

Human Sciences Research Council
Lekgotla la Dinyakisišo tša Semahlale tša Setho
Raad vir Geesteswetenskaplike Navorsing
Umkhandlu Wezokucwaninga Ngesayensi Yesintu
Ibhunga Lophando Ngenzulu-Lwazi Kantu

Research Programme on
Human Resources Development



HSRC

Social science that makes a difference

21 May, 2003

FOR ATTENTION: CILNA DE KOCK

HSRC RESEARCH OUTPUTS

2263

- Enclosing the OHP's used by Jeanne-Gaule for:
- (1) PRESENTATION TO NTSIKA, AUGUST 2002
 - (2) PRESENTATION AT HSRC RESPONSIVENESS CONFERENCE, OCT, 2002

FROM: ANTHEA LESCH
X4487

A DUAL MANDATE FOR FET COLLEGES IN A FUTURE SOUTH AFRICA

HSRC RESEARCH OUTPUTS

2263

Colleges need to:

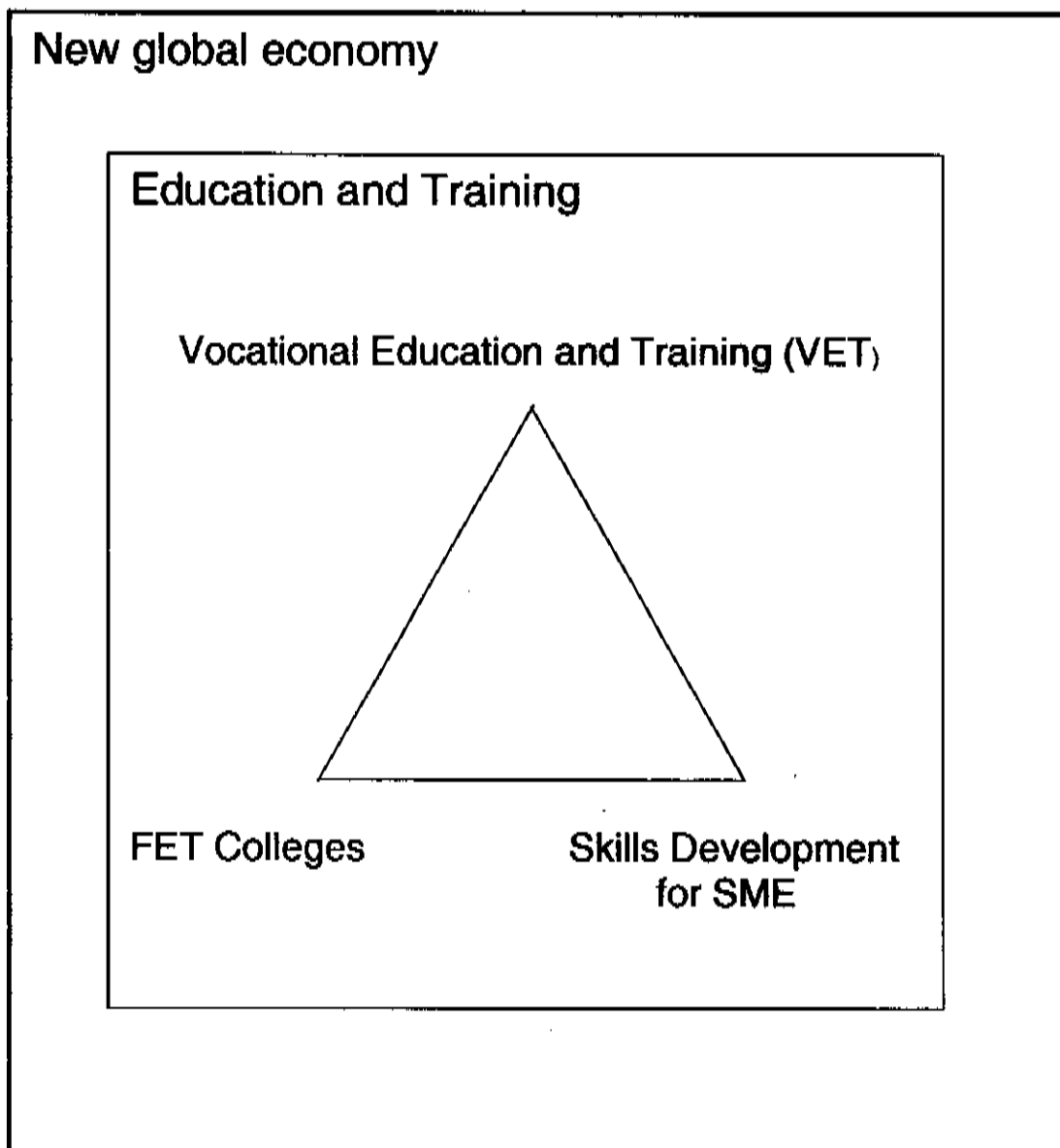
- **continue producing high-quality learners for employment in the engineering and manufacturing industries**
- **contribute significantly to growing and strengthening small and micro-enterprises (SMEs) and preparation for self-employment in both the formal and informal economy**

