



A Survey on FET College Governing Councils



Regional partner of the World Business Council for Sustainable Development

Enhancing the business contribution to South Africa's success



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Preface

This report of a Survey conducted to obtain information on **the current profile of Council Members and on key aspects of Council functioning and skills needs**, is one of the products of a strategic partnership between the Mining Qualifications Authority, the Mining and Minerals sector and the FET Colleges facilitated by the National Business Initiative.

This College-Industry Partnership [CIP] is founded on the recognition that a successful FET system is an open system, responsive to the needs of its clients and stakeholders, and closely attuned to the social and economic contexts in which it operates. As such public FET Colleges have an important role in meeting government's goal of growing South Africa's pool of skilled and semi-skilled workers. The partnership has generated new insights about the alignment of education and training and the needs of society and the economy. This knowledge impacts upon the policy discourse and the policy and planning environments of the Mining and Minerals sector and government. It seeks at the same time to promote practical working relationships between colleges and industry that will build the capacity of colleges to respond to industry and national further education and training demands, yet also promote the continuous engagement of business leadership with the FET colleges sector.

The survey is underpinned by a rigorous research methodology that involved the distribution of questionnaires to College principals and external Council members representing business, organised labour and communities as well as telephonic interviews and stakeholder and focus group interaction, which informed each stage of the analysis and reporting processes.

Key findings emerging from the research indicated that

- there is strong acknowledgement of the importance of strategic representation from business, organised labour and community representation on Councils;
- a significant proportion of Councils are not constituted in terms of the FET Act in that they do not reflect the 60% external Council membership requirement;
- there is a need to improve the understanding and skill of Councils in providing leadership in aspects such as strategic planning and policy development; and
- many Councils are not equipped with requisite high-level legal, financial, marketing and project management skills to support good governance;

Stakeholder engagement in the workshops pointed to the role conflict and frustration experienced by nominated Council members from particular constituencies. The challenge lies in understanding the balance between the parameters applicable to governing public colleges and providing a platform to utilise the professional and expert perspectives of Council Members.

This report should be read in conjunction with its accompanying publication ***A Handbook on FET College Governance***, which clarifies the roles and responsibilities of Council Members, and is developmental in providing tools and tasks for self evaluation as a mechanism for the ongoing development and continuous efforts of Councils towards governing the FET colleges responsibly today, yet steering these institutions to meet future needs.

Executive Summary

The information contained in this report represents a baseline analysis of the public FET college sector's governing councils. The study was based on surveys distributed to principals and council members that aimed to audit college Council Members as well as principals' and councillors' perspectives of key aspects of skill needs and council functioning.

The findings show a total of 856 Council Members distributed across the 50 college councils. These Council Members are 69% Black and 31% White, with almost 70% being male. While the national profile shows overall racial representivity, enormous diversity exists across colleges: for example, in College A (so named to protect the identity of the college) 75% of the council members are White, while in another college, all council members are Black.

The national representation of college councils meets the requirement of the FET Act that stipulates that 60% of council members should be external members, i.e. persons who are not employed by or who are not students of the public FET institution. The distribution of internal to external members varies across colleges with 20 colleges not meeting this requirement. One is uncertain if this is due, as stated by one council member to, "... too many management and lecturers attending" or because there are too few external members.

The FET Act states that the council must include the Principal, Vice-Principals, members of the educator staff, students and support staff. In this regard, while all colleges meet the requirement in terms of college management, 21 colleges do not meet the requirement in terms of college academic staff representation, 43 in terms of non-academic staff representation and 39 in terms of student representation.

Enormous diversity exists in the size, function and structures of councils. College councils range from six to thirty four members with the national mean being seventeen members. While diversity of size might represent the responsiveness of councils members to local requirements, it does suggest the need to consider the optimal size for effective functioning. The size of a council cannot, however, be determined in separation from the political and skill requirements needed by college councils. A review of the skill needs of the sector show that college councils are in need of high-level skills such as marketing, legal, financial and project management skills and in need of improving the understanding and skill of Council Members in aspects directly related to the governing of an FET college such as strategic planning, policy development and leadership. The need for high-level skills requires a reassessment of council appointment practices.

The FET Act states that "every public Further Education and Training institution must establish a council, an academic board, a student representative council and such other structures as may be determined by the council...". In this regard, all 50 colleges have an academic board and a financial committee in place, 92% (46) of the colleges have a structure in place to address concerns related to marketing and communication; 90% (45) a structure to address concerns related to infrastructure and facilities; only 88% (44) a structure to address concerns related to learners. Six colleges have no specific structure in place to address concerns related to learner affairs and learner support and seven colleges no structure to address concerns related to human resource management and development.

The focus of college councils reflects the needs of their environment. In 2004, college councils focussed predominantly on the financial resources of colleges, this was followed by concerns related to the responsiveness of the college to the needs of business and the community, strategic planning and personnel issues. While most provinces follow this general trend there are slight differences in degree and order: in the Eastern Cape, for example, an area of concern is the safety of the college while this is not an area of concern in any other province; while coun-

cils in the Free State, Gauteng and North West have student issues as an area of top priority, these are very low priorities for councils in Limpopo and KwaZulu Natal. While one college in the Northern Cape had as its top priorities entertainment and issues of language, another college in the Eastern Cape had as its priorities concerns of vision and mission, addressing personnel issues and managing and monitoring the finances and resources of the college. Even within the same province marked differences exist in terms of the councils' areas of focus: for example, one college in Gauteng indicated that personnel was an area of very high priority for their council while another college indicated that it was not at all a priority.

Despite concerns raised earlier regarding the composition of the council, the skill requirements of councils and the understanding held by council members of the FET sector, it is clear that council members represent a vast range of skills, experiences and networks: council members from 232 companies are Council Members at FET colleges with many being representatives of large industries; council members represent a number of government departments including Departments of Education, Labour, Health and Local Government and a number of important NGOs and community organisations. Council members are overall highly qualified with 89% qualified at NQF level 5 or above.

Together these Council Members have the potential to bring to the FET college sector a range of skills, networks and experiences. The challenge is to harness and direct the existing skills, networks and experiences to maximally benefit the transformation of the FET college sector.

There is enormous diversity in understanding regarding the role of council members and council management. At the heart of these differences are different interpretations of the role of the council as stipulated in the FET legislation: while the legislation insists on the existence of a council and maps out specific roles and responsibilities for the council, the legislation does not clarify the degree of authority that a council has in relation to the governance and management of institutions. A direct result is that council members differ as to their understanding of what the role of the council should be and on the role of council members.

Council member responses suggested wide variation in the way in which councils function in relation to the policy formulation process in terms of the authority assumed by the governing body as compared to that assumed by management. These ranged from, on the one extreme, the council "rubber stamping policies developed by Acting Senior Management" to, on the other extreme, the "council formulat(ing) and adopt(ing) all policies" developed for the institution. These extremes suggest that the management of some colleges have almost total authority over the institution's policies, while in other colleges the councils have some or no authority. A direct result of this lack of understanding is a growing tension and conflict in some colleges between college management and college councils. Such tensions are well captured in the quotes provided below:

- "Council will put its nose into the college business with their hands out, whereas management will dirty their hands implementing all the strategic goals of the college"
- "Council is not supposed to be tied-up with college operations... (when doing so) they interfere with the role of management."
- "There is sometimes interference in the management functions in the sense that some council members directly interact with staff on operational matters thereby marginalizing management structures."

Equally as important as the skills, experience, networks and knowledge that council members bring with them is the attitude of council members and the commitment to the transformation of FET colleges. This commitment was strongly portrayed by council members in their survey re-

sponses. A selection of these are provided below:

- “The appointment (as councillor) afforded me the opportunity to make a valued contribution to assisting the college to drive the provincial skills revolution mandate forward in order to reach hundred of thousands of semi-skilled, unemployed, out-of-school youth and the historically disadvantaged groups.” (*External Business*)
- “A real opportunity to contribute effectively in an institution of such importance and with such a positive impact to the community and the country in social, developmental and economic spheres.” (*External Business*)
- “I firmly believe that government-funded educational institutions have a responsibility to ensure that their qualifications remain relevant to industry and that it gives their learners a greater chance of finding paying work opportunities.” (*External Business*)
- “I realise the importance of FET in the community and the influence of education to ensure a better life for all. FET is a vehicle through which skills, knowledge and competencies can be acquired that will improve the quality of life and contribute to the sustained economic development and growth of South Africa.” (*External Community Member*)
- “(I) wish to contribute to (the) growth and development of the FET sector. (I) see this sector as a contributing factor towards the alleviation of poverty through job creation and self employment opportunities.” (*External Business*)

The language used by ALL council members in their response, was a language of service with council members using terms such as: “to share”, “to input”, “to help”, “to contribute” and “to serve”. These responses provide a strong sense of the dedication and commitment that exist amongst our council members. The challenge now is to utilise and harness the skills, experience and commitment of council members to the best benefit for South Africa’s public FET college sector.

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Introduction

1. Introduction

The Further Education and Training (FET) Act No. 98 of 1998 aims to transform public and private education and training providers in the Further Education and Training sector (Levels 2 to 4 on the National Qualifications Framework) by:

- Regulating Further Education and Training;
- Providing for the establishment, governance and funding of public Further Education and Training institutions;
- Providing for the registration of private Further Education and Training institutions;
- Providing for quality assurance and quality promotion in Further Education and Training.

The Act places significant emphasis on transformation, quality assurance and the improvement of learner success rates through the enhanced capacity of institutional structures including governance structures such as the college council, academic board and student representative council.

This report focuses on public FET College councils and the implications of the FET Act on the composition of councils and the capacity of the councils to effectively administer the specified roles and responsibilities that have been legislated.

1.1 The Research Process

The research was undertaken in an extremely tight timeframe with the project beginning in December 2004 and ending in March 2005. The research methodology was designed to accommodate for the timeframes and as such was predominantly quantitative and survey driven. The methodological tools utilised included the following:

- A. A survey instrument developed for college principals. This instrument aimed to determine, from the principal's perspective, the following:
 - The structure and functions of the council
 - The roles and responsibilities of the council
 - The key skills required by college council members
 - The strengths and weaknesses of the council and of council members
- B. A survey instrument developed for college councillors. This instrument aimed to determine, from the council members' perspective, the following:
 - The reasons why they were nominated to the council as well as their own reasons for accepting the nomination
 - The roles and responsibilities of the council and of council members
 - The council member's rating of themselves as a council member
 - The strengths and weaknesses of the council

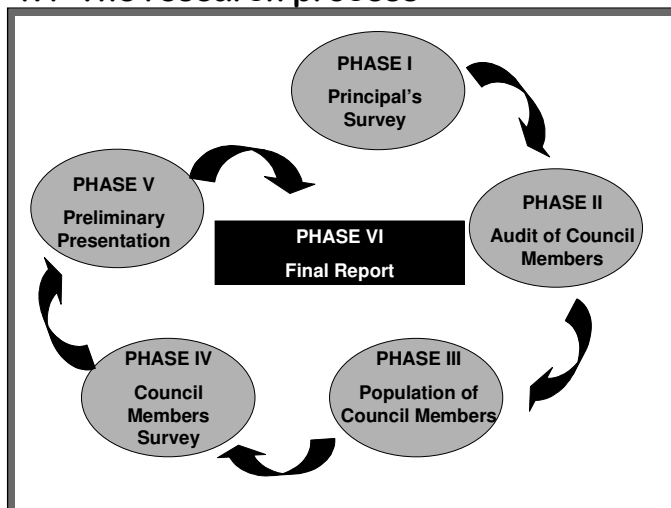
A combination of open and closed questions were utilised in the survey. The open questions allowed key themes to be identified and the authentic voice of council members to emerge. This voice has been reflected in the text of the report as direct quotes from the council members.

- C. An audit of council members, developed for college administrators to capture a baseline profile of councillors. This instrument aimed to determine the names and contact information for council members, as well as key demographic information such as the race, gender, age and highest qualification of council members. In addition, the survey determined the constituency from which the council member came (i.e. business, government or FET colleges).

The research involved six phases:

- *Phase I* focussed on distributing the principal's survey and following up telephonically to increase returns.
- *Phase II* involved the audit of council members. This was a critical phase as the population and contact information for council members was unknown at the start of the study. As such, the survey of council members was dependent on the identification of council members and the contact information that was to be gathered in this phase.
- *Phase III* involved developing, from the audit of council members undertaken in Phase II a population of council members from which the sample of council members to be surveyed could be calculated.
- *Phase IV* involved surveying 200 council members. The initial conceptualisation of the council member survey was that these would be telephonically conducted. However, the survey was designed in English and targeted for the most part second and in many cases third language English speakers. It became clear during the process of conducting these telephonic surveys that council members were struggling to understand the questions. On request, many council members were provided hard copies of the survey from which to work. This proved indispensable as it enabled council members to engage, in their own time and space, with the questions asked while simultaneously allowing for and providing support should questions or concerns arise.
- *Phase V* involved producing for a workshop of key stakeholders the preliminary findings of the report.
- *Phase VI* involved the production of the final report.

1.1 The research process



1.2 The Return Rate

A return rate of 100% was achieved for the 'Survey instrument developed for college principals

1.2 Council survey returns

PROV- INCE	Population of Council Mem- bers	Sample (returns Re- quired)	Total Returns	Return Rate against POPU- LATION	Return Rate against SAMPLE
EC	177	41.4	38	21%	92%
FS	69	16.1	18	26%	112%
GP	135	31.5	32	24%	101%
KZN	128	29.9	39	30%	130%
LP	106	24.8	24	23%	97%
MP	41	9.6	15	37%	157%
NC	27	6.3	5	19%	79%
NW	57	13.3	14	25%	105%
WC	116	27.1	27	23%	100%
Total	856	200.0	212	25%	106%

and 'audit of council members developed for college administrators' with a total of 50 colleges returning the audit sheet of college council members and each principal completing the principal's survey instrument. This return rate suggests strong buy-in, from the principals and the Council Members into the aims of the governance survey.

The sample of council members to be surveyed was calculated as 25% of the population. Figure 1.2 shows that this return rate of 25% was achieved with a total of 212 returns. The return rate varies by province, with the Northern Cape having a return rate of 19% and Mpumalanga a return rate of 37%.

Returns from council members were received for all, but eight, colleges. They are: Ingwe Public FET College, King Sabata Dalindyebo College for FET, Central Johannesburg FET College, Western College for FET, Letaba FET College, Northlink Public FET College, South Cape College for FET, West Coast FET College.

Survey returns were weighted to account for over-returns or under-returns by particular colleges.

1.3 Problems

The biggest challenge of this study was the short timeframes within which the study was to be completed. The study was scheduled to begin in December 2004 and to be completed by mid-

April 2005. The short timeframes was exacerbated by the fact that one of the three months allocated to the project fell over the Christmas period where many college principals and college councillors were not available. This meant that many of the principals only provided their returns by the middle and end of January 2005. In order to undertake the surveys with college councillors these lists were required so that councillors could be identified and contacted.

While the study achieved a high return rate for the principal's survey and college audit and reached it's target of over 200 council member's surveyed, there were points at which the quality of the data itself reflected certain problems. These included:

- Questionnaires submitted with information missing. One the largest and most worrying information gap was the submission by three colleges of information for only the external council members: Buffalo City FET College, Esayidi FET College and King Sabata Dalindyebo College for FET.
- The principal's audit included the names of council members who, when contacted, refused to complete the survey as they felt that they were no longer active council members.
- The contact information for council members was not always correct which resulted in many wasted telephone calls to council members.

1.4 The Reliability of the Data

The problems found in the data were corrected by carefully imputing for missing data in the existing survey data. Two forms of imputation were applied:

- *Mean level imputation:* where the average of the most reliable totals provided is accepted as the total.
- *Deductive level imputation:* where a number of steps were undertaken to correct conceptual errors. Where possible and alternative data such as the NBI database was consulted.

It is impossible to obtain data that is 100% accurate. However, given the extensive imputation undertaken on the data, the authors of this report believe that the aggregated data has a maximum error of 5% to 7%.

Section A

Who are our Council Members?

2. Total Council Members

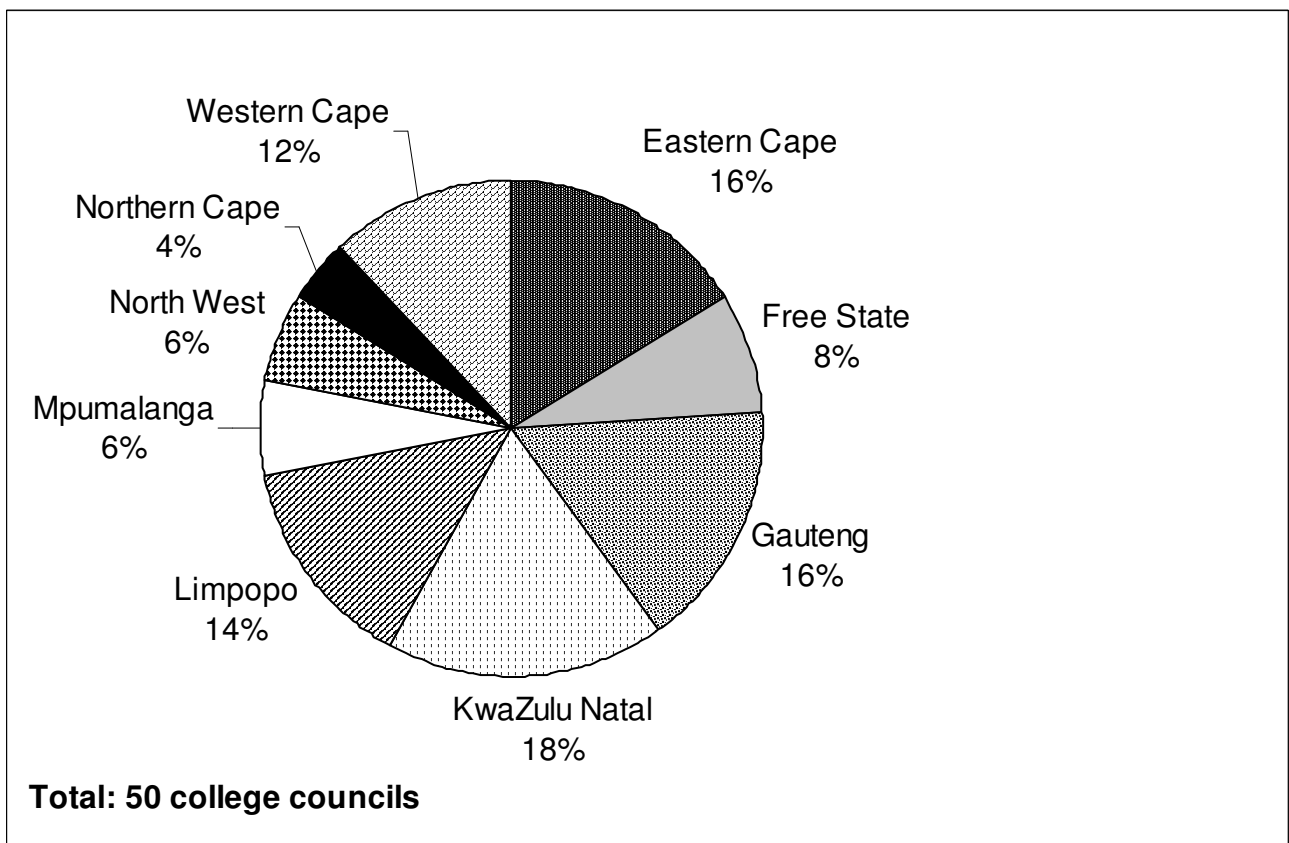
The FET Act states that:

“Every public Further Education and Training institution must establish a council, an academic board, a student representative council and such other structures as may be determined by the council, subject to the approval of the Member of the Executive Council” .

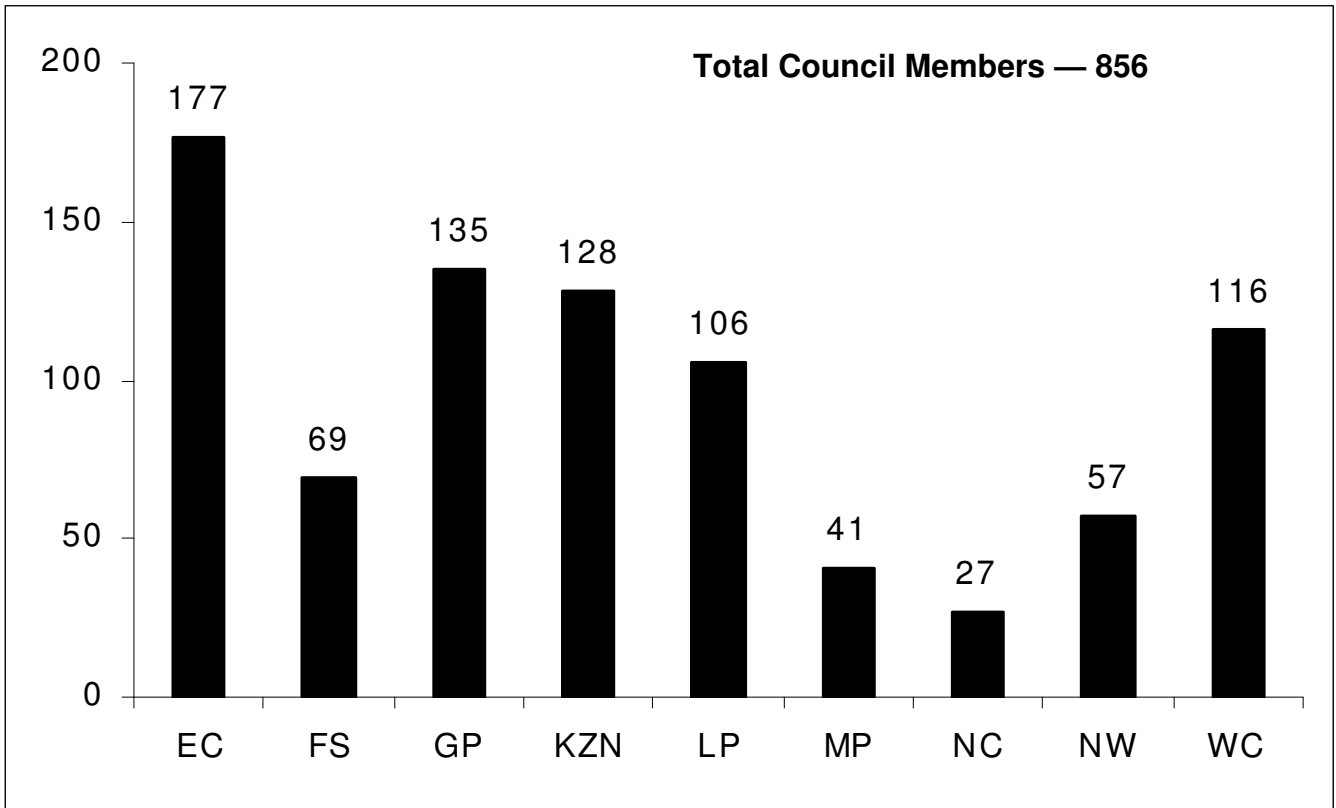
Figure 2.1 shows that in line with the FET Act every college has a college council with 8 councils in the Eastern Cape, 4 in the Free State, 8 in Gauteng, 9 in KwaZulu Natal, 7 in Limpopo, 3 in Mpumalanga, 3 in the North West, 2 in the Northern Cape and 6 in the Western Cape. In total 856 Council Members have been appointed as council members to FET college councils. Figure 2.2 provides the total council members by province. It shows that more than 50% are located in three provinces: the Eastern Cape, Gauteng and KwaZulu Natal.

These council members are distributed across the 50 colleges with the mean number of councils members per college being 17.1. The Northern Cape, Mpumalanga, KwaZulu Natal and Limpopo have less than the mean number of council members and the Eastern Cape, North West, Free State and Western Cape have more than the mean number of council members. (Figure 2.3)

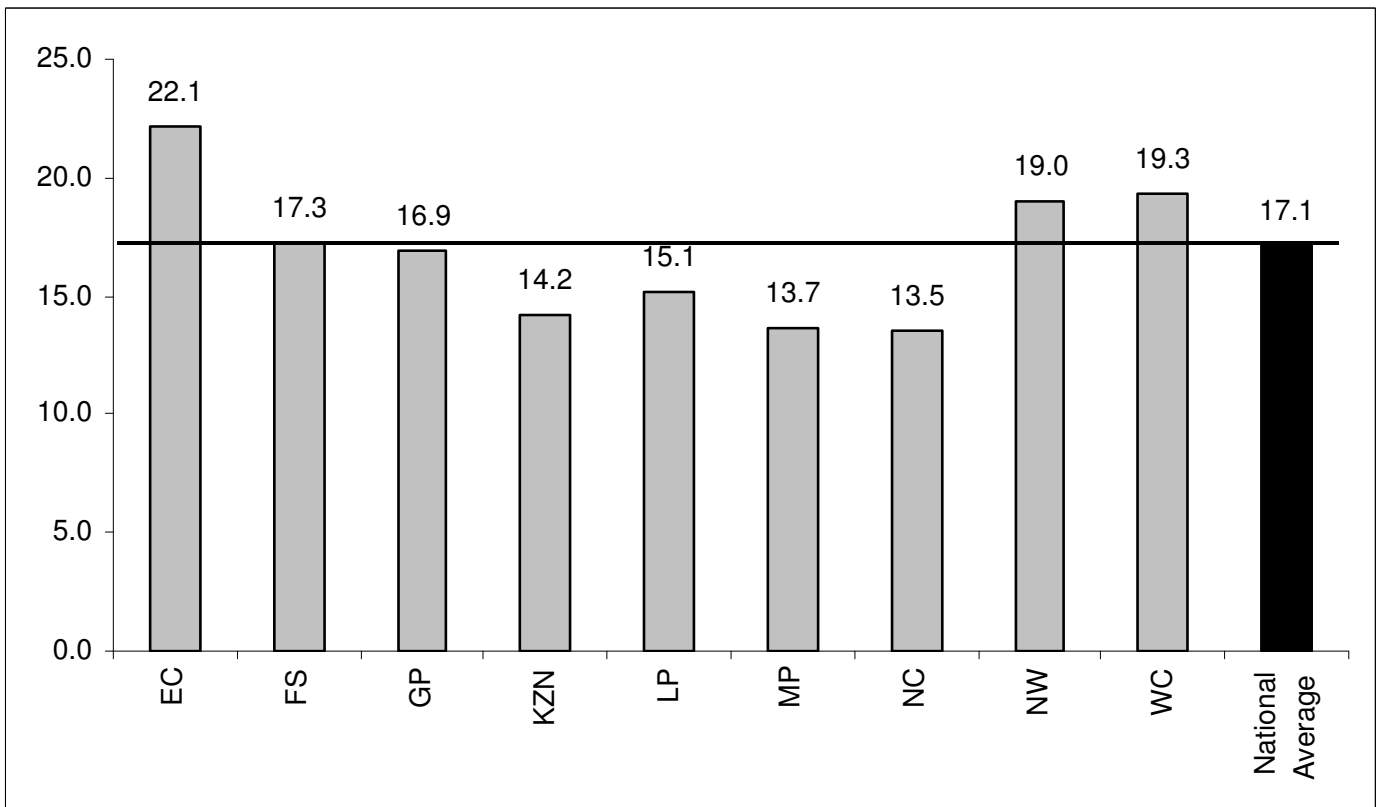
2.1 Total college councils



2.2 Total Council Members by province



2.3 Average Council Members by province



3. Constituency of Council Members

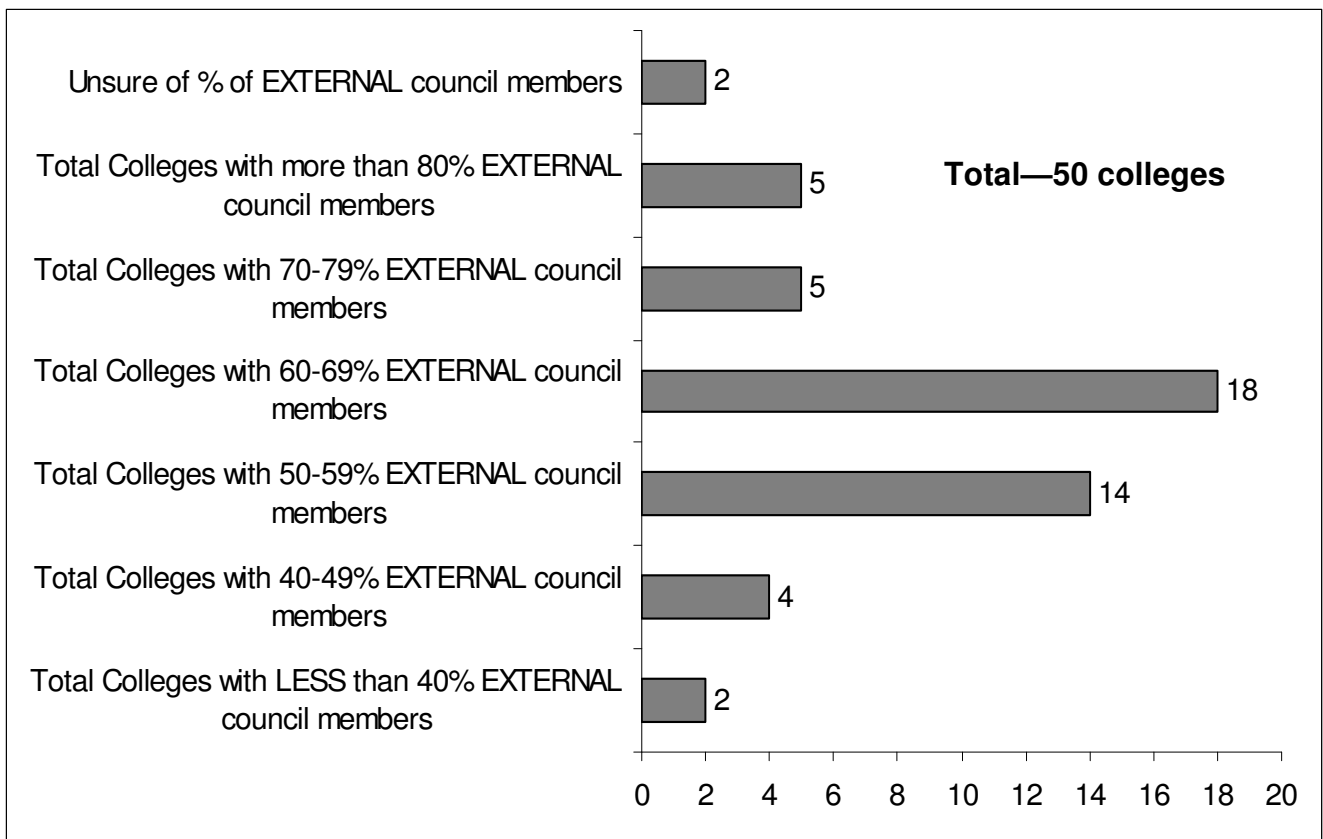
The FET Act stipulates the membership of an FET college Council. It states that,

