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<u>universele</u> <u>vaardighede</u> ter sprake kom. <u>Individuele</u> vaardighede of <u>maatskappyspesifieke vaardighede</u> word slegs deur 'n bepaalde industrie geakkommodeer en daarvoor opgelei.

(5) Rade/instansies stimuleer opleiding in hulle bedryf deur nuwe kursusse te ontwikkel, seminare en indiensopleidingskursusse aan te bied en nuusbriewe te versprei aan lede. Die vraag na opleiding word deur die bedryf-industrie se behoeftes bepaal.

(6) Waar vaardighede ontdek word waarvoor nie opgelei word nie, sal die raad/instansie dit self bybring of van groepopleidingsentra se kundighede gebruik maak.

3.5 BESTAANDE OPLEIDINGSTRUKTURE

(1) Die meerderheid van die respondente is van mening dat die <u>bestaande wetgewing</u> rakende Mannekragopleiding uitgebrei moet word om afgesien van ambagte ook opleiding in andersoortige vaardighede te akkommodeer.

(2) Wetgewing moet egter nie <u>rigiditeit</u> in die hand werk of beperkinge plaas nie, maar moet geleenthede tot soepelheid en aanpassing moontlik maak.

(3) Die meerderheid van die respondente is ten gunste van opleidingsrade, aangesien dit opleiding in die bedryf kan koördineer. Sommige respondente is egter daarteen gekant aangesien hulle van mening is dat hulle bedryf se opleiding selfvoorsienend en selfstandig is.

3.6 ADMINISTRATIEWE AANGELEENTHEDE

(1) Die meerderheid opleidingsrade/instansies handhaaf goeie samewerking met die Departement Mannekrag en die Nasionale Opleidingsraad (NOR).

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(2) Sommige respondente is egter van mening dat hulle nie verteen-
woordiging op die komitees van die NOR het nie, en derhalwe nie
hulle volle samewerking kan gee nie.

(3) 'n Konsulterende Komitee waarop alle opleidingsrade sowel as
die NOR en die Departement Mannekrag sitting het, kan moontlik
beter funksioneer en die Nasionale Mannekragkommissie vervang.

(4) Waar opleiding hoofsaaklik afgewentel sal word tot op die vlak
van die opleidingsrade/instansies moet hierdie liggame outonoom
word met betrekking tot die goedkeuring van kursusse en die
akkreditering van opleiding.

(5) Die Departement Mannekrag kan 'n arbiterfunksie verrig waar
dispute tussen opleidingsrade en werknemers hanteer word.

3.7 ALGEMEEN

(1) Die meerderheid van die respondente is ten gunste van die
kontanttoelaestelsel en verkies dit bo die huidige belasting-
toegewingstelsel van die Regering.

(2) Die kontanttoelaestelsel moet egter nie opleidingsrade of
instansies benadeel ten opsigte van die huidige stelsel nie.

(3) Opleidingsrade moet ook nie totaal afhanklik wees van die
kontanttoelaestelsel vir die finansiering van hulle opleiding
nie en moet waar moontlik ook selfvoorsienend kan wees.

(4) Die bedrag wat die Staat in die verlede aan belastingkorting
spandeer het kan op 'n pro-rata-basis aan opleidingsrade/in-
stansies betaal word. Die bydrae tot die Bruto Nasionale
Produktiwiteitsyfer kan as 'n maatstaf hiervoor geneem word.

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(5) Nie alle respondente is ten gunste van die opleiding van werkloses nie en die opleiding moet gerig wees om die behoeftes van die bedryf te bevredig. Werkloosheidsopleiding moet tot indiensneming aanleiding gee.

(6) Die meerderheid respondente is ten gunste van groter samewerking met tersiêre opleidingsinstansies soos Technikons, Universiteite, Kolleges en Streekopleidingsentra in belang van opleiding.

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AFDELING 4

IMPLIKASIES VAN VAARDIGHEIDSOPLEIDING VIR WETGEWING

Die volgende aspekte van vaardigheidsopleiding behoort deur wetgewing ondervang te word:

4.1 Die insluiting van opleiding in vaardighede buite ambagsmanopleiding by die Wet op Mannekragopleiding, 1981 word hier verwys na intellektuele of bestuursvaardighede, manipulatiewe en tegniese vaardighede byvoorbeeld die opleiding van operateurs, masjiniste, spyseniers, bankamptenare, werkers in die klerenywerheid ensovoorts.

4.2 'n Stelsel van modulêre opleiding behoort voorsiening te maak vir herhaling van opleiding en toetsing van modules wat gedruip word. Vanweë die koste-implikasies van hierdie soort opleiding moet nywerhede reëlings tref vir die bevordering en finansiering daarvan.

4.3 'n Enkele organisatoriese struktuur wat alle fasette van vaardigheidsopleiding d.w.s. ambagsmanopleiding sowel as andersoortige vaardighede insluit kan binne die onderskeie nywerhede geskep word.

4.4 Die Departement van Mannekrag, in oorleg met die Nasionale Opleidingsraad sal met die betrokke nywerhede en ander instansies onderhandel om opleidingsrade gestig te kry. Hierdie opleidingsrade behoort met die nodige wetlike en ander bevoegdhede beklee te word om die administrasie van vaardigheidsopleiding by die Departement van Mannekrag oor te neem.

4.5 Opleidingsrade wat die funksies van die mannekragopleidingskomitees kan oorneem, behoort in elke nywerheid of opleidingsinstansie ingestel te word.

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(a) Samestelling:

Verteenwoordigers van werkgewers- en werknemersorganisa-
sies. In beginsel behoort hulle deur die georganiseerde
nywerheid in oorleg met die NOR ingestel te word en
behoort aan die beheerliggaam van die betrokke nywerheid
en die Komitee vir Opleidingsrade van die NOR verantwoor-
delik te wees.

(b) Funksies:

- Die opleidingsraad sal die liggaam wees wat die
  opleidingsprogramme inisieer en monitor.
- Die bepaling en opstel van kriteria vir opleidings-
  modules en die finale evaluering.
- Die opstel van leerplan-inhoude te inisieer en te
  monitor.
- Die hersiening van inhoude te hanteer en standaarde
  te monitor.
- Die instelling en administrasie van akkreditering van
  opleidingsinrigtings en werkgewers wat opleidingspro-
  gramme aanbied.
- Skakeling met Technikons en tegniese kolleges en
  ander sake rakende die inhoude, standaarde van
  opleiding, ensovoorts.

4.6 Die monitering van opleiding is belangrik en derhalwe sal die
Wet op Mannekragopleiding (Art.45, 1981) voorsiening kan maak
vir die aanstelling van opleidingsadviseurs en ander gemagtigde
persone om die standaarde van opleiding te handhaaf.

4.7 Die Nasionale Opleidingsraad behoort die oorhoofse leiding te
neem om opleidingstandaarde te koördineer ten einde te verseker
dat opleiding en evaluering op 'n hoë peil gehandhaaf sal word.

4.8 By die skepping van 'n organisatoriese struktuur vir die hantering van die totale spektrum van opleiding, kan die Departement Mannekrag met die opleidingsrade wat opleidingske- mas ingevolge artikel 48 (d) van die Wet op Arbeidsverhoudinge, 1956, ingestel het en administreer, onderhandel met die oog daarop om sulke skemas eerder onder die Wet op Mannekragop- leiding 1981 of die Konsepwysigingswetsontwerp op Mannekragop- leiding, 1988 - te plaas. Voormelde artikel 48 (d) kan dan mettertyd uit die Wet op Arbeidsverhoudinge, 1956 geskrap word.

4.9 In die opleiding moet daar deurlopend op die behoeftes van nywerhede gelet word. Dit is 'n aangeleentheid wat die uit- sluitelike verantwoordelikheid van die onderskeie opleidings- rade is.

4.9 Die registrasie van opleidingskursusse vir akkreditering deur die Departement Mannekrag, behoort mettertyd volledig na die onderskeie opleidingsrade oorgedra te word.

4.10 Opleidingsrade behoort die bevoegdheid te verkry om streeksop- leidingsentra en selfs konsultante te kan akkrediteer wat opleiding namens hulle onderneem, mits die opleiding aan bepaalde voorwaardes voldoen.