Overall research question:

What are the factors that enable current 'best practices' in FET colleges in respect of intermediate skilling for employment and/or self-employment in a wide range of economic sectors?

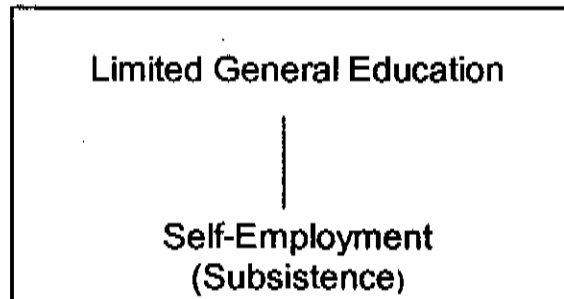
A DUAL MANDATE FOR FET COLLEGES IN A FUTURE SOUTH AFRICA

REVIEW OF THE LITERATURE

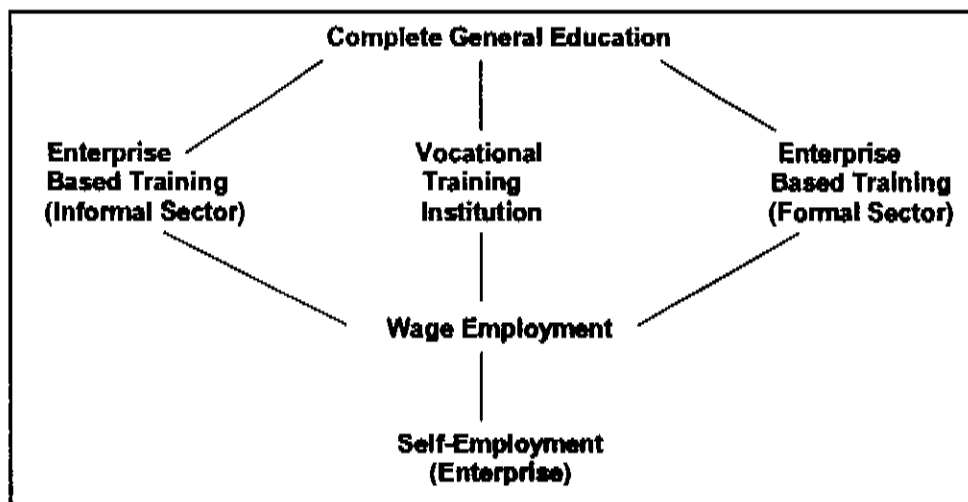


Two pathways to self-employment

A typical pathway to ***subsistence self-employment*** is represented by McGrath and King, (1995:111), as:

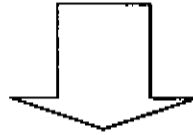


A typical pathway to ***enterprise self-employment*** as represented by McGrath and King, (1995:112), has three possible branches:

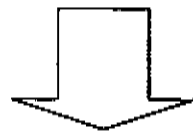


A DUAL MANDATE FOR FET COLLEGES

'NEW GLOBAL ECONOMY'



**LABOUR REMAINS AS MUCH THE SOURCE OF
PRODUCTIVITY AND COMPETITIVENESS AS IT WAS IN
OTHER ECONOMIES**



NEW LABOUR MARKET CONDITIONS:

