

Private Further Education and Training in South Africa: Is the difference (all) consuming!

Salim Akoojee

22 June 2004

Background

Chapter in IIRD Directory

Project started in 2002, ending now

The team

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Akoojee, S. 2004
Presentation at HRD NPA Meeting. Pretoria
Video Conference, HSRC. 22 June

Abstract

- Paper will argue that the sector is distinct by its difference with its public counterpart and certain perceptions held about the sector in the country.
- Robust, complex and heterogeneous
- Unique contribution
- 706 884 learners– 864 providers – 4178 sites

This paper explores the nature of the 'for-profit' private Vocational and Education Training (called the private Further Education and Training) sector in South Africa. It argues that the sector is distinct by its difference with the public counterpart and certain perceptions held about the nature of the sector in the country. As a sector that provides for the education and training needs of more than 400 000 learners, spread over xx sites, the sector is indeed both robust and complex. There are elements, however, that suggest considerable heterogeneity. This article argues that while the sector makes a unique contribution to the skills development needs of the country, but that some aspects of provision are at odds with some intrinsic purposes to which education and training needs to respond. Amongst these includes the nature of education as a consumptive commodity versus the role of and functions of education for national development.

Consumption

- Nature of private as ‘consumptive practice’
- Neo-liberal predominance
- Ascendency of market
- Education as a ‘marketable commodity’
versus
- Education as a public good
- (or is there a ‘third way’)

Consumptive Practice

- “For just as in real life there are individuals who indeed can go into a supermarket and choose among a vast array of similar or diverse products...there are those who can only engage in what can be best described as “postmodern” consumption. They stand outside the supermarket and only consume the image.” (Apple 2000: 60)

The Difference

- Explore the difference between the South African private FET sector and
 - ◆ Commonsense notion of private-ness
 - ◆ Commonsense notion of education
 - ◆ Public education and Training
 - ◆ Private Higher
 - ◆ Private Schooling

E-mail

Dear Salim

We never have on site learners, we are industry focused and **different to most other Colleges** you might have seen before. (We have) the type of flexibility that is needed to fulfil legislation without upsetting Core business activities..

(e-mail 030603: Director)

Terminology

- | | | |
|-------------------|--------|---|
| ■ Institution | —————▶ | ■ Provider |
| ■ Student | —————▶ | ■ Participant/Learner/
Client |
| ■ Staff | —————▶ | ■ Personnel |
| ■ Curriculum | —————▶ | ■ Product/Offering |
| ■ Student support | —————▶ | ■ Incorporated in
learning programme |
| ■ Examination??? | | |

Way in which the following part of this presentation will unfold:

Fabian handle the methodology and some quantitative data in which he was key in developing, followed by some sense of the results.

No way we will be able to even attempt to analyse the complexity of the 50-60 page occasional paper in the process of being finalised

The difference

■ Size

- ◆ No. of institutions
- ◆ No of learners
- ◆ No of programmes

■ Type

- ◆ of institution
- ◆ of learner
- ◆ of 'educator'
- ◆ of programmes

■ Form

- ◆ Pre-employed:
Theory (with
experience thrown
in) vs
Employed:
Experience (with
theory injection)

The difference

■ Purpose

- ◆ Provider
- ◆ Programme
- ◆ Learner expectation

■ Structure

- ◆ Provider
- ◆ Programmes
 - ◆ Delivery
 - ◆ Assessment
 - ◆ Duration
 - ◆ In-sourcing

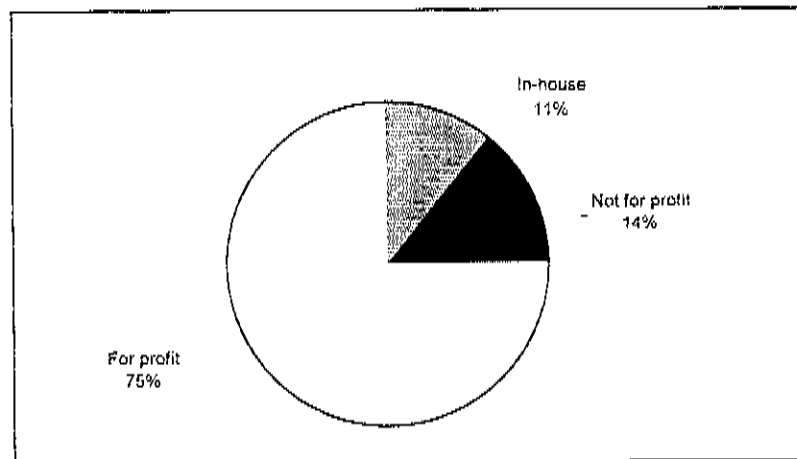
Consumption

- The Provider
 - ◆ Client focus 'Customer always right' (?)
 - ◆ Service provision and success?
 - ◆ Cost?
 - ◆ Extent to which they are able to respond to 'client' versus 'learner' perspective
- The 'Client' (learner)
 - ◆ What are expectations?
 - ◆ Notions of success and how managed
 - ◆ Admission criteria?

Consumption

- The 'product' (programmes)
 - ◆ Is product conducive to critical engagement?
 - ◆ What about learner engagement?
 - ◆ Educator role
 - ◆ pre-packaged material
 - ◆ Extensive manual development

The Landscape: The Typology



Predominance of 'for-profits'

The relatively small number of **in-house providers** (eleven per cent) may be indicative of their consideration that registration is not necessary. There is also a possible trend to outsource training or the tendency since the late 1980s of South African business to reduce training spending.

Nuance in typology

Figure 4 Types of 'In-House' Provision

<i>Provider</i>	<i>Purpose</i>	<i>Recipient</i>
(Product Competence)	Clients	Sales Division
In-house provider	IIR Upgrading (Increased efficiency)	Employees
	Community	Corporate Responsibility

Figure 5: Typology: The 'For-Profit' Provider

Provider	Marketing Focus
Learner Component	

Learner Age Profile

Age Group	18-22	23-25	26-35	36+
%	25%	17%	35%	23%
		42%		58%

Reveals a predominance of learners over age 26 (almost 2/3rds)...employed learners predominant and significant proportion of pre-employed... as compared to predominant pre-employed component in public sector

Only a 25% learners are recently 'out of school' youth, presumably this group is catered for by the public school system

