Mid-term evaluations of the program were conducted very late into program implementation and as a result, ACE did not have enough time to respond to the mid-term evaluation findings and rectify mistakes. Although ACE covered a lot of ground during the last month of implementation, it was already too late to convince other key stakeholders of the impact of the project.

DHET Collaboration

The change in implementation strategy by DoE (later DHET) at the beginning of the program caused considerable delays for PSKD partners. The decision to select 12

colleges at one time with limited resources impacted the prospect of FETC monetary contribution for the partnership. Additionally, it is unclear to ACE and its partners when DoE turned over its PSKD involvement to DHET and whether or not leadership personnel involved with the project changed during this transition.

The lack of communication between ACE and DHET led to other problems in the partnership. While DHET had the responsibility of leading the program steering committee, the committee did not meet as scheduled and gave no feedback to ACE and its partners. Minutes from these meetings were rarely shared and were often a misrepresentation of what occurred during the meetings. ACE feels that DHET did not provide adequate advice and did not contribute to program implementation as a key stakeholder.

Additionally, ACE and its partners had no means to enforce compliance or to get colleges to report in a timely manner. The supervision and running of the colleges was a DHET responsibility. The lack of close monitoring of the colleges by DHET relating to the PSKD program resulted in program implementation delays, including the issuing of grants. As a result, only nine colleges out of 12 sent their final performance reports to ACE. Furthermore, DHET seemed unaware that ACE was expected to comply with USAID standards and regulations and did not take this into account when monitoring the activity of the program.

Some colleges were not well equipped to run a partnership of this magnitude. Closer involvement and oversight of DHET was necessary.

Additionally, there were instances of JFF working with DHET departments that were not involved with the PSKD program using PSKD funds. This was something that should have been resolved early on by DHET. (See Appendix A)

A partnership requires a give-and-take approach; this seemed to be nonexistent, as DHET was mostly demanding without any tangible examples of directions in which the project should go. For instance, DHET should have made arrangements for flexible conditions to enable implementing partners to work with FET colleges in order to achieve maximum results. DHET insisted that program implementation be conducted during the school term without disrupting classes, yet the FET college program has a trimester system with very short breaks. The time that was conducive for the FET colleges was not feasible for the implementing partners.

Despite all the major challenges highlighted, ACE made significant strides with its new partners. The coming in of the last serving Senior International Project Manager and the incumbent Senior Vice President of ACE also added value into program implementation. The results of these changes are evident in the work that has been accomplished by HETTAS, the HIV/AIDs partner that committed to reach all the 12 colleges including their sub campuses.

NVCC came late into the program and subcontracted the Witwatersrand University. Through this partnership, program implementation improved with all 12 participating FET Colleges. The success stories reported from select colleges are a tribute to the impact made by the NVCC interventions.

YBI carried out pilot projects at FET Colleges where CEOs had an interest in the program. Waterberg, Gert Sibande, Northern Cape Urban have viable programs that will continue beyond USAID support.

2. Challenges Faced by Bronx Community College

2.1 Programmatic Challenges

- According to BCC, the greatest challenge during the beginning of the program was the grueling schedule that confronted its team, which did not allow the team to work with any one college adequately. Participants in training sessions indicated that there was not enough time to think through the strategies discussed and requested that BCC spend more time on their campuses. This was frustrating for BCC, as they realized that they could not offer enough support during their brief time on each campus to help lecturers and student support personnel implement more effective approaches.

Attempts to follow up electronically were frustrating as well. Many times when participants responded to facilitator inquiries, replies were not substantive. Given that the reinforcement of the connection between the FETs and BCC was important, this lack of communication did not allow BCC to follow up on the workshops conducted after BCC left the FETCs.

2.2 Implementation Disagreements

- From October 1, 2010 to May 30, 2011, BCC implemented no activities because ACE and BCC could not agree on the implementation process. As a result, BCC and ACE agreed to part ways.

2.3 Challenges Reported by Other Partners

- Some FETCs, such as Sekhukhune, **reported that they were unhappy with BCC's** approach to training and capacitating student support services officers and English and math lecturers. Sekhukhune expressed great satisfaction with NVCC **as BCC's replacement.**

3. Challenges Faced by YBI

3.1 Report Finalization

YBI reported complications finalizing the EVI report in FY 2011. DHET would not accept the report because DHET officials said that they were not involved in the development of the study and the report. However, NYDA, a government agency, has worked closely with YBI throughout the course of the PSKD implementation. NYDA played a very important role in program design with the DoE at the inception of the program. YBI planned to conduct the research.