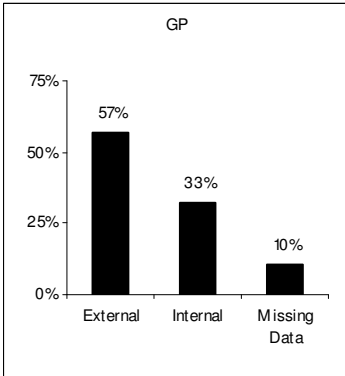
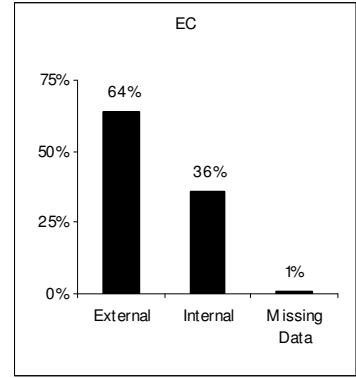
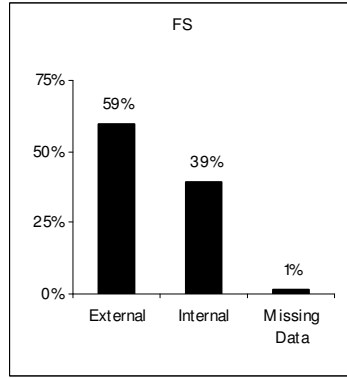
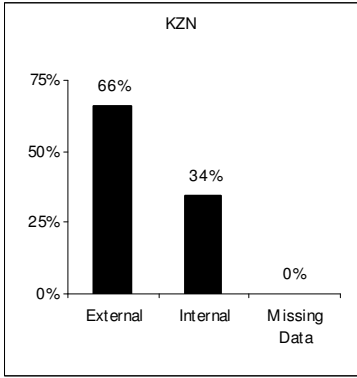
“The Council of a public FET institution must consist of the Principal, Vice–Principals, not more than five persons appointed by the MEC; members of the educator staff; students; staff other than the educator staff, elected by such staff and such additional persons as may be determined by the council in consultation with the MEC ... at least 60% of the members of a council must be persons who are not employed by or who are not students of the public FET institution.”

Figure 3.2 provides an analysis, by province, of the extent to which council members are either internal (i.e. employed by or students of the public FET college) or external (i.e. not employed by or who are not students of the public FET institution). It shows that of the total council members appointed nationally, 37% (313) are internal and 60% (520) external. This overall trend is visible in all provinces except Mpumalanga where more than 50% are internal appointees. There are, however, slight differences in degree with 66% of KwaZulu Natal’s council members being external appointees and 44% of the Northern Cape’s council members.

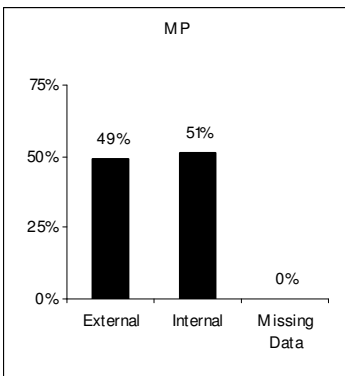
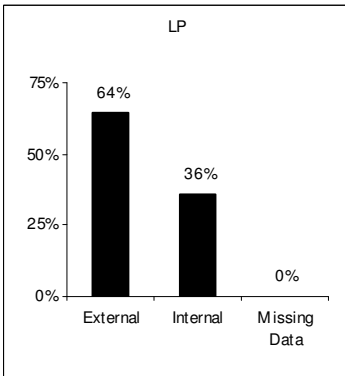
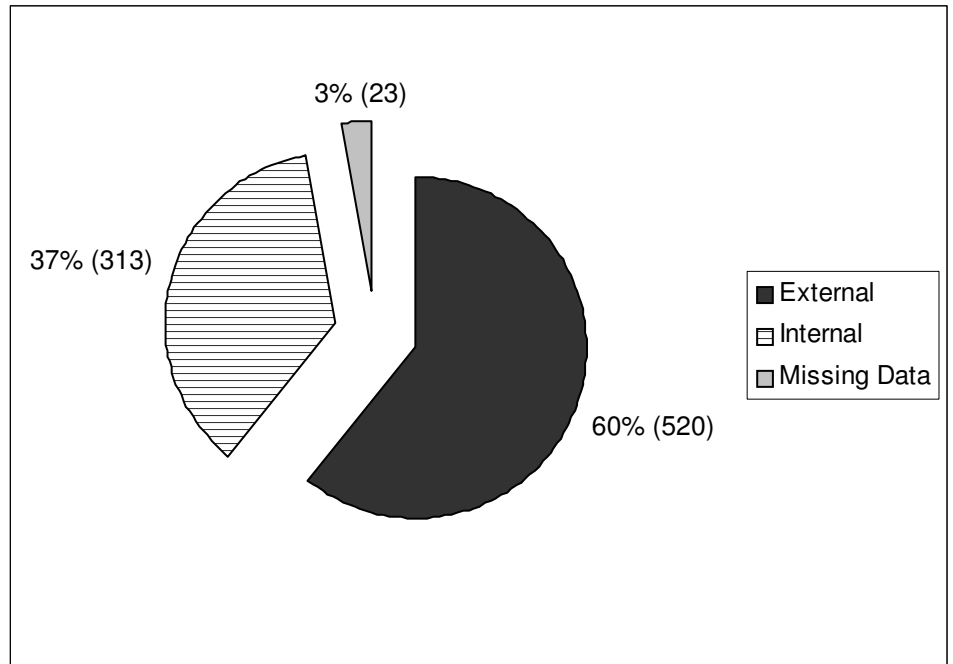
Figure 3.1 shows that 20 (40%) colleges do not meet the requirement of the FET Act of 60% the council members being external members; for 18 (36%) colleges, 60-69% of their council members are external appointees and for 10 (20%) more than 70% are external members.

3.1 Total colleges that meet the FET Act requirements (60% external membership)

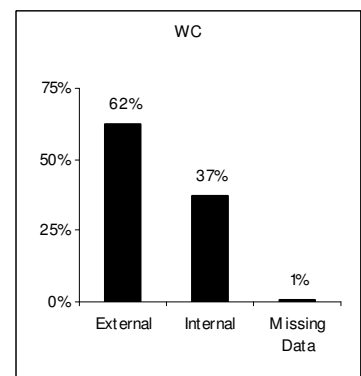
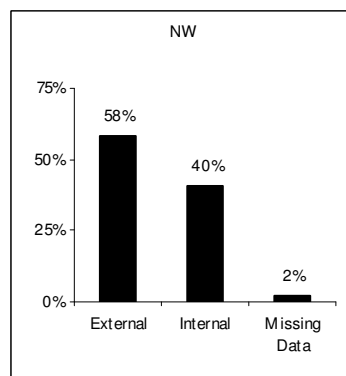
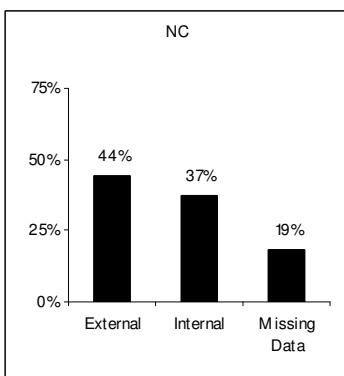




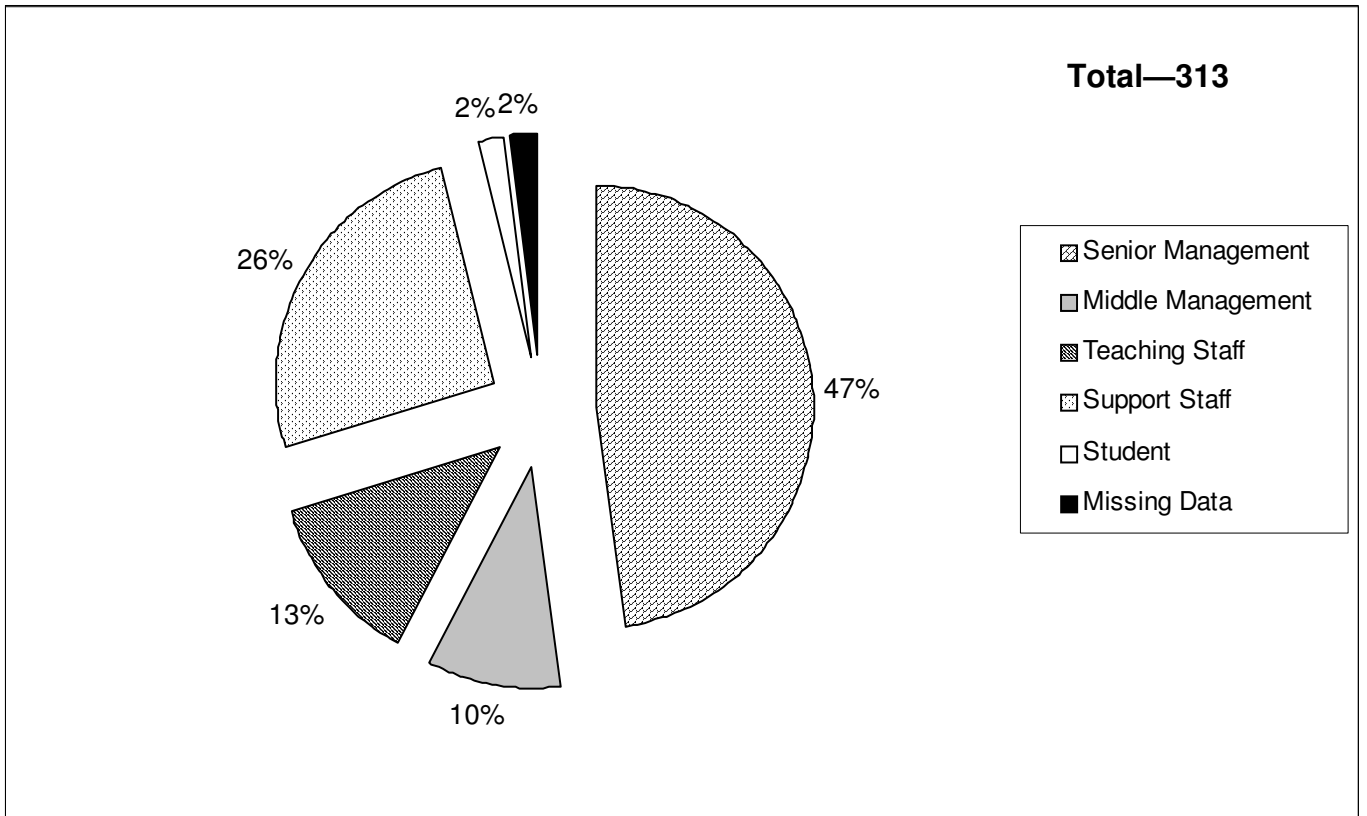
3.2. Total Council Members by constituency



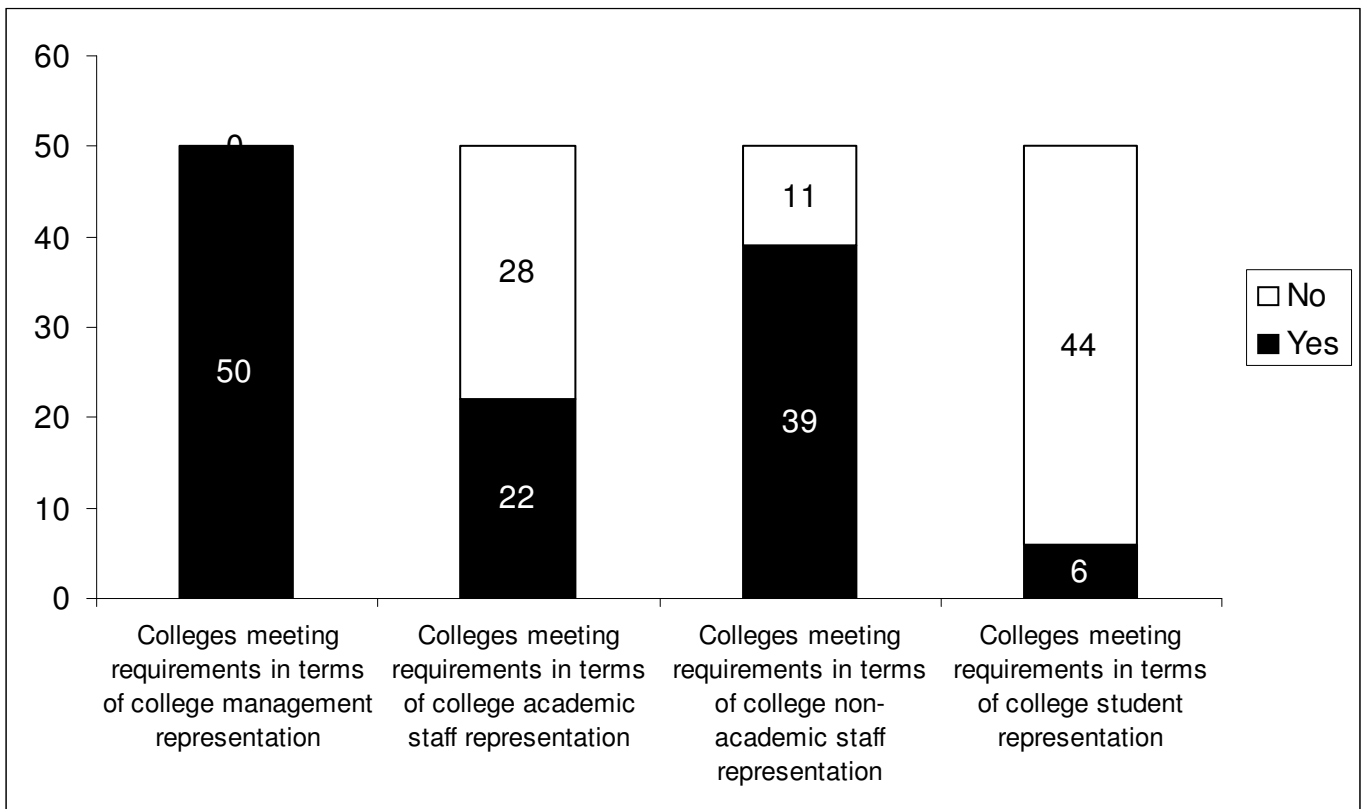
Total Council Members—856



3.3. Internal members by constituency



3.4. Total number of colleges meeting the FET Act requirements regarding college representation on structures



3.1. Internal Council Members

Figure 3.3. provides the distribution of internal members by constituency. It shows that 47% of internal appointees to councils are senior management; 10% middle management; 13% teaching staff; 26% support staff (non-academic staff) and 2% students. The data suggests an over-representation at senior management in the council and an under-representation of students and support staff.

Figure 3.4 provides an analysis of the extent to which public FET colleges are meeting the requirements of the FET Act as provided in the introduction of this chapter. It shows, as suggested by the percentages above, that all colleges are meeting the requirements of senior management representation, 28 (56%) are not meeting requirement in terms of academic staff representation, 11 (22%) are not meeting the requirements in terms of support staff representation and 39 (78%) are not meeting the requirements in terms of student representation.

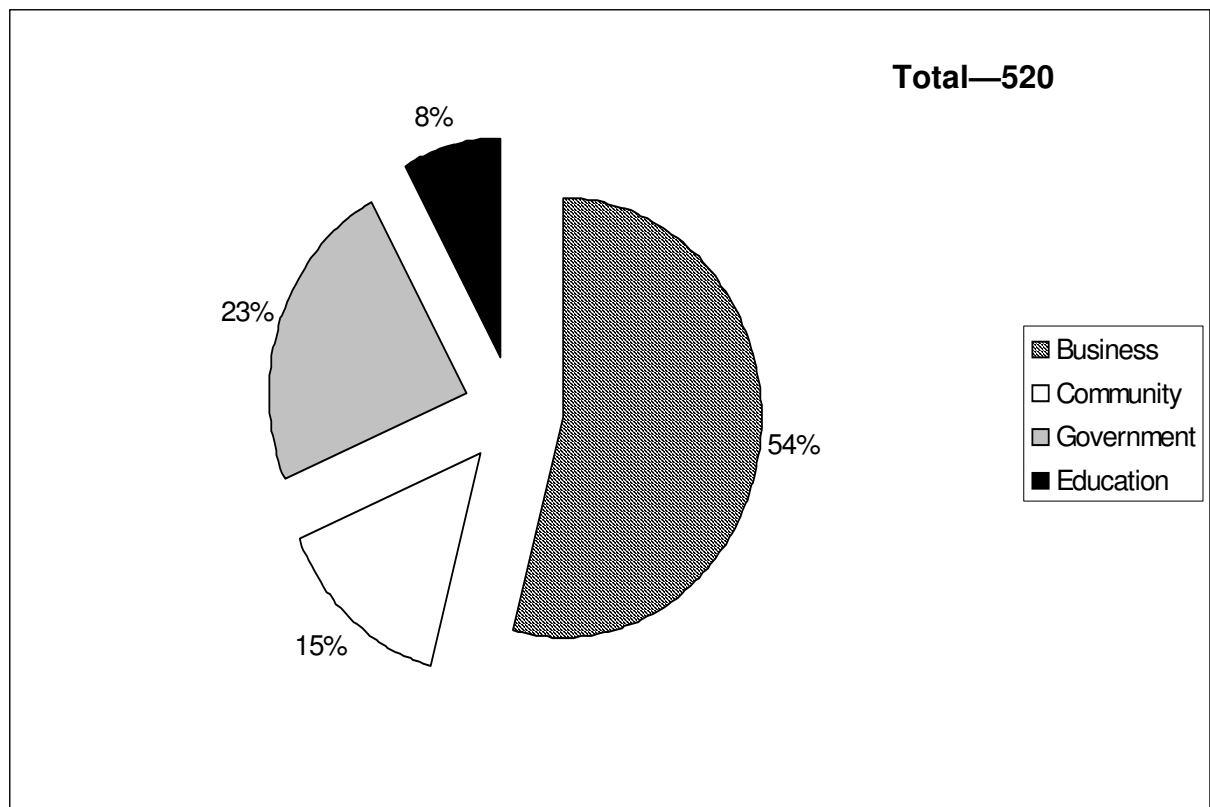
“The wealth of experience possessed by council members is a strength: e.g. finance, business skills (Helps) to further the objectives of the FET sector.”

3.2. External Council Members

The FET legislation suggests that external members should be selected according to their knowledge and understanding of the FET sector, as well as the skills that they bring to the council.

An analysis of external council members shows that they include representation from industry/business, government, community organisations and other educational sectors with 54% being from business, 15% from the community or community based organisations, 23% from government and 8% from education. (Figure 3.5)

3.5. External members by constituency



Representation from business and industry includes representatives from large national companies that include, inter-alia, companies such as ABSA, Anglo Gold, Anglo Platinum, Audi Motor World, Toyota, Vodacom, Volkswagen SA, Siemens, SAPPI, Sanlam, Edgars and Old Mutual. This suggests that representation in FET college councils includes strong business links and business experience. How such experience is utilised in the governance of FET colleges is a matter of critical importance to the development of South Africa’s public FET sector.

Representation from other educational sectors includes representatives from higher education, FET and compulsory schooling.

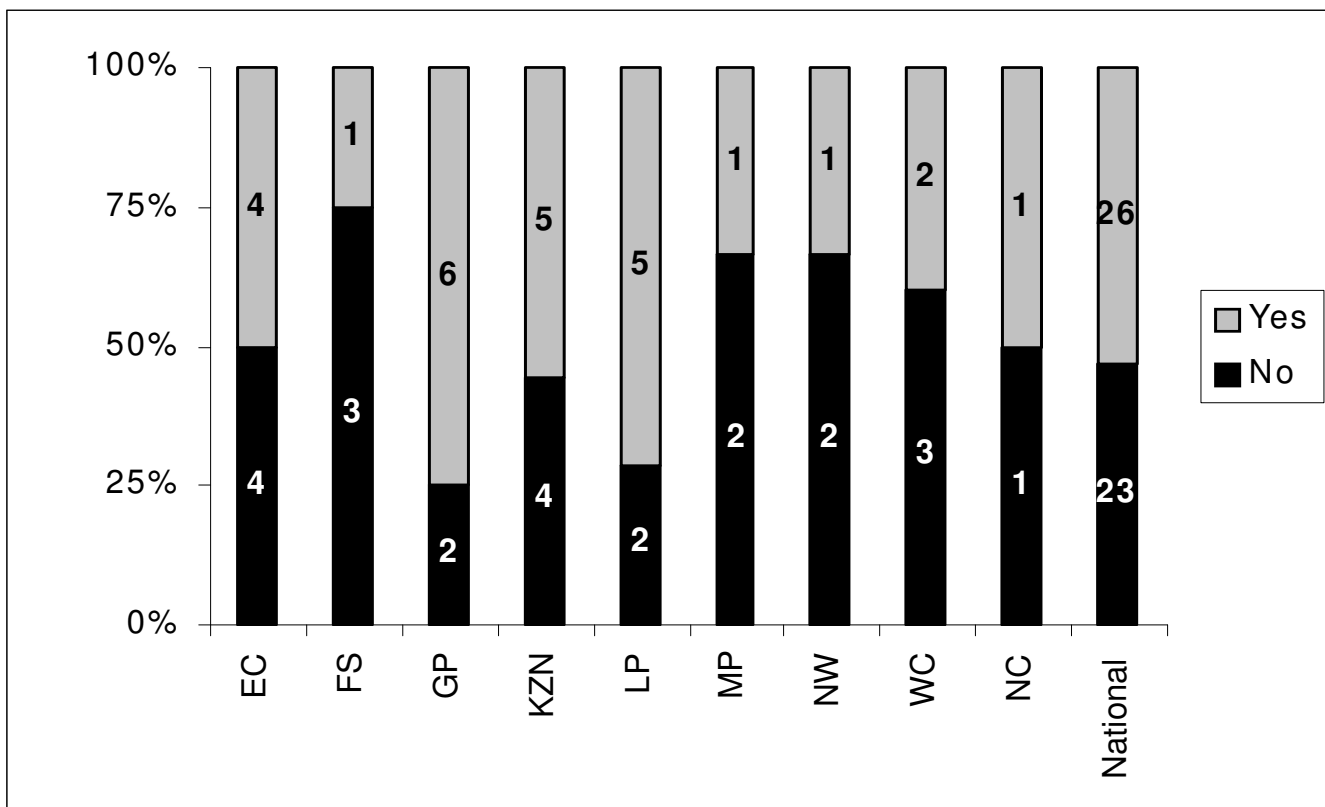
3.3 Vacancies

Principals indicated that a number of vacancies exist in their councils. These vacancies include: (i) representatives from the college; (ii) representatives not employed by or students of the college (termed for the purpose of this report as external members); (iii) representatives that have left the council and need to be replaced; and (iv) MEC appointees.

In terms of college representatives, principals identified SRC representatives as a key vacancy in their council with some principals indicating the need to appoint staff representatives. This is supported by Figure 3.4 that shows that a large percentage of the colleges are not meeting the requirements of the FET legislation with respect to student and staff representation.

In terms of external representatives, while some principals indicated the importance of representation from a particular industrial sector, the majority indicated the need to appoint representatives from particular government departments, including the Department of Education and the Department of Labour. In other cases representation with particular skills such as financial skills, marketing skills and legal skills were identified as key and critical vacancies in the council.

3.6. Colleges with vacancies in the council—by province



4. Demographics of Council Members

The FET Act states that:

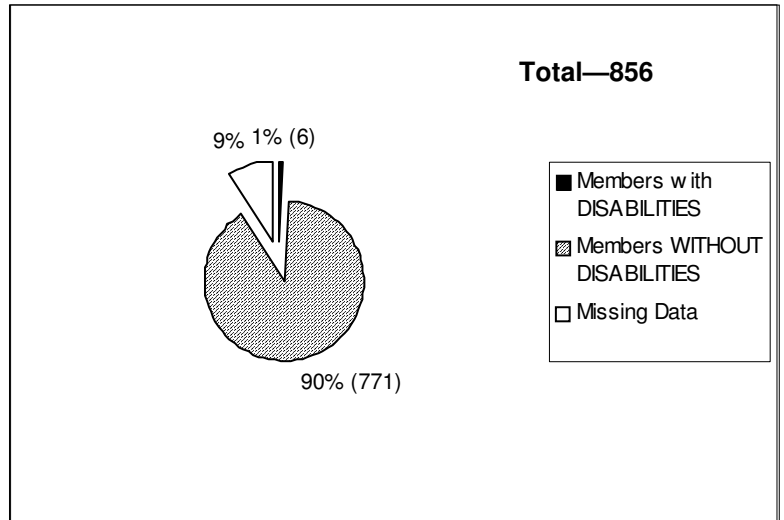
“The selection of the members ... must be undertaken in such a manner as to ensure, in so far as it is practically possible, that the council is broadly representative of the community served by the institution in terms of race, gender and disability.”

This chapter reviews in the light of this the current composition of FET college councils by race, gender and disability.

