EDUCATION AND TRAINING CHALLENGES FOR THE MODERN AFRICAN BUILT ENVIRONMENT PROFESSIONAL

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Africa Association of Quantity Surveyors
A professional is required to demonstrate judgement, based on expert knowledge which is ‘owned’ by those practicing the discipline.
“A dignified occupation espousing three fundamental attributes -

- **knowledge**
- **organisation**
- **ethics of professional service”**

Kimball (1992)
Reflective Practice

The cultivation of the capacity to reflect in action (while doing something) and on action (after you have done it) is an important feature of professional development.
So what is ‘Learning’?

A relatively permanent change in behaviour that results from practice

- Atkinson et al, 1993
It is what we think we know already that often prevents us from learning

- Claude Bernard
<table>
<thead>
<tr>
<th></th>
<th>Satisfied</th>
<th>Dissatisfied</th>
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</thead>
<tbody>
<tr>
<td>Client satisfaction with</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>Architect</td>
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<tr>
<td>Client satisfaction with</td>
<td>76%</td>
<td>24%</td>
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<tr>
<td>Quantity Surveyor</td>
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“Clients perceive the profession to be delivering an inferior service”……..Association of SA Quantity Surveyors (1990)
Typical Learning Cycles

Two ways of knowing:

Concrete Experience:
- by direct experience
  - “apprehension”

Active Experimentation:
- by “comprehension”
  - or knowing about

Abstract Conceptualisation:

Reflective Observation:
What I hear, I forget; what I see, I remember,
what I do, I understand

- Chinese Proverb

We learn to do neither by thinking nor by doing;
we learn to do by thinking about what we are doing

- George Stoddard
Typical Learning Cycle

Leads to four kinds of knowledge:

- Concrete Experience
- Active Experimentation
- Reflective Observation
- Abstract Conceptualisation

Accommodative
Convergent

Divergent
Assimilative
Motivation
Opportunity
Organisation
Background
"Intelligence"
Teaching
Chain of factors influencing educational achievement
Reynold’s model of developing competence (adapted). Competence implies increasing consistency of quality of practice. The move to each new stage is accompanied by release of energy.
Reflection upon a faltering BE educational system

1. Historical development of educational system
2. Contextualisation in terms of societal developments
3. Proliferation of educational and training facilities
4. Preparedness of students for tertiary education
5. Adequacy of university lecturers
6. Quality and standards at tertiary institutions
7. Profession requirements
8. Professional oversight of tertiary education
9. Accreditation of courses and graduates
10. International Reciprocity of qualifications
Historical development of educational system

- Technical colleges
- Pupilage and articled clerks
- Part-time university courses
- Fulltime university courses
- Technikons / Universities of Technology
Contextualisation in terms of societal developments

- Privilege and social advantage
- Closing the gap between the ‘rich’ and the ‘poor’
- Skewed influence of political influence
Proliferation of educational and training facilities

- ‘Traditional’ Universities
- Transition from colonial base
- Distance learning initiatives
- Private universities / Professional academies
Preparedness of students for tertiary education

✓ SA fragmented schooling system during Apartheid
✓ Developments in schooling since 1994: rural / urban
✓ Declining standards in literacy and numeracy
Adequacy of university lecturers

- Who is equipped to teach?
- Over-concentration on doctoral studies
- Professorial appointments often not appropriate
- Lowering of standards for educators
Quality and standards at tertiary institutions

- Fixed facilities
- Research / conferences / international publications
- Low pass marks and expectations
- Declining finances
Professional oversight of tertiary education

- Requirements for formal recognition nationally
- Primary tertiary qualification / RPL
- In-training period and mentoring
- APC / TPC
Accreditation of courses and graduates

- Accreditation Policy
- Experienced / qualified accreditors
- The accreditation process
- Evaluation procedures and transparent publications
International reciprocity of qualifications

➡️ Continued validity of benchmarks from the past?
➡️ Fraudulent activities in qualifications
➡️ Move to assessment of individual ability?
➡️ Anticipated problems such as ‘gatekeeping’
Adopting a new strategy

A ‘sick’ industry -> Reflection -> Strategic Planning

Develop unique body of knowledge -> Active learning

A learned ‘Profession’
Questions for Consideration

- Are we a ‘healthy’ profession?
  - No - plenty of evidence

- Do we know the truth about our performance?
  - We seem to be content in our ignorance

- Do we want the profession to ‘grow’ in perpetuity?
  - Or are we merely interested in our own selfish individual prosperity?
The $64 000 Question

What is our plan to ensure the future ‘health’ of the professions?
THANK YOU FOR YOUR ATTENTION

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