4. Challenges Faced by NVCC

4.1 Takeover of Tasks from BCC

The NVCC team faced significant challenges in FY 2011 when trying to fully comprehend the priorities and needs of the FETCs when first replacing BCC as a PSKD partner. Reports from BCC **and extensive consultations with ACE's program** staff, in addition to research in education source materials, could not provide contextualized detail on the challenges faced by FET college managers.

Prior to the visit by the FET college managers and other visitors from South Africa, it was difficult to understand the disconnection between the DHET/South Africa Government and the FET colleges for support and building these institutions of higher education.

5. *Challenges Faced by HETTAS*

5.1 Changes in Staff

- HETTAS experienced a change in staff, as one of the senior trainers found the schedule too demanding and resigned from HETTAS. HETTAS appointed two new staff.
- Additionally, the changes in the international project manager position at ACE somewhat delayed the process of getting the project start-up budget and proposal approved in 2010 and ready for 2011.

5.2 Problems Within the FETCs

- Low enrollment figures for 2011. Some colleges had low numbers of students registering at the beginning of the year and had to go back to communities to mobilize students to register.
- Low attendance at colleges. Some colleges reported that students were only coming to school to write exams but did not attend class regularly. Some only came in the morning and left at lunchtime. If the life orientation period fell in the afternoon, there was no one left to facilitate.

HIV/AIDS Education:

- Five colleges reported that they would not be completing lesson implementation: Sekhukhune, Mopani, Ehlanzeni, Northern Cape Rural, and Lephalale FETCs. The target was calculated with all colleges implementing five lessons to Level 2 classes. However, with the five colleges not implementing all five lessons, their students could not be counted as reached.
- Submission of reports from colleges. Colleges did not report at the required intervals. They did not report on a monthly basis as agreed at the beginning of the project. There were challenges getting information from colleges because, despite email and telephone contact, FET college staff promised to send information but never did. HETTAS was unable to report on final reach data in a timely manner due to difficulties with obtaining information from FETCs on progress made on implementation.

5.2.1 *Inactivity of Orientation Leaders*

- While FET colleges did not lose any peer educators, some LO lecturers were reported as being inactive. The lecturers who were interviewed preferred not to share the names of the inactive lecturers. However, the following campuses reported having one active lecturer:
 - Ehlanzeni FET College: Kanyamazane and Mlumati campuses;
 - Gert Sibande FET College: Standerton campus;
 - Waterberg FET College: business and engineering campuses; and
 - Sekhukhune FET College: CS Barlow.

On some campuses where only one trained lecturer remained active, there were delays in the rollout of the lessons to their Level 2 classes. For example, at the engineering campus at Waterberg FETC only six out of the 12 Level 2 classes received peer education.

5.2.2 *Colleges delaying or not starting activities in FY 2011*

- Sekhukhune had challenges with competing activities and plans to begin with.
- Capricorn experienced significant student strike action that impacted the selection and training of PEs, particularly on the Polokwane campus.
- Letaba FETC experienced scheduling problems. College management prioritized academic work and was reluctant to support PE sessions. After a HETTAS site visit, the situation improved.
- **Ehlanzeni's two campuses had no concrete reasons for their delayed start.** HETTAS struggled to contact two campuses, one of which was the Waterval Bovern campus, which had merged with Nkangala.

5.3 Communication Challenges

HETTAS reported difficulty reaching colleges through email. HETTAS reported that there were a relatively low percentage of people opening emails. Seventy-six people in the colleges participating in the initiative did not have an email address at all.

6. *Challenges Faced by FETCs*

6.1 Communication

- Colleges reported that communication with ACE was frustrating, as there were common misunderstandings as to when documentation was to be submitted. Waterberg FETC cited problems with the PSKD office in Pretoria, stating that messages between the ACE office in Washington, DC and the PSKD office in Pretoria were often inconsistent with one another.

6.2 Implementation

- Some colleges reported that they were unable to interact with other partners. Waterberg FETC did not work with JFF.

6.3 Grant Funds

- A lack of understanding of the U.S. granting and finance system led to delayed grant disbursement with several FETCs. Some FETCs reported receiving grant money late, requiring them to utilize college funds for certain program activities and later be reimbursed.