Admission Requirements

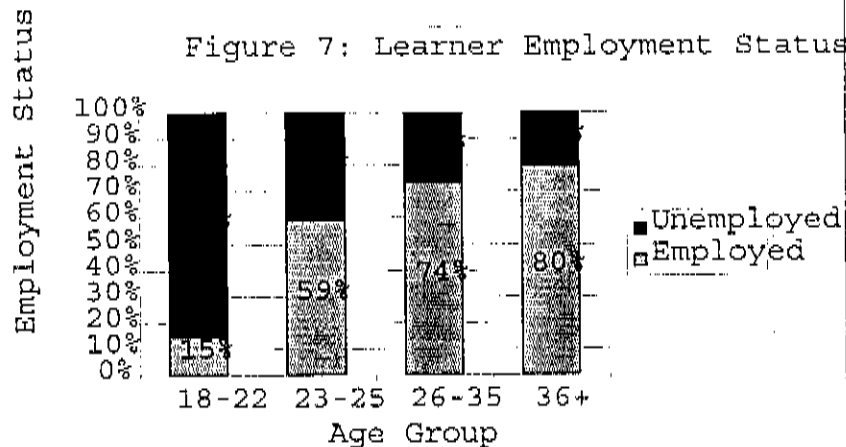
School certificate	38%
On the job experience	32%
Recognition of Prior Learning (RPL)	30%
Total	100%

A significant change from public providers which make this a compulsory element in their selection. Only a third reported the importance of a formal qualification for purposes of admission. Thus the importance of on the job experience and RPL is not surprising in light of the 'client' that is being responded to. This does, of course, suggest that the providers should be providing additional assistance for those not able to follow in light of the educational deficit. The responsibility in this instance lay with the 'accountable authority', who had commissioned the training. One provider made it clear that they advised the client about the ideal admission requirements, and so were not directly responsible for outcome.

This suggests an important difference in the way in which private (as opposed to public) providers see as their task...while privates see process as significant and important, the public appear to be dominated by outcome. The various output measures or efficiency criteria (pass rates, rate of return - to use an economic measure, or student lecturer ratios) used to determine its effectiveness testify to this. For privates, the actual effectiveness is measured by the value of the process as it happens. As one provider argued, "if people are unhappy, they make it known when the course is happening...and our evaluation (of our effectiveness) is determined by whether we get (commissioned for) more work". The commissioning or accountable authority ensures that feedback is provided when necessary. 'Pass rates' are therefore not a significant measure of effectiveness.

Employment Profile by Learner

Age



The table shows that the likelihood of employment of older learners in conjunction with the previous table showing the older age profile results in this table show that the older learner component is more likely to be employed - will be shown in the next slide. Suggesting that this is focused heavily on serving the employed sector.

Provider Perception: Motivation to study

Reasons	%
Possible job opportunities	42%
Cost/value for money/affordability	30%
Mid-career training	28%
Total	100%

Taken from the perspective of providers, it is evident that the p alternative job prospects appear as an important motivation to st there are nuances evident determined in the qualitative study.

Depending on the type of provider, there would be particular moti evident depending on the type of provider:

Depending on what I call the accountable authority (the instituti organisation responsible for commissioing the training).

Notion of accountable authority different for different providers

Not for profit=governing body,
for profit..company or individual,
in-houseemployer

So, .

For For-Profit providers: depending on target market. For-corpora providers, mid level in-company mobility

Not for profit: employment or self-sustaining ~~in-house~~ entrepreneurial

In-house: in-company mobility or productivity

Programme Duration

Figure 17: FET programmes by duration

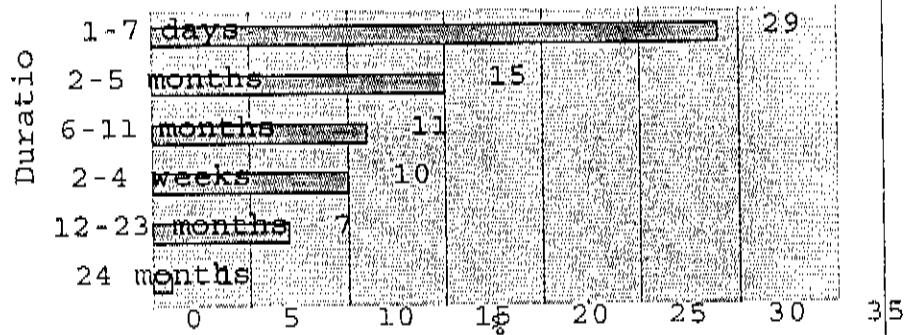
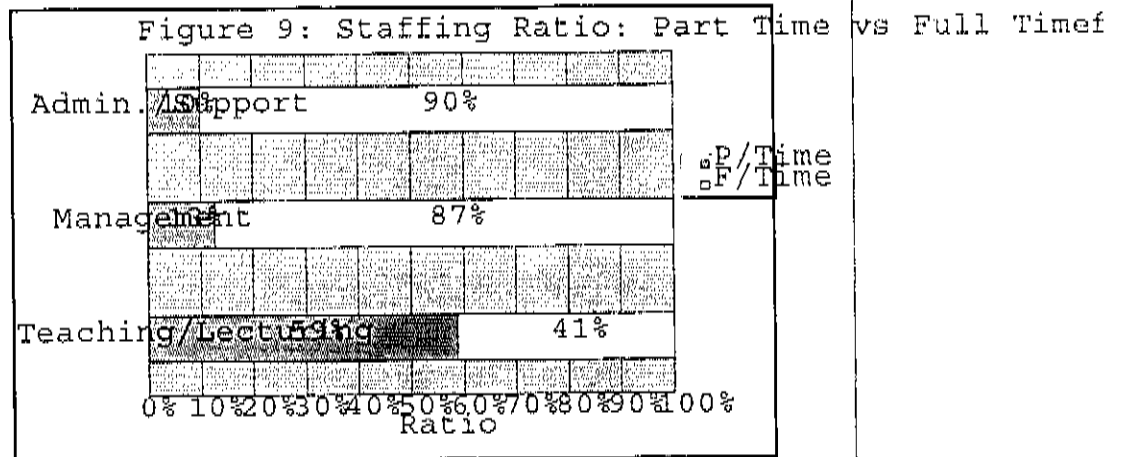


Table shows predominant duration 1-7 days. Suggests the provision courses for specific purpose, for specific needs identified by the accountable authority (those who had commissioned the training). that the skills developed in the specified period for its development mutually agreed. It is also evident that the customer focus element (Profit) or the art of the possible (NGO) or even the time allowed providers) might mean that the actual time spent on instruction is significantly less than that required or envisaged by the program requirement. On the other hand, the actual time spent might not be consistent with the actual time spent on the learning task, which longer than the time reported.

