

“Not everything that counts can be counted, and
not everything that can be counted counts”
— [Albert Einstein](#)





GUEST
RESOURCE SERVICES

**The importance of the survival of
Private Providers: A comparison
between Private and Public FET
Colleges.**

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Introduction

- Background linked with the formal:
 - General
 - Further and
 - Higher Education and Training system and
- Types of qualifications :
 - Certificates,
 - Diplomas,
 - Degrees



1995

In 1995 with the promulgation of
the South African Qualifications Authority
(SAQA)-Act
the face of Education in South Africa changed.



Legislation

Education and training is governed by the laws of a country and this paper investigates the influence of the legislation, specifically the:

- South African Qualifications Authority Act (SAQA) of 1995, that was later replaced by the National Qualifications Framework (NQF)Act of 2008;

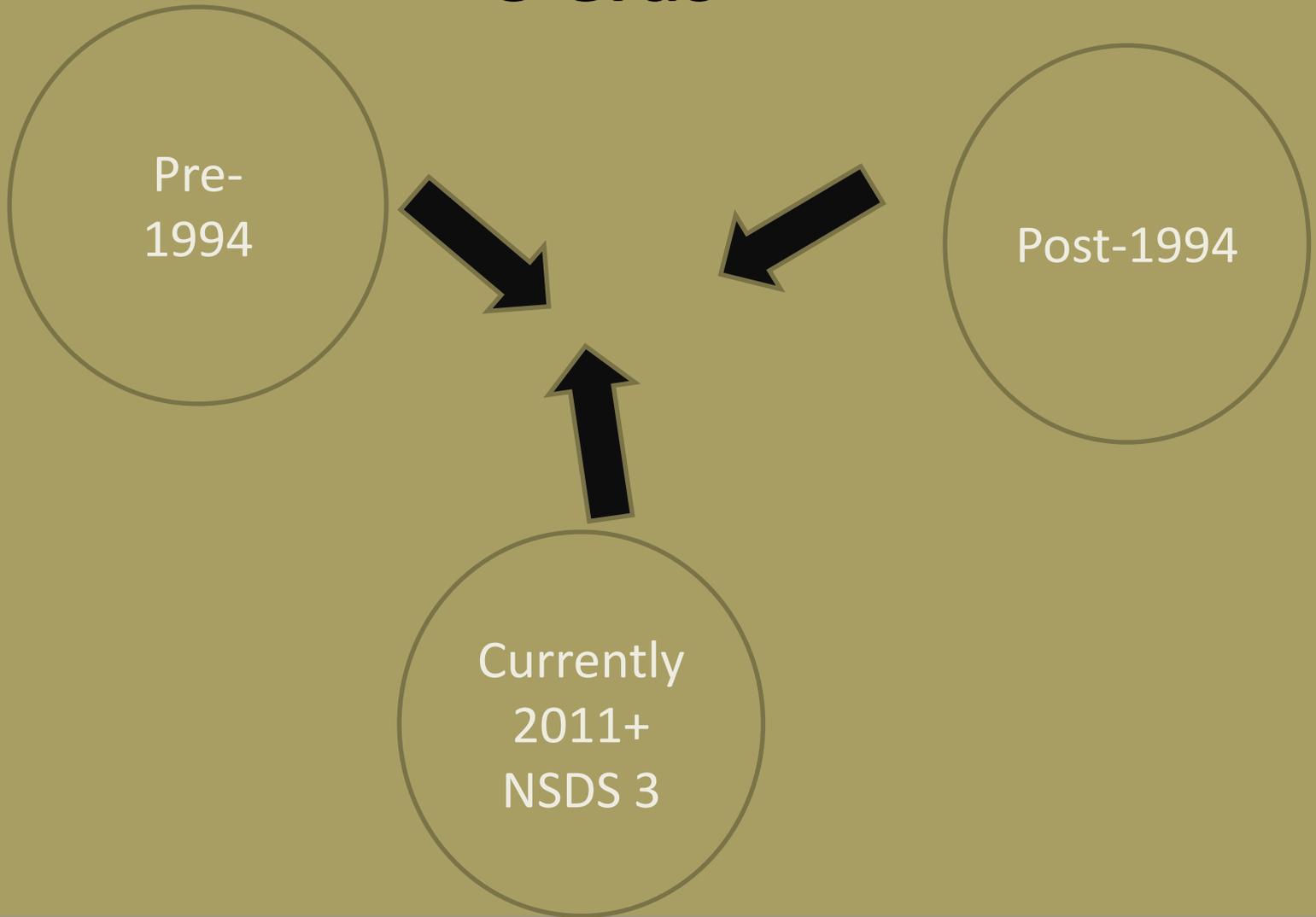


Legislation continues

- The Skills Development Act of 1998 that was later amended and is known as The Skills Development Amendment Act 37 of 2008
- The Further Education and Training Act of 1998 that was revised and is known as the FET Act 16 of 2006
- The Skills Development Levies Act (Act 97 of 1998).



3 eras



Focus areas

- Before 1994: The Department of National Education with assessors and moderators, Nationally and Education Departments based on race;
- 1995 (with the promulgation of the SAQA –Act) - 2011 : ETQAs the SETAS and professional bodies 30+ plus the role of Umalusi (NSDS 1: 2000-2005; NSDS 2: 2005-2010 + additional year)
- 2011: Changes in the legislation implemented, the move to 3 quality assurance bodies (NSDS 3: 2011-2016)



Before 1994

- **In the before 1994** era most we still lived in a world of Apartheid, where we had segregated educational system and educational institutes



1995-2011

- **In 1995** when the SAQA Act 58 of 1995 was promulgated all the walls of non-admission were removed, and we were working to a system where all learners could be welcomed into the system. Especially learners who never had the opportunity to complete their education.



SAQA Act 58 of 1995

- To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority; and to provide for matters connected therewith



Objectives of the NQF

- create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- contribute to the full personal development of each learner and the social and economic development of the nation at large



The influence on the Private Provider

- After this Act was promulgated workgroups came together and worked like little ants to get unit standards and qualifications registered with SAQA. For private providers most of this work was done, free of charge.