- **FLEXIBLE LABOUR**

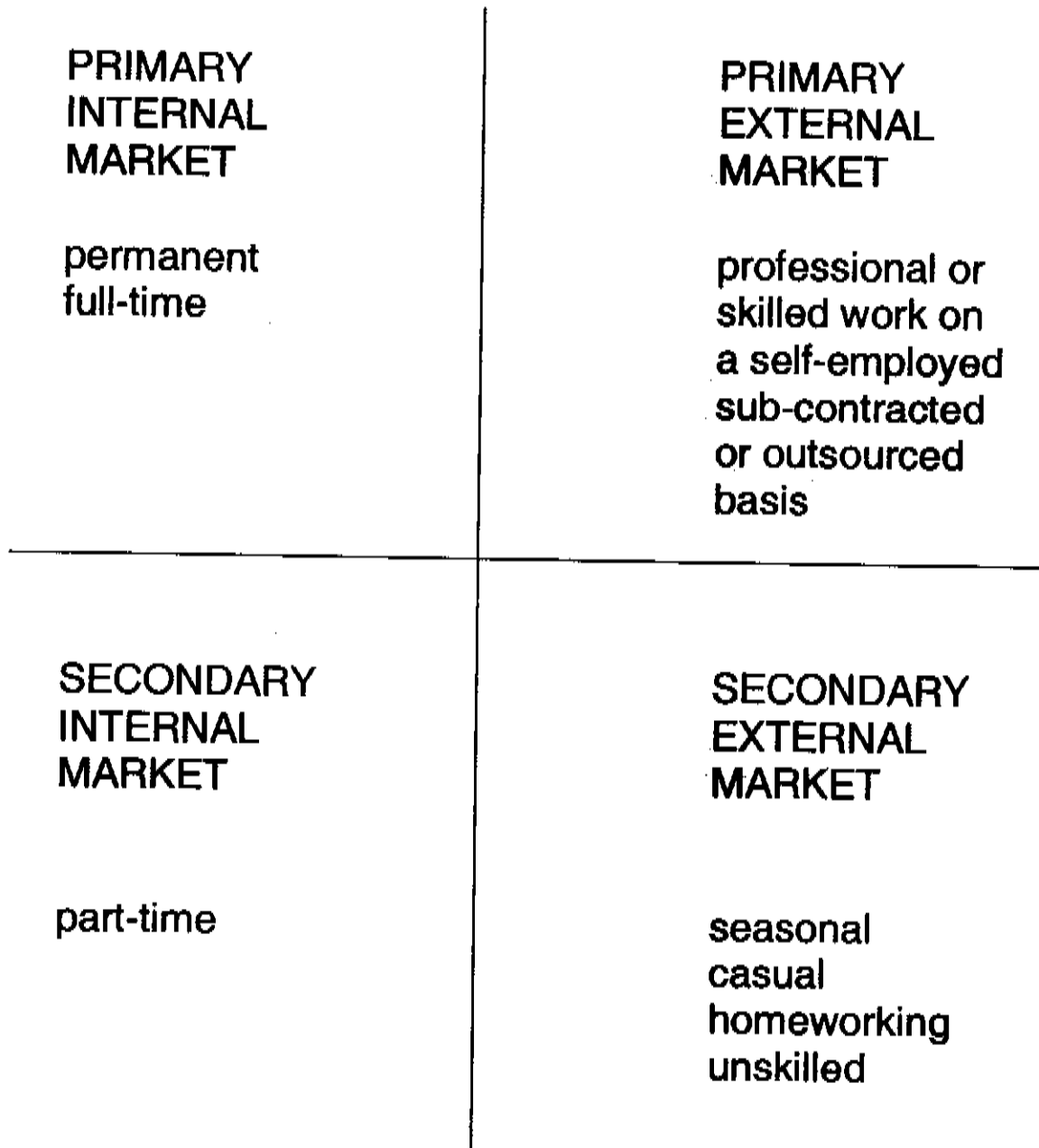
NEW DEMAND FOR SKILLS DEVELOPMENT

- **BOTH GENERAL AND SPECIFIC KNOWLEDGE
AND SKILL**

The Globalised Labour Market



FLEXIBLE LABOUR



Firm-specific labour markets

DEMAND IN RELATION TO EDUCATION AND TRAINING (THE SUPPLY-SIDE)

- **GLOBALISATION INCREASES THE EMPHASIS ON EDUCATION AND TRAINING, WITH TWO SIMULTANEOUS TRENDS**
 - **A trend towards inserting vocational education into general education**
 - **A trend towards inserting general education into vocational education**
- **THE DEMAND IS FOR A NEW TYPE OF EDUCATIONAL INSTITUTION THAT IS NEITHER VOCATIONAL, NOR ACADEMIC, BUT BOTH.**
 - **Some countries are re-orientating their systems in an 'occupationalist' direction**
 - **Other countries are experiencing 'academic drift'**
- **AT THE HIGHER OCCUPATIONAL LEVELS OVER-EDUCATION AND/OR OVER-TRAINING WILL INCREASINGLY BECOME THE NORM**
- **THE DEMAND FOR MORE GENERAL EDUCATION FOR THE MAJORITY OF THE WORK FORCE HAS BECOME MUCH STRONGER**