Employment Status



Teaching staff predominantly part-time (Faculty relegated to contract status)

Part-time predominant in the teaching component..other employment full-time

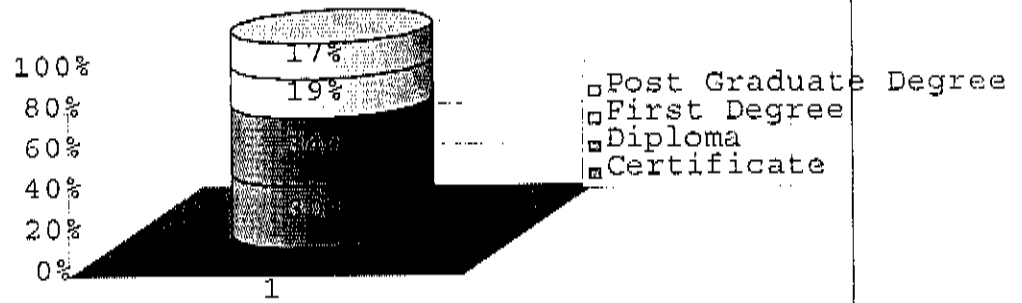
In addition. Qualitative study reveals considerable degree of, wh employment blurring in some instances and employment specialisation
Employment blurring managers were teaching

Employment specialisation sourced programmes teaching programmes developed for particular purpose which in some cases led to a re-definition of the task of the educator..in terms of education emp task of educator as curriculum developer relegated to facilitatio from pre-designed programmes

Also in some cases, educator as consultant, who was simply required there when necessary

Formal Staff Qualifications

Figure 15: Formal Staff Qualifications



Only 36% are university trained..suggesting an emphasis on experi formal college qualification.careful; about making a judgment quality based on this?

In conclusion

- n Enrolment in excess of Learner component:
706 884 headcount
learners, 864 providers, Employed
4178 delivery sites n Teaching component:
- n Typology: For Profit Part-time
predominance
- n Growth since 1994 n Heterogeneous
- n Programmes in high n Supply-driven rather
technology, low overhead than demand-led
cost
- n Delivery: face to face

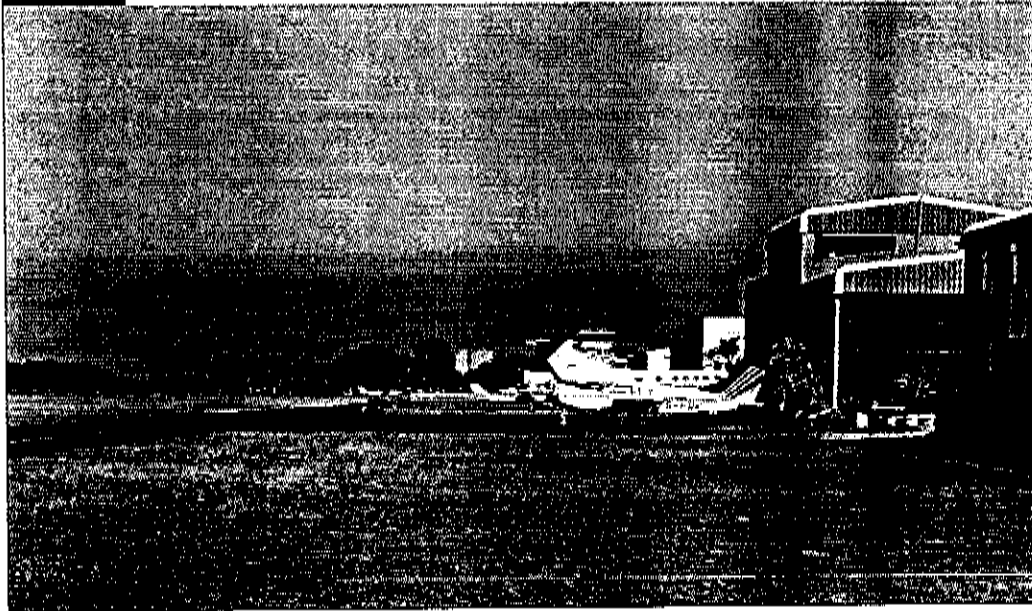
Enrolment 706 884,

Universities 245 000 FTEs, 86 reporting institutions

Technikon 41 000 FTEs

FET Colleges 138 712 FTEs (350 000 headcounts in 2000)

We just need a spot with our business model, we dont need a



Establish flavour of the experience..what is this thing that we a
about.



A Learner



Learning Context



Efficient or Effectiveness

n Flexible

u Convenient

t Time

t on-site delive

n Responsive

u State: Paperwork

u Learner: Certifi

u In-sourced/packa
education



Distinction between
efficiency doing things right
versus
Effectiveness doing the right things?

Recipient Details

n Unemployed

n Matriculated

n African

n Conversant in English &
Afrikaans

n Demand (5 * more

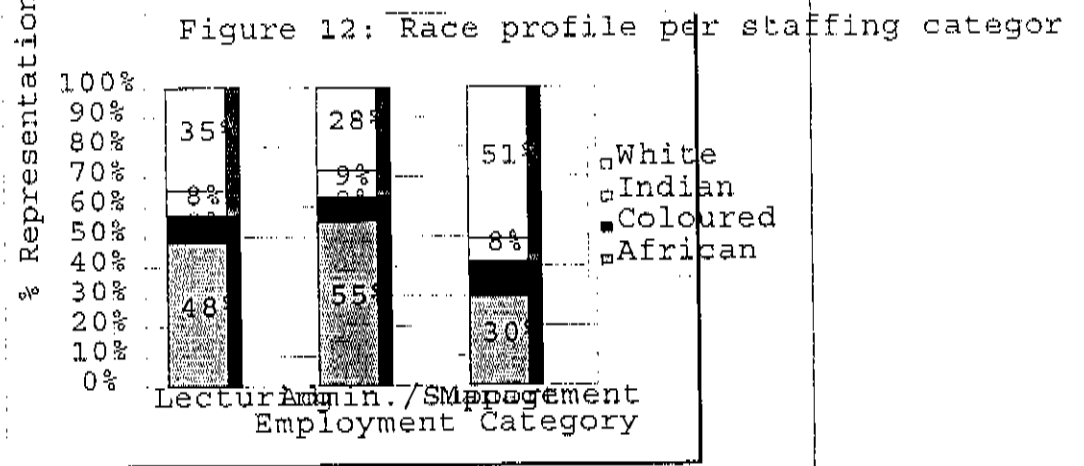
n applicants

n Training for
employment/self
employment



Staff Race Profile: Employment

Category



African predominance in lecturing and admin. significant white component in management