4.11 Die stigting en vestiging van opleidingsrade behoort aangemoe- dig te word, maar waar opleidingsinstansies verkies om nie 'n opleidingsraad te stig nie, moet wetgewing vir die moontlikheid voorsiening maak.
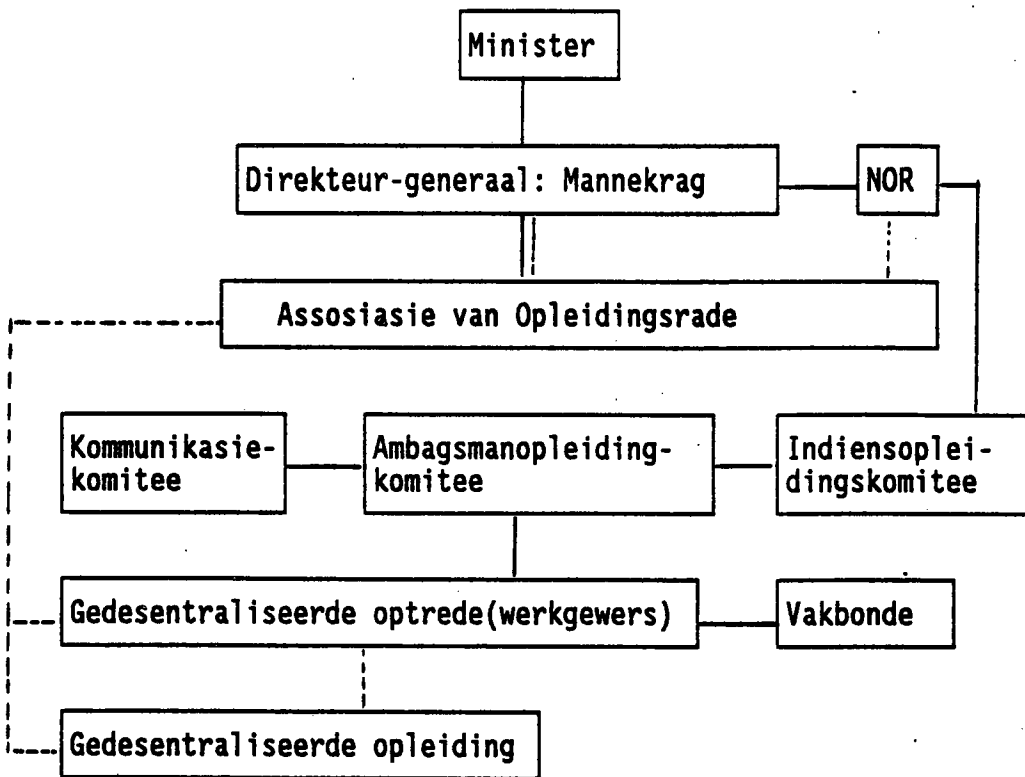
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AFDELING 5

AANBEVELINGS VIR VAARDIGHEIDSOPLEIDING

Na aanleiding van sowel die literatuurondersoek as die empiriese ondersoek, kan daar nou tot die volgende aanbevelings oorgegaan word:

5.1 Die term "Industriële Opleidingsraad" moet in die Konsepwysigingswetsontwerp op Mannekragopleiding (113 van 1988) vervang word met die term "Opleidingsraad". Dit is noodsaaklik om alle sektore in die ekonomie wat opleiding verskaf, in te sluit.

5.2 Die Konsepwysigingswetsontwerp op Mannekragopleiding moet aangepas word en in 'n afsonderlike afdeling moet gespesifiseer word dat opleidingsrade verantwoordelik moet wees vir alle vaardigheidsopleiding. Die verantwoordelikheid van opleidingsrade in ambagsmanopleiding behoort afsonderlik gespesifiseer te word.

5.3 Die Konsepwysigingswetsontwerp op Mannekragopleiding moet verander word om 'n statutêre liggaam - die Assosiasie van Opleidingsrade (AOR) in te sluit. Hierdie liggaam sal saamgestel word deur die uitvoerende bestuurder van alle geakkrediteerde opleidingsrade en sal direk aan die minister rapporteer deur middel van 'n direkte skakel soos die Direkteur-generaal van die departement Mannekrag.

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Diagrammaties kan dit soos volg voorgestel word:

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                    ┌──────────┐
                    │ Minister │
                    └────┬─────┘
                         │
    ┌────────────────────────────────┐   ┌─────┐
    │ Direkteur-generaal: Mannekrag   ├───┤ NOR ├─┐
    └────────────────────────────────┘   └─────┘ │
                         ║                        │
    ┌────────────────────────────────────────┐   │
 ┌──┤ Assosiasie van Opleidingsrade          │   │
 │  └────────────────────────────────────────┘   │
 │                                                │
 │  ┌───────────┐  ┌──────────────────┐  ┌────────────┐
 │  │Kommunikasie│ │Ambagsmanopleiding-│ │Indiensoplei-│
 │  │-komitee   ├──┤komitee            ├─┤dingskomitee │
 │  └───────────┘  └────────┬─────────┘  └────────────┘
 │                          │
 │  ┌────────────────────────────────┐  ┌──────────┐
 ├──┤Gedesentraliseerde optrede(werkgewers)├─┤Vakbonde │
 │  └────────────────────────────────┘  └──────────┘
 │                │
 │  ┌────────────────────────────────┐
 └──┤Gedesentraliseerde opleiding     │
    └────────────────────────────────┘
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5.4 Opleidingsrade moet aangemoedig word om verantwoordelikheid te aanvaar vir generiese vaardighede en om van tweedevlak akkreditering gebruik te maak vir spesifieke vaardighede.

5.5 Opleiding in die _bestuursvaardighede_ (sagte vaardighede) behoort op 'n gekoördineerde basis deur die AOR hanteer te word op grond van die behoefte-analise verslae van individuele opleidingsrade. Die AOR sal navorsing onderneem en daarna 'n aanbeveling maak om die breë behoefte aan bestuursopleiding in die RSA te bevredig.

5.6 Groep (regionale) opleidingsentra sal hulle aktiwiteite moet rig op basiese opleiding vir daardie industrieë wat nie oor 'n geakkrediteerde opleidingsraad beskik nie.

5.7 Dit word voorgestel dat die NOR navorsing onderneem na die rasionalisering van opleidingsaktiwiteite tussen groepopleidingsentra en tegniese kolleges.

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5.8 Kontanttoelaes moet alleen toegeken word aan geakkrediteerde opleidingsrade wat dan die volle mag het oor die aanwending daarvan binne 'n bepaalde industrie.

5.9 Die NOR se hooftaak moet wees die promosie en ontwikkeling van opleiding in die RSA en moet voortgaan om navorsing daaromheen te stimuleer.

5.10 In die lig van die voorgestelde AOR, word aanbeveel dat streeksopleidingskomitees van die NOR ontbind word, sodra die AOR begin funksioneer.

5.11 Die hooftaak en funksie van die Registrateur behoort die akkreditering van opleidingsrade te wees asook alle administratiewe pligte wat daarmee verband hou soos intrekking van akkreditering, statistieke ensovoorts.

5.12 Die hooftaak van die streeksadviseurs van die Departement van Mannekrag moet die koördinering van die opleiding van die werksoeker en werkloses wees sowel as aangeleenthede wat met groepopleidingsentra verband hou.

5.13 Dit word aanbeveel dat alle kapitaalkostes wat mag ontstaan uit die vestiging van 'n opleidingsraad, insluitende die invoer van opleidingsapparatuur en programmatuur toegelaat word om met 40% per jaar waarde te verminder.

5.14 Die opleidingsverwante verantwoordelikhede van die bestaande Nasionale Mannekragkommissie kan gesentraliseer word deur die NOR ten einde slegs een liggaam te hê wat 'n samehangende opleidingsbeleid en prioriteite sal bepaal.

5.15 Ten einde wrywing te voorkom en om kommunikasie tussen groepopleidingsentra en opleidingsrade te bevorder, sal dit noodsaaklik wees dat groepopleidingsentra aansoek om akkreditering vir opleiding doen alvorens hulle opleiding onderneem wat onder

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sodanige opleidingsrade resorteer. Die rabat vir sodanige opleiding moet nie oorbetaal word alvorens akkreditering nie toegestaan is nie.

5.16 Opleidingsrade sal moet let op die opleidingsbehoeftes van alle kategorieë van werk en moet poog om dit te integreer in 'n roetekaart ten einde te kan voorsien in die totale Mannekragbehoeftes van die bepaalde industrie of nywerheid.

5.17 Die kontanttoelaes wat die Staat vir opleiding sal betaal, moet baseer word op 'n formule wat sal verseker dat vaardigheidsopleiding wat universeel belangrik is vir die land, gestimuleer sal word. · Fondse moet op 'n deurlopende grondslag voorsien word, aangesien die Staat verantwoordelik is vir die ontwikkeling van die land se mannekrag. Die kontanttoelaes moet verder ook bepaal word deur bevoegdheidskriteria en nie soseer op die grootte van die industrie, omvang van begroting van die raad of enige ander faktor nie.

5.18 Alle mannekragopleiding en opleidingsraadaangeleenthede moet onder slegs EEN wet en slegs EEN Staatsdepartement resorteer. Daarom sal wetgewing rakende die bestuur van opleidingsrade deur plaaslike owerheidsliggame geskrap moet word.

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BYLAE A

RGN NAVORSING: VAARDIGHEIDSOPLEIDING:

PROJEKKOMITEE 6:   STRUKTURE VIR VAARDIGHEIDSOPLEIDING

NAVORSERS: Prof L P Calitz - Universiteit van Pretoria
                Dr A Maree   - UNISA

DOEL MET NAVORSING:

1.   Ondersoek sal   ingestel word na die bestaande strukture van
     opleiding in die RSA.

2.   Daar sal veral gestreef word na die daarstelling van makro-,
     meso- en mikrostrukture van opleiding en daar sal bepaal moet
     word hoe hierdie strukture opleiding bemoontlik of bemoeilik.

I   VAARDIGHEDE:

1.   Wat is die aard en omvang van vaardigheidsopleiding waarvoor u
     opleidingsraad/instansie voorsiening voor maak?.

2.   Noem 'n aantal lede wat moontlik deur u raad/instansie geakkre-
     diteer kan word vir opleiding?

3.   Hoe maak u voorsiening om die individuele opleidingsbehoeftes
     van u lede te akkommodeer?

4.   Watter maatreëls word geïmplimenteer om opleiding in u bedryf-
     sektor te stimuleer?

5. Vir watter ander noodsaaklike vaardighede maak u instansie nie voorsiening nie?

   (a) Indien nee - hoe meen u moet daarvoor voorsiening gemaak word?