DEMANDS ON THE SUPPLY SIDE

- **Provision of both general and vocational education and training**
 - How is it possible to combine 'general' and 'vocational', 'broad' and 'focused' education and training within one institution?
- **Diversity of supply**
 - How to extend access to learning within limited resources and without lowering standards?
- **Links between VET and the world of work**
 - The relationship between specialised subjects and general problem-solving - this relationship remains contentious
 - Business/Education partnerships – often undertaken on a voluntary basis, with a limited lifespan and hard to sustain without solid benefits to both employers and institution
 - Linking VET to work experience – apprenticeship is the best known way of linking formal and workplace knowledge, but in the absence of strong apprenticeship traditions short and longer periods of work experience are increasingly being included in the formal curriculum. The benefits of work experience may differ widely.
- **Teacher competence**
 - VET teachers central to lifelong learning
 - New roles in management, teaching, design and learner support
 - New knowledge bases

A DUAL MANDATE FOR FET COLLEGES

'NEW GLOBAL ECONOMY'



**New relations of demand and supply
In education and training**



DIMENSIONS OF 'BEST PRACTICE'

- **Strong relations between theory and practice**
- **Curriculum diversification**
- **Integration of general and vocational education**
- **Language of teaching and learning**
- **Teacher competence**

A DUAL MANDATE FOR FET COLLEGES

THE DEMAND SIDE

SME DEVELOPMENT

- 'Demand' in relation to self-employment refers largely to the role which the growth of small businesses can play in the generation of employment and the absorption of new entrants to the labour market
- Decline of labour-absorptive capacity in the formal economy has led to a surge of survivalist enterprises in both urban and rural areas, often in already over-traded areas
- SME growth has occurred where high-value market niches have been developed (e.g. fashion and design in Ghana, machine tools in Kenya and African clothing in South Africa)
- It is argued that, while education and training do not determine enterprise success, they can contribute significantly to an ability to respond more effectively to technological and economic change.

**THE DEMAND IS THEREFORE FOR
'LEARNING-LED COMPETITIVENESS'
in
SME DEVELOPMENT**

COMPLEXITY OF SME 'DEMAND'

- 1. Demand for SME skills development is largely policy and donor driven and often does not emanate from SME owners or employers themselves.**
- 2. The real or perceived impact of globalisation has in a sense driven demand in relation to SME in the same direction as that experienced in large enterprises. Within an expanded notion of skill the call is similarly for creativity, innovative capacity and theoretical knowledge that includes literacy, numeracy and business skills. Generic' or transferable skills such as communication, problem-solving and team work are deemed crucial.**
- 3. At the same time it is acknowledged that local contexts and circumstances shape demand in a multitude of ways.**

- 4. There is strong acknowledgement that, especially in the informal SME sector, skills tend to be informally rather than formally acquired.**
- 5. Many of these informally acquired skills are static – the same old ideas and knowledge circulate within a ‘small enterprise cluster’.**
- 6. Some argue that it is better to address the needs of those already established in SME production, who require access to loan capital and access to new markets.**
- 7. Others argue that training should be targeted at first-time entrants to the SME sector since the route from formal employment to self-employment is not one that is available to the majority of school leavers.**
- 8. Other factors such as infrastructure and adequate capital are also deemed crucial.**

SKILLS DEVELOPMENT FOR SME

STRONG RELATIONS BETWEEN THEORY AND PRACTICE

TWO APPROACHES



Minimalist



Maximalist

- Minimalist approaches include enterprise or entrepreneurship education as another subject in the curriculum and is restricted to what can be taught as a subject, with no change of target group, staffing or resources. Technical training remains the primary concern.
- Maximalist approaches transform their institutions into business development centres that attract entrepreneurs who are already in business, or who are trying to set themselves up. A strong focus is placed on the provision of business support services. Technical training is an add-on in the curriculum.