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1/2

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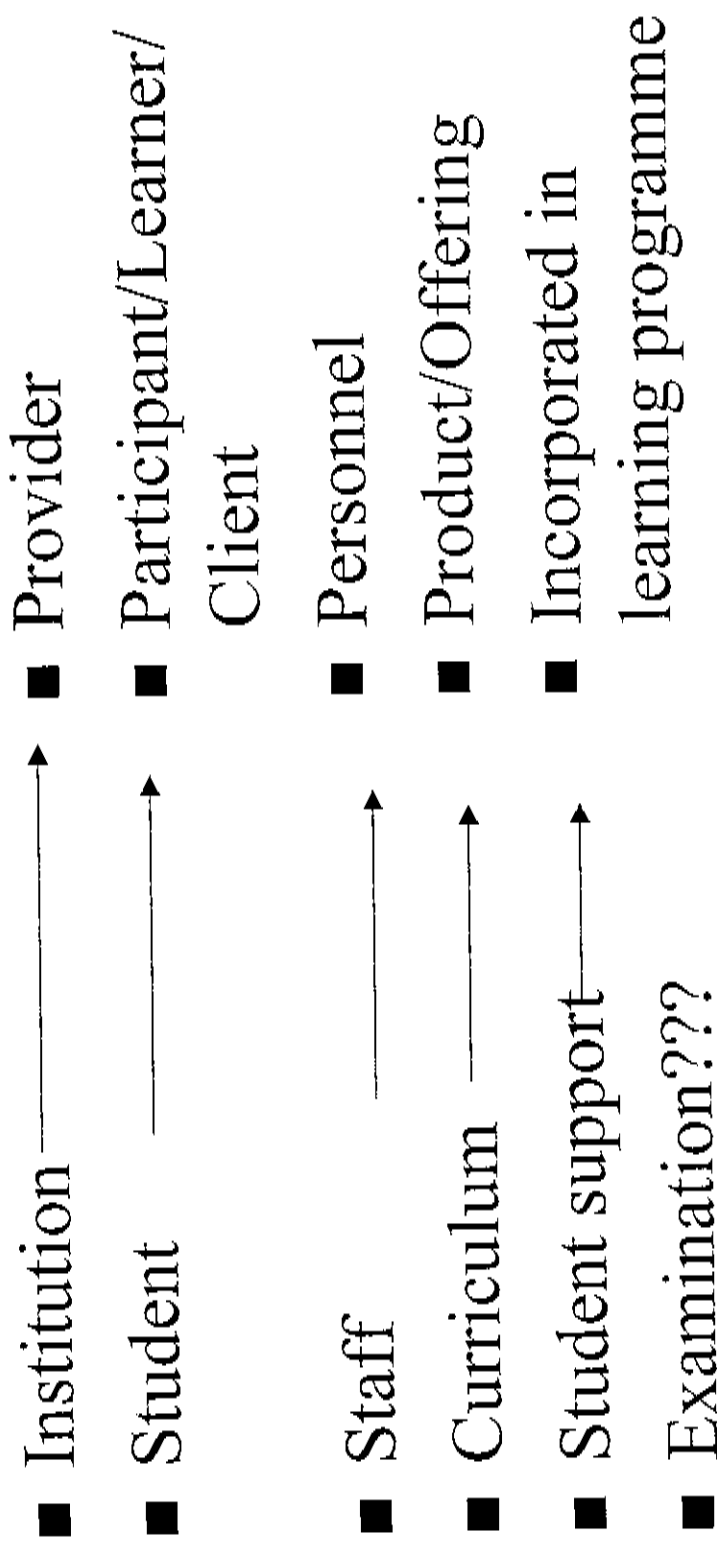
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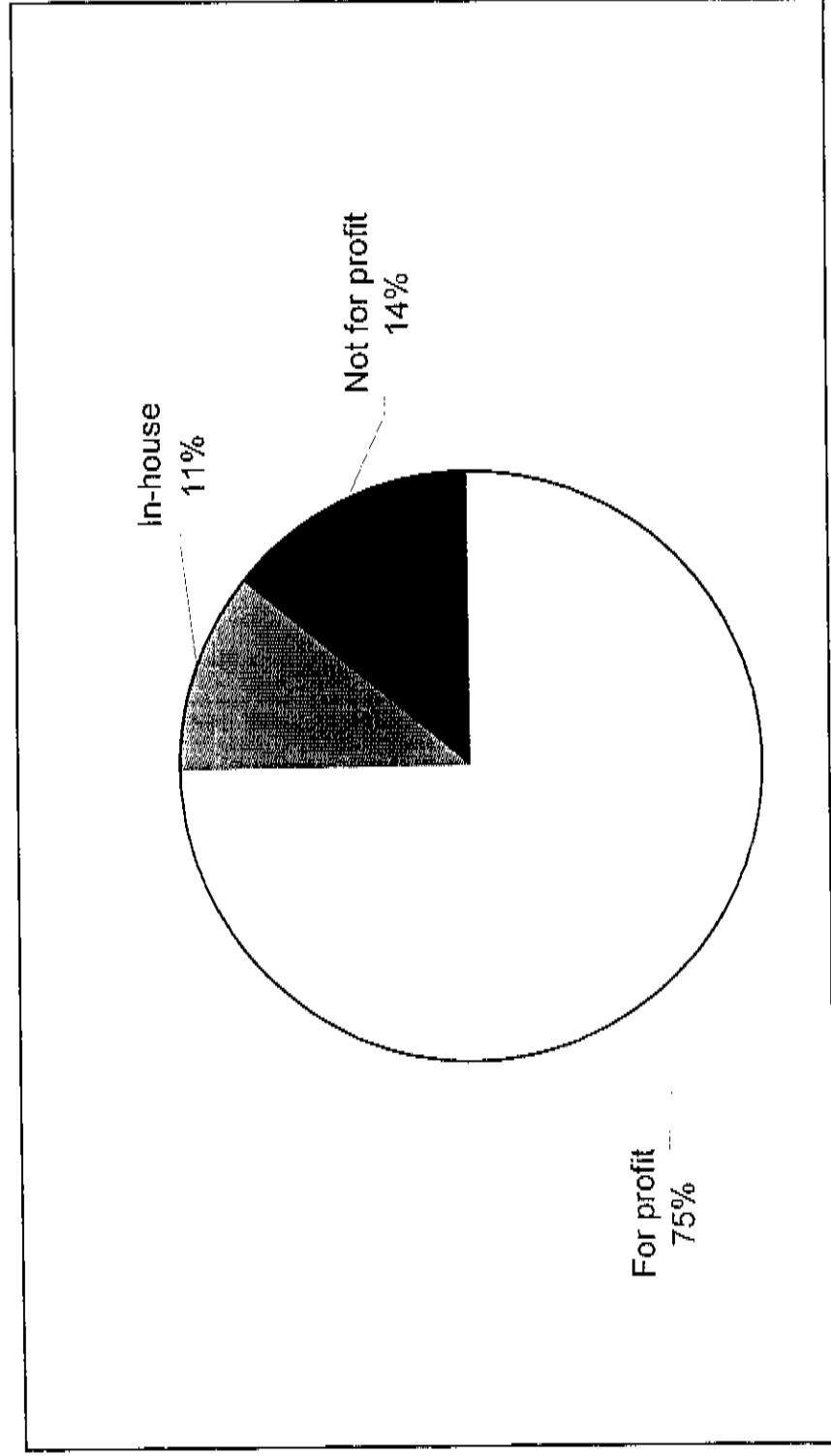
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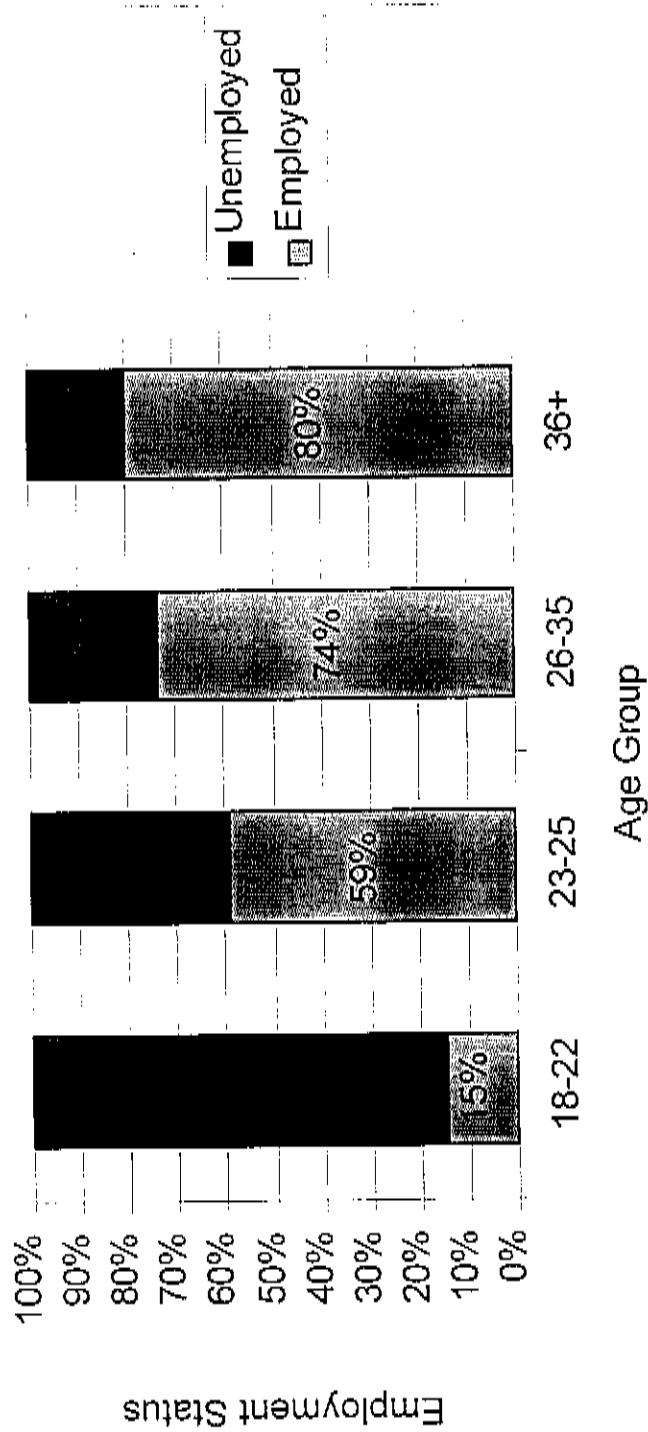
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3W+@u 1/2 Employment Profile by Learner Age