   (b) Sou 'n opleidingsentrum in die behoefte kan voorsien?

II BESTAANDE OPLEIDINGSTRUKTURE

1. Meen u dat die bestaande wetgewing rakende Ambagsmanopleiding uitgebrei moet word om ook u bedryfsektor se vaardighede in te sluit?

   (a) Indien ja - hoe moet dit geskied?

   (b) Indien nee - motiveer u antwoord asseblief.

   (c) In watter opsigte skiet bestaande wetgewing tekort?

2. Is u ten gunste van 'n opleidingsraad vir u bedryfsektor?

   (a) Indien ja - motiveer u antwoord asseblief.

   (b) Indien nee - motiveer u antwoord asseblief.

3. Watter soort struktuur sal die opleiding in u bedryfsektor die beste kan dien?

III ADMINISTRASIE:

1. Beskryf die mate van samewerking tans met:

   (a) Die Departement Mannekrag (MK)

   (b) Die Nasionale Opleidingsraad (NOR)

   (c) Die Nasionale Mannekragkommissie (NMK)

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2. As opleiding in die toekoms gedesentraliseer gaan word, watter rol meen u moet die Departement van Mannekrag in die verband speel?

3. Ondersteun die NOR u opleidingsbedryf tans?

4. Indien nie - hoe meen u moet die NOR se rol en funksie gewysig word om opleiding beter te steun?

5. Watter beleid meen u moet die Departement van Mannekrag in die toekoms volg om opleiding te bevorder?

6. Hoe sal u opleidingsraad (instelling) die opleiding van u geakkrediteerde lede monitor?

   (a) Rekordhouding
   (b) Kriteria vir akkreditering
   (c) Evaluering

IV ALGEMEEN:

1. Verkies u opleidingsraad die stelsel van kontanttoelaes bo die huidige belastingtoegewings vir opleiding?

   (a) Indien ja - hoekom?
   (b) Indien nee - motiveer u antwoord asseblief.

2. Het u opleidingsraad (instansie) vir die opleiding van werkloses gekontrakteer?

   (a) Indien ja - watter finansiële voordele hou dit in?
   (b) Indien nee - waarom nie?

3. Voorsien u opleidingsraad formele samewerking met ander instellings byvoorbeeld Onderwysdepartemente, Technikons en Universiteite met betrekking tot opleiding?

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BYLAE B

HSRC RESEARCH INTO SKILLS TRAINING

PROJECT COMMITTEE NO 6: STRUCTURES FOR SKILLS TRAINING

RESEARCHERS: Prof L P Calitz - University of Pretoria
                Dr A Maree   - UNISA

AIMS OF THE RESEARCH PROJECT:

1. To determine the existing structures with regard to the effectiveness of skills training in the RSA.

2. To propose structures to optimize skills training in the RSA.

I   SKILLS:

1. What is the scope of operation of your training board or institution?

2. Name a few members of your association which could be accredited for training?

3. How would you accommodate the individual training requirements of your members?

4. What measures are implemented to stimulate training in your institution or business sector?

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5. Should you identify the lack of certain necessary skills in your institution, how would you rectify the matter?

   (a) Would an external source or regional training centre provide a solution?

II EXISTING TRAINING STRUCTURES

1. Is it feasible to extend the existing act for Artisan-training to include all skills required in your business sector?

   (a) If yes - how should it be stretched?
   (b) If no - motivate your answer.
   (c) How is the present legislation falling short?

2. Are you in favour of a Industry Training Board for your industry or business sector?

   (a) If yes - motivate your answer.
   (b) If no - motivate your answer.

3. What kind of structure will facilitate your training best in future?

III ADMINISTRATION:

1. Describe your present association with:

   (a) The Department of Manpower (DM)
   (b) The National Training Board (NTB)
   (c) The National Manpower Commission (NMC)

2. If training is to be decentralised in future - what part will the Department of Manpower play to assist training?

3. Is the NTB presently of assistance to your training endeavour?

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4. How would you foresee the NTB's role and function to be changed in future to be of greater assistance to training?

5. What policy should the Department of Manpower implements to facilitate training in future.

6. How will your training board (institution) monitor the training of your accredited members? e.g.

    (a) Record keeping
    (b) Criteria for accreditation
    (c) Evaluation

IV   GENERAL:

1. What is the opinion of your board/institution about the cash grant system envisaged by the Department of Manpower?

2. Has your board/institution applied to be a contractant in the training of the unemployed?

    (a) If yes - what financial benefit can your institution derive from this?
    (b) If no - motivate your answer please.

3. Do your board/institution foresee cooperation with other institutions e.g. Educational department, Technicons and Universities with regard to training?

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Opleidingsraad/instelling:

Electrical Industry Training Board:

1. <u>Aard en omvang van vaardigheidsopleiding:</u>

- Alle elektriese kontrakteurs in RSA en TBVC lande.
- Elektriese konstruksiewerkers.
- Elektriese tegnoloë.
- Tegnologiestudente.
- Operateursvaardighede.
- Bestuursvaardighede.

2. <u>Geakkrediteerde lede</u>:

- Elektriese kontrakteurs wat opleiding verskaf.
- 15 Industrieë wat opleiding verskaf.
- Elektriese konstruksiemaatskappye.

3. <u>Individuele opleidingsbehoeftes</u>:

- Opleidingsentra in Kaapstad en Durban.
- Tegnologiestudente na 4 dae van opleiding geëvalueer.
- SA Transport Services geakkrediteer om opleiding te verskaf.

Opleidingsraad/instelling:

Metal and Engineering. Industries Education and Training Board:

1. <u>Aard en omvang van vaardigheidsopleiding</u>:

- Vakmanskapopleiding.
- Aantal industrieë het firma spesifieke of sektor spesifieke vaardighede.
- Later moontlike opleidingsraad IMTB
- Waar gebrek aan vaardigheid ontdek word bv. geletterdheid - reël self opleiding.

2. <u>Groepopleidingsentrums</u> word deur sommige maatskappye gebruik.
- Sal later akkrediteer word om opleiding te verskaf indien hulle aan gestelde kriteria voldoen.

Opleidingsraad/instelling:

The Training Scheme for the Retail Industries of accommodation, Catering and Liquor.

I. <u>Vaardigheidsopleiding:</u>

1. Ten gunste van opleidingsraad
2. Drankbedryf is ingesluit sowel as Klubs bv. Sosiale Klubs, die sektore van restaurantbedryf.
3. Bestuurslui word opgelei deur indiensopleidingskema en Technikons bv. Witwatersrand. Hotelskole bied blokvrystellingskursusse vir indiensopleiding en voltydse mense.
4. Raad monitor opleiding aan indiensopleiding en Technikons.
5. Ander kursusse soos bv "Catering" - diplomas lei tot bestuursposte in spyseneringsbedryf.
6. Restauranteienaar, of hospitaal of universiteit spyseniering.
7. Raad het self kursusse bv. interpersoonlike vaardighede, motivering en restaurantbestuur. Basiese bestuursvaardighede
8. Kursusse kan ook deur streekopleidingsentrums aangebied word. <u>Sentrums</u>: bv. Apex sal geakkrediteer word vir opleiding.
9. Professionele kookkuns of selfopleiding wat tot bestuursposte kan lei.

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- Werkgewer kan self opleiding
  verskaf of by groepopleiding-
  sentrum werkers laat oplei.
4. Stimulering van opleiding:
- Leemtes in opleiding word vroeg
  geïdentifiseer.
- Individuele onderrig waar vaar-
  dighede ontbreek.
- Videomateriaal ingeskakel om
  basiese vaardighede aan te leer.
- Instrukteurs gee onderrig op
  individuele basis waar leemtes
  ontdek word.

5. Vaardighede nie voorsien nie

- Bestuursvaardighede wat maat-
  skappy - spesifiek is.

6. Groepopleidingsentrums:

- Gekwalifiseerd positief.
- Kontraktuele verbintenis om
  hulle te akkrediteer vir
  bepaalde opleiding.

10. Stimulering van opleiding deur
    loopbaanskou en groepe mense toe-
    gespreek.
11. Bedryf voldoen aan alle aspekte van
    vaardigheidsopleiding.
12. Bedryf wil nie inskakel by ambags-
    manskapopleiding nie; liewer
    diplomas.

II. Bestaande strukture:

1. Wetgewing kan uitgebrei word om
   opleiding in hotelbedryf in te
   sluit.
2. Twee opleidingskemas voldoen aan
   beste kriteria vir opleiding.
3. Wetgewing sal nie voorskriftelik
   wees nie.
4. Wetgewing kan magte verskaf, wat
   nie voorheen bestaan het nie bv.
   minimum lone.
5. Betrokke by akkrediteringsonder-
   soeke na groepopleidingsentra.
   Goeie verhoudinge met Departement
   Mannekrag en Nasionale Opleidings-
   raad.

II Bestaande opleidingstrukture:

1. Bestaande wetgewing - om
   vaardighede in te sluit.

II Bestaande opleidingstrukture:

1. Bestaande wetgewing - om
   vaardighede in te sluit.
- Oorspronklik sluit Witskrif
  slegs ambagsmanopleiding in.
- Dink nie vaardighede hoef
  deur wetgewing ingesluit te
  word nie - sal beter deur

III Administrasie:

1. Positiewe verhouding met Departe-
   ment Mannekrag en Nasionale Op-
   leidingsraad.
2. Leer by ander opleidingsrade.
3. Bevoegdheidsgerigte opleiding.
   - kriteriumgerig sal geïmplemen-
     teer word.

maatskappye self hanteer kan
word.
- Hang af van kontanttoelaestel-
sel wat dit dalk later sal
noodsaak.
- Maatskappye verkies 'n soepe-
ler struktuur sonder te veel
kontrole en regulasies nie.
- Maatskappye is verskillend van
mekaar en hulle streef na eie
opleiding en hulle eie behoef-
tes.
- Geen dringende behoefte vir
opleidingsraad wat vaardighede
kan koördineer nie.
- Wet vir vakmanopleiding.