Section 6—Recommendations and Conclusions

FETCs Moving Forward

While much progress was made regarding FET college efficiency, student support services, HIV/AIDS awareness, and enhanced leadership, there is still work that needs to be carried out in the future. Programs implemented and supported by international donors and their partners must be carefully maintained by FET college leadership in order for the program to have lasting impact in South African further education training. South African must lead and direct the implementation process.

Input from successful third parties

ACE highly recommends that FET college leadership continue to seek outside guidance in resolving the many issues that plague FETC capacity and efficiency. This includes: the coherence of the South African institutional system, data collection, quality assurance, governing boards, assessment of prior learning, addressing students with disabilities, increased enrollment management, increasing funding, and admission tests.

Maintaining and establishing partnerships

Furthermore, ACE recommends that FET colleges make both national and international partnerships a high priority. FETCs will want to explore different grant opportunities within and outside of South Africa with various private and corporate donors, NGOs, and government bodies.

Due to the rising cost of textbooks and library resources, and the strong need for both within many FETCs, ACE recommends that FETCs partner with publishers to create consortia purchases of library and classroom materials. Another partnership that is recommended is with individual housing developers to provide housing for students on campus.

Utilizing and updating program materials and methods

The work that was conducted by ACE and its partners within the 12 FETCs is vital in continuing to improve the capacity of the colleges. Thus, it is imperative that the colleges continue to utilize skills and techniques learned throughout the three-year partnership program, including updating and maintaining data collection and program documents.

It is essential that DHET and the FETCs continue not only to utilize the resource manuals produced by NVCC and other partners in strengthening the proficiency of lecturers, but also to share this material with all 50 FET colleges located in the country.

Future Program Implementation

For a partnership of this magnitude, it is recommended that each implementing partner and key stakeholder is aware of its roles and responsibilities. DHET should have assumed the role of directing and steering program implementation. DHET should have prepared and motivated the

participating FET colleges for collaborating with implementation partners. This would have resolved challenges encountered, for instance lack of reporting on a timely basis.

In the future, limiting the number of international implementing partners and instead having one international partners subcontracting local partners would improve program implementation. This approach would have cut costs and prepared South Africans to take ownership of the program, even after the end of ACE/USAID funding. For instance, DHET has **committed to continuing HIV/AIDS implementation HETTAS, former ACE's implementing partner.**

The PSKD office was situated too far away from the participating FET colleges, which were spread out among three provinces. Having three program officers assisting FET colleges and implementing partners stationed in each province would have been very effective for closing monitoring of the implementation process and very economical as there would be less traveling that turned out to consume most the budget..

Sustainability

As already mentioned, some of the FET colleges did not submit final performance reports. Thus, it has been difficult to get accurate information on sustainability. However, Waterberg, Gert Sibande, Nkangala, Ehlanzeni, and Northern Cape Urban reported that the institutions have been able to continue with selected programs that were started with the USAID funding. DHET will continue to work with the HETTAS, the HIV/AIDS implementing partner for future programming building on the PSKD program interventions.

Waterberg FET College

Remedial Math, English, and Student Support Services

Waterberg FET College has recognized the impact of the remedial math, English, and student support services intervention. These strategies, introduced by NVCC, are very important for improving results and supporting students from pre-entry to course completion and exit. Waterberg will solicit funding from other sources and adjust its budget to support these activities.

Workplace-Based Learning Experience

The college will also continue to work with YBI and NYDA on workplace-based learning experience and will place 107 Level 3 and Level 4 NCV civil engineering construction students with strategic partners in the Waterberg area in 2012. NYDA has already allocated R1.7 million for the support of its partnership with YBI to support the Waterberg construction project.

Gert Sibande FET College

The Workplace-Based Experience

At the same time that Gert Sibande received support from ACE to promote workplace-based learning; the college also received support from the Swiss-South African Co-operation Initiative (SSACI). This funding was to enhance the quality of practical teaching and learning and to increase the employability of college graduates by equipping them with practical work experience while studying. After much continued success, Gert Sibande will continue to work on WBE with the support from SSACI.

Establishing a Student Support Center

The college purchased two software programs, PLATO and LEARNSCAPES, from the USAID grant. The purpose of these programs is to enhance the teaching and learning of fundamental subjects. The next step for Gert Sibande College is to establish a proper student support center at each campus to serve not only the students on campus, but also members of the community who can utilize the center to obtain information and assistance. Plans for the building of these centers have already been approved and tenders are out. The college visualizes a center in which activities are all focused on student support services, as the CEO and deputy CEO admired this aspect of the NVCC campus when they visited the U.S. community colleges. The college has budgeted for this initiative and hopes to source funding from local industry that has previously supported the college initiatives.