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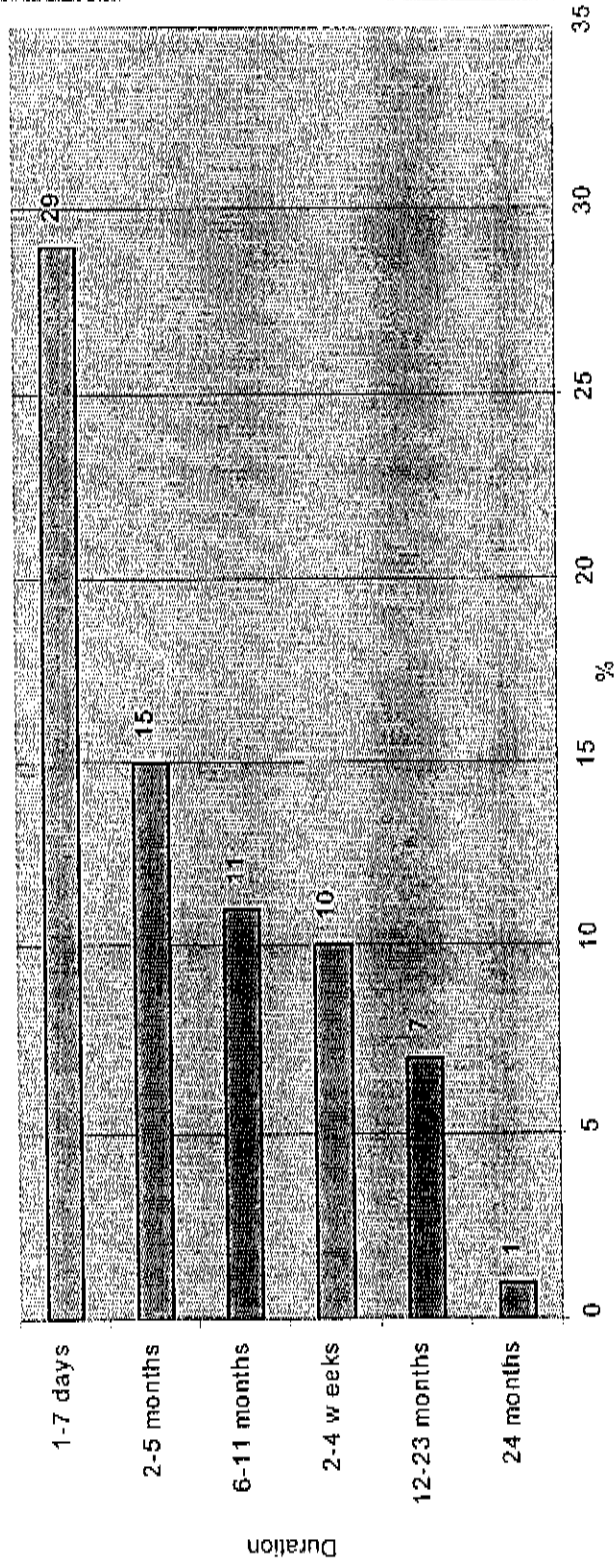