- Once the unit standards and qualifications were registered private providers could start to develop learning material to submit for accreditation to their relevant ETQA who was in most cases the relevant SETA. Before the start of NSDS 01 the SETAs were changed from 27 to 25. Some of these SETAs chose to develop learning material for their providers, but for the providers who had to work through a MoU this was not given as a privilege.



The Skills Development Act (Act 97 of 1998)

- This act was promulgated to provide an institutional framework to devise and implement national ,sector and workplace strategies to develop and improve the skills of the SA workforce and to integrate the strategies within the NQF as set out in the SAQA Act of 1995. The Act also provides for learnerships that leads to recognised occupational qualifications and provides for funding of skills development by means of a levy-grant system and a National Skills Fund. Learnerships and skills programmes are address, but very little is said about the training provider



The role of the private provider

- When this Act was promulgated, providers applied for accreditation and immediately started to do learnerships. It was a learning curve for all especially the fundamentals and the types of assessment as well as the moderation and quality assurance by the SETAs, so many SETAs so many requirements



The Skills Development Levies Act, Act 9 of 1999

**To provide for the imposition of a skills
development levy; and for matters
connected therewith.**



The Further Education and Training Act 98 of 1998

- **To** regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions ; provide **for** the registration of private further education and training institutions; to provide **for** quality assurance and quality promotion **in** further education and training; to provide for transitional arrangements and the repeal of **laws**; and to provide **for** matters connected therewith.



Private providers

Even though this Act was promulgated the intention of a number of private providers were never to be registered as Private FETs.



New era

- **2011**
- National Skills Development Strategy 3
- Changes in the legislation
- 3 quality assurance bodies



The SAQA Act changed to the NQF Act 67 of 2008

- To provide for the National Qualifications Framework; to provide for the responsibilities of the Minister of Higher Education and Training; to provide for the South African Qualifications Authority; to provide for Quality Councils; to provide for transitional arrangements; to repeal the South African Qualifications Authority Act, 1995; and to provide for matters connected therewith.