III Administrasie:

1. Positiewe samewerking met
Departement van Mannekrag
2. Positiewe samewerking met
Nasionale Opleidingsraad.
3. Komitees vir koördinering
van opleidingsrade -
positief.
4. Beter verteenwoordiging van
Elektriese opleidingsraad op
NOR.
5. Elektriese industrie moet
beter verteenwoordiging kry
in Departement Mannekrag.
6. Komitees moet meer doelgerig
wees om industrieë te dien.

III Administrasie:

1. Positiewe samewerkimg met
Departement van Mannekrag
- sal in toekoms daarna strewe.
2. Geen direkte kontak met NOR
nie, maar lede het sitting op
NOR en ander komitees en daar
is dus koördinering.
3. Ambagsmanopleidingskomitees
word wel verteenwoordig.
4. Funksies van NOR is adviserend
en konsulterend en daarom is
assosiasie met hulle noodsaak-
lik.
5. Moet insette van industrie kry
om relevante leiding te gee.
6. Komitees van NOR sal belangrike

4. Koördineringskomitees sal oplei-
ding verbeter.
5. Komitee vir navorsing - Staatsweë
bv. NOR en Statistiese Dienste -
kan navorsing koödineer.
6. Skakeling tussen komitees.
7. Bestaande sisteem van akkredite-
ring. Kursusontwikkeling en op-
leidingsadviseurs monitor groepe
werkgewers.
- Selfs persone in opleiding se
vordering word gemonitor.
- Afwykings sal reggestel word.
- Selfs Technikons se opleiding
word gemonitor.

IV Algemeen:

1. Kontrakteer nie vir werkloses nie.
2. Raad doen nie opleiding nie - ko-
ördineer slegs. Groepopleiding-
sentrums kan hier bydrae lewer.
3. Positief teenoor kontanttoelaestel-
sel aangesien Raad se inkomste sal
verhoog en opleiding substantief
kan stimuleer.
- Geheel opleiding sal gesubsideer
word en bo R15000 plafon gaan.
- Toesighouerskursusse.
4. Skool wat kursus aanbied in Hotel-
houding.
- Kursus meer bedryfgerig bv.
- Gasvryheidstudies sal vak wees -
eie restaurante begin, kombuis-

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IV **Algemeen**:
1. Stelsel van kontanttoelaes
   beter as belastingtoegewings.
2. Regverdige stelsel van
   vergoeding.

taak in koördinering met betrek-
king tot opleidingsrade hê.
7. Strukture moet gevoelig wees vir
   industrie se behoeftes.

IV **Algemeen**:
1. Kontanttoelaes sal verkies word
   bo belastingtoegewings met die
   voorbehoud dat maatskappye nie
   slegter daaraan gaan toewees as
   as onder huidige stelsel nie.
2. Sommige van die maatskappye het
   gekontrakteer om werkloses op te
   lei en dit te reël met die Depar-
   tement van Mannekrag.
3. Maatskappye sal hulle eie oplei-
   ding ooreenkomstig eie behoeftes
   wil onderneem.
4. Vakbonde behoort inspraak in op-
   leidingsrade te hê.
5. Groter koördinering met onderwys-
   departemente en opleidingsinsti-
   tute is noodsaaklik. Verteen-
   woordiging van industrie op rade
   van bv. Technikons en Tegniese
   Kolleges.
   - Toesig oor standaarde van op-
   leiding.

werk.
- Beter Technikonopleiding.
5. Nie nog weer iets bykom op die
   stadium nie - nuwe inisiatiewe
   moet eers gelaat word tot stelsel
   goed funksioneer.

NAAM: EERSTE NASIONALE BANK

I   VAARDIGHEDE:

1.   Tipe vaardighede waarvoor die instansie in die opleiding
      voorsiening maak is :

      a)   Operateursvaardighede binne die bankwese.
      b)   Bestuursvaardighede:
            Beplanning, Organisering en Motivering.

2.   'n Onderskeid word getref tussen sogenaamde "Hard skills" en
      "soft skills".

3.   Opleiding vir "hard skills: (vaardighede benodig binne die
      bankwese) word by elke afsonderlike tak gedoen. Opleidings-
      pakkette word vir elke tak ontwikkel om aan die behoeftes van
      die afsonderlike tak te kan voldoen.

4.   Die wyse waarop opleiding plaasvind is deur middel van modulêre
      eenhede asook deur multi-media opleidingspakkette.

5.   Opleiding vir "soft skills" (bestuursmatige vaardighede) word
      deur die opleidingsentrum by Sandown verskaf.

II   BESTAANDE STRUKTURE:

1.   Nie ten gunste van 'n opleidingsraad nie.   Sal wel oorweging
      skenk aan 'n Ad Hoc komitee wat kommunikasie tussen die ver-
      skeie bankgroepe moontlik maak oor gemeenskaplike aangeleent-
      hede in die bankwese.

2.   So 'n Ad Hoc komitee moet ook die standpunt van die bankwese
      aan die NOR en Departement Mannekrag oordra.

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3. Probleem met 'n opleidingsraad is dat nog 'n burokratiese instansie daargestel word, wat kostegewys nie so effektief is nie.

4. Daar bestaan ook die vrees dat in 'n kompeterende mark organisasies te veel sal moet opoffer, deur insae in ander organisasies se opleidingsproses te verkry - indien 'n opleidingsraad bestaan.

5. 'n Ad Hoc komitee kan wel die algemene vaardighede binne 'n bepaalde sektor koördineer.

6. Die leemte in die bestaande wetgewing is die feit dat daar nie belastingtoegewings gemaak word vir die aankoop van toerusting vir opleiding nie.

7. Die regering is wel ernstig oor die stimulering van opleiding.

8. Opleiding moet gedesentraliseer word - 'n opleidingsraad is 'n duplisering van die NOR.

III **ADMINISTRASIE**

1. Daar bestaan 'n goeie samewerkingsooreenkoms met die Departement Mannekrag.

2. Ook goeie samewerking met die NOR.

3. Die NOR het 'n besliste funksie - naamlik die verbetering van opleidingstandaarde asook die verbetering van opleiers.

4. Die funksie van die Nasionale Mannekragkommissie moet veral toegespits wees op die bepaling van nasionale mannekragbehoeftes en die verdeling van fondse dienooreenkomstig.

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5. Die streekkomitees van die NOR se funksie moet hoofsaaklik die uitruil van idees wees, en nie beleidmaking nie.

IV **ALGEMEEN:**

1. Die beeld van die Technikon moet verbeter.

2. Daar moet 'n instansie wees wat die verdeling van kontanttoelaes hanteer, in ooreenstemming met behoeftes wat mag bestaan.

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NAAM: MOTOR INDUSTRIE WERKGEWERSVERENIGING

I   ALGEMENE VAARDIGHEDE:

1. Buiten vakleerlingopleiding is die ander vaardighede waarin opleiding verskaf word - die van lae en middelbestuur, verkoopstegnieke en pakhuisbestuur.

2. Daar word gewerk aan die stigting van 'n opleidingsraad en die infrastruktuur van die nywerheidsraad sal gebruik word. Behalwe die werkgewers wat op die opleidingsraad verteenwoordig sal word, sal vakbonde ook verteenwoordiging op die opleidingsraad verkry.

3. Daar is besluit om 'n opleidingsraad te stig, aangesien opleiding van ander vaardighede (buiten tegniese opleiding) ook geïnkorporeer sal word.

4. Een van die leemtes in motorkleinhandelbedryf is die feit dat die opleiding van onder andere klerke in bestuur tot dusver afgeskeep is, en dat daar in die nuwe bedeling meer aandag aan hierdie soort vaardighede geskenk sal word.

II BESTAANDE STRUKTURE:

1. Die bestaande wetgewing moet uitgebrei word, om soos die Witskrif huidiglik voorsiening vir ambagsmanopleiding te maak, ook die ander aspekte van opleiding in te sluit.

2. Daar bestaan 'n goeie verhouding met die NOR. Die onderskeie komitees van die NOR kan gedesentraliseer word. Vaktoetsing behoort ook gedesentraliseer te word.

3. Belangrik is egter die feit dat desentralisasie gekoördineer moet word - terwille van die handhawing van standaarde.

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4. Een departement moet verantwoordelikheid aanvaar vir die koördinering van opleiding (opleiding moet voortdurend gemonitor word - maar die departement hoef nie voorskriftelik te wees).

5. Opleiding vir die motorindustrie word gesentraliseer by 12 nasionale opleidingsentrums.

6. Daar bestaan 'n fonds en al die werkgewers dra by tot die fonds.

7. Wetlike verpligting dra daartoe by dat opleiding gestimuleer word - bv. ambagsmanopleiding.

8. Die Mannekragkommissie funksioneer nie effektief nie (te groot en lomp). Vakbonde, werkgewers, departement van Mannekrag en onderwysdepartemente geniet verteenwoordiging. Dit het besluitneming bemoeilik (veral om konsensus te bereik).