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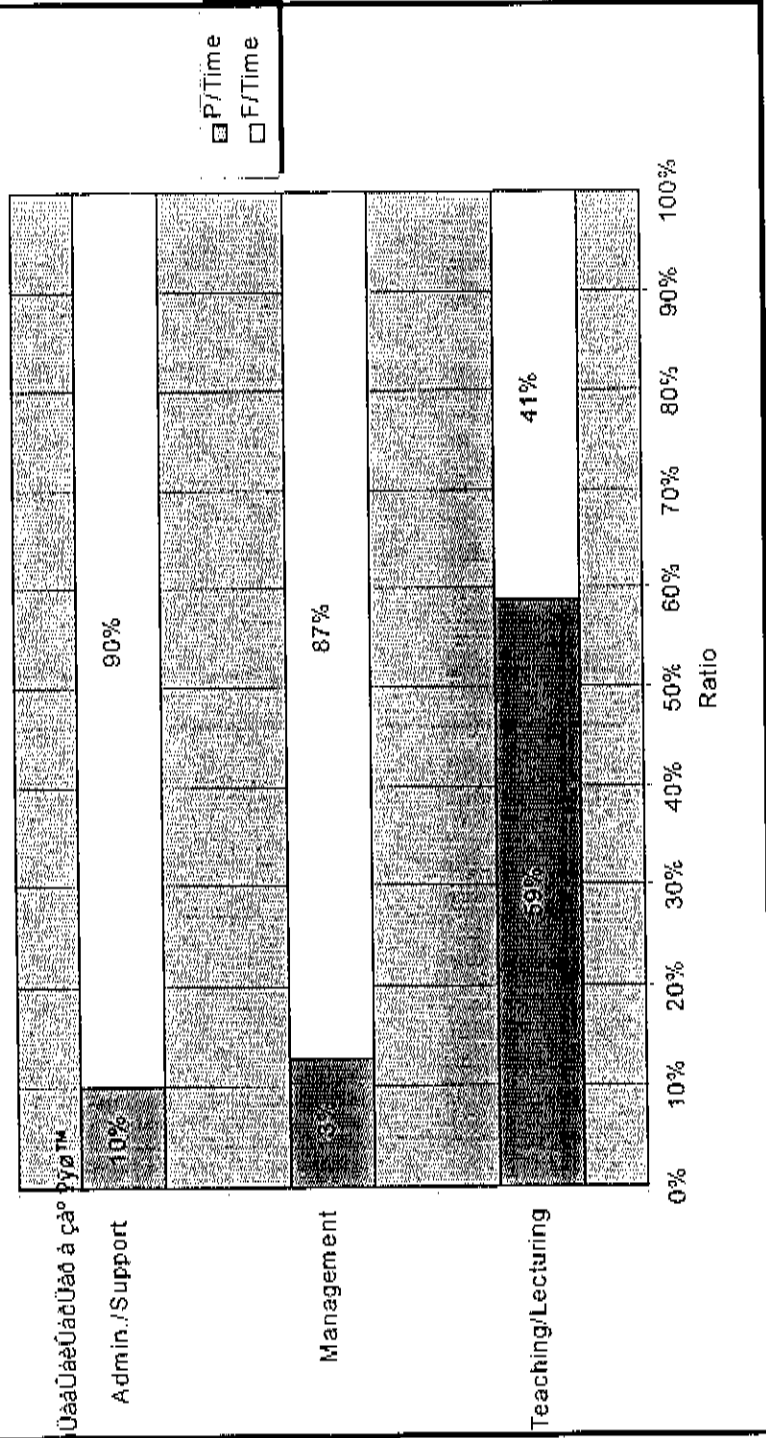
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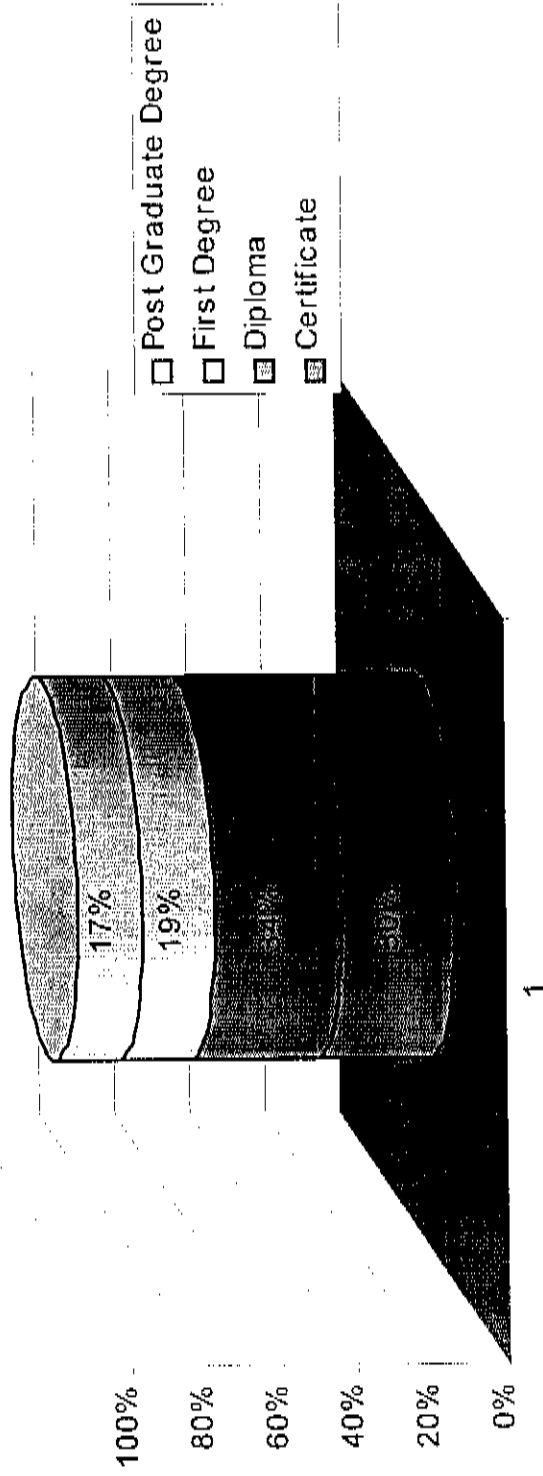
Employment Status