4.1. Total Council Members with disabilities

4.1 Council Members with Disabilities

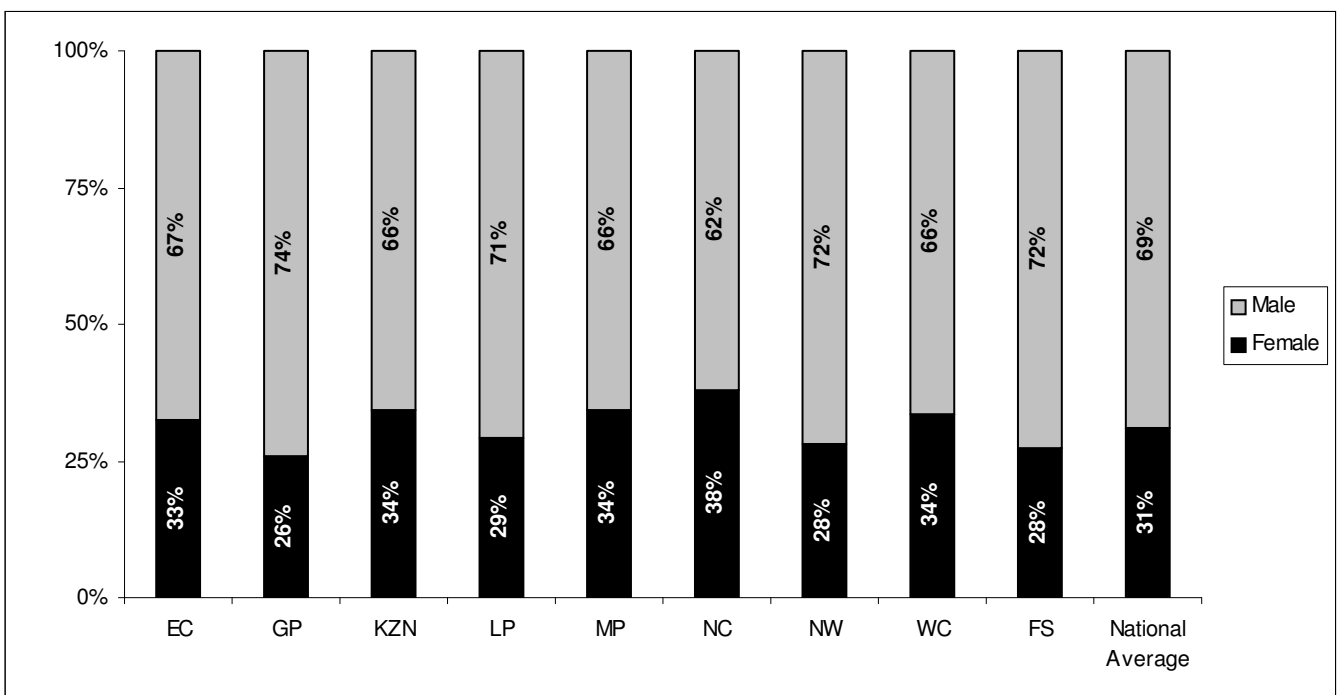
Principals were asked to indicate the extent to which their councils included people with disabilities: for 9% of the council members information was not provided, 771 (90%) had no disabilities and 1% (6) had disabilities.

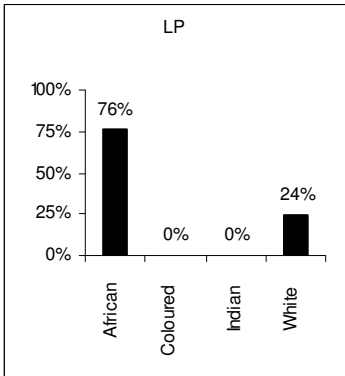
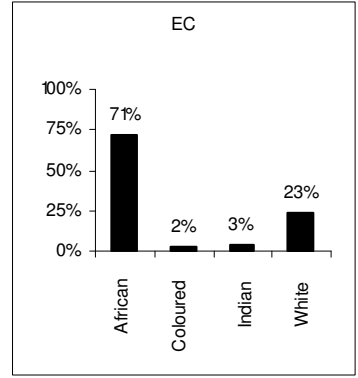
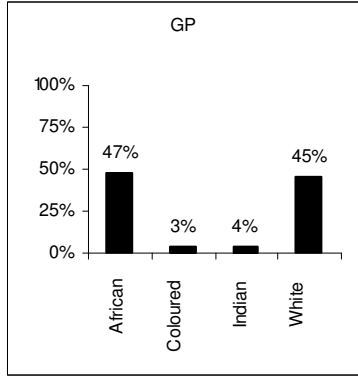
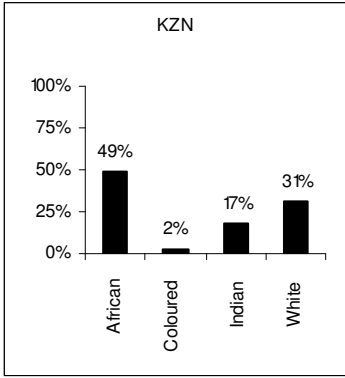


4.2 Council Members by Gender

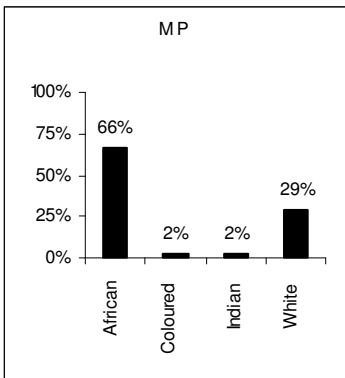
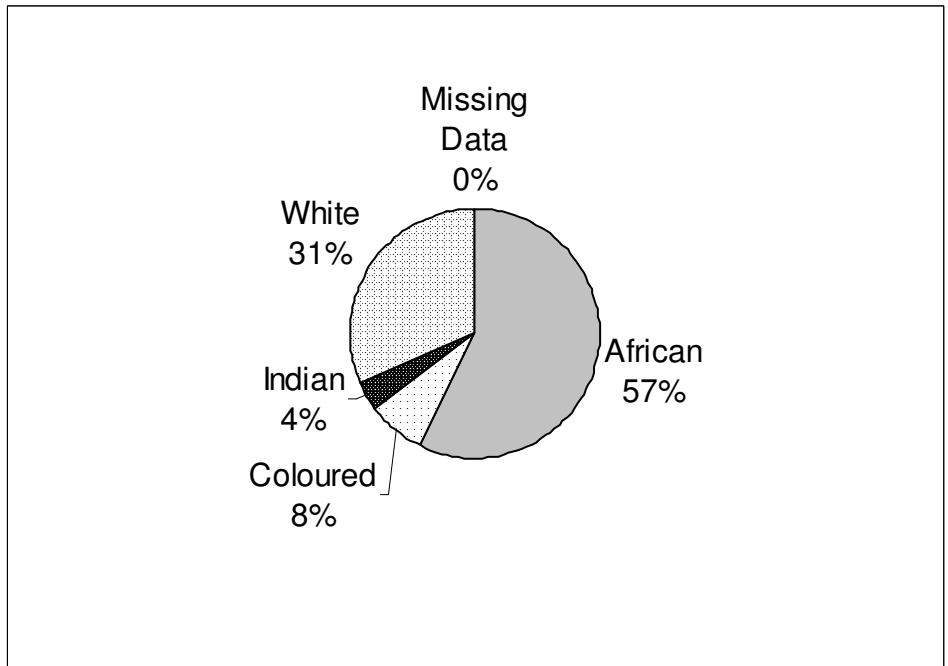
Figure 4.2 provides council members by gender. It shows that 70% of council members are male and 30% female. This trend is true for all the provinces.

4.2. Total Council Members by gender—by province

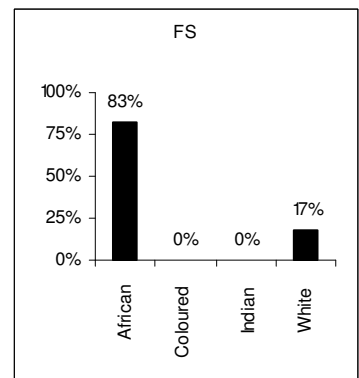
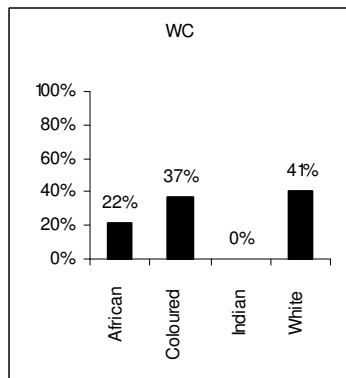
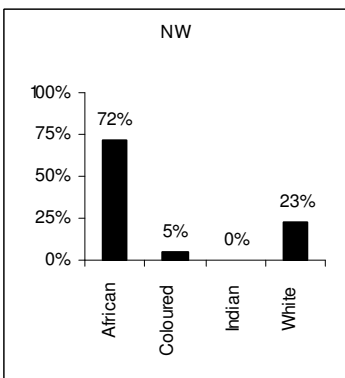
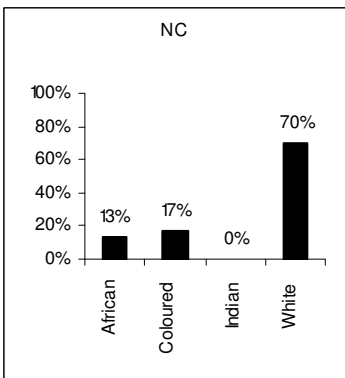




4.3. Racial distribution of Council Members



Total Council Members—856



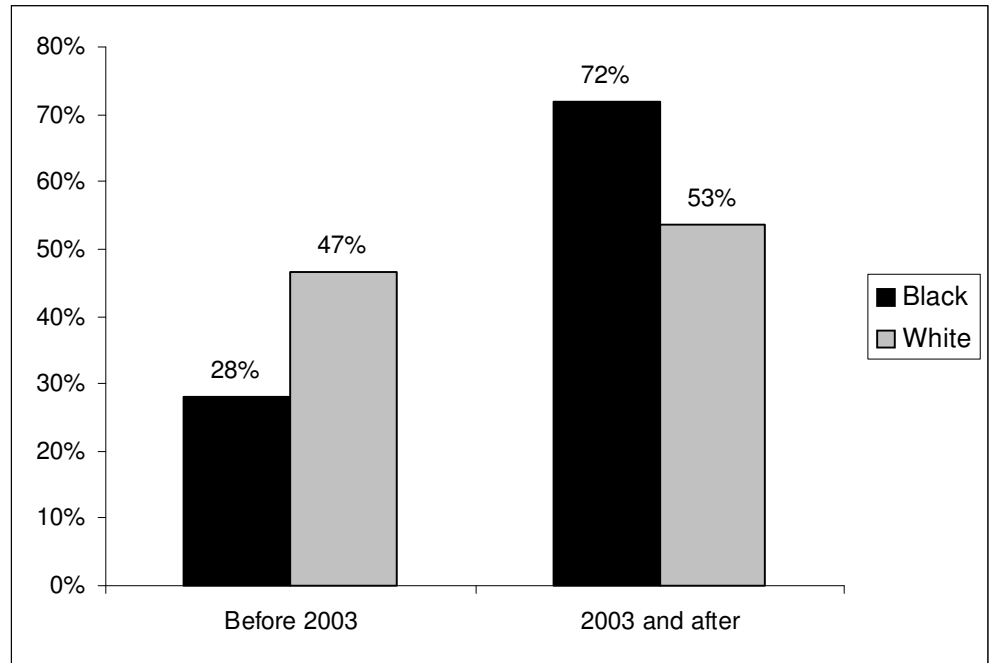
4.3 Council Members by Race

Figure 4.3 provides council members by race. It shows that 57% of council members are African, 8% Coloured, 4% Indian and 31% White. The distribution varies markedly across the different provinces with 83% of council members in the Free State being African as compared to the Northern Cape where 13% of council members are African.

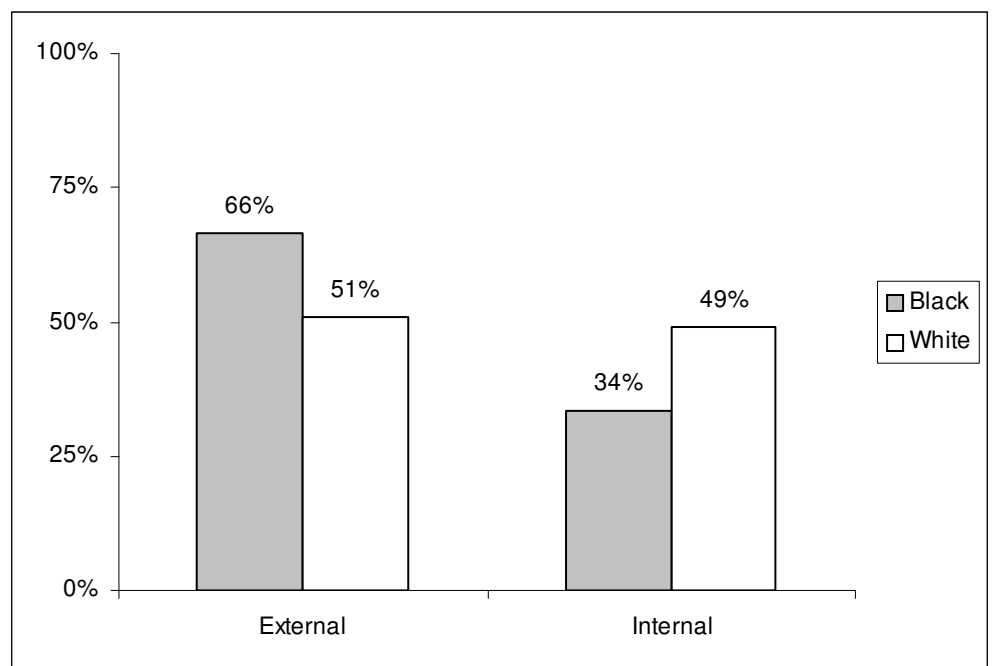
Figure 4.4 provides the racial distribution of council members who were appointed to the council for the first time before 2003 as compared to those council members appointed, for the first time, after 2003. It shows that 72% of Black council members were appointed, in 2003 and after and 28% before 2003, while 53% of White council members were appointed in 2003 and after and 47% before 2003.

Figure 4.5 provides the racial distribution of external council members as compared to internal council members. It shows that the majority of external members (66%) are Black, while the majority of internal members (49%) are White. This makes sense when analysed against the management racial profile which is 59% White and when viewed against the composition of internal college representation provided in Figure 3.3. These findings suggest that the lack of adequate representation of students and support staff in the council—both sectors that are predominantly Black—are a possible reason for the over-representation of White council members internal to the college.

4.4. Racial distribution of Council Members appointed before 2002 compared to Council Members appointed after 2003



4.5. Racial distribution of Council Members by external and internal Council Members



5. Council Member Qualifications

The range of qualifications of council members at FET colleges is considerable and it was necessary to group the qualifications into NQF levels in order that these might be analysed. Figure 5.1 provides the highest qualification of council members. It shows that more than 88% of council members are qualified at NQF Level 5 or higher, with 69% qualified at NQF Levels 6, 7 and 8. Figure 5.1 shows that 3% (25) of the council members have qualifications below NQF Level 3 and 11% (96) have qualifications below NQF Level 4: the majority of these council members are support staff representatives and representatives of community organisations and communities. While qualifications are an inadequate indication of the knowledge, experience and networks that these council members bring to the council, qualifications of NQF Level 3 or below suggest that some council members might struggle with the textual aspects required by governance such as the legislative framework, documents circulated either in preparation for or post council meetings and documents relevant to understanding the socio-economic context within which the college operates.

5.1 Highest qualification of Council Members

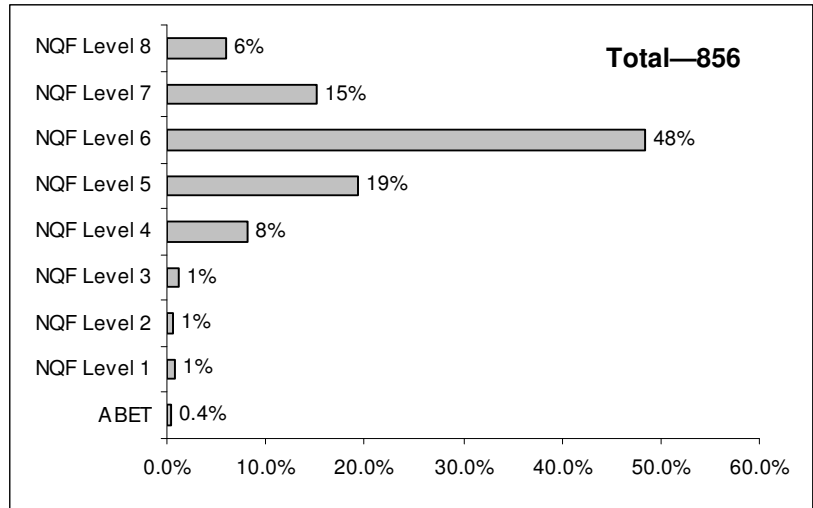
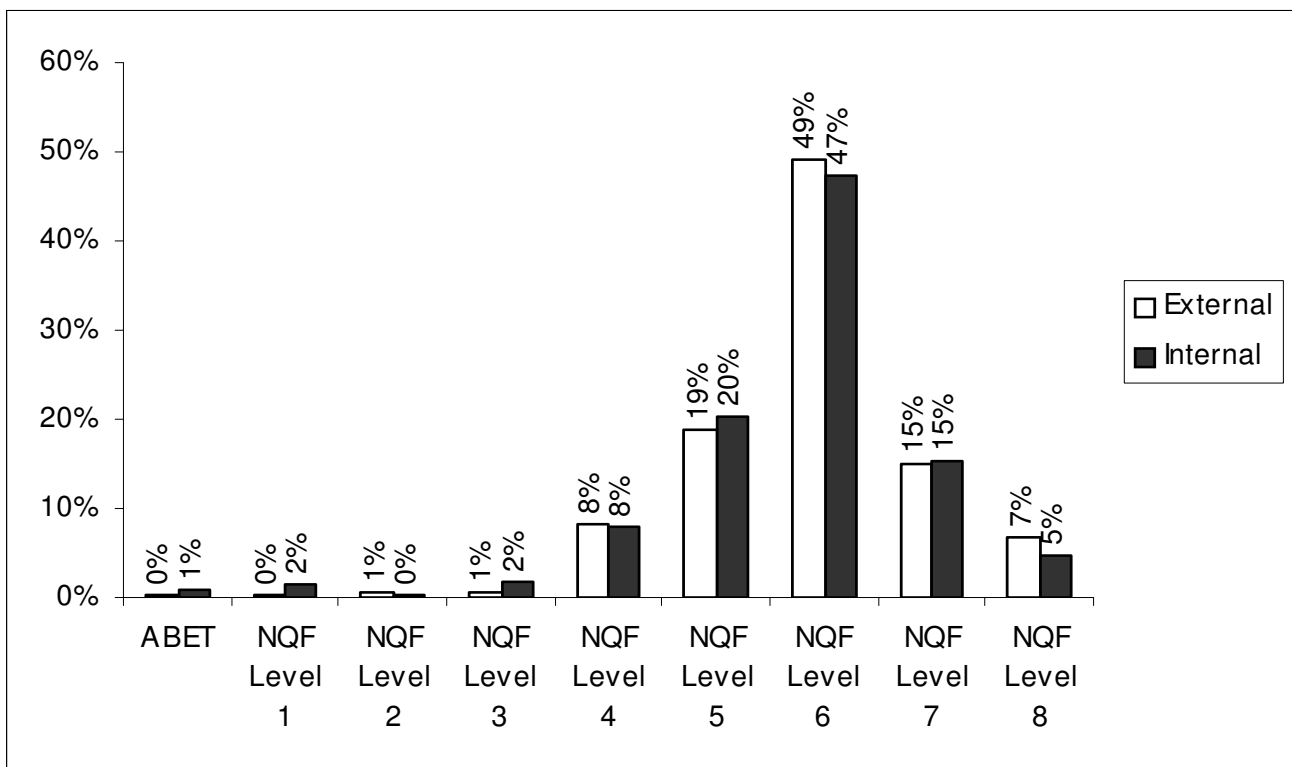


Figure 5.2 compares the highest qualification of internal council members to that of external council members. It shows very little difference in the qualification profile of these two groups.

5.2 Highest qualification of internal and external Council Members compared



6. Appointment of Council Members

6.1 The year in which council members were appointed

The year in which council members are first appointed is an indication of the length of the time that council members have served.

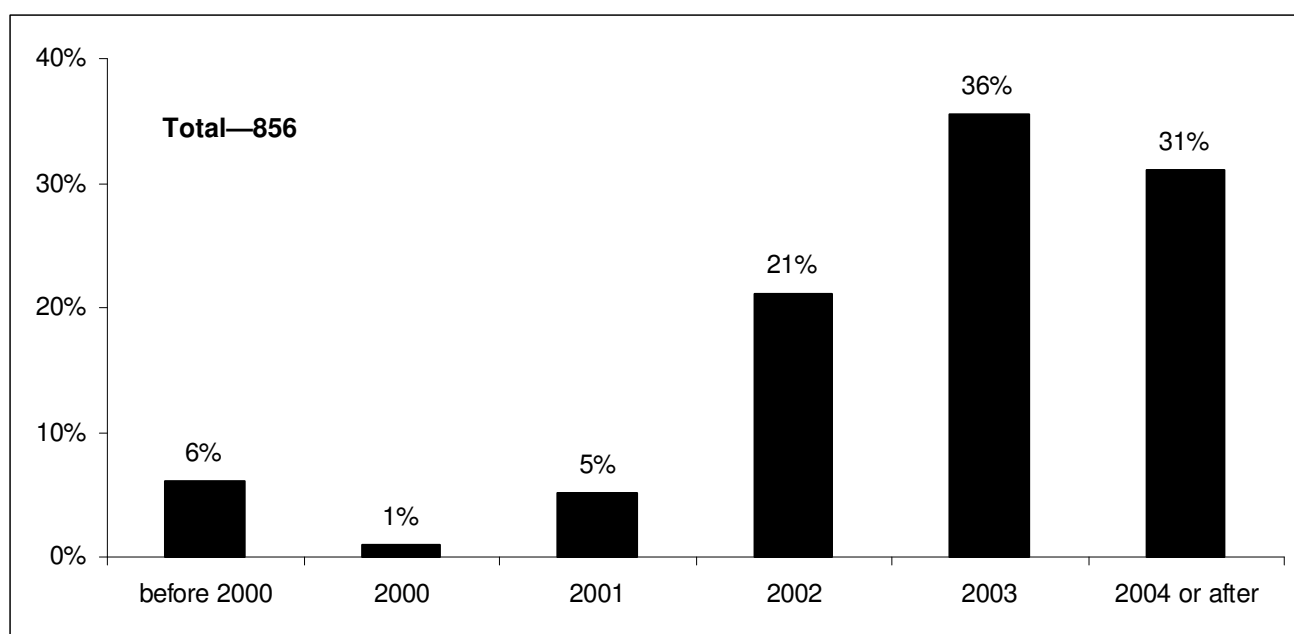
Figure 6.1 shows that 12% (102) of existing council members were appointed prior to 2002—the year in which the public FET college sector was formed. Further analysis of these council members show that 75% (76) of the 102 council members appointed before 2002 are external members. The majority of the council members (88%) were appointed either in, or after, 2002 with 21% appointed in 2002, 36% in 2003 and 31% in 2004.

Figure 6.2 provides an analysis of the year in which council members were appointed by race. It shows that 72% of Black council members were appointed either in or after 2003, while almost 50% of White council members were appointed either in, or before, 2002. The graph (as supported by a Chi-Squared¹ analysis) suggests a significant increase in the appointment of Black council members since 2002 as compared to White council members.

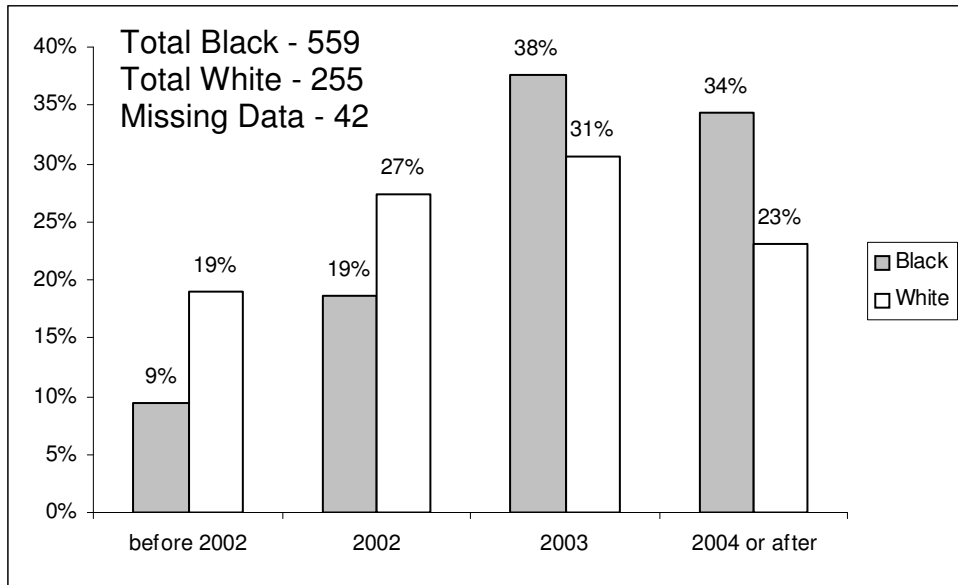
Figure 6.3 provides an analysis of the year in which council members were appointed by gender. The graph suggests a significant increase in the appointment of female council members since 2002 as compared to male council members.

Figure 6.4 provides an analysis of the year in which council members were appointed by internal and external members. The graph (as supported by a Chi-Squared¹ analysis) suggests a significant increase in the appointment of internal members, since 2002, as compared to external members. The findings suggest that there have been greater changes in the internal appointments to council, than in the external appointments. This is in all likelihood due to the restructuring process as well as to the appointment of new management to colleges. This is not to suggest that no new external members have been appointed: figure 6.4 indicates that 91% of external members were appointed either in, or after, 2003.

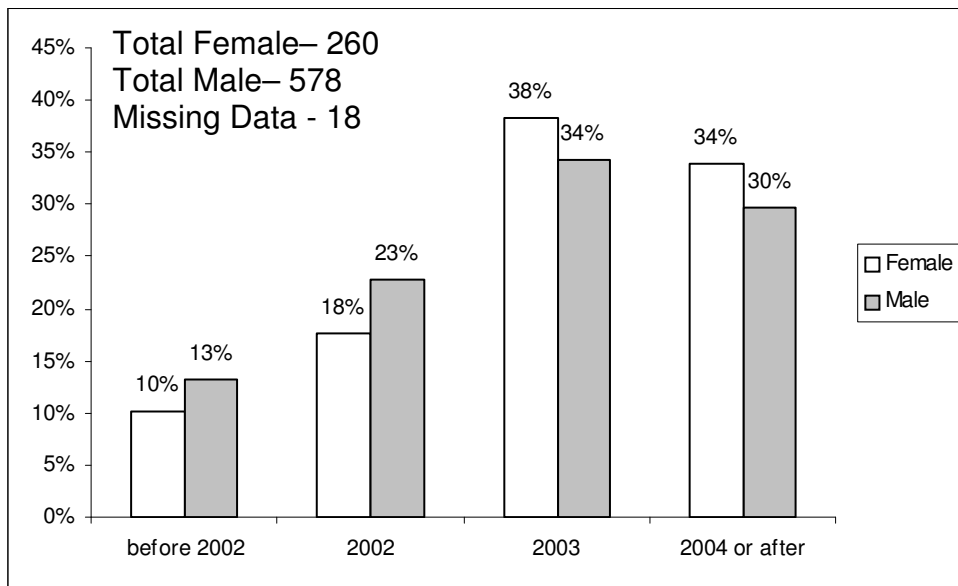
6.1 The year in which Council Members were appointed



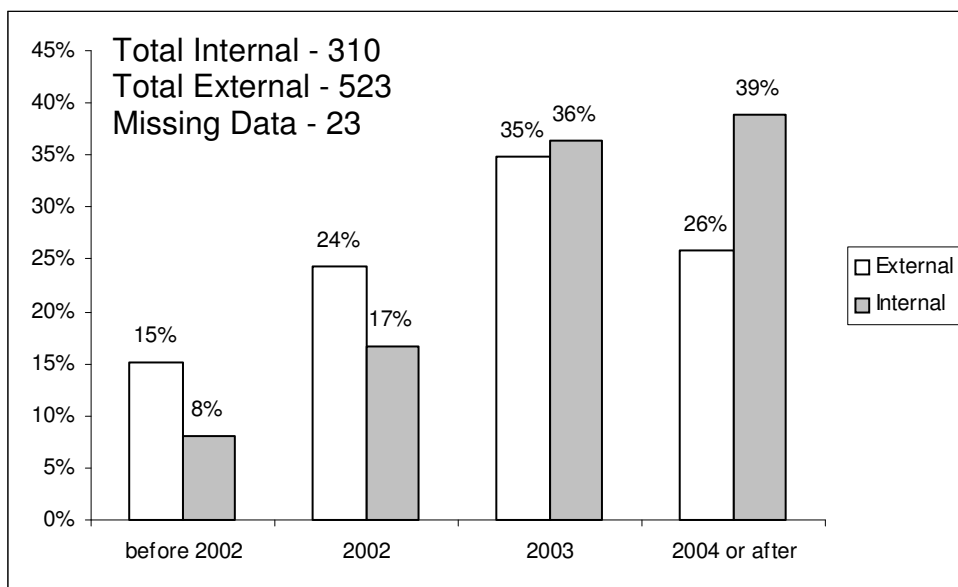
1. Chi-Squared is a statistical measure of significance



6.2 The year in which Council Members were appointed—by race



6.3 The year in which Council Members were appointed—by gender



6.4 The year in which Council Members were appointed—by internal and external Council Members

6.2 The way in which Council members were nominated

Figure 6.5 shows that 36% of council members were nominated by the college council, 36% by the MEC/ PDE and 11% by an external enterprise.