9. Die opleidingsrade moet die gesag hê om te kan besluit dat 'n betrokke werkgewer die geleentheid het om sy eie opleiding te doen.

III **ADMINISTRASIE:**

1. 'n Inspektoraat sal deur die opleidingsraad aangestel word om evaluering en akkreditering van kursusse te doen.

IV **ALGEMEEN:**

1. Is ten gunste van kontanttoelaes - aangesien dit kan dien as 'n aansporingsmaatreël om opleiding te stimuleer. Klein werkgewers wat wel opleiding doen behoort meer voordeel uit die

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stelsel van kontanttoelaes te trek, as groter werkgewers, aangesien hulle meer moet opoffer.

2. Samewerking met skole moet so verbeter dat daar moontlik akkreditering vir basiese vaardighede (tegnies) gegee kan word.

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NAAM: TEKSTIEL FEDERASIE

I   ALGEMENE VAARDIGHEDE

1. Verkies om die soort vaardighede waarvoor opleiding gegee word,
    nie as tegnies of ambagsmanopleiding te tipeer nie.

2. Maak gebruik van opleiding by die Natal Technikon om opleiding
    in die tekstielbedryf te voorsien.

3. Studente kan na aanleiding van hul opleiding 'n Nasionale
    Opleidingsdiploma verwerf.

4. Die vaardighede wat opgelei word binne hierdie sektor moet as
    aparte 'trades' beskou word en behoort eie status te verwerf
    (soortgelyk aan die status van ambagsmanopleiding).

5. Ander vaardighede buiten hierdie vaardighede waarin opleiding
    verskaf word is:
    -   Bestuur
    -   Bemarking
    -   Rekeningkunde C
    -   Toesighouer
    Hierdie opleiding vind egter op geen formele basis plaas nie.

II BESTAANDE STRUKTURE:

1. Die tekstiel Federasie het 'n eie opleidingsraad.

2. As gevolg van geografiese verspreidheid word Afstandsonderrig
    opleidingsentrums geakkrediteer.

3. Die opleidingsraad benodig 'n professionele persoon om die
    monitering van opleiding waar te neem.

III ADMINISTRASIE:

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1. Die Streekskomitees van die NOR het wel 'n funksie om te vervul.

2. Die realisering van die wetgewing ten opsigte van ambagsmanopleiding moet plaasvind - daar bestaan reeds verwagtinge van die bedryf in die verband. Die insluiting van ander vaardighede binne die wetgewing behoort dan te volg.

3. Weet nie watter funksie die Nasionale Mannekragkommissie vervul nie.

IV **ALGEMEEN**

1. Ten gunste van kontanttoelaes.

2. Lei nie werkloses op nie.

3. Het goeie samewerking met TechNisa en die Technikon Natal.

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DEPARTEMENT MANNEKRAG

DIREKTORAAT: MANNEKRAGOPLEIDING

I   **VAARDIGHEDE:**

1.   Oefening in jong skoene, wetgewing sal aanstaande jaar deurge-
     voer word.

2.   Konsepwysingswetsontwerp ingestel.

3.   Reeds 18 konstitusies vir die stig van opleidingsrade.

4.   Heelwat opleidingsrade gaan nou oor tot stigting.

5.   Strukture is daar en is die basis van samewerking met Departe-
     ment Mannekrag.

6.   Kriteria vir akkreditering van opleidingsrade is in die wet
     uitgespel.

7.   Opleidingsrade moet volgens sy konstitusie funksioneer. -
     Mannekrag sal dit evalueer en opleidingsraad dan akkrediteer.

8.   Verskillende opsies oop - hoef nie slegs uit werkgewers en
     werknemers te bestaan nie, slegs werkgewers kan 'n opleidings-
     raad stig. Vakbonde kan ook betrek word.

9.   Werkgewer is opleier en hulle verskaf fondse.

10. Met die verloop van tyd sal opleidingsrade ook aangepas word om
     vaardighede buite ambagsmanopleiding in te sluit.

11. Wetgewing en Witskrif sluit alreeds die opleiding van die
     andersoortige vaardighede in d.w.s. alle fasette van opleiding
     word ingesluit.

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12. Departement Mannekrag behoort slegs 'n raamwerk daar te stel
waarbinne werkgewers en werknemers binne alle fasette van
opleiding kan beraadslaag.

II **ADMINISTRASIE:**

1. Skep slegs raamwerk vir opleiding, sal slegs as arbiter optree
en raad gee.

2. Toetsing bv. modulêr sal deur opleidingsrade gedoen kan word.

3. Oorkoepelende liggaam gaan wees deur nywerhede op 'n federale
grondslag wat opleiding sal koördineer.

4. Grondwet moet nie nywerhede bind nie - dien slegs as riglyn.

5. NOR is beleidsadviesliggaan teenoor minister, inligting uit
privaatsektor kry om minister te adviseer.

6. Opleidingsrade wat geakkrediteer word laat Mannekrag- Komitee
aangesien raad sy funksie oplei.

7. Mynhuise dien konstitusie in vir opleidingsraad - Komitees se
funksie sal deur opleidingsrade oorgeneem word.

8. Apélle sal deur Mannekrag hanteer word.

9. Registrasie van kursusse sal nog steeds by Mannekrag geskied,
maar rade kan kursusse goedkeur.

10. Wetgewing sal nie nywerhede aan bande lê nie, maar sal struk-
tuurgewing verseker. Hulle sal individualiteit behou.

11. Stelsel van kontanttoelaes sal beter funksioneer as belasting-
korting en sal opleiers finansieël bevoordeel.

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12. Opleiding is 'n belegging en moet nie 'n winselement bevat nie.

13. Geen nuwe strukture nie - bestaande funksioneer goed.

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NAAM: TRAINING BOARD. NATIONAL CLOTHING FEDERATION OF SOUTH
         AFRICA

I   VAARDIGHEDE:

1.   Die opleidingsentrums, naamlik in Kaapstad, Durban en Noord-
     Transvaal.

2.   Kontak met Technikons vir opleiding bv. masjiniste.

3.   Werkloses word ingevolge die Regering se skema opgelei.

4.   Hoër ordevaardighede bv. klerekonstruksie, ontwerp, patroon-
     maak, maak van modelle, produksiebestuur word opgelei.

5.   Resente-ontwikkeling is bestuursopleiding soos nywerheidsver-
     houdinge maar is ongestruktureerd deur opleidingseminare.

6.   Het eie opleidingsraad maar moet met Technikons saamwerk bv.
     ontwerp ens. waar hulle reeds opleiding verskaf.

7.   Toespits op fabrieksvloeropleiding bv. masjiniste.   Inligting
     oor   uitvoere,   kompers,   algemeen-strategiese   beplanning.
     Opleidingsraad moet opleiding koördineer en werk deur bestaande
     instansies bv. SBL ens.

8.   Aanpassings te maak volgens bedryf se behoeftes, konsepte wat
     universeel is, kan deur Technikons en ander opleidingskursusse
     te koördineer en fragmentasie uit te skakel.. Evaluering en
     opvolging om geslaagdheid van kursusse te bepaal is noodsaak-
     lik.

9.   Hele aantal vaardighede bv. bestuursvaardighede en ontwerp wat
     buite ambagsmanopleiding val bv. patroonmaak vir mans en dames.

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II   BESTAANDE STRUKTUUR:

1. Kan wetgewing uitgebou word om vaardighede buite ambagsmanop-
   leiding ook in te sluit. Wetgewing moet net nie rigiditeit in
   die hand werk nie. Maatskappyspesifieke vaardighede en korter
   opleidingskursusse neig meer om persoon in milieu van praktiese
   vaardigheidsopleiding in te skakel.

2. Klerebedryf is lae tegnologie bedryf en mense kan maklik en
   vinnig opgelei word. Kan geleenthede vir ongeskoolde werkers
   skep om opgelei te word. Arbeiders is sekondêre werkers wat
   inkomste wil aanvul.

3. Mense wat geakkrediteer word is groot firmas in Klerebedryf.

III   ADMINISTRASIE:

1. Nie direkte verteenwoordiging op NOR, maar is lid van FCI
   gefedereerde kamer van nywerhede bv. klerebedryf, tekstiel-
   bedryf, alle vervaardigingsektore het verteenwoordiging.

2. Koördinering van opleidingsrade deur komitee van NOR is nood-
   saaklik bv. nywerheidsverhoudinge.

3. Skakeling met Departement Mannekrag vir wetgewing - konstitusie
   ingedien vir akkreditering.

4. Geen verteenwoordiging op Nasionale Mannekragkomissie nie, maar
   het een lid van FCI wat klerebedryf verteenwoordig en wel
   sitting op die kommissie het.

5. Akkreditering van opleidingsinstansies sal plaasvind en monite-
   ring van opleiding en opleidingstandaarde sal deur toesighouers
   waargeneem word.

IV   ALGEMEEN

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1. Stelsel van kontanttoelaes is verkieslik bo belastingkorting -
   moet volgens meriete toegedeel word.

2. Onderneem werkloosheidsopleiding vir die regering en kry
   kontantvoordele daarvoor.

3. Ingekontrakteer om werkloses vir Departement Mannekrag op te
   lei.

4. Leemtes is dat opleiding nog op fabrieksvlak opgelei word.
   Krities oplei in behoefte van bedryf.

5. Op bestuursvlak geen koördinering nie.

6. Groepopleidingsentrums se skakeling en kennis is nie voldoende
   beskikbaar nie - behoefte vir rasionalisasie van opleiding en
   beter bekendstelling van dienste.