Figure 9: Staffing Ratio: Part Time vs Full Time Staff per Employment Category



Formal Staff Qualifications

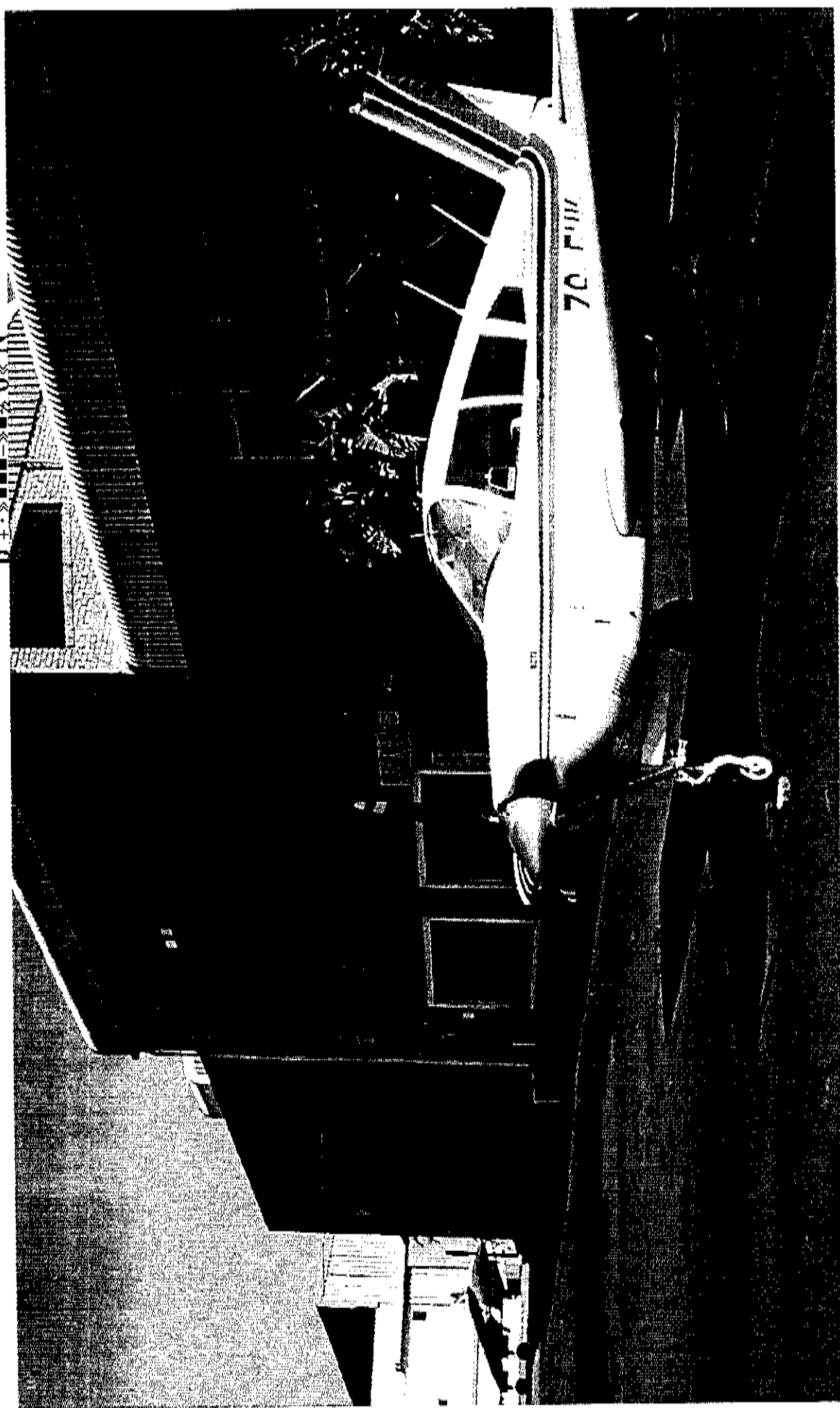
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In conclusion

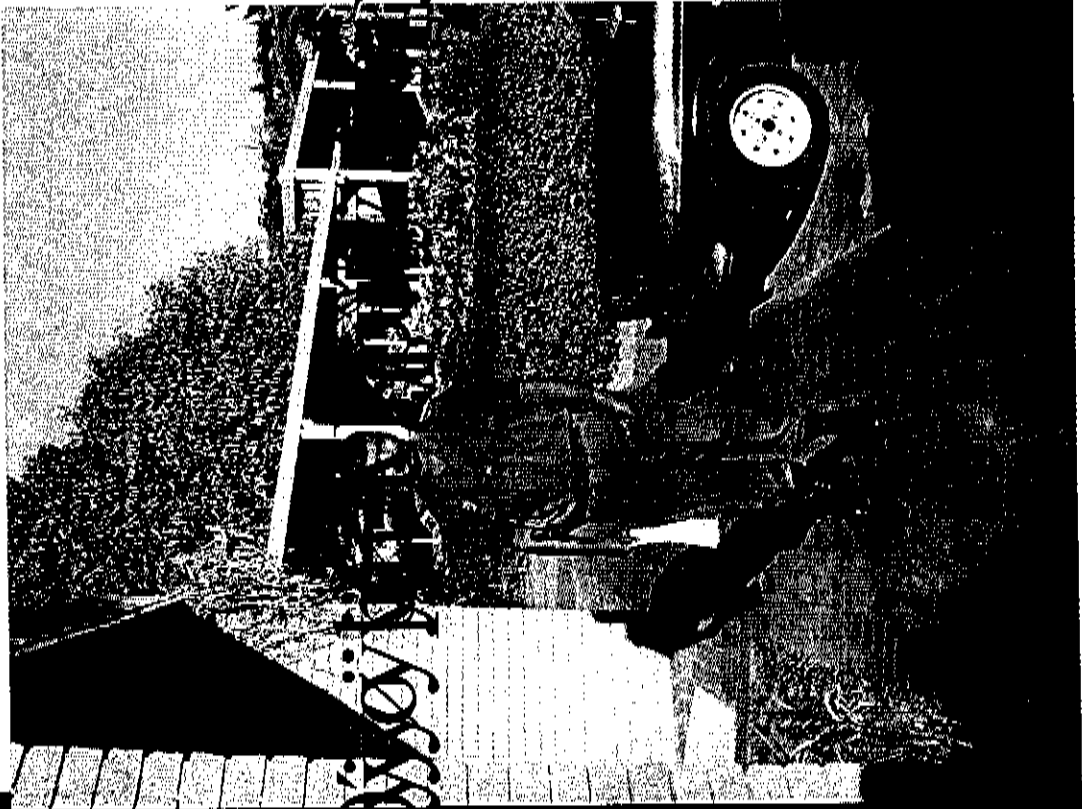
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- Learner component:
Employed
- Teaching component:
Part-time
- Heterogeneous
- Supply-driven rather than demand-led

PHOTOGRAPH BY O. N.