Influence on Private Providers

- Important changes are: 10 NQF Levels, change to three Quality Assurance Councils and the different role of professional bodies.
- Also the role of RPL as per the regulations in October 2011



The skills development amendment Act 37 of 2008

- The purpose of the Act is to define certain expressions to broaden the purpose of the Act to provide a new for the functions of the National Skills Authority, to provide a new for the functions of the SETAs to provide for apprenticeships, to make further provision in respect of the implementation of employment services; to increase the quality and quantity of artisans ; to repeal the remaining sections of the current Manpower Training Act of 1981; to provide for skills development institutes, to provide for the Quality Council for Trades and Occupations; to clarify the legal status of Productivity South Africa; to clarify the legal and governance status of the National Skills Fund and to provide for matters connected herewith



The Further Education and Training Act 16 of 2006:

- To provide for the regulation of further education and training; to provide for the establishment, governance and funding of public further education and training colleges; to provide for the employment of staff at public further education and training colleges; to provide for the registration of private further education and training colleges; to provide for the promotion of quality in further education and training; to provide for transitional arrangements and the repeal or amendment of laws; and to provide for matters connected therewith.**



What happened to Private Providers(1)?

- In 2006 private FETs were informed to register with the Department of Higher Education.
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- Amendment of the Skills Development Act Government notice 271 of 29 April 2011: An insertion was made to the definition of Mandatory Grants, : PIVOTAL programmes means professional, vocational, technical and academic learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as a structured learning in an accredited training centre or an approved workplace.



What happened to Private Providers (2)?

- **ESTABLISH** a national co-ordinated further education and training system which promotes co-operative governance and provides for programme-based vocational and occupational training;
- Registration of private providers: No person other than a public college or an organ of state may provide further education and training unless that person is -
- (a) registered or recognised as a juristic person in terms of the Companies Act, 1973 (Act No. 61 of 1973); and
- (b) registered or provisionally registered as a private college in terms of this Act.



What happened to Private Providers (3)?

- Mandatory levies was reduced to the equivalent of 40% of total levies paid plus 10% should the employer utilise the 10% to fund unemployed learners on PIVOTAL programmes.
- It also indicates that discretionary grants can be used to: (f) fund partnership projects between DHET, SETAs , employers, **private providers and** public FET colleges that result in increased capacity to meet industry needs throughout the country.
- Joint communiqué: August 2012 (Between SAQA, DHE, QCTO, Umalusi): Private providers do not need to be registered:



Why Private FET's?

- The question is why did these institutes of workplace learning ever needed to become Pty Ltd and register as Private FETs ?
- Mode of delivery: Most of the learning happen on NQF 2-4 Level as learnerships where there is 30% classroom time and 70% on-the-job experience



Current reality

- There are currently 50 public Further Education and Training Colleges registered with the DHE.
- There are 491 private FETs.



Types of programmes

- `93 of 491= 39.7%
- NCV: 8 colleges, 71 programmes
- N1-3: 6 colleges, 17 programmes
- N4-6: 21 colleges, 518 programmes
- NQF 2-4: 189 colleges, 734 qualifications



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Private Providers

- Rather be in-company-training centres , as in most cases the training is taken to the learners.
- Qualifications: Occupational directed
- Learner success-rate
- Workplace placement
- “Can public technical colleges fulfil the current role that private technical colleges is fulfilling: To bring training to the community and the workplace?”



FUNDING OF PUBLIC COLLEGES

22. Responsibility of State

- The Member of the Executive Council must from money appropriated for this purpose by the provincial legislature fund public further education and training on a fair, equitable and transparent basis, apart from further education and training
- The Member of the Executive Council must, on an annual basis, provide sufficient information to public colleges regarding the funding referred to in subsection (1) to enable the colleges to prepare their budgets for the next financial year.



Funding of Private Providers

- Self
- Workplace
- Setas



- A parable:

A man was examining the construction of a cathedral. He asked a stone mason what he was doing chipping the stones, and the mason replied, “I am making stones.” He asked a stone carver what he was doing. “I am carving a gargoyle.” And so it went, each person said in detail what they were doing. Finally he came to an old woman who was sweeping the ground. She said. “I am helping build a cathedral.” Most of the time each person is immersed in the details of one special part of the whole and does not think of how what they are doing relates to the larger picture.



For example

- *In education, the number of public technical colleges and learners might want to be counted but we should rather take hands and say ,*
- *“We are going to educate the learners and prepare them for their careers whether we are technical colleges or accredited providers.”*



What's in a name?
that which we call a rose
By any other name would smell as sweet;
(Shakespeare)



Thank you



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