7. Te min skakeling nog met Technikons en Tegniese Kolleges
   rakende opleiding. Universiteite se sakeskole kan ook saamwerk
   met nywerhede.

8. Vlakke van opleiding kan deur nywerheid self hanteer word -
   klereproduk is andersoortige tegnologie (klere). Lae tegno-
   logie kan deur groepopleidingssentra hanteer word.

9. Akkreditasie is min of meer 50 firmas.

10. Drie verteenwoordigers is op NOR.

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NAAM: PADVERVOERNYWERHEIDSRAAD

I   ALGEMENE VAARDIGHEDE:

1.   Die padvervoernywerheidsopleidingsraad se bestaan is reeds deur
     wetgewing gemagtig.

2.   Opleiding in die volgende vaardighede buiten ambagsmanopleiding
     word aangebied:

     -    kognitief
     -    die oproep van feite
     -    geheue
     -    fisiese soort vaardighede
     -    besluitneming

3.   Indien 'n tekort aan vaardighede geïdentifiseer word, word van
     eksterne bronne (konsultante) gebruik gemaak.

II   BESTAANDE STRUKTURE:

1.   Daar bestaan 'n finansieringsskema waarvolgens die opleidings-
     raad die opleiding finansier.

2.   Elke werkgewer wat by die opleidingsraad geregistreer is, word
     verplig om tot die fonds by te dra.

3.   Die opleidingsraad akkrediteer ook opleidingskursusse, die
     riglyne wat die NOR in dié verband verskaf het, word nagevolg.

4.   Die Departement Mannekrag het 'n skedule waarvolgens
     opleidingsrade uiteindelik eie akkreditering sal kan doen.

5. Wetgewing buiten ambagsmanopleiding moet beter geformuleer word om in staat te wees om bepaalde vaardighede as beroep te kan verklaar. Huidiglik is die prosedure te omslagtig.

6. Die NOR in konsultasie met werkgewers moet in staat wees om bepaalde vaardighede tot 'n beroep te verklaar (Beroepe soos bv. in die bankwese moet soos ambagsmanopleiding beskryf word).

7. Maak ook gebruik van groepopleidingsentra en hierdie sentra word geakkrediteer deur die opleidingsraad.

III ADMINISTRASIE:

1. Die wet op mannekragopleiding skiet tekort in soverre die wet nie genoegsame gesag verskaf om die insameling van heffings te vergemaklik nie.

2. Die funksionering van al die onderskeie komitees van die NOR is nie duidelik nie.

3. Die Departement Mannekrag behoort die lisensiefooi op te skuif - om opleiding binne die bedryf te stimuleer.

4. Die kontanttoelaes sal as aansporing vir die stigting van opleidingsrade dien.

IV ALGEMEEN:

1. Die padvervoeropleidingsraad lei nie werkloses op nie.

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NAAM: ISCOR TRAINING AND DEVELOPMENT

I   VAARDIGHEDE:

1.   Groot genoeg om moontlik opleidingsraad te stig.

2.   Vakmangerigte nywerheid is ons nie, terwyl ons vakmanne net 'n
      dienste-funksie verrig. Operateurs is eintlik die kern van ons
      opleiding.

3.   Vakmanne sal intaakopleiding kry en sal vir voormanopleiding
      geïdentifiseer word.

4.   Opleidingsentrums is outonoom met sy eie opleidingsbestuur en
      fasiliteite en personeel en wat in verskeie Streke gesetel is.

5.   Geweldige veld van opleiding is operatueursgeledere, toesig-
      houers, bestuursopleiding, klerklike en dataverwerkingsoplei-
      ding, tellers, tiksters, woordverwerkers. Daagliks op die
      vloer en in die myne.

II   BESTAANDE STRUKTURE:

1.   Nie sondermeer vaardighede insluit by bestaande wetgewing nie.
      Iskor het by Seifsa ervaring van opleiding byvoorbeeld
      vakmanopleiding en aanvullende opleiding (loonooreenkomsposte).
      Mikrokosmos van breë spektrum van vaardighede byvoorbeeld
      Yskor, Radiovervaardigers, staalverwante ondernemings - belange
      verskil byvoorbeeld definisie van operateur verskil.

2.   Operateurs se vaardighede verskil aansienlik. Liggaam kan nie
      goed funksioneer nie. Bydraes tot fonds gemaak, maar nagenoeg
      30-60 werkgewers het uit fondse geëis. Werkgewers wou nie

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opleiding tooi om voordele te kry nie. Wil nie bydra tot persoon se opleiding, as ek sy vaardighede nie kan benut nie.

3. Manne trek en kan sy vaardighede benut, sal ek betaal vir opleiding byvoorbeeld Highveld en Yskor se oondmanne verskil.

4. Universele vaardighede byvoorbeeld kraandrywer kan ingesluit word.

5. Lê klem vir vergoeding op tekorte in landsbelang en kan priori- teite swaai volgens die nasionale mannekragstrategie.

6. Opleiding sal self hanteer word en groepopleidingsentrums sal nie gebruik word nie, is ook vrygestel van bydraes tot groepop- leidingsentrums.

7. Skep ons eie opleidingsentrum byvoorbeeld Mandana en kan eie sagteware en gidse self skep.

8. Maak gebruik van Universiteite en Technikons byvoorbeeld bestuursopleidingsprogramme vir middelbestuursopleiding.

III **ADMINISTRASIE:**

1. Eie opleidingsraad verkies.

2. Goeie samewerking met departement Mannekrag en Nasionale Opleidingsraad en is betrokke by subprojekte vir navorsing.

3. Alle opleiding is indiensopleiding en kan vir vaardighede buite ambagsmanopleiding benut word.

4. Streeksopleidingsrade het ons ook sitting op.

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5. Opleidingsraad moet outonoom wees om sy eie behoeftes te bevredig.

6. Makrovaardigheidsvlak byvoorbeeld drywersopleiding is universeel nie individuele vaardighede nie - selfs nie inspekteurs kan insae kry nie.

IV **ALGEMEEN:**

1. Waar kursusse ontwikkel word, word dit by Mannekrag geregistreer.

2. Akkreditering is nuwe konsep.

3. Interne opleiding van opleidingspersoneel vanaf instrukteur tot vlakke van ontwikkelaars - aanvaar deur Mannekrag.

4. Geakkrediteer deur Mannekrag en Seifsa en het hom gesertifiseer.

5. Formele en informele opleidingsituasie. Informele opleiding kyk na standaarde en nuwe kursusse.

6. Opleidingspesialiste en vakmanopleiding verskil.

7. Die situasie bestaan dwarsdeur die land, probleem om opleidingstandaarde te handhaaf met permanente opleidingspersoneel.

8. Kontanttoelaes sal voordelig wees vir opleiding. Produk - of uitsette sal regverdig wees.

9. Werkloosheidopleiding word op 'n uiters beperkte skaal opgelei.

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NAAM: FURNITURE INDUSTRY TRAINING BOARD

I   VAARDIGHEDE:

1.   Gordynbedryf, rottangmeubels, kantoormeubels en huismeubel-
     bedryf.

2.   Twee duidelike afdelings in opleidng, naamlik:

2.1   *Vaardigheidsopleiding, tegniese opleiding en*

2.2   *Personeelontwikkelingsafdeling waar toesighouer en*
         bestuursopleiding hanteer word.

3.   Regionale opleidingsentra wat geakkrediteer word vir opleiding
     afgesien van groot opleidingsentra te wete Johannesburg,
     Durban en Kaapstad. Streeksopleidingsentra ook te Potgieters-
     rus, Knysna en Port Elizabeth.

4.   Tegniese opleiding waar byvoorbeeld bandsaagoperateurs opgelei
     word, volg die modulêre stelsel, leerlingopleiding byvoorbeeld
     ander vaardighede ten einde as 'n masjienoperateur opgelei te
     word. Ons sal ongeveer 100 persone per jaar stuur na Vaktoets-
     sentrum vir ambagte, maar leerlingskapopleiding sal later
     opgegradeer word tot ambagte.

5.   Ons lei tans op vir kabinetmakers, stoffering, polering,
     meubelmasjinering - "designated trades" - word hulle algemeen
     genoem.

6.   Ander vaardighede is operateursopleiding, toesighouers, voor-
     manne, en binne hierdie vaardighede is heelwat modulêre kursus-
     se, byvoorbeeld verkope.

7.   Die opleidingsraad sal toesig hou oor die standaard van oplei-
     ding maar vakbonde is ook verteenwoordig - lede op

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opleidingsraad sal terugrapporteer sowel as vakbondverteen-
woordigers rakende die standaard van opleiding.

8. Kwartaallikse joernaal "Industry on the move" word aan 1200
vervaardigers versprei waarin kursusse bekendgestel word en
suksesverhale gerapporteer word. Regionale raadgewers of
leiervervaardigerskomitee wat gereeld vergader.

9. Opleiding word nie doelbewus gestimuleer nie, maar die vyf
metodes voorsien in die bedryf se behoeftes. Stimulering sal
op 8% van totale werkerskorps gebaseer word.

10. Maak tans nie gebruik van groepopleidingsentra nie, maar is
tans selfvoorsienend vir alle vlakke van vaardigheidsopleiding
wat benodig word in die meubelbedryf. Waar hulle kursusse
ontwikkel, sal van hulle dienste gebruik gemaak word. Hulle
moet nie in kompetisie met opleidingsrade wees nie.