A Learner

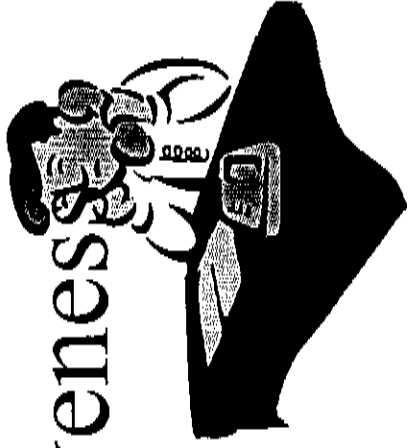


Üçyüzyıldan beri, dünya çapında öğrenim alan öğrenciler için bir fırsat sunuyoruz. Bu fırsat, öğrencilerin öğrenimlerini tamamlamaları için bir fırsat sunuyoruz. Bu fırsat, öğrencilerin öğrenimlerini tamamlamaları için bir fırsat sunuyoruz. Bu fırsat, öğrencilerin öğrenimlerini tamamlamaları için bir fırsat sunuyoruz.

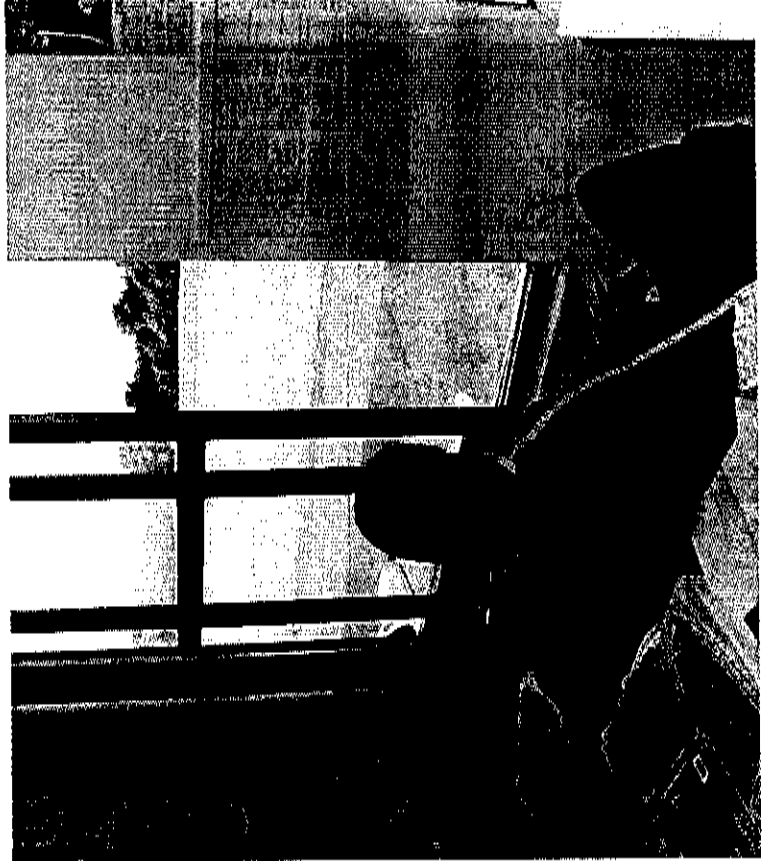
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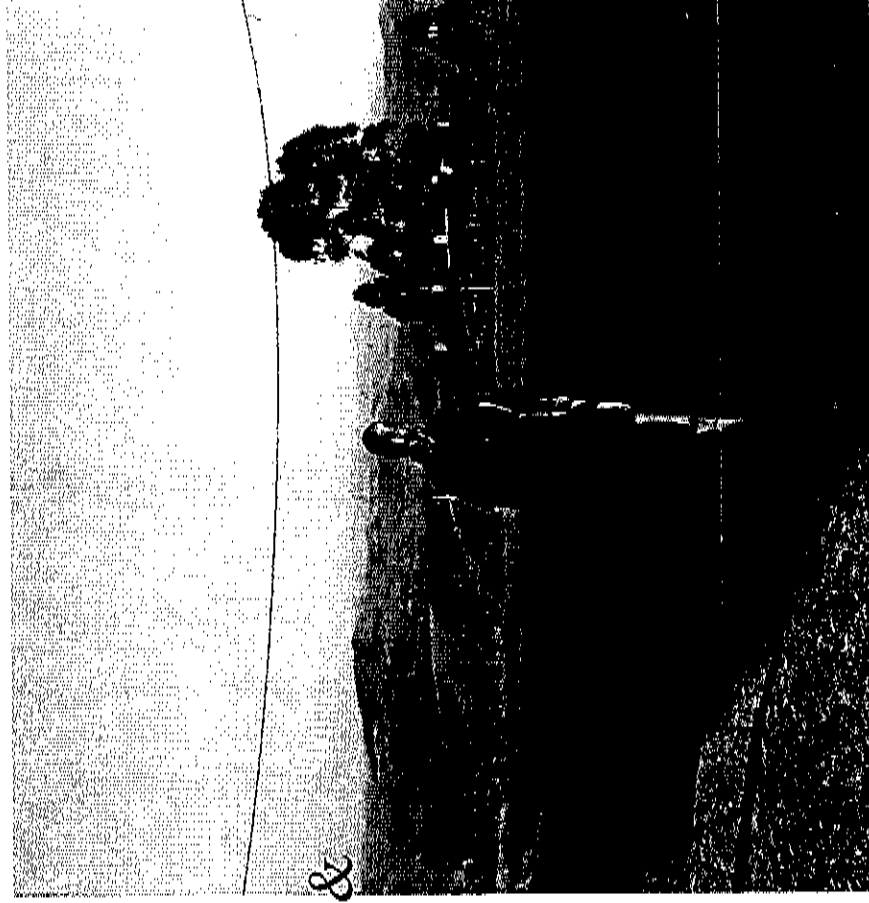


- Flexible
 - ◆ Convenient
 - ◆ Time
 - ◆ on-site delivery
- Responsive
 - ◆ State: Paperwork
 - ◆ Learner: Certification
 - ◆ In-sourced/packaged education



Recipient Details

- Unemployed
- Matriculated
- African
- Conversant in English & Afrikaans
- Demand (5 * more applicants)
- Training for employment/self employment



Staff Race Profile: Employment Category

Figure 12: Race profile per staffing category