Nkangala FET College

With the support of the USAID funding, Nkangala FET College developed a good relationship with Middelburg Chamber of Business. The relationship was initiated by JFF, **one of ACE's implementing partners** for the PSKD program. Nkangala FET College and the Middelburg Chamber of Business will continue to emphasize job placement and working with local industries on their participation in the curriculum development of specific courses that are relevant to the local industry. Previously, the chamber had been concentrating on placing students. However, in May 2012, the chamber secured placement of nine Nkangala lecturers for practical exposure. This was a great achievement because on its own, Nkangala FET College had failed to convince the industry to place lecturers that did not have practical work experience for the courses they teach.

Northern Cape Urban FET College

Northern Cape Urban (NCU) received funding from SSACI. NCU FET College will continue to work with SACCI and build on the work started by USAID. SSACI will provide guidance in the development and updating of training manuals that are curriculum-specific and industry-friendly. SSACI will continue to work with NCU on WBE and to strengthen and increase industry involvement in preparing students for the working environment.

Appendix B



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**From: Information Systems
& Coordination**

e-mail: bulling.p@dhet.gov.za

Priscilla Ndlovu
International Project Manager
U.S.- South Africa Partnership for Skills Development
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Dear Ms. Ndlovu:

I am writing to share with you our sense of the value that the work done by Jobs for the Future (JFF) on national systems as part of the U.S.- South Africa Partnership for Skills Development.

The advice and counsel provided by JFF has been useful in helping the Department of Higher Education and Training in framing issues and providing specific recommendations for a comprehensive human capital development system for South Africa.

The overall concept paper prepared by JFF provided a clear outline of the multiple elements of such a system. We found the concept one we want to pursue over time.

To assist us in that pursuit, we asked JFF to produce several more detailed papers and supporting tools. While the frame of reference for most of the papers started with US systems, they were written with very detailed information about how such systems work, how they would need to be adapted to work in the South Africa context, and very importantly, and detailed estimate of the cost of implementation.

Specifically, the crosswalk provided between the South Africa's Organizing Framework for Occupations (OFO) and the US SOC/O*NET was useful to allow us to access the free resources available from the US government.

The paper on the National Labor Exchange (NLX) provided a clear path for initially using new tools being fielded by the private sector (job consolidation sites like Indeed and Job Rapido). It also clearly described the US public private partnership that is running the US NLX that could be adapted as a model for South Africa.

The paper on Real Time Labor Market Information provided an approach that would serve both consumers (employers, job seekers, colleges and students), and the Sector Employment and Training Authorities (SETA). For consumers, the Real Time approach would allow for the more cost efficient production of occupational demand data that can be useful for decision making at all levels. For students, deciding what program of study to pursue would be greatly assisted by a clear message of how much demand for new employees exist in the occupations trained by the programs. Likewise, the same data can assist the Department and individual colleges in determining what programs to expand or contract. For SETAs, the Real Time information will supplement the efforts they already take to deal with defining and quantifying skills shortages in the South Africa economy.

The paper of Wage Record Based information systems provided us with two valuable approaches that would improve both our understanding of the South African economy and improve the method of tracking student employment outcomes. While DHET would benefit in terms of planning from understanding in more detail the nature of employment dynamics in the various regions of the country, the clear value from this program would be for the economic development agencies at the national and provincial levels. However, because the student outcome tracking system would be based on the national wage record database, DHET has a strong interest in seeing the underlying system created. The paper produced a valuable roadmap for inter government discussions.

□ Page 1

The paper on Career Guidance systems is very valuable to DHET and SAQA that has been tasked to produce the national system. The open source Virtual Career Network being produced by the US Department of Labor provides a interesting approach to overall career guidance that can be adapted to South Africa. The paper goes through a detailed analysis of that system with descriptions of exactly how the elements of the US system could be adapted for South Africa.

Again, we want to thank Jobs for the Future for their support and USAID for providing the underlying funding.

Yours sincerely



Pat Bulling
Director: Information Systems Coordination

2010/2012

Appendix B

Participating Further Education and Training Colleges (FETCs)

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