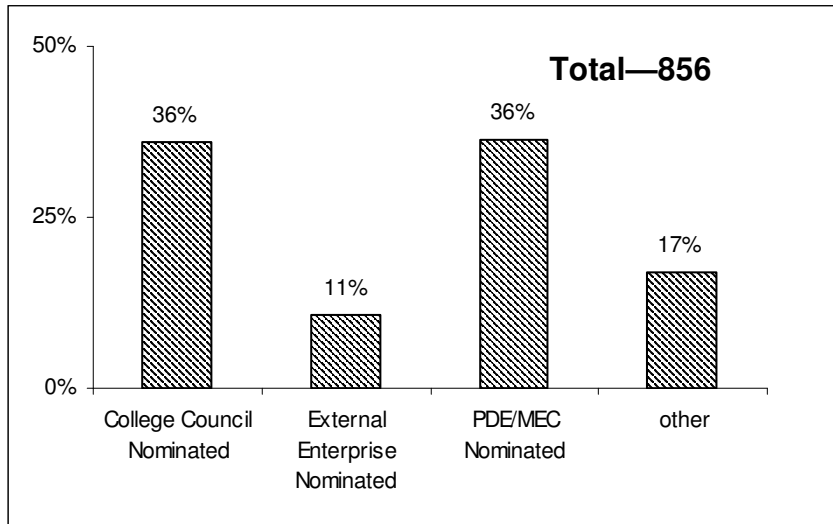
Figure 6.6 compares the nomination of external and internal members and shows, as would be expected, that 95% of external members were nominated by an enterprise other than the college or the PDE/ MEC and 54% of internal members were nominated by the college council.

6.3 Reasons for Council Member nominations

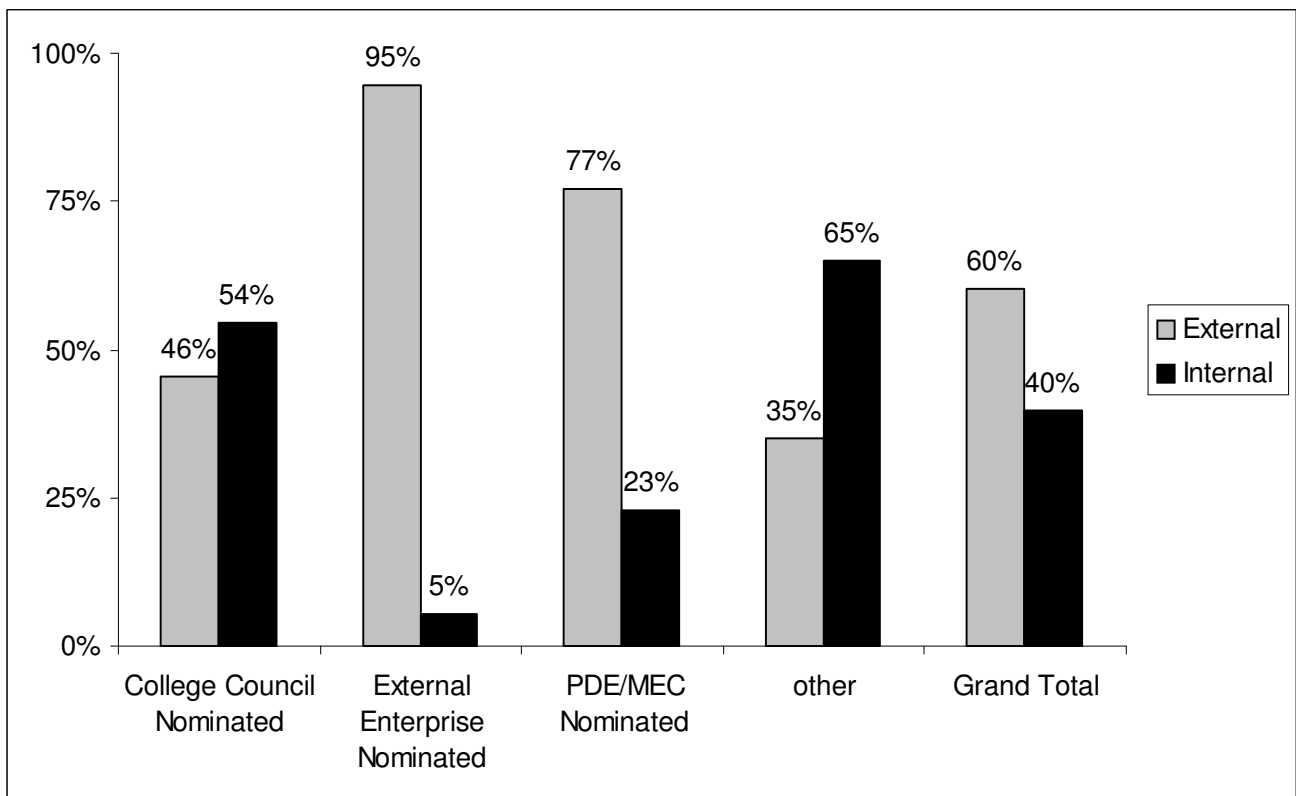
Council members were asked to provide their perspective of why they were nominated as council members.

Figure 6.7 shows that 60% of the council members indicated that they were nominated due to their experience or skills in particular areas.

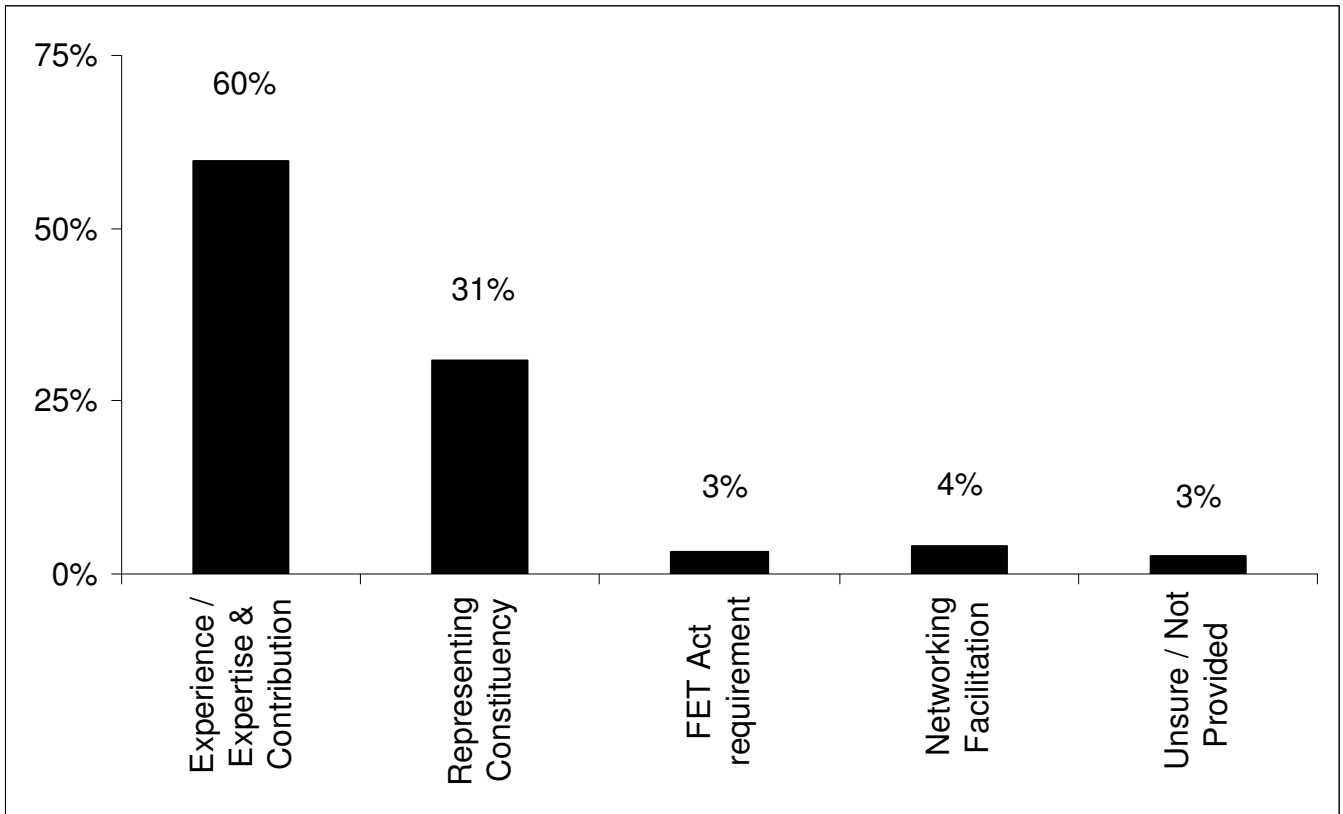
6.5 The way in which Council Members were nominated



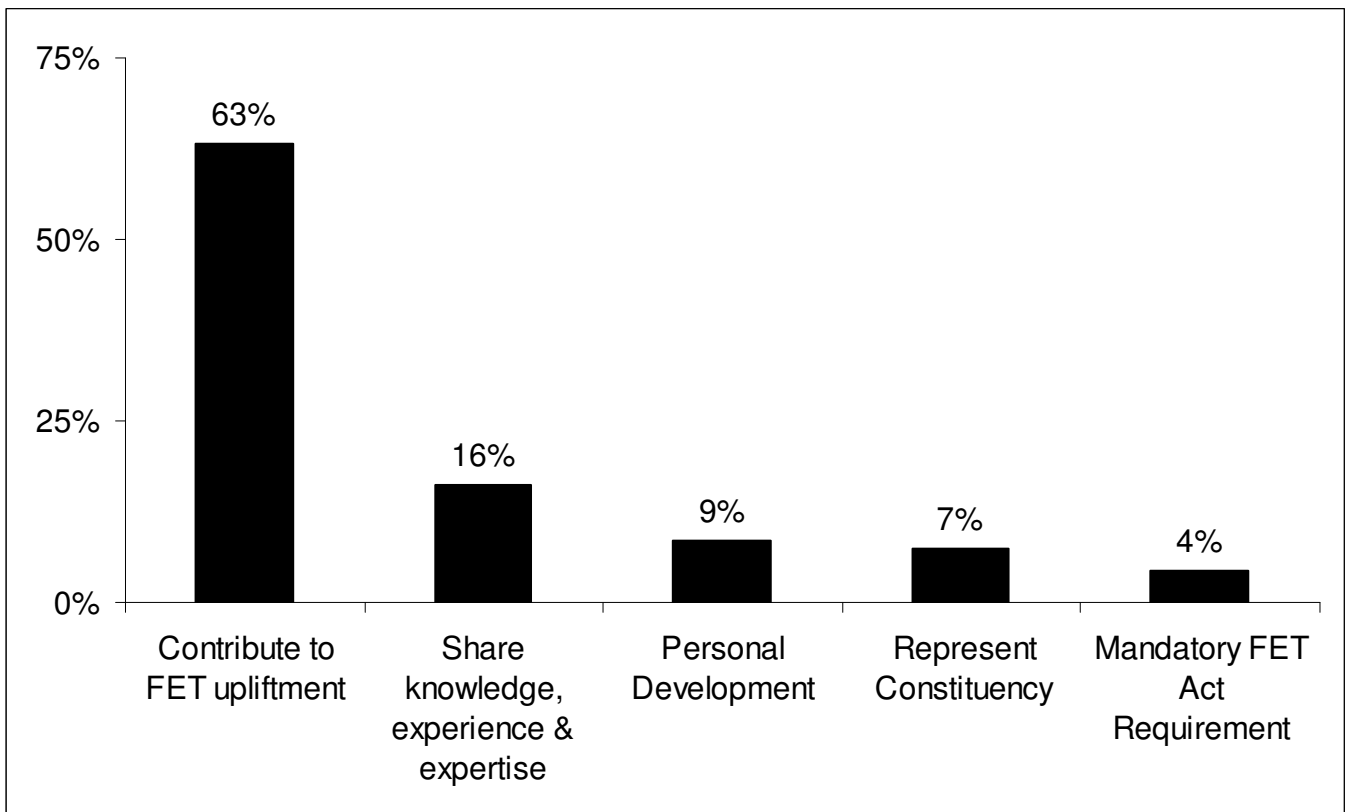
6.6 The way in which Council Members were nominated—by internal and external Council Members



6.7 Why Council Members were nominated



6.8 Why Council Members agreed to serve on councils



Below are samples of quotes that capture the essence of the responses in this regard:

- “20 years experience at colleges. Knowledge of education and FET sector. Being part of management team. Leadership abilities. “ (*Internal College Support Staff*)
- “I had lectured public relations at Pietermaritzburg Technical College and I had done consultancy work for the same college. They wanted a public relations person to help them with the new college. “ (*External Business*)
- “To contribute my knowledge of industrial experience with the institution.” (*External Business*)
- “I deal with the Skills Development issues at work, and I suppose they wanted me to input on their programs so that they speak to the needs of the province in terms of the Provincial Skills Plan.” (*External Business*)

Thirty one percent indicated that they were elected to represent the needs of a particular constituency. These include the constituencies in the college such as support staff, students or educators as well as constituencies external to the college such as business, government, community representatives and representatives from other education sectors. Below are a number of quotes that are indicative of these responses:

“I deal with the Skills Development issues at work, and I suppose they wanted me to input on their programs so that they speak to the needs of the province in terms of the Provincial Skills Plan. (External Business)”

- “I think I was elected because I work in the private sector as a manager. I am also a local person who is fairly well known and influential. “ (*External Business*)
- “(I was) elected by education staff members” (*Internal College Senior Management*)
- “(I am a) senior of a large corporate and business community. (I also) have extensive experience in the field of training education and development.” (*Internal College Senior Management*)
- “To provide a perspective from a private sector and economic development experience. This would allow the college to draw on different experiences and enrich the Council.” (*External Business*)
- “I was appointed as the organised labour representative as I have experience in dealing with union and HR issues. I also have 17 years teaching experience and 5 years of management experience at a FET college.” (*Internal College Teaching Staff*)
- “To represent educator staff because I have knowledge and experience relevant to the objects and governance of the College. “ (*Internal College Senior Management*)
- “I am an active community leader, reliable person, can communicate properly.” (*Internal College Middle Management*)

Three percent of the respondents indicated that they were nominated as a requirement of the FET Act. These respondents are predominantly senior management and principals of the college. Four percent of the respondents indicated that they were nomi-

nated because of the links and networks that they have in the business, government or community sectors.

6.4 Why Council Members agreed to serve on Councils

Later sections of this report will discuss the skills and experience that council members bring to the council. In this section, the reasons why council members agreed to serve as councillors is provided. The reasons show a high level of commitment to transforming the FET sector in order that they might make a contribution to the socio-economic upliftment of South Africa. The quotes below provide an account of the dedication that exists amongst the FET College council members:

- “The appointment (as councillor) afforded me the opportunity to make a valued contribution in assisting the college to drive the provincial skills revolution mandate forward in order to reach hundred of thousands of semi-skilled, unemployed, out-of-school youth and the historically disadvantaged groups.” (*External Business*)

“ (I) wish to contribute to (the) growth and development of the FET sector. (I) see this sector as a contributing factor towards the alleviation of poverty through job creation and self employment opportunities” (*External Business*)

- “Because of the challenge for me to learn & be part of something new and something I had not done before. Also a real opportunity to contribute effectively in an institution of such importance and with such a positive impact to the community and the country in social, developmental and economic spheres. In spite of my limited education, I hold learning & training in very high regard for a country and a people.” (*External Business*)
- “Because I firmly believe that government-funded Educational institutions have a responsibility to ensure that their qualifications remain relevant to industry and that it gives their learners a greater chance of finding paying work opportunities.” (*External Business*)
- “Realise the importance of FET in community and influence of education to ensure a better life for all. FET is a vehicle through which skills, knowledge and competencies can be acquired that will improve the quality of life and contribute to the sustained economic development and growth of South Africa.” (*External Community Member*)

- “(I) wish to contribute to (the) growth and development of the FET sector. (I) see this sector as a contributing factor towards the alleviation of poverty through job creation and self employment opportunities.” (*External Business*)

The language of pride used by council members in describing why they accepted the nomination is indicative of the attitude that some of our council members bring with them. Council members spoke of the “honour” of being allowed to participate on the council and the “opportunity” that is provided to them by allowing them to engage in the transformation of the FET college sector. The language used, in almost ALL the responses, was a language of service with council members using terms to motivate their reasons for accepting their nomination such as:

- “To share”

- “To input”
- “To help”
- “To contribute”
- “To serve”

These responses provided a strong sense of the dedication and commitment that lies amongst council members. While it is likely that council members who participated in the survey represent council members particularly dedicated to the transformation of the FET college sector, the survey represents a quarter of our council members and suggest a strong desire amongst these council members to contribute—through the transformation of FET—to development in South Africa.

7. Diversity in Council Composition

The report thus far has focussed on providing overall trends with respect to the composition of public FET college councils. While it was necessary to provide these overall trends, it is important to highlight the considerable diversity in composition that exists across councils. It is not in the scope of this study to analyse the value or concerns of the extent of the diversity. It is, for example, possible that this diversity represents the differential needs of FET colleges as they have developed from the localities in which colleges are placed and the histories of these colleges. This diversity exists in terms of size, race, gender, the ratio of internal to external members and the highest qualification of council members with college councils ranging in size from six to thirty four members with the national mean being seventeen members.

7.1 Diversity in council composition by race

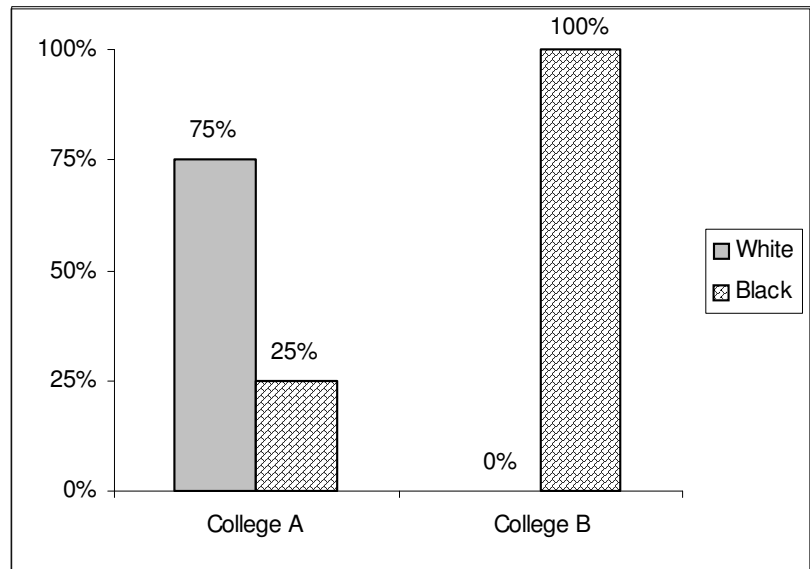
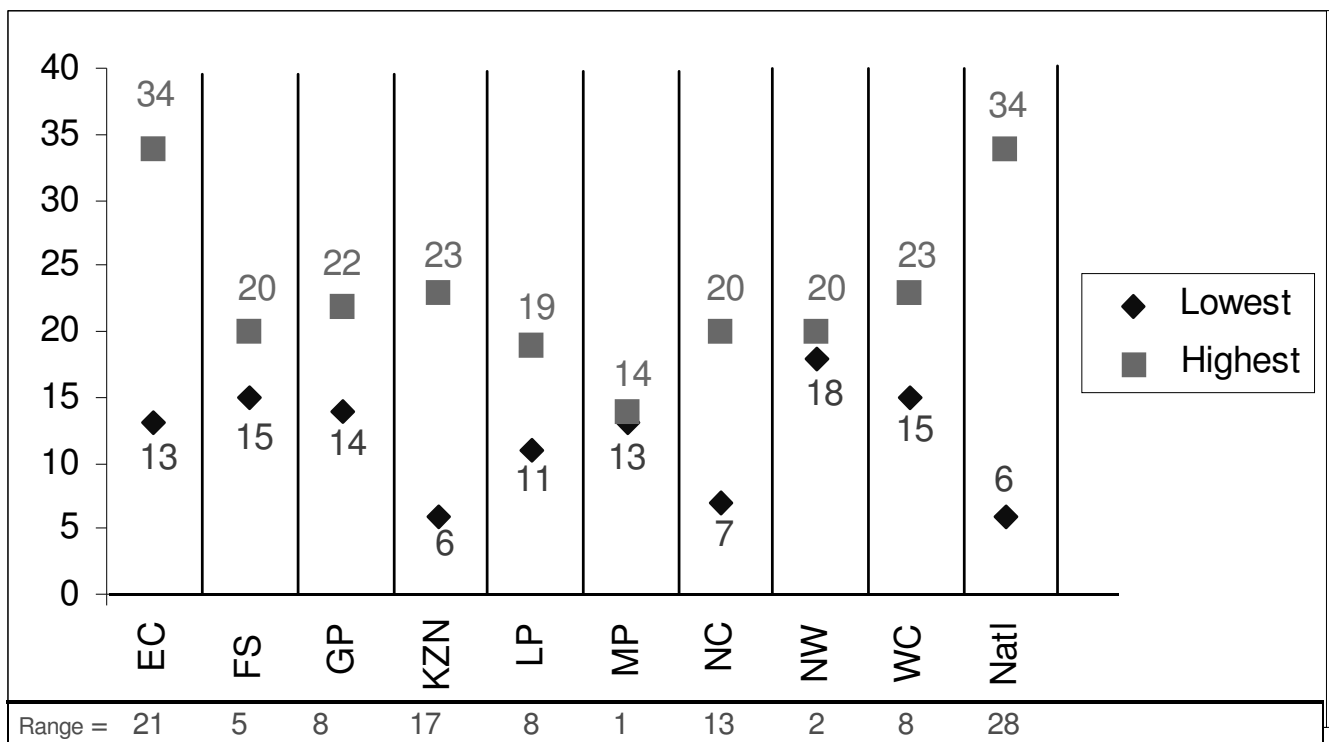
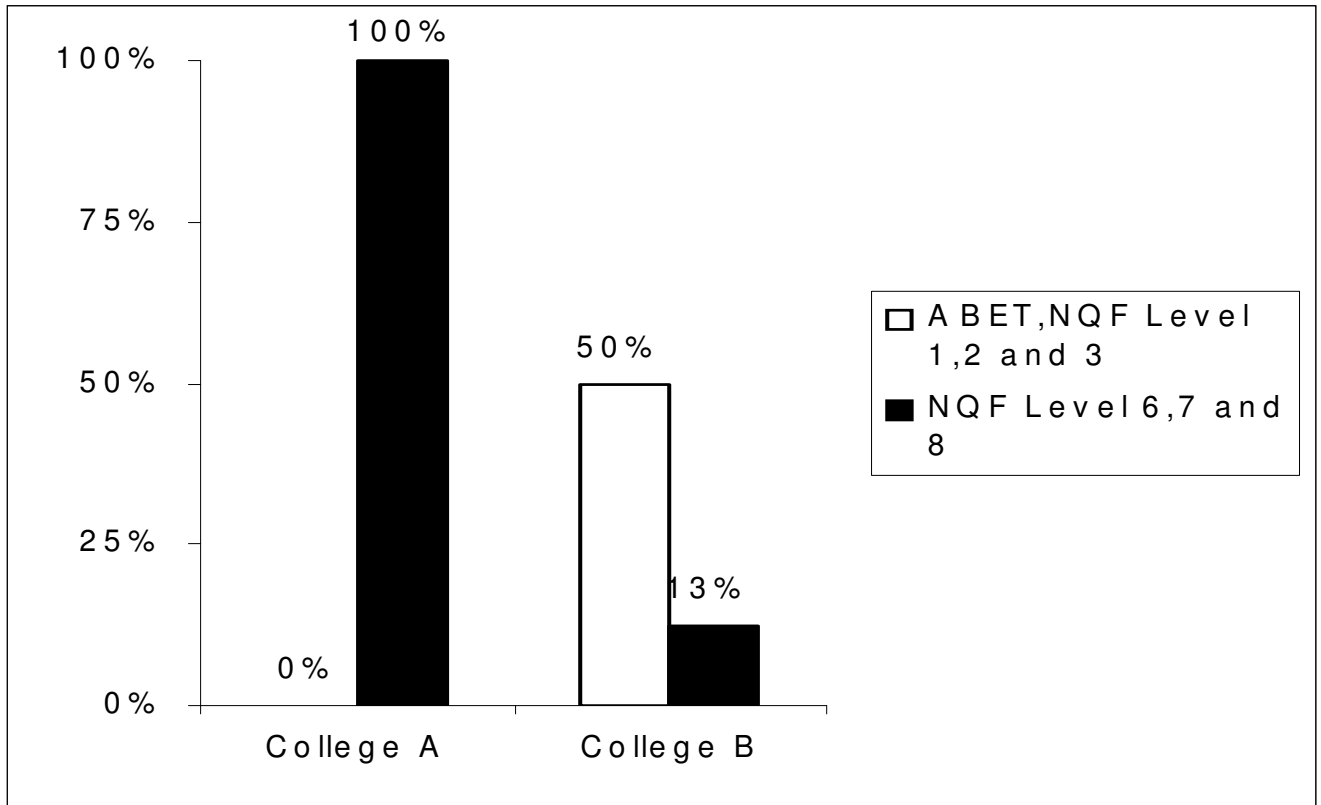


Figure 7.2 shows that Mpumalanga has lowest range of one, while the Eastern Cape has a highest range of 21 with 13 council members appointed to Buffalo City Public FET College and 34 to Port Elizabeth FET College. Table 1 (Section E) provides the total council members per college. It shows that the total number of council members per college ranges from six council members at Esayidi FET College to 34 at East Cape Midlands College for FET.