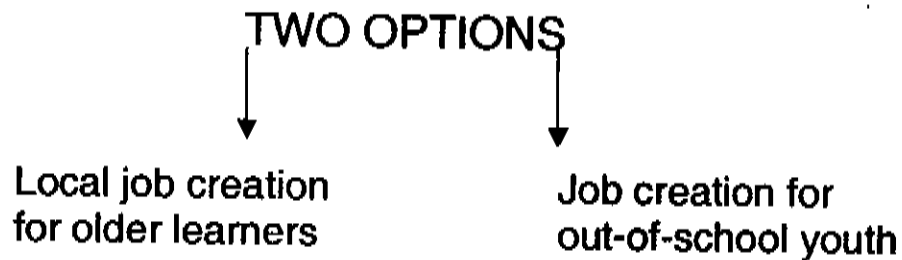
- There are advantages and disadvantages to both approaches:
 - Many current entrepreneurs received their basic technical training in a VET institution before going into formal employment and later entering the SME sector.
 - Part of the problem of building enterprise education into the existing curriculum is a lack of a coherent understanding of the nature of enterprise education, thereby undermining support and implementation activities
 - A distinction is made between education **for** enterprise, education **about** enterprise and education **through** enterprise
 - The literature questions the extent to which VET providers, which have traditionally focused on trades and technical training, can transform themselves into centres of entrepreneurship.

Other factors such as shortness of input, poor staff preparation and the artificial nature of the experience offered, often limit success.

- Even where VET institutions have set themselves up as small business centre and are adding entrepreneurship education to trade skills – they are mostly far removed from the further skill needs of the SME sector.

SKILLS DEVELOPMENT FOR SME

CURRICULUM DIVERSIFICATION



- Training for self-employment that takes into account regional and local job creation opportunities and local availability of materials is considered a crucial area of diversification. This option attracts older learners and shifts the focus from a predominant emphasis on out-of-school youth to create a larger catchment area for colleges.
- At the same time self-employment is increasingly seen as an option for out-of-school youth. VET institutions are increasingly focusing on entrepreneurial and enterprise education that increases the awareness and motivation of young people to create jobs for themselves and others

SKILLS DEVELOPMENT FOR SME

INTEGRATION OF GENERAL AND VOCATIONAL EDUCATION

- New emphasis is being placed on communicative competence as a foundational competence that links general education to vocational education and training.
- Communicative competence is highly valued by employers when they recruit new employees and often outweighs technical skills.
- In self-employment communicative competence is deemed particularly crucial. While the ability to negotiate a deal with a customer is primarily acquired through the home and social environment, basic literacy, numeracy and spoken English are conveyed through formal teaching.
- Research shows the connections between mastery of writing and the achievement of abstract thinking, as well as the ability to develop a critical awareness of one's own thought processes. The argument is that training for employment or self-employment must involve more than the acquisition of knowledge and the operation of skills – it must promote the individual's capacity to think through 'active engagement with experience'. The new learning age demands such reflexivity from its participants.

SKILLS DEVELOPMENT FOR SME

LANGUAGE OF TEACHING AND LEARNING

- Language and poor comprehension are some of the biggest problems faced by students in colleges.
- There continues to be great controversy about the preferability of learners' home language or English as the language of teaching and learning. Evidence shows that the English proficiency of the majority of school pupils and school leavers is not good enough for English to be a meaningful educational instrument in their lives.
- Some recommend that an African language should be used as the language of teaching and learning, especially for learners in rural and semi-urban areas.
- A study of student attitudes in an ex-DET school in Cape Town, shows that, despite the fact that students often attribute failure in examinations to lack of proficiency in English, the dominant view was that English should be the medium of instruction. Students are conscious that they require proficiency in English to get access to further education, jobs, power and economic resources.
- The development of language as an integral part of technical education programmes, has enjoyed strong attention in other countries with multi-lingual learners.

SKILLS DEVELOPMENT FOR SME

TEACHER COMPETENCE

- Research shows that most of the roles performed by a self-employment training practitioner, fall outside the traditional teaching spectrum and require specialist SME expertise.
- Key roles are:

- ***Needs analysis and research***

General opportunity identification in areas where learners are located is an important activity. At an individual level entrepreneurs come with their business or technical problems and the practitioner asks questions that assist in problem diagnosis.

- ***Lobbying, Brokering and Marketing***

Building relationships within and across economic areas to get opportunities for trainees is another important role. Practitioners also 'market' their trainees in terms of securing job placements so that trainees can gain work experience.

➤ ***Assessment and Evaluation***

Assessment tracks the development path of an entrepreneur or would-be entrepreneur. Evaluation ends the process by getting a sense of the impact of the support intervention

➤ ***Facilitation, consulting and counseling***

Facilitation of learning in the classroom occurs mainly through project-based interventions that are experiential in nature. Simulation games that emulate the entire business cycle are often used. At the individual level facilitation becomes counseling.