II BESTAANDE STRUKTURE:

1. Bestaande wet op mannekragopleiding behoort uitgebrei te word
om ook vaardighede buite ambagsmanopleiding in te sluit.

2. Konsep van desentralisering van opleiding is uiters sinvol.

3. Daar mag nie 'n bedreiging vir konsultante en groepopleiding-
sentra deur die uitbreiding van die wet, geïmpliseer word nie.
Aandag kan nie in wetgewing hieraan gegee word nie - moet deur
middel van tweede vlak akkreditering gegee word.

4. Daar sal 'n veranderde struktuur vir opleiding bedink moet
word, waar alle opleidingsrade sowel as Mannekrag en die NOR,
op 'n Konsulterende Komitee benoem word. Daarna sal op 'n
direkte samewerking terugvoering aan die minister gegee word.
Die Konsulterende Komitee kan miskien die Nasionale Mannekrag-
kommissie vervang.

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5. As opleiding deur die Staat aan opleidingsrade gedesentraliseer gaan word, moet hulle nouer samewerking deur die struktuur met die rade hê.

6. Twee probleme waarmee in nuwe struktuur rekening gehou sal moet word is:

a) *Staat tot nywerheid en*
b) *Nywerheid tot nywerheid.*

Goeie verhoudinge tussen die liggame en groter koördinering.

III **ADMINISTRATIEF:**

1. Ad hoc kontak met NOR en Departement Mannekrag - raadgewers van Departement Mannekrag kan die toesighouding nie behoorlik uitvoer nie as gevolg van omvang van taak.

2. Tensy voorsitter van opleidingsraad nie op komitees van NOR dien nie of hulle persoonlik kontak nie, is daar andersins nie veel samewerking nie.

3. Komitees van NOR funksioneer nie goed nie.

4. As opleidingsrade sitting het op 'n Konsulterende Komitee, kan komiteestelsel van NOR vervang word d.w.s. Regionale Komitees en Nasionale Mannekragkomissie kan vervang word.

5. Mannekrag het arbiterfunksie waar dispute mag ontstaan, of aansoeke van opleidingsrade hanteer word of akkreditering oorweeg word.

6. Nie inspeksie-stelsel nie, industrieë sal self inspeksie doen. Nasionale opleidingsraad kan as stimuleerder, koördineerder, bron optree.

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7. Registrasie van kursusse sal deur opleidingsrade hanteer word en sal self standaarde hanteer. Nie te veel kontrole uitoefen nie.

8. Industrieë sal van opleidingsraad verwag om opleiding volgens aanvaarbare standaarde te koördineer.

IV ALGEMEEN:

1. Kontanttoelaes is nie absoluut noodsaaklik nie. Opleidingsraad moet nie totaal afhanklik wees hiervan vir hulle opleiding nie.

2. Makrobelang van Staat om opleiding te stimuleer.

3. Kontanttoelaes moet deur opleidingsraad vir hulle eiesoortige behoeftes aan opleiding, aangewend kan word byvoorbeeld verbetering van opleidingsfasiliteite.

4. Proses van finansiering is nie aanvaarbaar nie - produkfinansiering is ook problematies en albei stelsels is kritiseerbaar. Neem bedrag wat Staat in die verlede aan opleiding spandeer het en bestee dit op 'n pro-rata basis aan opleiding byvoorbeeld as 'n nywerheid 3% tot die Nasionale Produktiwiteit bygedra het, moet dit 3% van bedrag vir opleiding kry. Bedrag kan bestee word na aanleiding van hulle behoeftes. Oortollige fondse kan aangewend word om opleidingsrade te stig. Staat sal nie meer bestee as in die verlede nie.

5. Nie uitsluitlik gemoeid met opleiding van werkloses nie, sal werkloosheidopleiding slegs gebruik om tekorte in die bedryf aan te vul. Werkloosheidopleiding moet lei tot indiensneming.

6. Universele vaardighede moet deur almal opgelei word, terwyl individuele vaardighede deur maatskappy of industrie self hanteer kan word.

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7. Opvoedkundige inrigtings soos Technikons en Kolleges   kan
    sitting hê op Konsulterende Komitees. Selfs op skoolvlak
    kan krediete al   verwerf word byvoorbeeld houtwerk kan   omskep
    word in kabinetmaking wat meer aanvaarbaar sal wees vir   indus-
    trie.

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NAAM: **VOLKSKAS**

I   **VAARDIGHEDE:**

1. Opleiding geskied hoofsaaklik binne die volgende twee terreine, naalik:

    a)   Bestuursopleiding.
    b)   Ander vaardighede buiten bestuursopleiding, soos bv:
         i)   Interpersoonlike vaardighede;
         ii)   Verkoopsvaardighede;
         iii) Onderhandelingsvaardighede;
         iv)   Aanbiedingsvaardighede.

2. Daar word in 'n groot mate van eksterne bronne (konsultante) gebruik gemaak.

3. Opleiding word gestimuleer deur:

    a)   implementering;
    b)   aansporing; en
    c)   opleiding verkoop homself.

II   **BESTAANDE STRUKTURE;**

1. Is ten gunste van die uitbreiding van bestaande wetgewing om ook ander vaardighede in te sluit.

2. Is nie ten gunste van 'n opleidingsraad vir die Bankwese nie, te veel burokratiese maatreëls.

3. Is wel ten gunste van geordende skakeling tussen verskillende bankgroepe op 'n informele vlak om kennis en ander kundigheid uit te ruil. (Deel van universele aspekte).

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4. Kontak met die NOR is baie min.

5. Ten gunste van 'n kort lyn van kommunikasie, skram weg van te veel vlakke.

III **ADMINISTRASIE:**

1. Akkreditering vir eenvormige standaarde in die bankwese geen maklike taak.

2. Ten gunste van kontanttoelaes, indien dit nie onnodige uitgebreide onderhandeling met die Departement Mannekrag sal verg nie.

3. Nie ten gunste van formele strukture nie, eerder informele skakeling.

IV **ALGEMEEN:**

1. Lei nie werkloses op nie.

2. Skakeling met opvoedkundige instansies en inrigtings moet deur takbestuurders van Volkskas plaasvind.

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NAAM: **ESKOM OPLEIDINGSKOLLEGE**

I **VAARDIGHEIDSOPLEIDING:**

1. Meeste opleiding is gedesentraliseer na Sake-eenhede. Slegs opleiding wat nie by Sake-eenhede meer koste-effektief aangebied kan word nie, byvoorbeeld bestuursopleiding, verskeie vorme van tegniese opleiding, simulatoropleiding, word by die gesentraliseerde Opleidingsdepartement aangebied.

2. Twee hoofkantoor departemente is verantwoordelik vir opleiding en ontwikkeling naamlik Bestuursprestasie en Ontwikkeling (BPO) en die gesentraliseerde Opleidingsdepartement.

   * BPO hanteer bestuursopleiding, toesighoueropleiding en die opleiding van opleiers/fasiliteerders. Hierdie is kragtige intervensies vir die vestiging van organisasiekultuur.

   * Opleidingsdepartement konsentreer op:
     (a) die bestuur van die kollege,
     (b) tegniese opleiding (meganies, elektries, kontrole- en instrumentasie, distribusie-opleiding, substasie-oprigting en operateursopleiding byvoorbeeld sisteemopleiding, simulatoropleiding) en
     (c) taakvaardigheidsopleiding - dit is alle opleiding wat 'n persoon sal help om sy taak meer effektief uit te voer - byvoorbeeld sekretarieel, kerklike, spyseniering, verpleegsters, ontvangsdames, rekenaarvaardigheidsopleiding, kommunikasie, geletterdheidsopleiding, voertuigbeheer, kliëntekontak, funksionele geletterdheid ens.

3. Vaardigheidsopleiding buiten operateursopleiding sal ons nie noodwendig ingesluit wil hê by die wet op Mannekragopleiding nie.

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4. Eskom is baie opleiding- en kwaliteitsbewus. Opleiding en ontwikkeling vorm 'n prominente deel van Eskom se Missie, Filosofie en Strategie (organisasie-waardes) en die organisasie is verbind tot die ontwikkeling van al sy personeel. 'n Hoë tegnologie-organisasie kan nie funksioneer sonder opleiding nie.

5. Kursusse word ontwikkel volgens lynbestuur se behoeftes en ons probeer sover moontlik desentraliseer deur Sake-eenhede se instrukteurs op te lei sodat hulle selfversorgend kan wees ten opsigte van hulle opleiding.

6. Koppel opleiding aan 6% van totale salaris- en loonrekening. Omstandighede kan organisasie noop om hoër as die funksionele direktief tot 10% te styg.

7. Gebruik konsultante vir opleiding, maar maak nie van opleidingsentra gebruik nie - hierdie moontlikheid is egter nie uitgesluit nie.

II BESTAANDE STRUKTURE:

1. Kan geen rede sien waarom sagte vaardighede-opleiding nie ingesluit kan word by die wet op Mannekragopleiding nie. 'n Probleem is egter dat daar kopiereg op van hierdie produkte is en dat ons die inhoud daarvan nie noodwendig wil deel nie.

2. Kontanttoelaes kan help om klem te plaas op opleiding in belangrikste vaardigheidstekorte.

3. Wil opleiding liewer desentraliseer volgens sy behoeftes.

4. Wil nie ongekwalifiseerd in 'n opleidingsraad inbeweeg nie - vir vakmanopleiding wel, maar nie vir sagte vaardighede nie : opleidingsrade moet hulle eers vestig en soos ons na privatisering beweeg - dalk kursusse aanbied vir akkreditering.