7.2 Highest and lowest number of council members per college by province



7.3 Extreme diversity in council composition shown by highest qualification



7.4 Extreme diversity in council composition shown by external and internal members

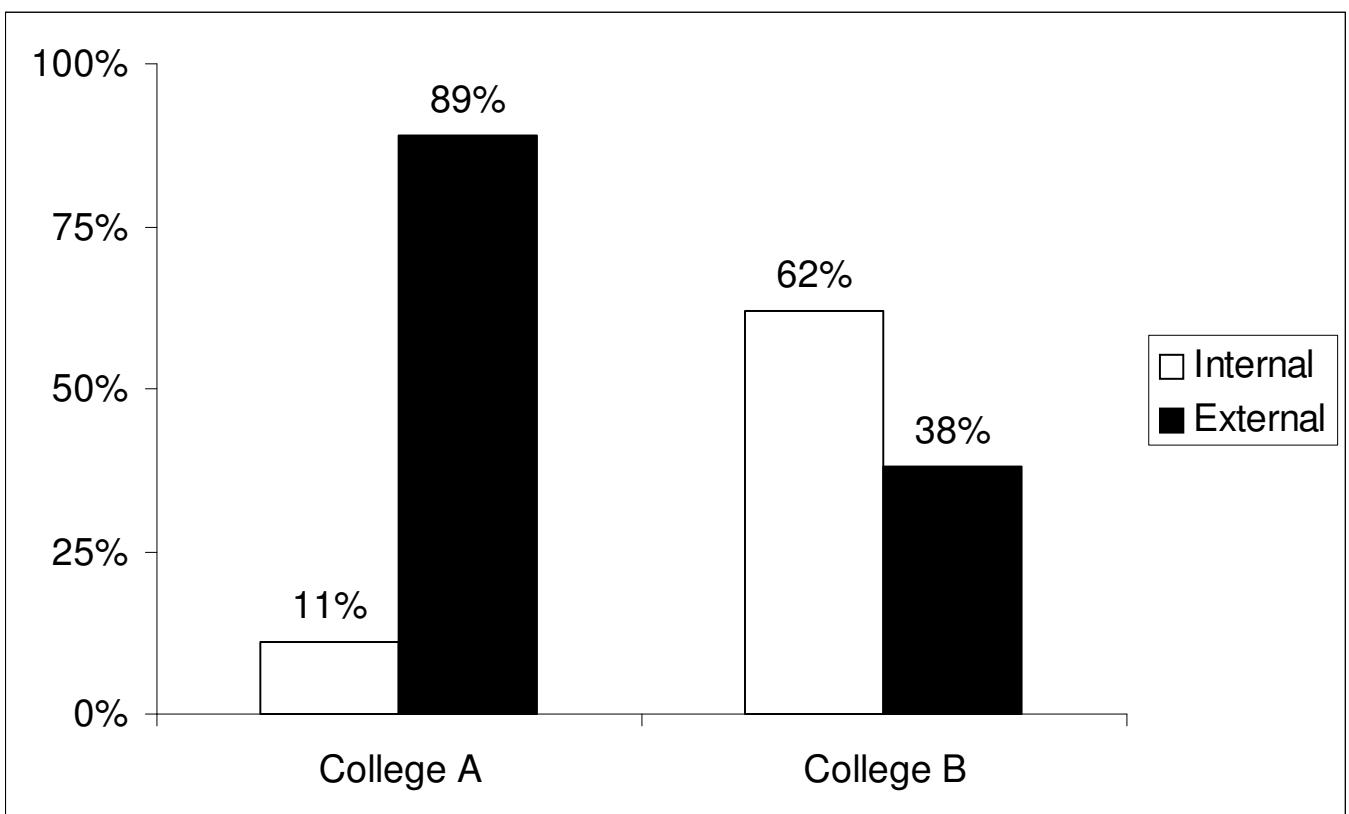
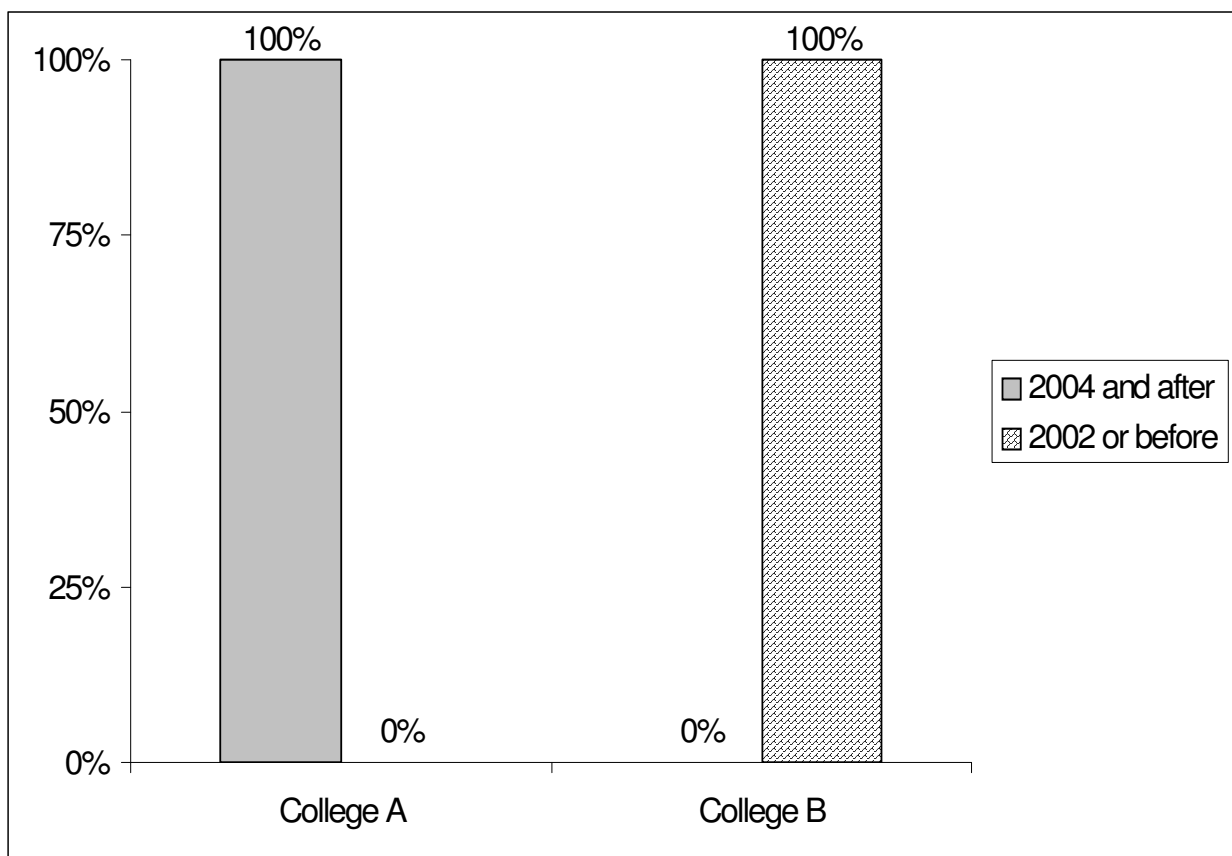


Figure 7.1 shows the diversity and extremes that exists in college councils in terms of race - while one college, College A has a council that is 75% White, College B has a council that is 100% Black. Figure 7.3 shows the extent of diversity that exists in terms of highest qualification—while 100% of the council members at College A have a qualification of NQF Level 6 or higher, 50% of the council members at College B have a qualification of NQF Level 3 or lower. Figure 7.4 shows the diversity that exists in terms of the distribution of internal to external members—while 89% of the council members at college A are external, only 38% of the council members in College B are external members. Figure 7.5 shows the diversity in terms of the length of time that council members have been serving. It shows that all the council members in College A were appointed in 2004 and after and all the members in College B in 2002 or before.

7.5 Extreme diversity in council composition shown by length of appointment



Section B

The role of the Council

8. The Structure of the Council

The FET Act states that:

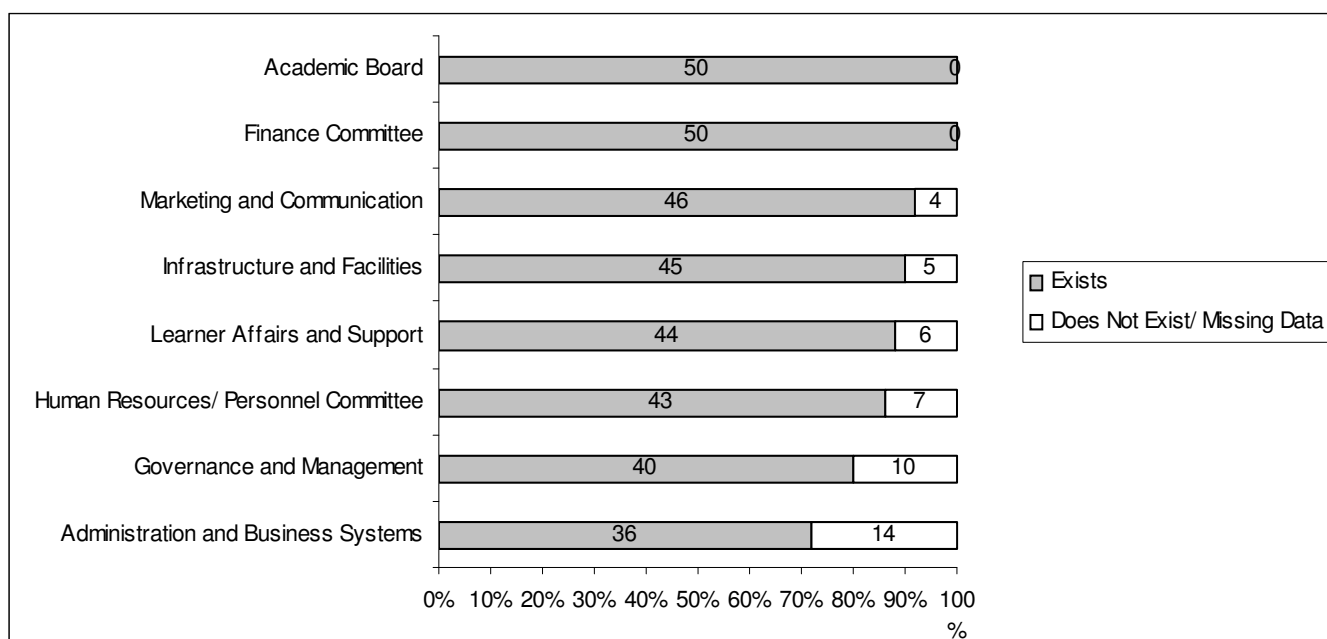
“Every public Further Education and Training institution must establish a council, an academic board, a student representative council and such other structures as may be determined by the council subject to the approval of the Member of the Executive Council”

This section provides an analysis of existing council structures. These structures include the academic board, finance committee and human resources committee. Figure 8.1 shows that all 50 colleges have an academic board and a finance committee in place. In most colleges (86%) the academic board, according to the principal’s rating, is functioning either excellently or well; 10% of the principals indicated that they thought that the effectiveness of the academic board is poor and 5% very poor. Ninety eight percent of the principal’s indicated that they felt that the finance committee is functioning either excellently or well and 9% that the effectiveness of the finance committee is poor. (Figure 8.2).

Figure 8.1 shows that 92% (46) of the colleges have a structure in place to address concerns related to marketing and communication; 90% (45) a structure to address concerns related to infrastructure and facilities; only 88% (44) a structure to address concerns related to learners affairs and support and 86% (43) a structure to address concerns related to human resources. Six colleges have no specific structure in place to address concerns related to learner affairs and learner support and that seven colleges have no specific structures to address concerns related to human resource management and development.

Figure 8.3 shows the number of subcommittees or structures that exist to address particular aspects of FET college governance and management in colleges. In 33 colleges, eight or more subcommittees/ structures exist, in three colleges seven subcommittees exist, in seven colleges six subcommittees exist, in three colleges five subcommittees exist and in four colleges four subcommittees or less exist. The colleges with only two subcommittees have an academic board and a finance committee and those with four subcommittees have an academic board, finance committee, committee for infrastructure and management and one other. (Figure 8.3)

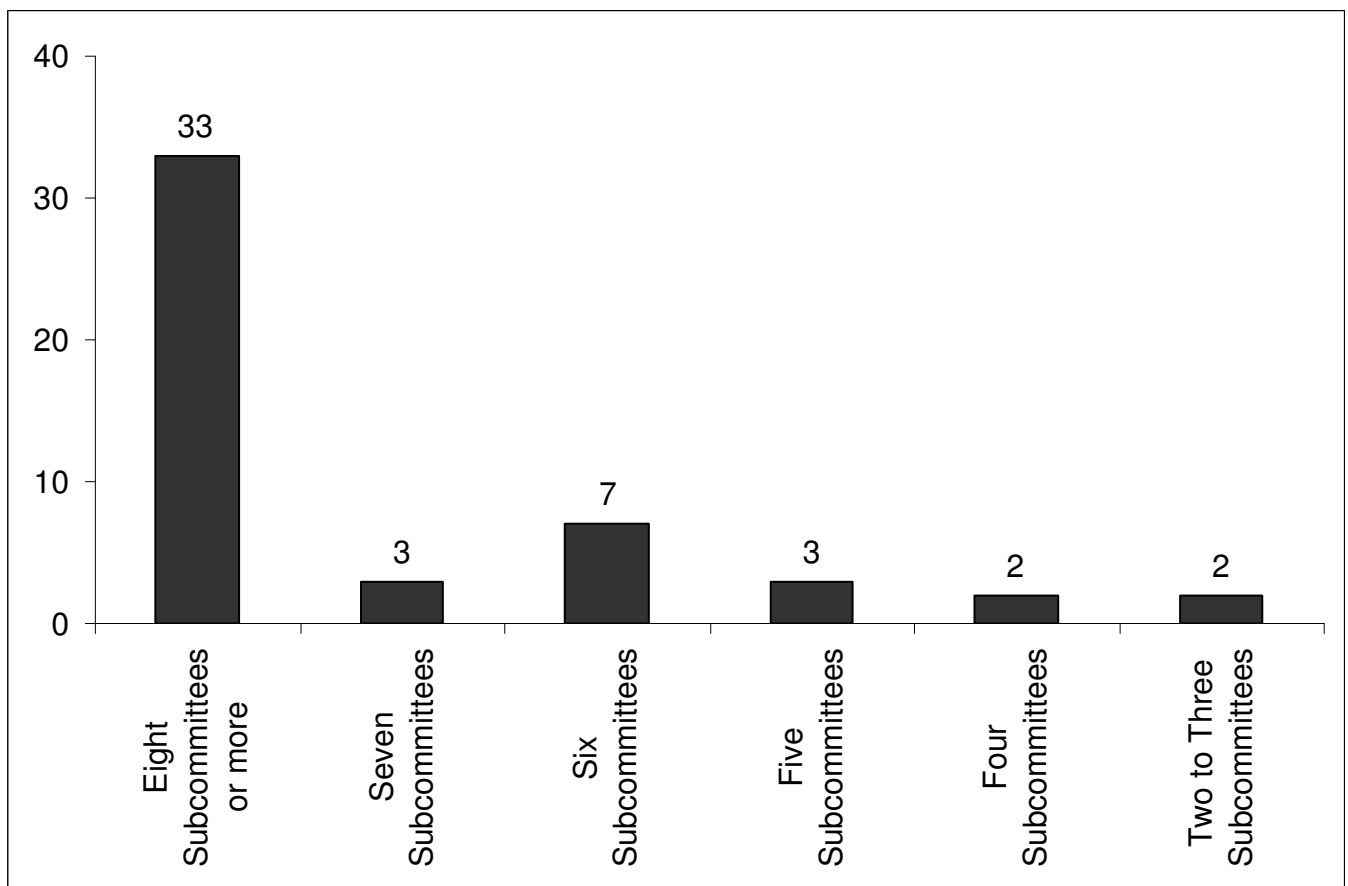
8.1 Structures that exist



8.2 Principal's rating of the structures

	Human Re-sources/ Personnel Committee	Academic Board	Finance Committee	Infrastructure & Facilities	Marketing & Communication	Administration & Business Systems	Learner Affairs & Support	Governance & Management
Excellent	23%	41%	52%	25%	15%	19%	33%	33%
Good	63%	50%	46%	50%	63%	53%	56%	56%
Poor	10%	9%	0%	20%	20%	22%	8%	6%
Very Poor	5%	0%	2%	5%	2%	6%	3%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%

8.3 Number of subcommittees or structures that exist in each college



9. Council Meetings

9.1 Number of Council Meetings

Figure 9.1 provides an analysis of the number of full council meetings held by colleges. It shows that one college holds full council meetings nearly every month, seven colleges about three times a year, 36 every quarter and five colleges five or more times per year.

“Every month there must be meetings in order for it to be easier for the college to function... because we meet once in three months, by so doing some of the things do delay for decision making” (council member)

An extraordinary council meeting is generally called to resolve a specific or special area of concern such as the development of the strategic plan or a particular problem with human resource development. Figure 9.2 shows that most colleges (32) have one or two extraordinary council meetings per year, seven colleges have three extraordinary meetings and one college has more than five. (Figure 9.2) Three colleges have no executive committee and therefore hold no executive committee meetings. For two colleges, the executive committee meets once or twice a year, for 21 colleges three to five times per year and for ten colleges more than five times per year.

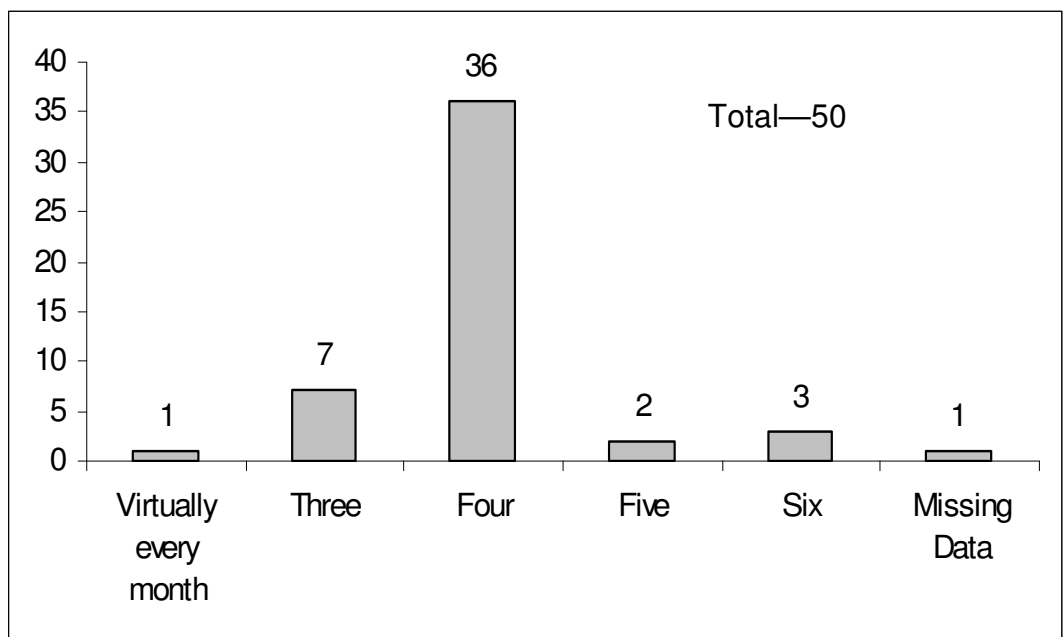
9.2 Average Length of Council Meetings

Figure 9.3 provides an analysis of the length of council meetings. It shows that most meetings are between two to four hours in length with little difference existing in the length of executive and extraordinary council meetings: most executive and extraordinary meetings are approximately one to three hours in length.

9.3 Time spent in Council Meetings

The time commitments required from council members for council activities differs markedly across colleges with council members at two colleges spending an estimated 11-15 hrs p/a on council activities, council members at other colleges spending more than 45 hours and council members at another college spending more than 100 hours on council related activities p/a. (Figure 9.4)

9.1 Number of full council meetings per annum



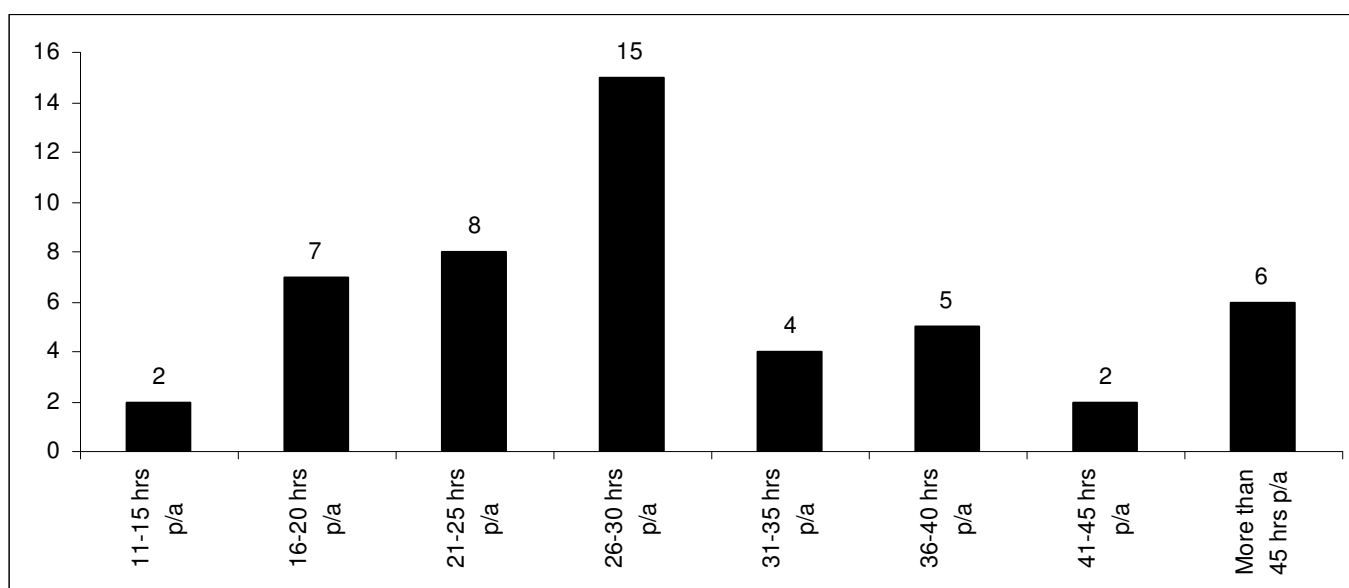
9.2 Number of extraordinary council meetings & executive council meetings per annum by college

	Number of Colleges Extraordinary Council Meetings	Number of Colleges Executive Council Meetings
One or Two Meetings	32	2
Three to Five Meetings	7	21
More than Five (but <12) Meetings	1	10
Virtually Meetings every month	0	9
Seldom have Meetings	1	0
Missing Data or N/A	9	8
	50	50

9.3 The average length of council meetings by college

	Scheduled Council Meetings	Extraordinary Council Meetings	Executive Council Meetings
0-1 Hrs	0	1	3
1-2 Hrs	3	16	17
2-3 Hrs	24	17	16
3-4 Hrs	15	3	4
More than 4 Hrs	8	9	6
Missing Data	0	4	4
	50	50	50

9.4 Estimated time spent by an individual council member at different colleges



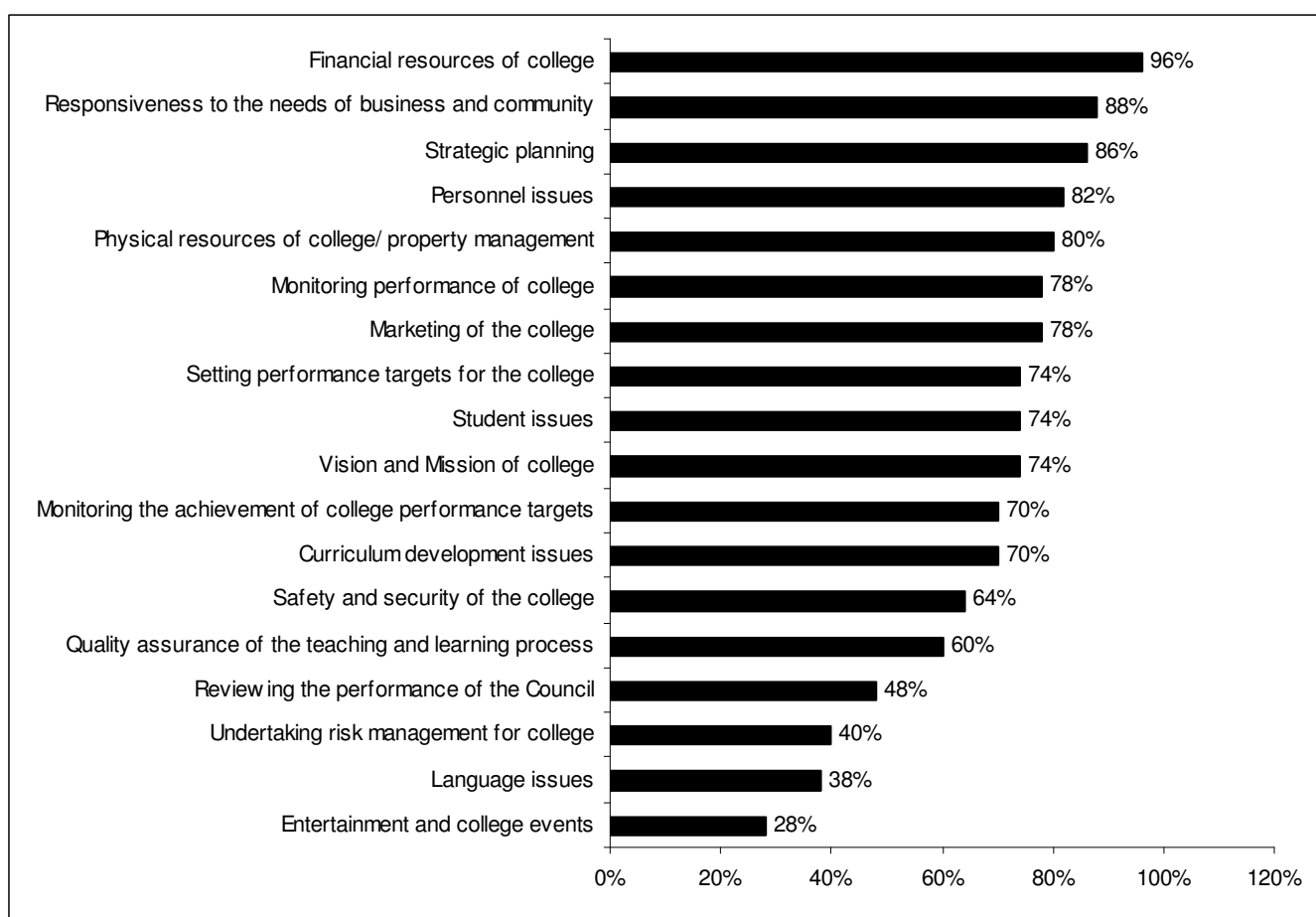
10. Council Priorities

Figure 10.1 shows, from the principal's perspective, the priorities of council meetings held in 2004. It shows that the area of very high, or high priority to most councils was the financial resources of the college. This was followed by concerns related to the responsiveness of the college to the needs of business and the community, and then strategic planning and personnel issues.

Figure 10. 2 shows these priorities by province. While most provinces follow the general trend as indicated in Figure 10.1 there are slight differences in degree and order: in the EC for example, an area of concern is the safety of the college which is not an area of concern in any other province; while councils in the Free State, Gauteng and North West have student issues as an area of top priority for their councils, these are very low priorities for councils in Limpopo and KwaZulu Natal.

College councils differ markedly in their priorities. While one college in the Northern Cape had as it's top priorities entertainment and issues of language, another college in the Eastern Cape had as it's priorities concerns of vision and mission, addressing personnel issues and managing and monitoring the finances and resources of the college. Even within the same province marked differences exist in terms of the councils' areas of focus: for example, one college in Gauteng indicated that personnel was an area of very high priority for their council while another college indicated that it was not at all a priority for their council.

10.1 The priorities for council meetings



10.2 The priorities for council meetings—by province

NOTE: In the table below 1=Not at all a priority, 2=Low Priority, 3=High Priority and 4=Very High Priority

Main Priorities for Council Meetings	EC	FS	GP	KZN	LP	MP	NW	WC	NC
Quality assurance of the teaching and learning process	2	4	4	2	3	4	3	3	3
Language issues	2	4	2	1	2	2	1	3	4
Undertaking risk management for college	2	3	3	3	2	3	2	1	3
Entertainment and college events	3	3	2	1	2	2	1	1	4
Monitoring the achievement of college performance targets	3	3	4	4	3	4	4	3	4
Reviewing the performance of the Council	3	3	2	2	2	3	3	1	4
Personnel issues	3	4	4	3	4	4	4	4	4
Curriculum development issues	3	4	3	3	3	4	4	4	3
Strategic planning	3	4	4	4	4	4	4	4	3
Marketing of the college	3	4	4	3	4	3	4	3	4
Monitoring performance of college	3	4	4	4	3	3	2	4	3
Setting performance targets for the college	3	4	4	3	3	3	4	3	4
Physical resources of college/ property management	4	4	4	4	4	4	2	4	3
Vision and Mission of college	4	4	3	4	3	4	3	3	3
Student issues	4	4	4	4	2	2	4	3	3
Financial resources of college	4	4	4	4	4	4	4	4	3
Responsiveness to the needs of business and community	4	4	4	4	3	4	3	4	3
Safety and security of the college	4	4	4	2	3	2	2	3	3

11. Role of the Council and Council Members

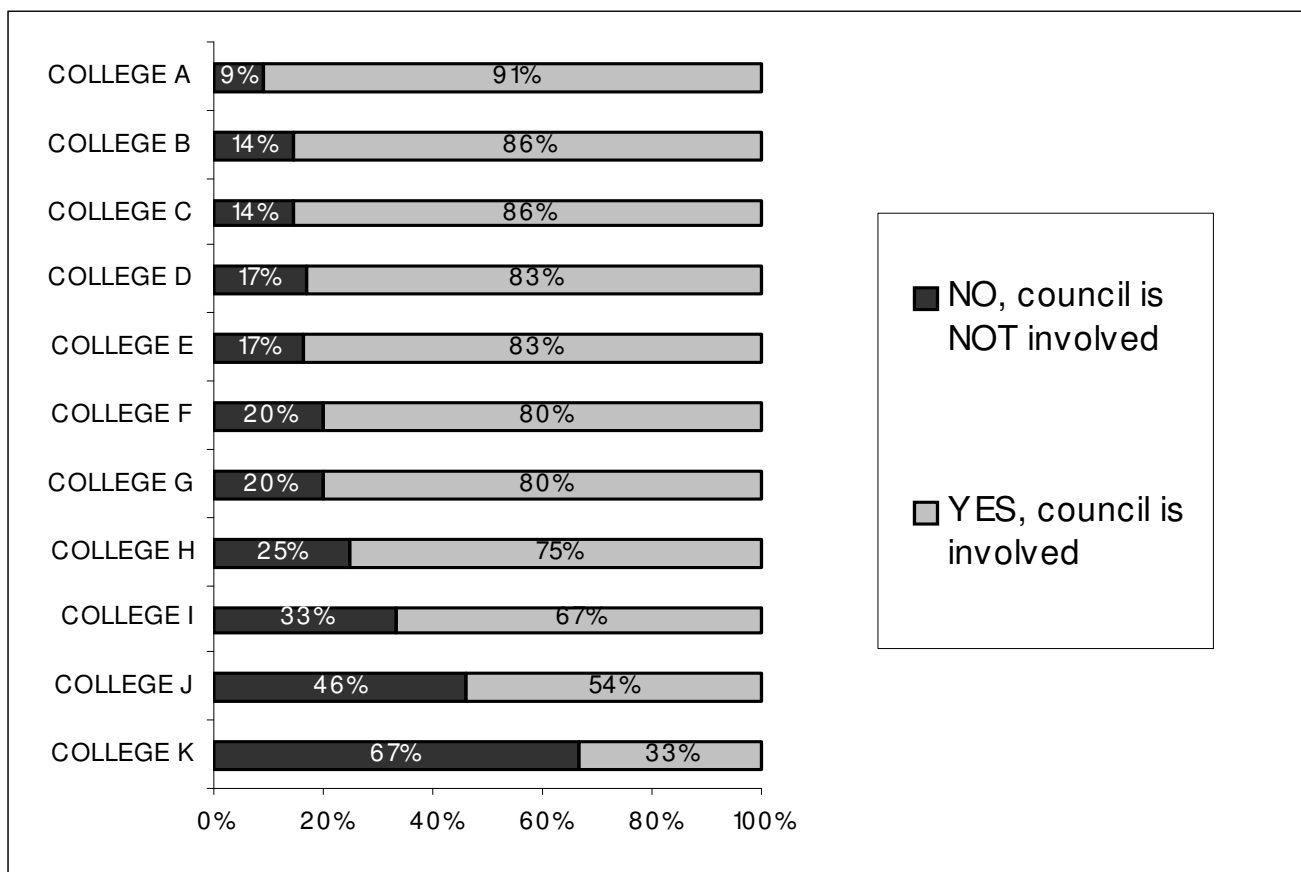
Council members were asked, in various questions, to indicate the 'role that the council played in the development of institutional policy and the general role of the council. Responses indicated great diversity in the understanding held by council members of the roles of the council and the roles and responsibilities of the 'actors' involved in this process: i.e. management and the council or internal and external members. At the heart of these differences are different understandings and different interpretations of the role of the council as stipulated in the FET legislation. While the legislation insists on the existence of a council and maps out specific roles and responsibilities for the council, the legislation does not clarify the degree of authority that a council has in relation to the governance and management of institutions.

11.1 Different interpretations of the role of the Council

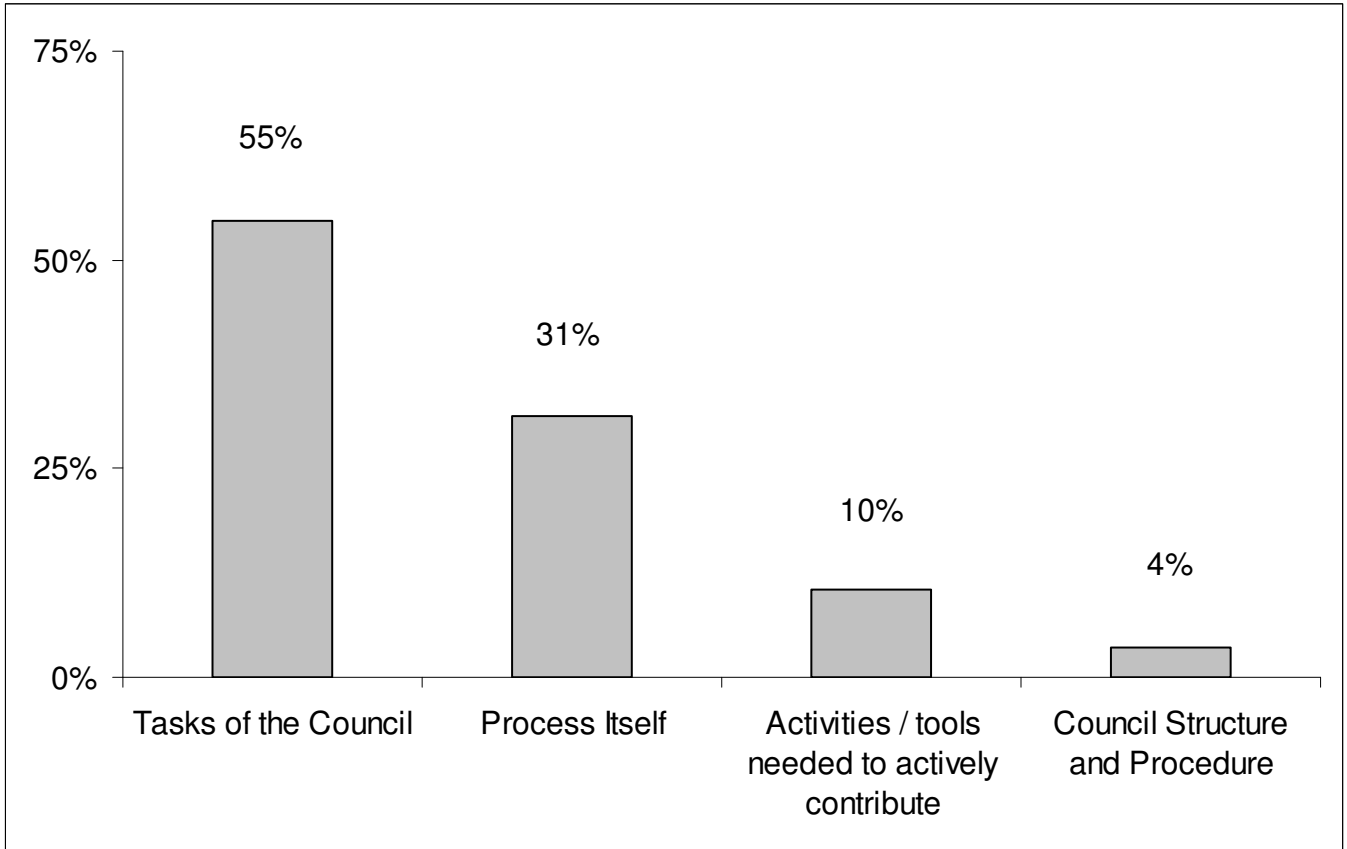
The argument that this difference is located in different notions of what constitutes the role and authority of the council is defined by an analysis of council member responses across multiple questions of the survey which show a recurrent set of themes. These are: (i) difficulty in understanding the roles and responsibilities of council members; (ii) confusion about the role of the council as compared to that of management and (iii) tension between internal and external council members.

For example, one of the questions asked council members if their college council played a role in the development of institutional policy. While almost all council members indicated that their council had done so, there were many cases—even within the same council—where the responses from council members differed as to whether that council had or had not been in-

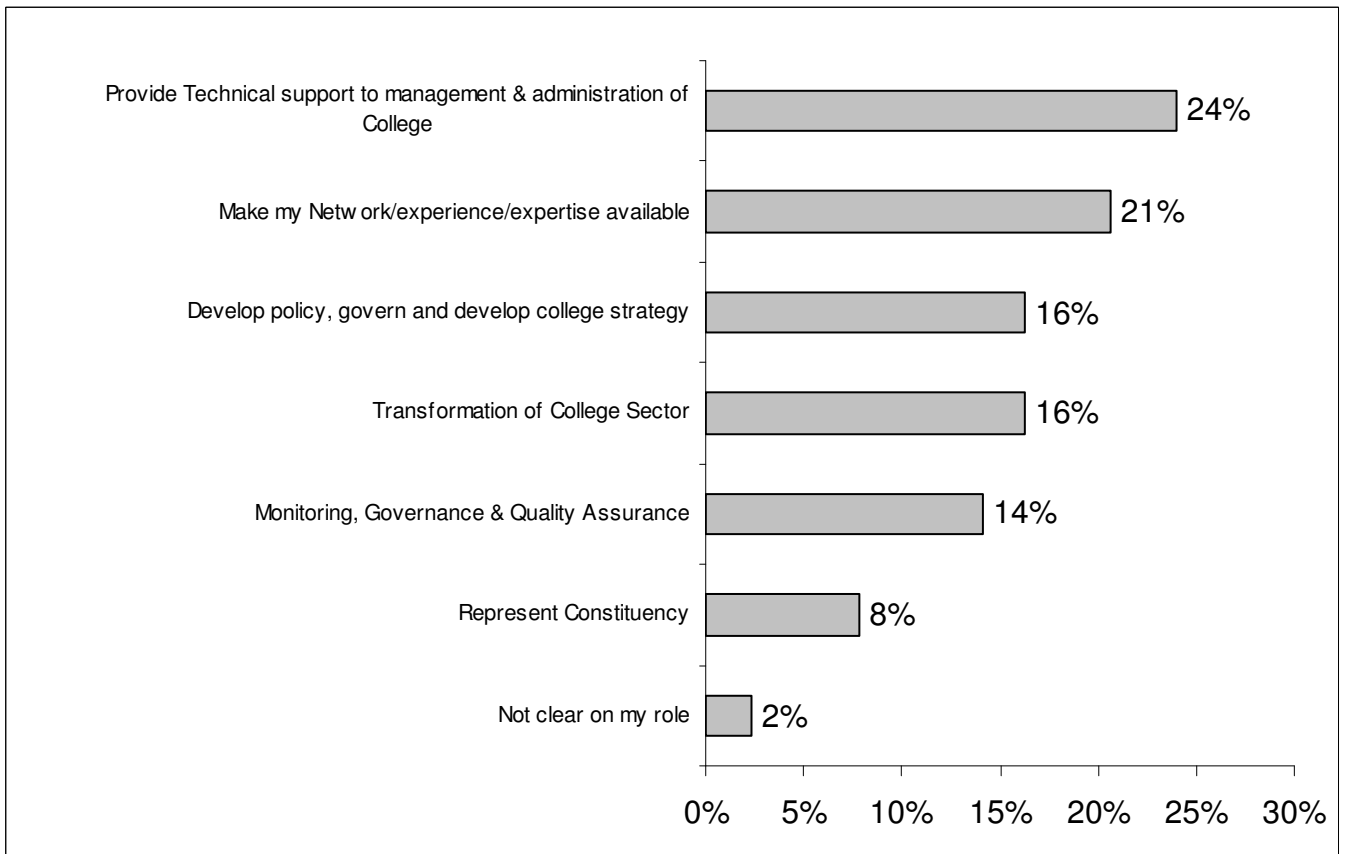
11.1 Council's involvement in the development of institutional policy



11.2 Council Members' perspective of the role of the council



11.3 The role of Council Members



involved in policy formulation. Figure 11.1 shows the extent to which the answers provided by council members from the same college, differed in terms of the extent to which council members believed that the council either was or was not involved in the development of institutional policy. It shows that in one College, 46% of the council members believed that the council was NOT involved in policy formulation and 54% that the council was. This difference in response could be seen in eleven (22%) colleges

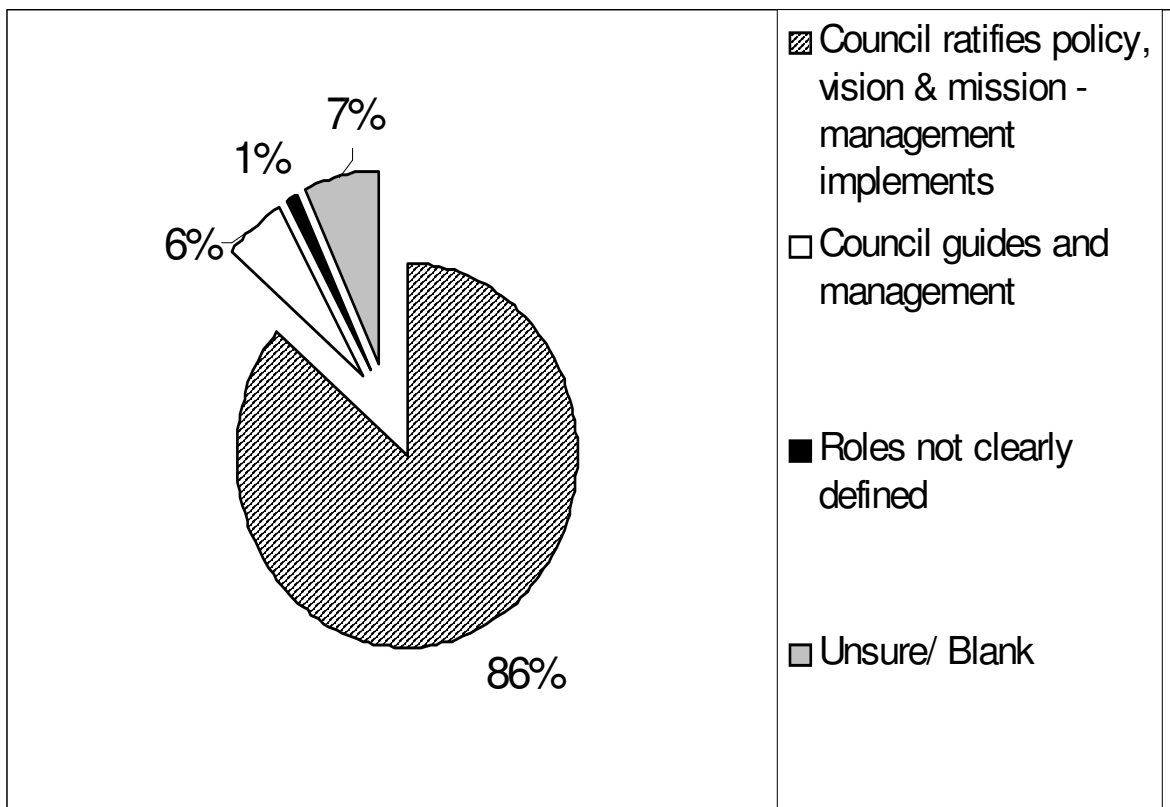
“Up to date no orientation session was held for the council members. Not 100% clear about the roles can have a negative effect on the effectiveness, as well as commitment of members of the Council.”

with, for example, a council member in one college stating, “to date there are no policies in place relating to the functioning of the institution “and another council member—in the same college—stating, “(that the

council is) actively involved in governance, financial control and staff employment”. Figure 12.1 provides an evaluation of the council. It shows that in nine colleges council members disagree as to the effectiveness of their council. Figure 12.6 shows that 22% of council members believe ‘the clarity of roles or guidelines for council members’ to be a key weakness in their council.

These findings are indicative of the different understandings held, even within the same council, regarding the function of the council and suggests a difference in council member’s understanding of what constitutes policy making at their institution as well as what constitutes the appropriate role of the council. Figure 11.2 presents an analysis of councillors’ explanation of the role of the council. It shows that little coherence in understanding exists in the responses to this question with responses ranging from a discussion of the tasks of the council itself with 55% of the respondents speaking directly to

11.4 Role of council as compared to college management



the areas in which policies either had or needed to be developed; 31% talking to the process of policy formulation by focussing on one or more 'moments' of the policy cycle; 10% on the tools or activities needed in order that policies might be developed such as the need for policy workshops and further training and 4% on the structures such as the subcommittees and committees that were formed in order that policies might be developed. (Figure 11.2)

"The management of the council develops all the policies that are approved by council before implementation"

"Management deals with the day to day administrative and implementation issues of the college while council sets the strategy and vision within which the management works."

Policies are forwarded in the form of a draft and the Council debates and agree(s) to approve the policy"

"Council provides input on the strategic direction for policies. Management is then responsible for completing drafts. Council members have been allocated to working committees to evaluate specific policies."

"(The council) provide(s) direction in the formulation of policies, including financial, strategic direction, formulation of vision and mission. Also policies were adopted at council for many internal control systems in the administration, including accounting systems and use of college assets. Also provide a supporting role to the Rector in assisting him with his function as the head of the institution as he may require from council from time to time."

"Council has been elected by management to participate in the formulation of institutional policy on numerous occasions, strategic planning sessions have been held and input was made from council and broad management, this is an ongoing process, council takes co-responsibility for institutional policy because they have been part and parcel of the formulation of institutional policy."

"Oversight and monitoring of the implementation of college and government policies and the strategic direction of the college, development of policies processing support the college."

Figure 11.3 provides an analysis of the understanding held by council members of their role as council members. It shows that 24% felt that their role is to provide technical support to the management and administration of the college; 21% to making their networks and experience available to the college and 16% that their role is to develop policy and govern the college. Two percent indicated that they were unclear of their role.

11.2 The 'Actors' in the policy making process

Councillor responses suggest wide variation in the way in which councils function in terms of the authority assumed by the governing body as compared to that assumed by management in relation to policy formulation and policy implementation. These ranged from, on the one extreme, the council "rubber stamping policies developed by Acting Senior Management" to, on the other extreme, the "council formulat(ing) and adopt(ing) all policies" developed for the institution. These extremes suggest that the management of some colleges have almost total authority over the institution's policies, while in other colleges the councils have such authority. Figure 11.4 provides an analysis of council member responses that were coded—where possible—in terms of these two extremes. It shows that 86% of respondents believed that the council should ratify the policy, vision and mission and that the management should implement such policies and visions. The reality though, for most councils (as provided by the responses of council members) lie between these two extremes with models that suggest different degrees of collaboration between management and the council with respect to the policy formulation. Examples of these are captured in the quotes of council members provided alongside.

Figure 11.5 provides an analysis of the structures responsible for particular functions of governance and management. It shows that for 63% of the colleges the council (and it's subcommittees) are responsible for the adoption of the strategic

planning process and in 26% of the colleges the principal and management are responsible for this function. Interestingly, for 77% of the colleges the management team is responsible for the creation of linkages between the college and external stakeholders such as business, community and government. The table suggests that functions such as the evaluation of policies (i.e. establishing performance criteria; monitoring college performance and developing accountability within the college) are functions that are undertaken by management rather than by council in many colleges.

The role of the council was presented by council members by a number of concepts that nuance the nature of the collaboration between management and the council. The terms 'facilitation' and 'involve', for example, suggested that councils *assisted* rather than *drove* the policy formulation process, while the terms 'guided' and 'assist', reflects a softer steering approach to that suggested by the terms 'supervised', 'approved' and 'enforced' – used by many respondents – which implies stronger control over the policy formulation process. These terms, while indicative of the complexity that exists between management and council and in the authority that either holds with respect to policy formulation and policy implementation, do not provide sufficient data to develop models that capture the various management/council relations with respect to the institutional policy making and policy implementation.

“Council will put it's nose into the college business with their hands out, whereas management will dirty their hands implementing all the strategic goals of the college.”

“Council is not supposed to be tied-up with college operations... (when doing so) they interfere with the role of management.”

“There is sometimes interference in the management functions in the sense that some council members directly interact with staff on operational matters thereby marginalizing management structures.”

It is however critical to note that management is part and parcel of council and that the separation provided above does not reflect the reality of the council. A more useful way of viewing the tension that might exist between council and management would be to see this as a tension between internal members of council – specifically management –

and external members of council – i.e. council members that are neither employed by or students of the college. The tension that exists between management (internal council members) and the rest of the council (particularly external council members) are provided in the quotes provided alongside.

Despite noting the differences in understanding regarding the role of council and management many council members made suggestions as to what the role of each should be. These are captured in the quotes below:

• “(This is an) old debate: management versus governance, you need to ensure that the two working together in providing leadership to the college.”

- “Council and councillors should not be involved in the day to day operation and management of the college: non-policy decisions should be delegated to management and council should be kept up to date by proper feedback reports with what is taking place in the institution.”

- “Council should only deal with policy on which management reports.”
- “Council must oversee that the managers fulfil their tasks in terms of regulations and policy, management must see to the day to day running of the college.”

11.5 The structure responsible for different aspects of governance and management in the college

	Council/ Council Subcom- mittees	PDE	Principal/ Manage- ment	Total
Responsible for the adoption of a strategic planning process	63%	11%	26%	100%
Monitoring financial resources	62%	13%	26%	100%
Developing the practice of social responsibility	45%	6%	49%	100%
Ensure that management has instituted an effective system of risk management and internal control	37%	10%	53%	100%
Developing the practice of accountability within the college?	17%	13%	70%	100%
Creating linkages between the college and external stakeholders such as business, community organisations and government	17%	6%	77%	100%
Establish performance criteria and review, against criteria, college performance regarding strategy	15%	21%	64%	100%
Developing a culture of responsive education and training within the college?	2%	2%	96%	100%

Section C

Evaluation of the Council

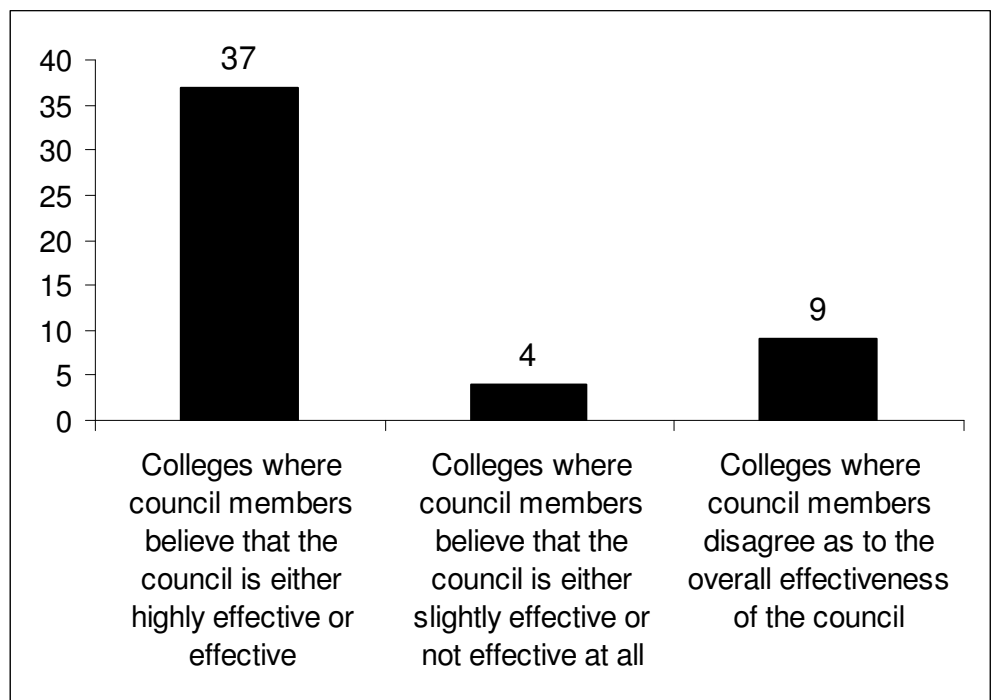
12. Evaluation of Council

12.1 Overall effectiveness of the Council

Figure 12.3 provides an assessment of the overall effectiveness of the council from the perspective of Council Members and the principal. It shows strong agreement between the council members and the principal on the effectiveness of the council with more than 80% of respondents believing that their council is either effective or highly effective and only 15% of the principals believing that their council is either slightly effective or not effective at all. Figure 12.1

shows that for 37 colleges the council members believe that the college is either highly effective or effective; for four that the council is not effective at all or only slightly effective and that in nine colleges council members disagree about the effectiveness of their college council.

12.1 Council Member perspective of the effectiveness of their college council



12.2 Strengths and weaknesses of the council

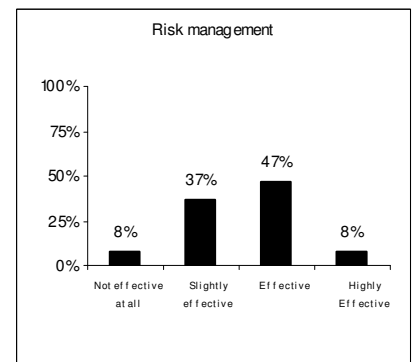
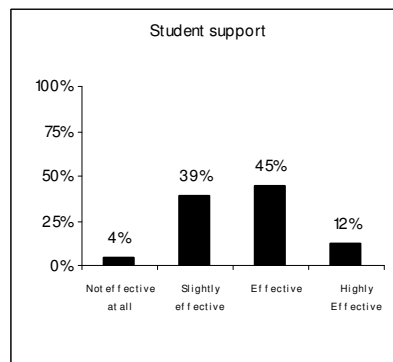
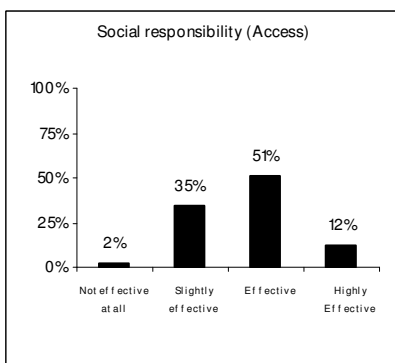
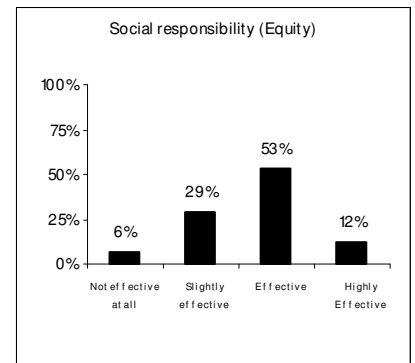
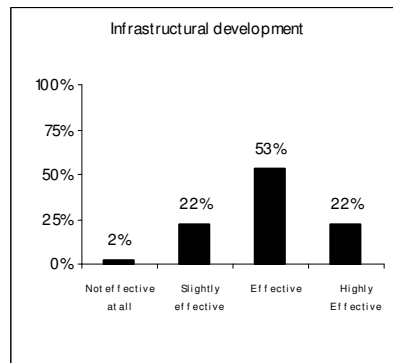
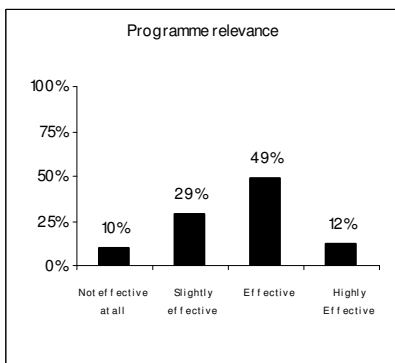
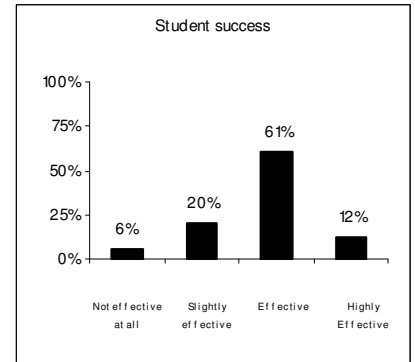
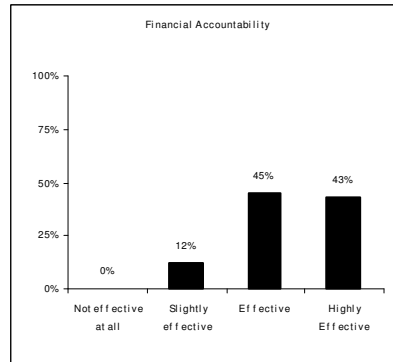
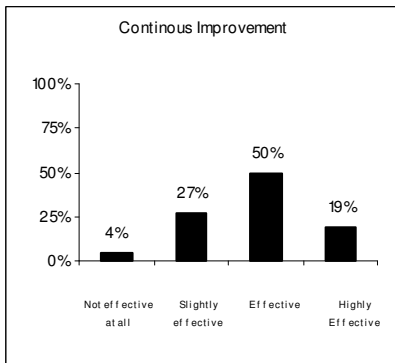
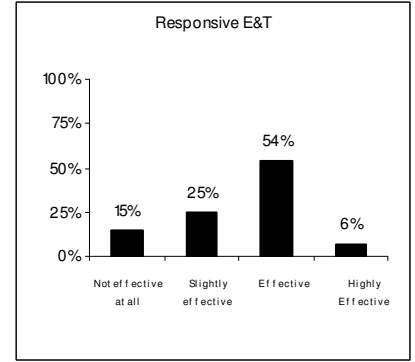
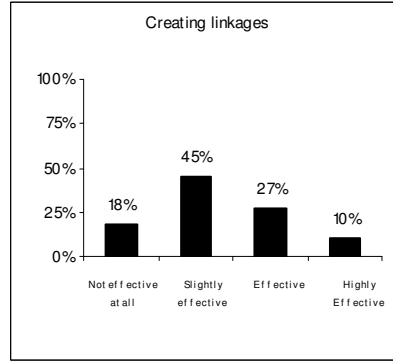
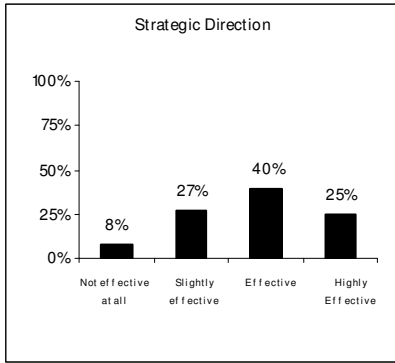
Figure 12.5 determines the extent to which principals' believed particular aspects of the council to be areas

of weakness. It shows, as supported by the analysis provided in 11.2, that the creation of linkages is a key area of weakness in the council. Other areas identified are the development of responsive education and training; the development of relevant programmes, the management of relevant programmes and the ability to provide strategic direction to the College.

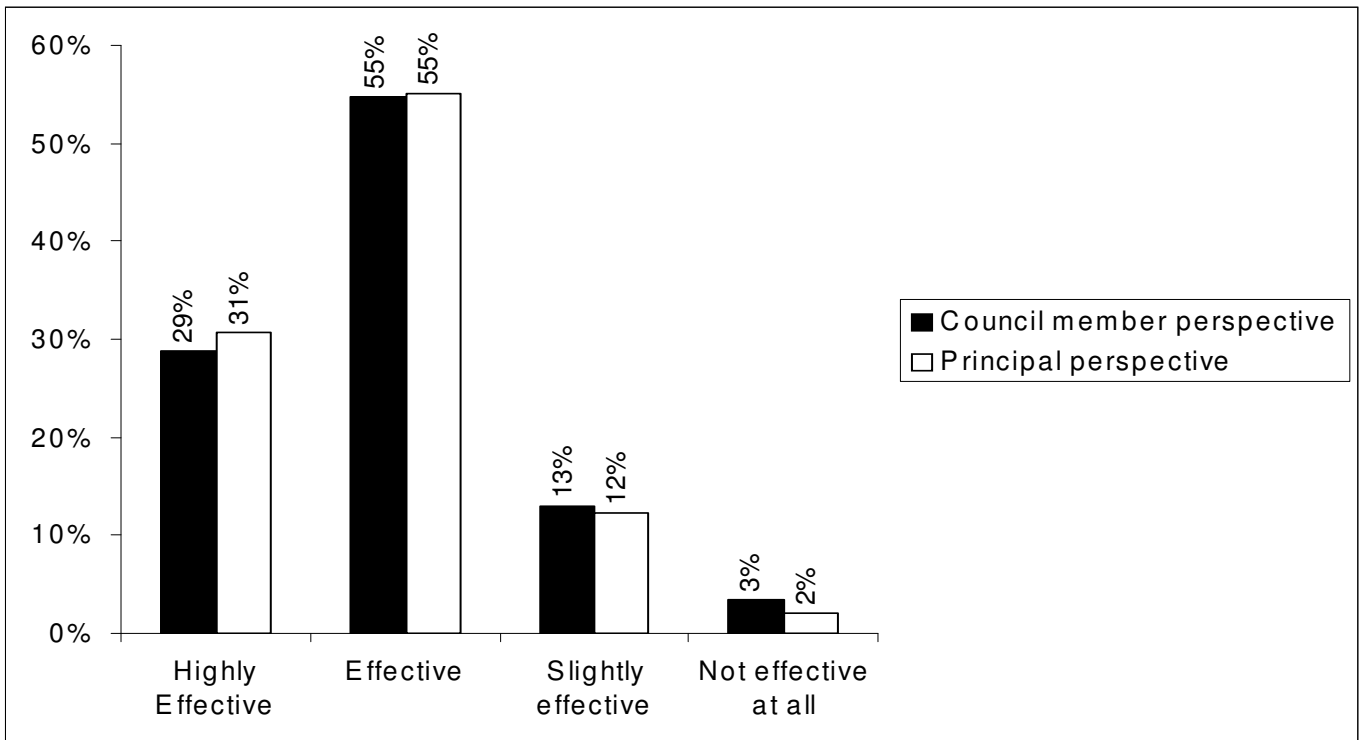
Figure 12.4 analyses the rating provided by council members of key aspects of their council's functioning. It shows that most council members consider the council to be functioning effectively in terms of the frequency and arrangement of meetings but almost 50% believed that the council members in their council were either not prepared or not effectively prepared for council meetings. This analysis is further supported by figure 12.6 shows that meeting protocols, attendance and preparation as a key area of weakness in their council, followed by clarity of roles or guidelines for council members.

Figure 12.7 provides an analysis of the effectiveness of the college council and management relationship. It shows that 47% of the council members believed that the relationship is not effective at all, 23% that it is slightly effective and only 30% that the relationship is either effective or highly effective.

12.2 Effectiveness of the council in key areas—from principal’s perspective



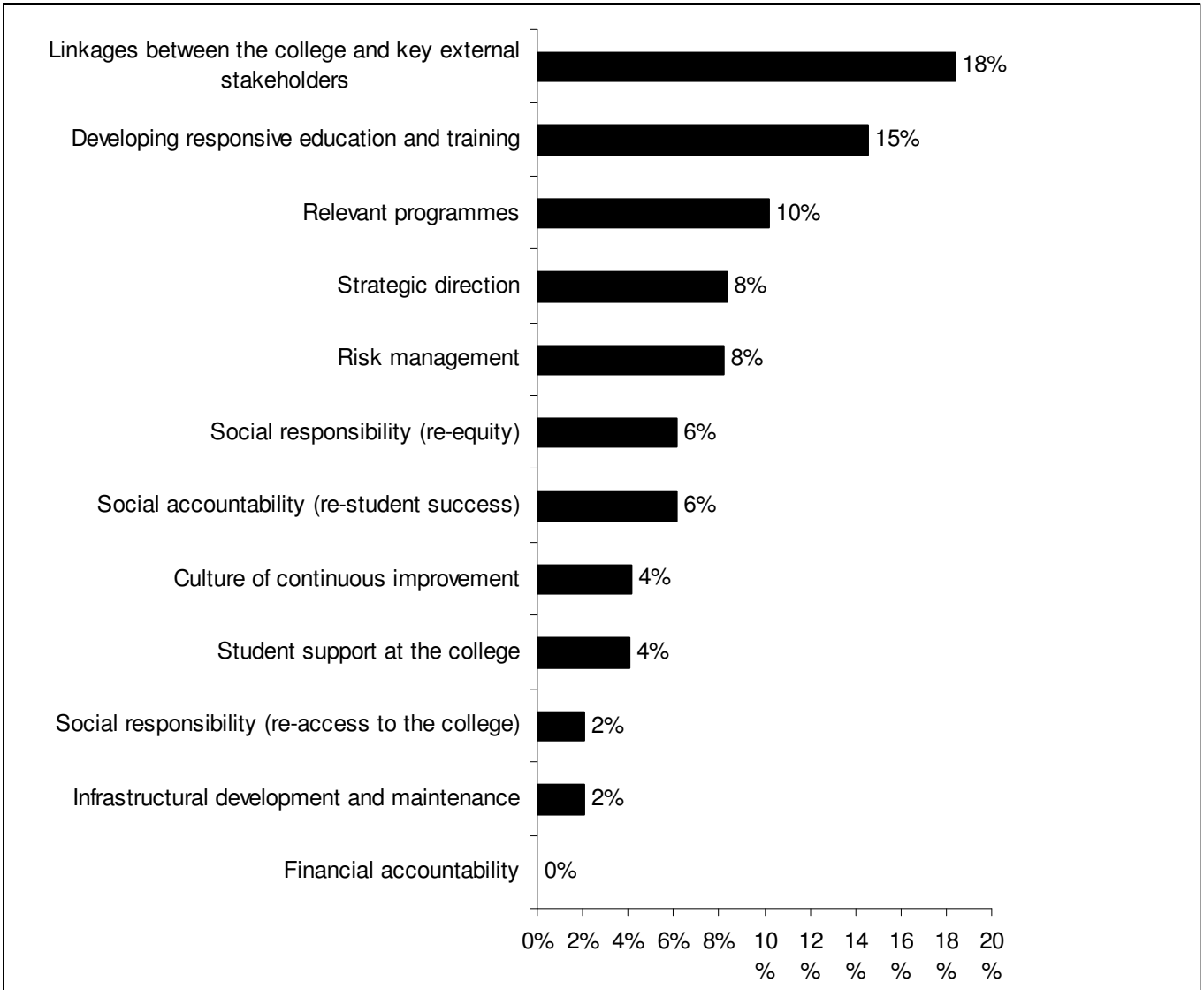
12.3 The overall effectiveness of the council as a governing body



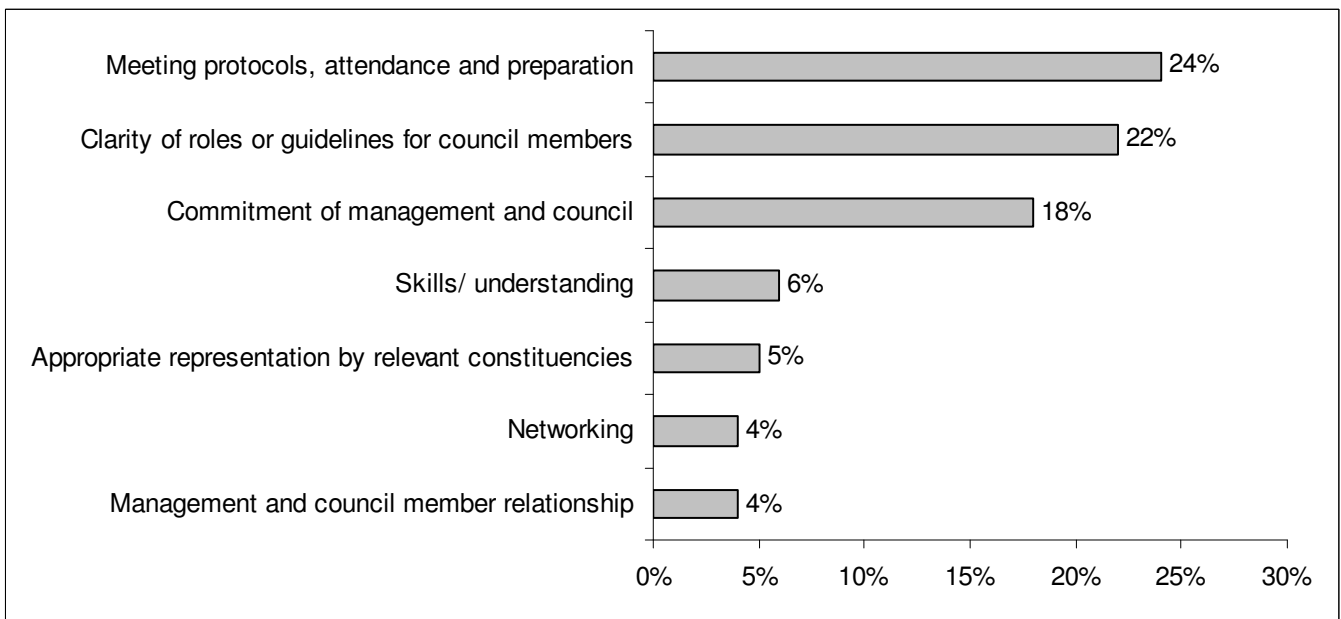
12.4 Council Member rating of the council

Effectiveness in following aspects of council meetings	Not effective	Slightly effective	Effective	Very effective	Missing Data	Total
Chairing of meetings	6%	6%	36%	52%	0%	100%
Frequency of meetings	8%	10%	40%	40%	2%	100%
Relevant agenda	6%	10%	42%	38%	4%	100%
Participation of each constituency in meetings	6%	26%	50%	14%	4%	100%
Communication and planning prior to Council meetings	4%	20%	48%	26%	2%	100%
Distribution of relevant documents prior to Council meetings	0%	24%	42%	34%	0%	100%
Preparedness of Council members to participate meaningfully (i.e. read documents before meeting, clear agenda distributed before meetings, etc)	16%	32%	40%	12%	0%	100%
Circulation of meeting minutes	0%	2%	16%	46%	36%	100%
Timeous notice of meetings	6%	6%	44%	44%	0%	100%
Effective time management in meetings	10%	32%	38%	20%	0%	100%
Conduct of Council members in meetings	4%	14%	34%	46%	2%	100%
Follow up, after meetings, of meeting resolutions	10%	18%	40%	32%	0%	100%

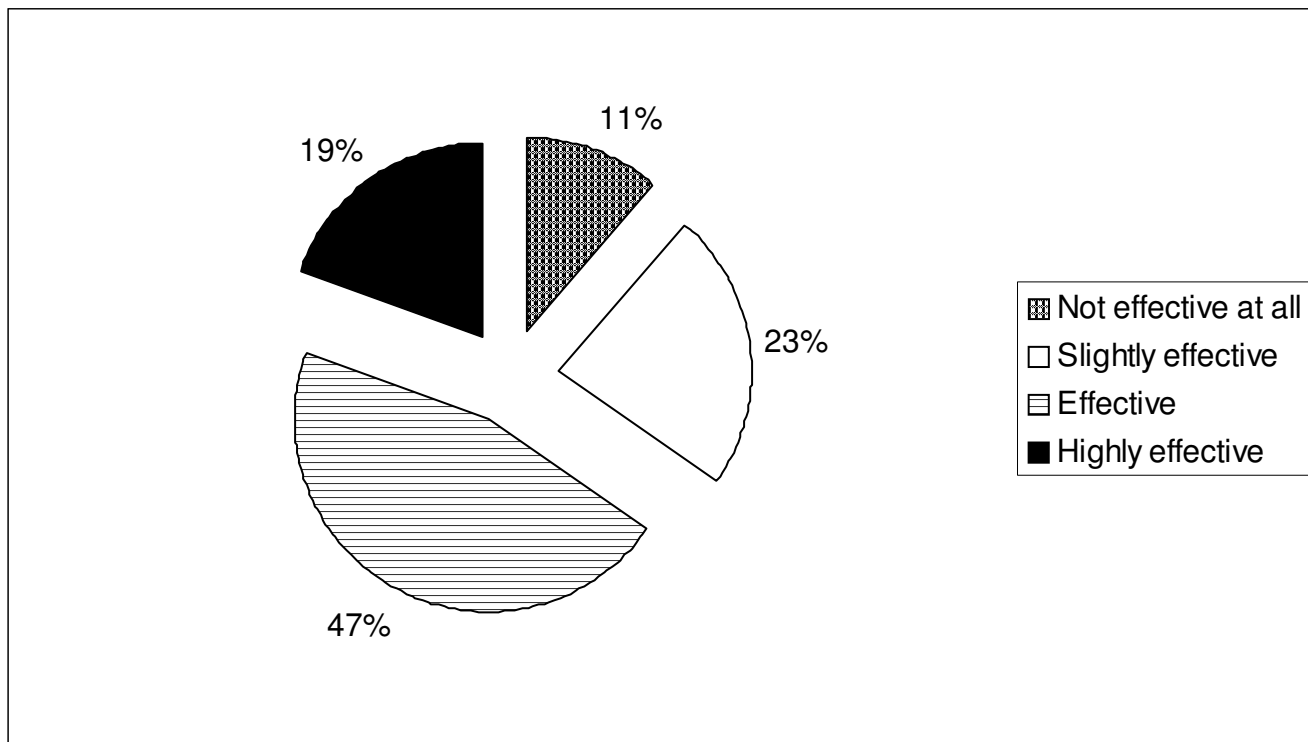
12.5 Areas of council weakness– principal’s perspective



12.6 Areas of council weakness– councillor’s perspective



12.7 Effectiveness of the college council and college management relationship



Section D

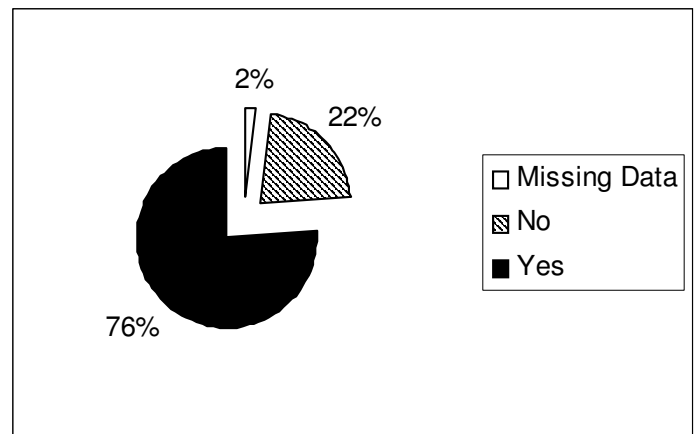
Skills and Training

13. Skills Needs

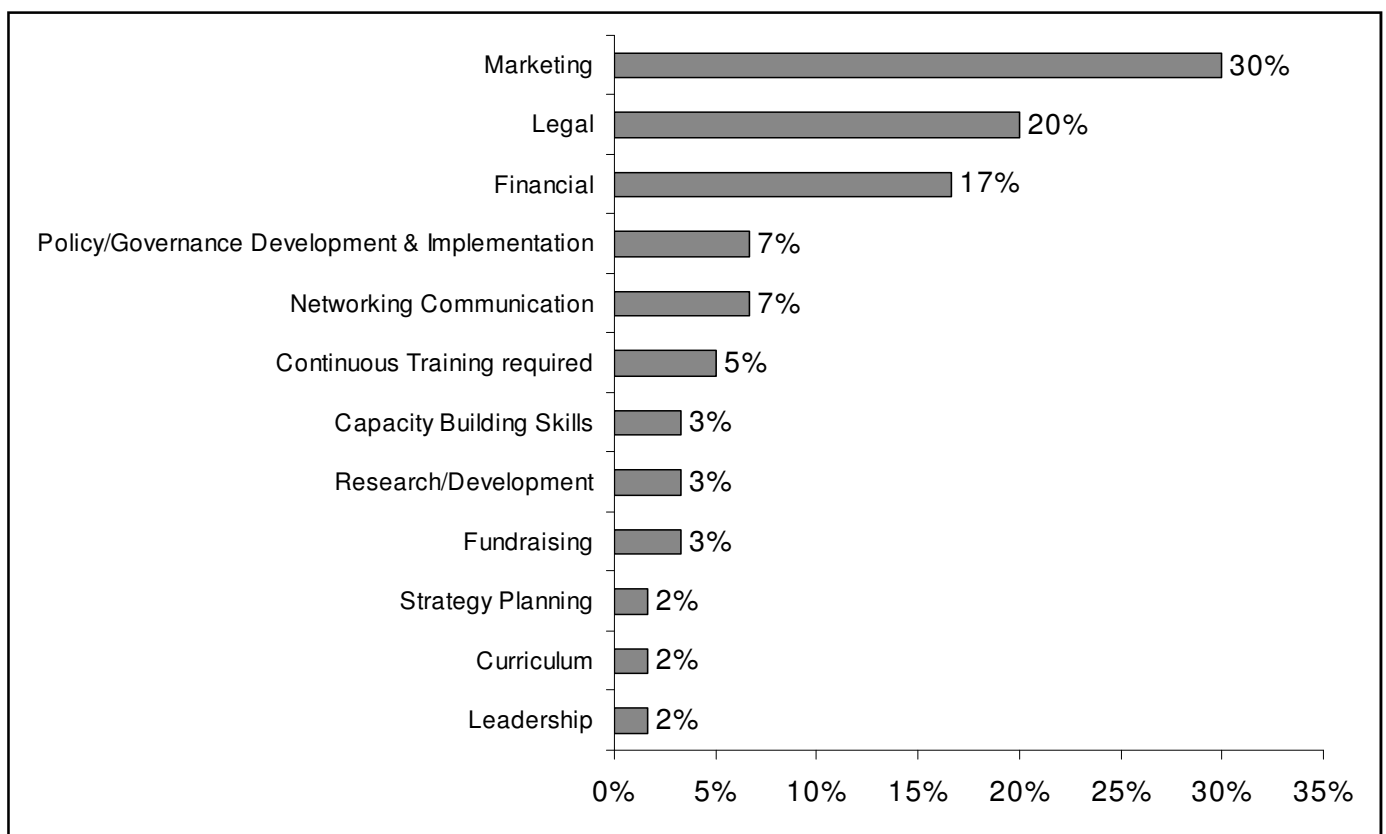
Figure 13.1 shows that 76% of principals believe that their council requires training and 22% that no training is required. Of the 76% that responded that training was required, 30% of the responses indicated a need for training related to marketing skills, 20% for training related to legal skills, 17% for financial skills and 7% for skills related to policy development and the role of governing as expected of council members. A review of the training requested shows a need for higher level skills such as marketing, legal and financial skills. The need for high-level skills requires a reassessment of council appointment practices to ensure that such appointments include the skills requirements of council.

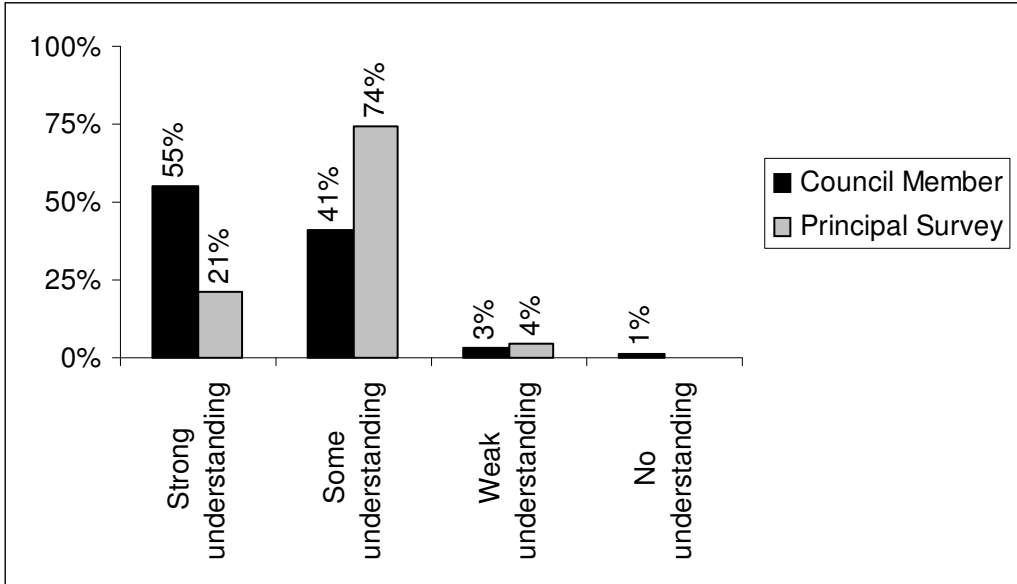
Figures 13.3 to 13.5 compare the responses of council members and principals to key aspects of understanding required by Council Members. Figure 13.3 examines the manner in which council members, as compared to principals, rated their own understanding of the FET legislation. It shows that 55% of council members felt that they have a strong understanding of the FET legislation, while only 21% of principals felt similarly. The same pattern can be seen in figures 12.4 and 12.5 where council members generally rated their understanding higher to that provided by principals.

13.1 Is training required?

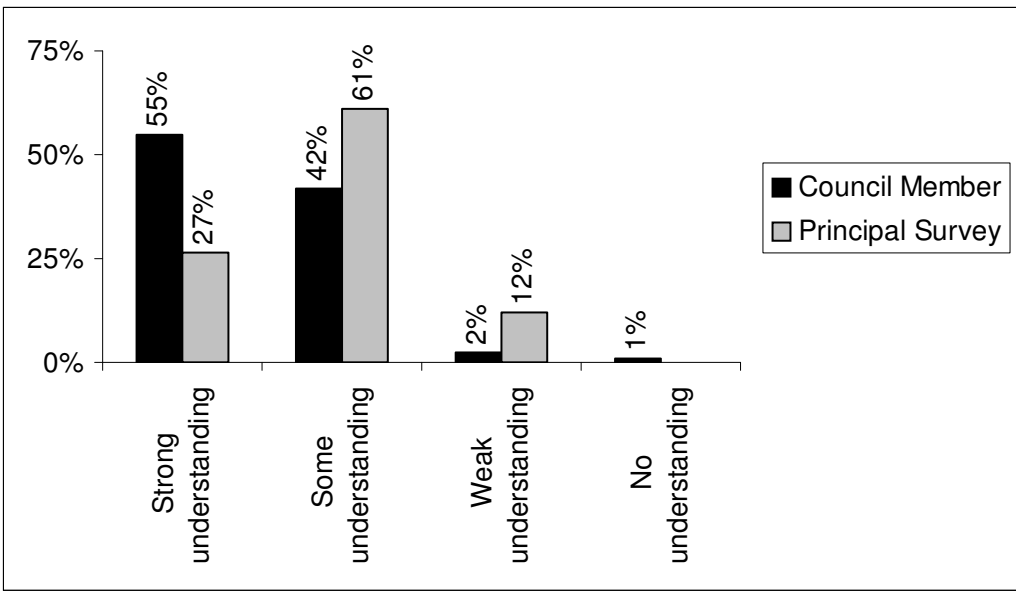


13.2 Skills needs of the council —principal’s perspective

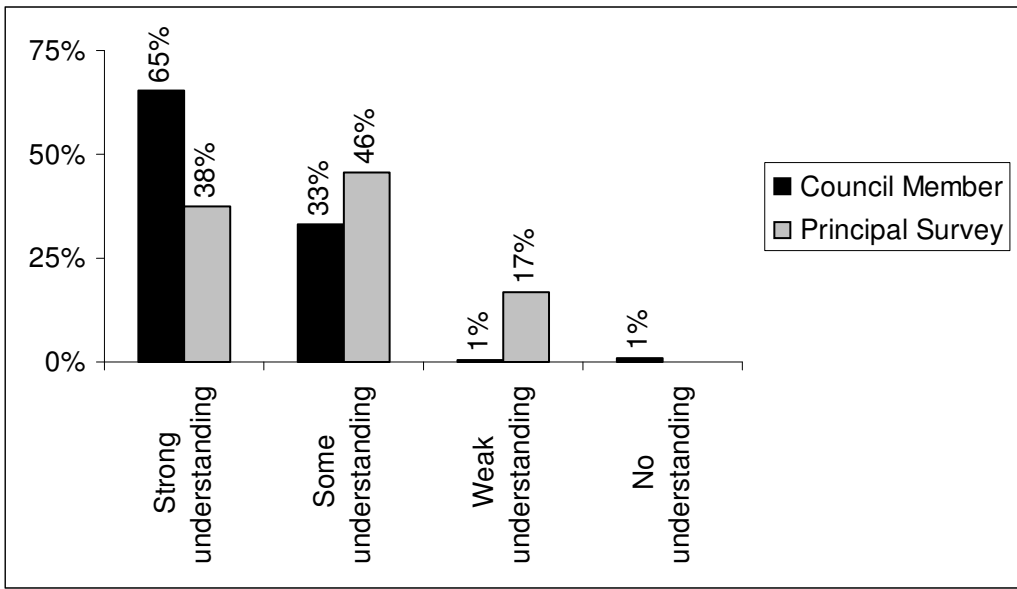




13.3 Rating key areas of Council Member understanding of the FET legislation



13.4 Rating key areas of Council Member understanding of the economic context within which the FET college operates



13.5 Rating key areas of Council Member understanding social context within which the FET college operates

Section E

Tables

Tables

- Table 1. Total Council Members by FET College
- Table 2. Total Council Members by FET College—by internal and external representation
- Table 3. Total Council Members by FET College—by internal and external representation

Table 1. Total Council Members by FET college

Province	FET College	Total
EC		177
	Ikhala Public FET College	25
	King Sabata Dalindyebo College for FET	16
	Port Elizabeth College	23
	King Hintsa Public FET College	28
	Buffalo City FET College	14
	East Cape Midlands Public FET College	34
	Ingwe Public FET College	13
	Lovedale Public FET College	24
GP		135
	South West Gauteng College	20
	Western College for FET	20
	Central Johannesburg FET College	14
	Sedibeng Public FET College	22
	Tshwane South Public FET College	14
	Tshwane North Public FET College	17
	Ekurhuleni East Public FET College	14
	Ekurhuleni West Public FET College	14
KZN		128
	Esayidi FET College	6
	Majuba FET College	9
	Mthashana FET College	16
	Sivananda FET College	23
	Thekwini FET College	9
	Umgungundlovu FET College	18
	KZN Coastal FET College	16
	Umfolozzi FET College	16
	Mnambiti FET Institution	15

Table 1. (continued) Total Council Members by FET college

Province	FET College	Total
LP		106
	Capricorn FET College	17
	Lephalale FET College	13
	Mopani South East FET College	11
	Mhembhe FET College	19
	Waterberg FET College	17
	Letaba FET College	11
	Sekhukhune FET College	18
MP		41
	Nkangala FET College	14
	Gert Sibande FET College	14
	Ehlanzeni FET College	13
NC		27
	Northern Cape Rural FET College	20
	Northern Cape Urban College for FET	7
NW		57
	Orbit FET College	18
	Muselela FET College	19
	Taletso FET College	20
WC		116
	Boland College for FET	15
	College of Cape Town	23
	South Cape College for FET	19
	Northlink Public FET College	23
	False Bay FET College	21
	Waest Coast FET College	15
FS		69
	Maluti FET College	20
	Flavius Mareka FET College	16
	Goldfields FET College	15
	Motheo FET College	18
Grand Total		856

Table 2. Total Council Members by FET college—by internal and external representation

Province	FET College	External	Internal	Grand Total
EC		64%	36%	100%
	Ikhala Public FET College	68%	32%	100%
	King Sabata Dalindyebo College for FET	100%	0%	100%
	Port Elizabeth College	65%	35%	100%
	King Hintsa Public FET College	63%	37%	100%
	Buffalo City FET College	100%	0%	100%
	East Cape Midlands Public FET College	50%	50%	100%
	Ingwe Public FET College	38%	62%	100%
	Lovedale Public FET College	50%	50%	100%
FS		60%	40%	100%
	Maluti FET College	47%	53%	100%
	Flavius Mareka FET College	69%	31%	100%
	Goldfields FET College	53%	47%	100%
	Motheo FET College	72%	28%	100%
GP		64%	36%	100%
	South West Gauteng College	60%	40%	100%
	Western College for FET	65%	35%	100%
	Sedibeng Public FET College	77%	23%	100%
	Tshwane South Public FET College	64%	36%	100%
	Tshwane North Public FET College	53%	47%	100%
	Ekurhuleni East Public FET College	57%	43%	100%
	Ekurhuleni West Public FET College	64%	36%	100%
KZN		66%	34%	100%
	Esayidi FET College	100%	0%	100%
	Majuba FET College	44%	56%	100%
	Mthashana FET College	75%	25%	100%
	Sivananda FET College	48%	52%	100%
	Thekwini FET College	89%	11%	100%
	Umgungundlovu FET College	72%	28%	100%
	KZN Coastal FET College	69%	31%	100%
	Umfolози FET College	63%	38%	100%
	Mnambiti FET Institution	60%	40%	100%
LP		64%	36%	100%
	Capricorn FET College	59%	41%	100%
	Lephalale FET College	69%	31%	100%
	Mopani South East FET College	82%	18%	100%
	Vhembe FET College	63%	37%	100%
	Waterberg FET College	53%	47%	100%
	Letaba FET College	55%	45%	100%
	Sekhukhune FET College	72%	28%	100%
MP		49%	51%	100%

Table 2. (continued) Total Council Members by FET college—by internal and external representation

Province	FET College	External	Internal	Grand Total
NC		55%	45%	100%
	Northern Cape Rural FET College	53%	47%	100%
	Northern Cape Urban College for FET	57%	43%	100%
NW		59%	41%	100%
	Orbit FET College	50%	50%	100%
	Vuselela FET College	50%	50%	100%
	Taletso FET College	75%	25%	100%
WC		63%	37%	100%
	Boland College for FET	67%	33%	100%
	College of Cape Town	57%	43%	100%
	South Cape College for FET	68%	32%	100%
	Northlink Public FET College	57%	43%	100%
	False Bay FET College	65%	35%	100%
	Waest Coast FET College	67%	33%	100%
Grand Total		61%	39%	100%

Table 3. List of companies of external members

Audi Motor World	David Homes	Eskom
Absa	Dbsa	Eskomlethabo
Acona Cleaning Services	Dcd Dorbyl (Pty) Ltd	Esther Muller Attorneys
African Cables	De Jager Steyn Maritz	Ethekwini Municipality
Afrimond Diamond & Jewellery Inst	De Wet / Van Der Walt Inc.	F&J Electrical Services
Alstom Switchgear	Defy Appliances Ltd	Find New Employment
Anglo Gold	Designer Sales	First National Bank
Anglo Platinum	Development Programme Management	Ford Motor Company S.A
Bee, Don Mkhwanazi & Partners	Diamond Group	Free State Law Society
Beeld	Dickinson & Theunissen	Ganie & Associates
Bellville Golf Club	Dion Rhoder&Logan Chetty	General Practitioner
BHP Billiton	Dolf Van Ing / Inc	Goedgedacht Trust
Border Training Centre	Dr T.C. Botha Inc Prokureurs	Goldfields
Brown Braude & Vlok Inc (Attorneys)	Duda Kubone Inc	Grain SA
Bus Company	Durban Metro	Grant Thornton
Cape Gate (Pty) Ltd	Earlybird Farms	Haarhof, Fourie en Vennote
Capital	Economic Affairs	Health & Welfare
Celani Funeral	Ecpcc	Hofmeyr Herbststein & Gihwala Inc. Attorneys
Chamber Of Business	Elb Group Limited	IBM South Africa
Chips Away	Eldov	Ikamva Investment Holdings
Coega Development Corporation	Elsabe Daneel Productions	Ikwezi
Collondale Cannery	Emakhazeni Municipality	Impala Platinum Mines
Concorde Foundry	Emdc Metropole North	
Consultant	Emfuleni Resort Holdings	
	Erna Howell, Educ. & Counselling Psychologist	

Table 3. (Continued) List of companies of external members

Independent Public, Community Member	Md Randelhoff Medical Practice	Riskcom Rclt(Pty)Ltd Rooth & Wessels Attorneys
Independent Traditional	Metalloys	Rossier & Ryklief
Integrated Business Services	Mondi Kraft	S.A Kruger Park
Intengu Communications	Motor Manufacturing (VWSA)	SA Corpfin.Pty.Ltd
International Perfume Corner	Motorworld Repairs	SA National Blood Services
June Vincent Promotions	Municipality	SA Typographical Union
Karbochem	Nadia Mason Personnel	SAB
Khuphuka Afrika Stationers	Necbriac	Sabela Consulting
Kopano Group	Npc Eagle	Saldanha Steel
Kumba	Nurcha	Sanlam
KZN Tourism	NW Parks & Tourism Board	Sappi
Laundry Basket	Old Mutual	Sasol Mining
Lear Corporation	Own Businesses	Sasol Polymers
Legal Advisor	Own Practice	Scholtz Optometrists & Plum Excel
Lotus Dry Cleaners	Partner, Badenhorst Auditors	Edgars
Magidimesi Attorneys	People Management	Sedibeng District Council
Magqwaka & Associates Architectures	Phalaborwa Foundation	Siemens
Makana Tourism	Pogoti Motors	Skills Dynamics
Maluti A Phofung	Private Businessman	Social Development
Maponya Super Tours	Professional	South Peninsula Administration of the City of Cape Town
Marais Muller Inc.	Rainbow Caterers	Spoornet - Orex Saldanha
Mark West Photography	Ramushu Morare Attorneys	
Masiphumele Clinic	Rayveen	
Massyn Moves	Reality On Elk	
Mathabeng Council	Richbay Chemicals	

Table 3. (Continued) List of companies of external members

Standard Bank

Staneast Circuit Office

Ticor

Toga Linings (Pty) Ltd

Toyota SA Motors

Transnet

True Recaps Manufacturers
Factory

Tutuka Power Station

Van Der Merwe Auditors

Vodacom

Volkswagen of SA

Westcoast Winelands Paarl

Wild Coast Sun

Win Pro Qs Quantity Surveil-
lances

Winkelhurst Trading

Wright Rose Innes

Xstrata Alloys Vantech Mine

Yamorna

Zepe & Partners Legal Asso-
ciation

Please note that the names of companies and industries are as provided by respondents. Abbreviations and company names have been modified or edited.

Section F

Appendices

Abbreviations

ABET:	Adult Basic Education
EC:	Eastern Cape
FET:	Further Education and Training
FS:	Free State
GP:	Gauteng
HE:	Higher Education
KZN:	KwaZulu-Natal
LP:	Limpopo Province
MP:	Mpumalanga
NBI:	National Business Initiative
NC:	Northern Cape
NGOs:	Non-governmental Organisations
NW:	North West
WC:	Western Cape

Glossary

- The term '**black**' is used in this publication to refer to African, Indian and coloured students and staff.
- **ABET**: Includes all staff who do not yet have the equivalent of a Grade 9 (Std 7) or ABET level 4 qualification.
- **College Campus Site**: The former technical colleges, colleges of education and training centres that were merged in 2002, in terms of the FET Act 98 of 1998 to constitute the new public FET sector in South Africa. As such, it refers mainly to the technical colleges established under any of the Provincial Technical College Acts as well as those colleges of education, mining colleges and manpower and skills training centres that were incorporated into the sector in 2002.
- **FET College**: A college that provides further education and training on a full-time, part-time or distance basis and which is (a) established or regarded as having been established as a public Further Education and Training institution under the FET Act; (b) declared a public Further Education and Training institution or (c) registered or conditionally registered as a private Further Education and Training institution under the Act. In this study the term is used to refer *only* to public FET colleges.
- **NQF level 1**: Qualifications equivalent to a Grade 9 (Std 7) or ABET level 4 qualification.
- **NQF level 2**: Qualifications equivalent to a Grade 10 (Std 8, N1).
- **NQF level 3**: Qualifications equivalent to a Grade 11 (Std 9, N2).
- **NQF level 4**: Qualifications equivalent to a Grade 12 (Std 10, N3, Matric).
- **NQF level 5**: Qualifications equivalent to national diploma/national certificate.
- **NQF level 6**: Qualifications equivalent to three or four year degree/higher diploma.
- **NQF level 7**: Qualifications equivalent to a Masters degree.
- **NQF level 8**: Qualifications above Masters degree level.
- **Senior Teaching Staff**: Senior Lecturers employed at Post Level two.
- **Success Rate**: The number who passed the examination divided by the number who wrote it.
- **Support Staff**: Non-teaching staff such as administrative or maintenance staff.
- **Teaching Staff**: Educators appointed to deliver the learning programmes.

SURVEY OF FET COUNCIL MEMBERS

1. Council Member's Name _____

2. College at which you are Councillor: _____

3. Race

White	Coloured	African	Indian	Other
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4. Gender

Female	Male
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5. Are you employed at the FET College

Yes	No
-----	----

6. Why, do you think, you were nominated to be a Council member?

7. Why did you agree to become a Council member?

8. Describe your roles and responsibilities as a college Council member.

9. How effective are you as a Council member? Rate yourself on a scale from 1 to 4 where 1 = strongly agree, 2=agree, 3=disagree, 4=strongly disagree. (You can do so by marking the appropriate square with an X)

9a) I have a strong understanding of my role/ responsibilities as a governor.	1	2	3	4
9b) I am able to contribute to and monitor the strategic direction of the college	1	2	3	4

10. Are policies in place to provide a framework for the management of the institution?

Yes	No
-----	----

11. Has Council played a role in the development of institutional policy formulation?

Yes	No
-----	----

12. If yes, what is the nature of the role?

13. Rate your contribution to the Council in each of the following areas on a scale from 1 to 4 where 1 = strongly agree, 2=agree, 3=disagree, 4= strongly disagree. (You can do so by marking the appropriate square with an X)

AREAS	RATING			
13a) I regularly attend Council meetings	1	2	3	4
13b) I take an active part in discussions in Council meetings	1	2	3	4
13c) I am fully prepared for meetings	1	2	3	4
13d) I am able to provide expert perspectives from the constituency from which I come	1	2	3	4
13e) I provide particular expertise related to my skill or job area e.g. Legal, financial or town planning	1	2	3	4
13f) I provide the college with important networks, linkages to people, enterprises that I know	1	2	3	4
13g) I understand my role/ responsibility as a Council member	1	2	3	4
13h) I am a good Council member	1	2	3	4

- 14. What skills do you bring to the Council that are needed by the college Council. (Please note that a SKILL refers to things that you CAN DO, as compared to understanding – discussed below – that questions the knowledge that you bring to the Council) Provide a list of the top 5 skills that you believe you bring.**

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- 15. What understanding/ knowledge do you bring to the Council that are needed by the college Council. Provide a list of the top 5 knowledge areas that you believe you bring.**

--

- 16. Please provide a rating of your own understanding in the areas listed below. Rate yourself from one to four where 1 = strong understanding; 2=some understanding; 3=weak understanding and 4=no understanding**

	Rating
a) Do you understand the context within which FET colleges operate in terms of the following:	
a-i) Legislative framework	
a-ii) Economic context	
a-iii) Social Context	
b) Overall, do Council members understand the protocols of Council meetings, i.e. do they understand how to prepare for; behave in and how to follow up from Council meetings?	
c) Overall, do Council members understand their role as governors?	
d) Do Council members understand the difference between the governing and managing a FET college?	

17. Describe, from your perspective, the role of the college Council?

18. On a scale of one to four, rate the effectiveness of the Council where 1=highly effective, 2= effective, 3=slightly effective and 4=not effective at all.

1	2	3	4
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19. What, from your perspective, needs to be improved in the Council? I.e. What are the Council's weaknesses?

20. What, in your opinion is the Council's strengths

21. How does the role of Council differ from that of college management?

22. What, in your opinion, is the most effective relationship between college Council and college management

--

23. In this regard, do you think that your college Council and college management have an effective relationship? Rate on a scale of one to four, where one is 1 = not effective at all, 2=slightly effective, 3=effective, 4=highly effective

1	2	3	4
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Thank you so much for your time and trouble and I wish you a very happy and successful 2005!

QUESTION ONE: TELL US ABOUT YOUR COLLEGE COUNCIL

Provide the college name

Some of the information requested in question one will be accessible from the council member's CV. The age, for example, can be determined from the council member's ID number.

A	B	C	D	E	F
About the council member		Employment of council member			
Name	Title Example: Mr Mrs Ms Dr Minister etc	Rank or role at work Example: Director Principal Human resource manager Senior Manager Student etc	Sector/ Constituency represented on council Example: Business, Trade Union, College Staff, College students, etc	Name of enterprise employed at Example: Boland College Eskom Etc	Cell Number



G	H	I	J	K	L	M
Contact details of council members						
Home Number	Office Number	Email Address	Postal Address	Fax Number	Race	Gender
					A=African C=Coloured I=Indian W=White O=Other	F=Female M=Male

N	O	P	Q	R	S	T
Personal details			Length of service on council			Role on College Council
Disability	Highest Educational Qualification	Age	When appointed to the council	How nominated to the Council	Does the council member have a specific role or function on the council? If YES, please indicate the role	Is s/he a member of any council subcommittees/ portfolio committees? If so, please provide the name(s) of these committees
Y=Yes N=No	ABET: Do not have qualifications equivalent to a Grade 9 (Std 7) qualification or ABET level 4 qualification NQF level 1: Qualifications equivalent to a Grade 9 (Std 7) or ABET level 4 qualification NQF level 2: Qualifications equivalent to a Grade 10 (Std 8, N1) NQF level 3: Qualifications equivalent to a Grade 11 (Std 9, N2) NQF level 4: Qualifications equivalent to a Grade 12 (Std 10, N3, Matric) NQF level 5: Qualifications equivalent to national diploma, national certificate NQF level 6: Qualifications equivalent to three or four year degree, higher diploma NQF level 7: Qualifications equivalent to a Masters NQF level 8: Qualifications above a Masters level	Provide the age in years	Example: 2003	1=PDE/MEC nominated 2=College council nominated 3=External enterprise nominated (such as industry or community enterprise) 4=Other	Example: Chairperson, secretary, treasurer, etc	PR Committee, Executive of Council, Etc

ABET: Includes all staff who do not yet have the equivalent of a Grade 9 (Std 7) qualification or ABET level 4 qualification.

NQF level 1: Qualifications equivalent to a Grade 9 (Std 7) or ABET level 4 qualification.

NQF level 2: Qualifications equivalent to a Grade 10 (Std 8, N1).

NQF level 3: Qualifications equivalent to a Grade 11 (Std 9, N2).

NQF level 4: Qualifications equivalent to a Grade 12 (Std 10, N3, Matric).

NQF level 5: Qualifications equivalent to national diploma, national certificate

NQF level 6: Qualifications equivalent to three or four year degree, higher diploma.

NQF level 7: Qualifications equivalent to a Masters.

NQF level 8: Qualifications above Masters level.

PRINCIPAL'S SURVEY

INSTRUCTIONS

1. The questionnaire comprises two parts, the PRINCIPAL'S SURVEY and QUESTION ONE. The PRINCIPAL'S SURVEY has been designed (with the exception of QUESTION ONE) to be completed within 15 minutes.
2. Please note that the PRINCIPAL'S SURVEY questionnaire should be completed by the principal. This is critical as many of the questions ask for the principal's perspective on key aspects of governance. QUESTION ONE (attached as an excel document) asks for details of each Council Member and can be delegated to the Council Secretary or an appropriate member of staff to complete.
3. Please answer all the questions as fully as possible.
4. Please **keep copies** of all returned questionnaires.
5. Please fax **both** completed questionnaires to the NBI by the **13th January 2005**, for the attention of Mrs Ros Jaff on (011) 482 4638. This deadline is critical to enable researchers to process the information as quickly as possible. In addition, please email QUESTION ONE only to busir@worldonline.co.za.
6. If there are any queries address these to Ros Jaff, the Project Manager at the NBI at 011-482-5100.

SECTION 1 – THE COMPOSITION OF YOUR COUNCIL

1 Please complete question one (the attached excel table) by providing the information requested for each of your Council members. Please note that this question can be delegated to a member of the college staff. Once complete and approved by the principal, please email question one to busir@worldonline.co.za and enclose in your faxed copy of this questionnaire a hardcopy of question one.

2 The governance legislation relevant to the FET Colleges stipulates that:

“The Council of a FET institution must consist of a principal; the vice principal or vice-principals; not more than five persons appointed by the MEC; members of the academic board elected by the academic board; members of the lecturer staff ... elected by such staff; students ... elected by its student representative Council and staff other than lecturer staff elected by such staff and additional persons as may be determined by the Council in consultation with the MEC.”

“The Member of the Executive Council must, by notice in the Provincial Gazette, and by any other reasonably practicable means, invite nominations for the members contemplated in subsection (4) (c) and (h) from: the public, organized business and organized labour”

In terms of these requirements, do vacancies exist in your Council?

Yes	No
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3 If YES, please use the space below to indicate which vacancies exist.

4 The FET Act makes a number of stipulations for the composition and structure of the college Council. Please provide your perspective of the extent to which your college has met these requirements.

Respond by rating on a scale of 1-4 where 1=strongly agree, 2=agree, 3=disagree, 4= strongly disagree

KEY ASPECTS AS HIGHLIGHTED BY THE FET ACT	RATING			
	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: "every FET institution must establish a Council, an academic board, a student representative Council and such other structures as may be determined by the Council subject to approval by the MEC". In this regard, my college has met the requirements of the FET Act.	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: "the Council and related structures must elect a chairperson, vice-chairperson and other, office bearers from its members in the manner determined by the MEC by notice in the Provincial Gazette or in terms of provincial law". In this regard, my college has met the requirements of the FET Act.	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: "at least 60% of the members of a Council must be persons who are not employed by or who are not students of the FET institution". In this regard, my college has met the requirements of the FET Act.	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: the members of the Council "must be persons with knowledge and experience relevant to the objects and governance of the FET institution". In this regard, my college has met the requirements of the FET Act.	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: "the Council (should be) broadly representative of the FET system and related interests". In this regard, my college has met the requirements of the FET Act.	1	2	3	4
The governance legislation relevant to the FET Colleges stipulates that: "the Council (should be) broadly representative of the community served by the institution in terms of race, gender and disability" In this regard, my college has met the requirements of the FET Act.	1	2	3	4

5 Which subcommittees of Council exist? Complete by ticking the block to indicate if the subcommittee exists and by indicating – from your perspective – the effectiveness of the subcommittee.

When rating the effectiveness, please rate on a scale of 1-4 where 1=excellent, 2=good, 3=poor and 4=very poor

LIST OF SUBCOMMITTEES	Tick if subcommittee exists	Tick if no subcommittee, but function delegated elsewhere	RATING			
			1	2	3	4
Human Resources/ Personnel committee			1	2	3	4
Academic Board			1	2	3	4
Finance Committee			1	2	3	4
Infrastructure and Facilities			1	2	3	4
Marketing and Communication			1	2	3	4
Administration and Business Systems			1	2	3	4
Learner Affairs and Support			1	2	3	4
Governance and Management			1	2	3	4
Other. Please indicate			1	2	3	4

SECTION 2 - ABOUT YOUR COUNCIL MEETINGS

6 How many Council meetings do you have in a year? Complete by providing the total number in the space provided.

Full Council – Scheduled Meetings	
Full Council – Extraordinary Meetings	
Executive Committee of the Council	

7 What is the average attendance at these meetings? Complete by ticking the appropriate square.

Full Council – Scheduled Meetings	0-24%	25-50%	51-75%	76-100%
Full Council – Extraordinary Meetings	0-24%	25-50%	51-75%	76-100%
Executive Committee of the Council	0-24%	25-50%	51-75%	76-100%

8 What is the average attendance at Council meetings of particular constituency representatives? Complete by ticking the appropriate square.

Council members from the college	0-24%	25-50%	51-75%	76-100%
Council members from the business/ industry	0-24%	25-50%	51-75%	76-100%
Council members from the community	0-24%	25-50%	51-75%	76-100%
Council members from government	0-24%	25-50%	51-75%	76-100%

9 What is the average length of Council meetings? Complete by ticking the appropriate square

Full Council – Scheduled Meetings	0-1 hrs	1-2 hrs	2-3 hrs	3-4 hrs	More than 4 hrs
Full Council – Extraordinary Meetings	0-1 hrs	1-2 hrs	2-3 hrs	3-4 hrs	More than 4 hrs
Executive Committee of the Council	0-1 hrs	1-2 hrs	2-3 hrs	3-4 hrs	More than 4 hrs

10 What are the main priorities for Council meetings? Respond by indicating, for each of the categories provided below, if these have been – OVER THE PAST YEAR – a priority.

Please rate on a scale of 1-4 where 1=very high priority, 2=high priority, 3=low priority, 4=not at all a priority

KEY AREAS OF WORK	RATING			
	1	2	3	4
Personnel issues	1	2	3	4
Physical resources of college/ property management	1	2	3	4
Financial resources of college	1	2	3	4
Curriculum development issues	1	2	3	4
Quality assurance of the teaching and learning process	1	2	3	4
Strategic planning	1	2	3	4
Vision and Mission of college	1	2	3	4
Responsiveness to the needs of business and community	1	2	3	4
Safety and security of the college	1	2	3	4
Entertainment and college events	1	2	3	4
Marketing of the college	1	2	3	4
Student issues	1	2	3	4
Language issues	1	2	3	4
Monitoring performance of college	1	2	3	4
Reviewing the performance of the Council	1	2	3	4
Setting performance targets for the college	1	2	3	4
Monitoring the achievement of college performance targets	1	2	3	4
Undertaking risk management for college				

11 How effective, from your perspective, are the following aspects of Council meetings?

Please rate on a scale of 1 – 4 where 1 = not effective at all, 2=slightly effective, 3=effective, 4=highly effective

KEY AREAS OF WORK	RATING			
	1	2	3	4
Chairing of meetings	1	2	3	4
Frequency of meetings	1	2	3	4
Relevant agenda	1	2	3	4
Participation of each constituency in meetings	1	2	3	4
Communication and planning prior to Council meetings	1	2	3	4
Distribution of relevant documents prior to Council meetings	1	2	3	4
Preparedness of Council members to participate meaningfully (i.e. read documents before meeting, clear agenda distributed before meetings, etc)	1	2	3	4
Circulation of meeting minutes	1	2	3	4
Timeous notice of meetings	1	2	3	4
Effective time management in meetings	1	2	3	4
Conduct of Council members in meetings	1	2	3	4
Follow up, after meetings, of meeting resolutions	1	2	3	4

SECTION 3 – THE ROLE AND EFFECTIVENESS OF YOUR COUNCIL

12

Complete the table below by indicating which structure (i.e. the PDE, the principal and management team or the Council) is **PREDOMINANTLY RESPONSIBLE** for the following functions. Please note that only **ONE** square may be ticked. While many of the areas of work will involve more than one structure, for example both the management team and the Council, the questions request that you select **ONLY ONE SQUARE**, by determining which structure has the **PREDOMINANT RESPONSIBILITY** for the particular task/function.

KEY AREAS OF WORK	STRUCTURE RESPONSIBLE		
	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Responsible for the adoption of a strategic planning process	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Establish performance criteria and review, against criteria, college performance regarding strategy	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Ensure that management has instituted an effective system of risk management and internal control	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Creating linkages between the college and external stakeholders such as business, community organisations and government?	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Developing a culture of responsive education and training within the college?	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Developing the practice of accountability within the college?	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Developing the practice of social responsibility?	PDE	Principal/ Mgm Team	Council/ Council Subcomm
Monitoring financial resources?	PDE	Principal/ Mgm Team	Council/ Council Subcomm

13

How effective, FROM YOUR PERSPECTIVE, is the Council?

Please rate on a scale of 1 – 4 where 1 = not effective at all, 2=slightly effective, 3=effective, 4=highly effective

KEY AREAS	RATING			
	1	2	3	4
How effective, overall, is your Council as a governing body?	1	2	3	4
How effective at providing strategic direction for the college?	1	2	3	4
How effective at creating linkages between the college and external stakeholders such as business, community organisations and government?	1	2	3	4
How effective at contributing to the development of a culture of responsive education and training within the college?	1	2	3	4
How effective at developing a culture of continuous improvement?	1	2	3	4
How effective at developing the practice of accountability within the college with respect to financial resources?	1	2	3	4
How effective at developing the practice of accountability within the college with respect to student success?	1	2	3	4
How effective at developing the practice of accountability within the college with respect to relevant programmes?	1	2	3	4
How effective at developing the practice of accountability within the college with respect to infrastructural development and maintenance?	1	2	3	4
How effective at developing the practice of social responsibility in the area of equity at the college?	1	2	3	4
How effective at developing the practice of social responsibility in the area of access to the college education?	1	2	3	4
How effective at developing the practice of social responsibility in the area of student support at the college?	1	2	3	4
How effective at identifying the risks of the organisation and ensuring the implementation of systems to manage these risks?	1	2	3	4

SECTION 4 - TRAINING REQUIREMENTS

- 14** In terms of FET policy, you are encouraged to ensure that your Council contains a combination of relevant skills and expertise such as financial, legal and marketing skills. Are any of these skills lacking from your Council? If so, please indicate by using the space provided below.

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- 15** From your perspective, do your Council members require training?

Yes	No
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- 16** If YES, please use the space below to indicate the areas in which such training is required?

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17 Please provide, for each of the constituencies highlighted, the extent to which your college's Council members understand key aspects of governance. Respond by providing a rating for each constituency on a scale of 1 – 4 where 1 = strong understanding; 2=some understanding; 3=weak understanding and 4= no understanding

	Overall rating for ALL Council members	Overall rating for college employed reps	Overall rating for student reps	Overall rating for business/ industry reps	Overall rating for reps who work in government	Overall rating for reps who work in community based organisations
1. Overall, do Council members understand the context within which FET colleges operate in terms of the following:						
a) Legislative framework						
b) Economic context						
c) Social Context						
2. Overall, do Council members understand the protocols of Council meetings, i.e. do they understand how to prepare for; behave in and how to follow up from Council meetings?						
3. Overall, do Council members understand their role as governors?						
4. Do Council members understand the difference between governing and managing a FET college?						