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5. Samewerking met Departement Mannekrag en NOR rakende vakmanopleiding is goed. Sal eie opleidingsraad stig en aansoek doen om akkreditering.

6. Nie direkte verteenwoordiging op komitees nie, maar daar is tog hier en daar sitting op komitees. Koördinering van opleidingsrade is goed en kan ervarings met mekaar deel.

7. Koppeling met Mannekrag is hoofsaaklik met betrekking tot vakmanopleiding - word gevra vir kommentaar.

Sake-eenhede is goed ingelig rakende samewerking met Departement Mannekrag. Vir Eskom is dit belangrik dat daar goeie samewerking met die Departement van Mannekrag is.

III **ADMINISTRATIEF:**

1. Fokus verkieslik op kritiese tekorte in vaardigheidsopleiding en dit moet deur kontanttoelaes ondersteun word.

2. Stel voor dat ons eerder vra waar ons wil wees in 1995 en werk dan 'n strategie uit om dit te bereik. As ons te veel op die verlede konsentreer kan beperkinge van verlede ons terughou. Werk na 'n ideaal-struktuur vir toekoms.

3. Nie betrokke by opleiding van werkloses nie. Spaarkapasiteit kan dalk benut word.

4. Goeie samewerking met Technikons en ander tersiêre opleidingsinrigtings vir erkenning van kursusse en opleidingsontwikkeling.

5. Noodsaaklik dat fasiliteite gedeel moet word - akademiese biokotte en isolasie kan ons tot samewerking dwing.

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NAAM: KOMMISSIE VIR ADMINISTRASIE;   INSTITUUT VIR OPLEIDING

I   VAARDIGHEIDSOPLEIDING

1. Gee hoofsaaklik bestuursopleiding om bestuurder te help om sy
    taak as bestuurder beter te hanteer byvoorbeeld toesprake,
    openbare optrede, arbeidsverhoudinge ensovoorts.

2. Instrukteursopleiding,   sekretariële   opleiding,
    toonbankpersoneel - vir die totale Staatsdiens word ook hier
    hanteer.

3. Dit is vaardighede wat buite ambagsmanopleiding val.

4. Wet op Mannekragopleiding moet   uitgebrei word   om   die
    vaardighede in te sluit.

5. Kommissiefunksie in bestuursopleidingsvlak (junior bestuurder,
    middelvlakbestuurder en senior bestuurder).

6. Maak gebruik van kundige persone om behulpsaam te wees met
    senior bestuursopleiding byvoorbeeld Anton Rupert ensovoorts.

7. Die opleiding is modulêr gestruktureer en moet eksamen slaag in
    modules.

8. Nuwe voorradestelsel in Staatsdiens is 'n voorradebeheerstelsel
    - mense word ook deur die instituut opgelei as magasynmeesters,
    voorradebestuurders   en   selfs   staatsrekenmeesteropleiding.
    Paaiesuperintendente moet teorie en praktiese modules slaag
    alvorens hy aangestel word - opleiding in draaie-uitleg,
    brugbou ensovoorts.

9. Daar is komitees wat oor kurrikuluminhoude besluit - neem
    eksamens af. Praktiese eksamens word deur padingenieur

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hanteer. Technikons ter sprake waar akademiese opleiding ter sprake kom.

II **BESTAANDE STRUKTURE:**

1. Nie ten gunste vir opleidingsraad nie - aangesien die Komissie selfvoorsienend is en daar sal vir uitbreiding van opleiding voorsien word.

2. Lugruimbeheeropleiding kan ook later ingesluit word.

3. Daar bestaan <u>universele vaardighede</u> en <u>individuele vaardighede</u> byvoorbeeld burgerlike lugbaart en lugmag het algemene vaardighede - maar dan differensieer die opleiding.

4. Goeie samewerking met die Departement Mannekrag en NOR rakende opleiding is in swang.

5. Daar is verteenwoordiging op Komitees van die NOR.

6. Moontlik aandag gee aan 'n koördinerende komitee vir voorsitters van Opleidingsrade.

7. Groepopleidingsentra en streekopleidingsentra funksioneer nie saam met instituut nie. Gedesentraliseerde opleiding bestaan byvoorbeeld bosbou en watervoorsiening.

8. Daar is opleidingsbeamptes wat inhuisopleiding in eie departemente waarneem.

9. Instituut koördineer opleiding en hou toesig oor standaarde.

III **ALGEMEEN:**

1. Kontanttoelaes is nie van toepassing op die instituut nie.

2. Geen definitiewe kriteria vir opleiding waardeur opleiding geakkrediteer word nie.

3. Geen opleiding van werkloses nie.

4. Goeie samewerking met Technikons en Tegniese Kolleges met betrekking tot opleiding - selfs met Universiteite.

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BIFSA

I **VAARDIGHEDE:**

- Begin met inrigtingsopleiding in 1971 (ambagsmanopleiding).

- Hierdie opleiding was baie suksesvol, daarom is Inrigtingsopleiding verpligtend gemaak. Hierdie opleiding was egter vakmangerig.

- Vier opleidingsentrums.

- Uit die fonds word die opleiding gefinansier.

- Maak ook voorsiening vir beperkte vaardigheidsopleiding volgens behoeftes (gespesialiseerde vakmanopleiding).
Bestuursopleiding - vaardigheidsopleiding moet op basis van Piramide geskied.

II **BESTAANDE STRUKTURE**

- Reeds gekonstitueer as opleidingsraad.

- Onder die opset in BIFSA was vakmanopleiding gedoen. Spesiale skema was geregistreer en daarvolgens is heffings ingesamel. Hele land is in streke verdeel.

- Binne die nywerheidsrade funksioneer 'n seëlstelsel (werkgewers) koop vir werknemers 'n seël - (vir verlof en pensioendoeleindes).

- Binne nywerheidsgebiede word heffings deur middel van die seëlstelsel ingevorder.

- Bestaande wetgewing is wyd genoeg en sluit ook ander vaardighede in. Uitbreiding is nie nodig nie.

- Maak nie gebruik van groepopleidingsentra nie.

- Akkreditering op grond van die produk wat gelewer word.

- Streeksopleidingsentra kan kwalifiseer vir akkreditering.

- BIFSA doen reeds eie opleiding en is geakkrediteer daarvoor.

- Opleidingsraad hanteer die handhawing van opleidingstandaarde.

- Vakbonde het ook verteenwoordiging op opleidingsraad.

- Goeie samewerking met NOR en Departement van Mannekrag.

- Die stigting van opleidingsrade is 'n nuwe konsep.

- Voel dat huidige struktuur in die nuwe bedeling goed sal funksioneer.

III **ADMINISTRASIE:**

- Funksionering van Komitees van NOR - wel 'n funksie.

- Forum vir gemeenskaplike belange is van waarde, asook die skakeling met onderskeie instansies.

- Verteenwoordiging op NOR sal van waarde wees.

- Kontanttoelaes - beste wyse van finansiering van opleiding.

- BIFSA het tot dusver geen belastingvoordele gekry nie.

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- Staat subsideer formele onderwys en die nie-formele sektore kry geen ondersteuning nie. Privaatsektor spandeer groot bydrae geld aan opleiding.

- Instelling van die fonds het groot las van die werkgewer geneem.

IV **ALGEMEEN:**

- Lei werkloses op.

- Ten gunste van akkreditering van sekere formele onderwysinstansies (Intreevlakke sal bepaal kan word deurdat akkreditering sekere kontroles daarstel).

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PLAASLIKE OWERHEDE

I **VAARDIGHEDE:**

- Die Departement Staatkundige ontwikkeling beheer die totale spektrum van plaaslike owerhede buiten vakmanopleiding.

- Vakmanopleiding word deur die Departement van Mannekrag hanteer.

- Maak gebruik van groepopleidingsentra - maar ondervind probleme met standaarde.

- Ten gunste van modulêre self-geadministreerde opleiding en is besig om die stelsel uit te bou.

II **BESTAANDE STRUKTURE:**

- 'n Opleidingsraad is gekonstitueer en 'n opleidingsfonds is tot stand gebring.

- Die opleidingsraad vir plaaslike owerhede het 'n beleidmakende funksie en verskeie amptenare van die staatsdepartemente het sitting op die raad.

- Die Nasionale koördinerende opleidingskomitee verteenwoordig net plaaslike owerhede en vier direkteure van plaaslike bestuur het verteenwoordiging op die raad.

- Aangesien persone wat op die Nasionale Koördinerende Opleidingskomitee nie noodwendig oor die nodige kennis van opleiding beskik nie, is 'n evalueringskomitee gestig.

- Die funksie van die komitee is om kursusse te evalueer.

- Daar bestaan verder ook streekskomitees waarop die verskillende Provinsies sitting het, en sub-streekskomitees.

- Hulle funksie is hoofsaaklik die stimulering van opleidingsaksies en die bepaling van opleidingsbehoeftes vir programmering en verdere ontwikkeling.

- Huidige stelsel se uitvoerende struktuur is te lomp en funksioneer effektief nie.

- Is tevrede met die Witskrif en die konsepwetgewing wat binne die nuwe bedeling gaan funksioneer. Opleiding word teruggebring by die lynbestuur.

- Geen skakeling met die NOR, wel met die Departement Mannekrag oor ambagsmanopleiding.

- Geen skakeling met die Nasionale Mannekragkommissie.

III **ADMINISTRASIE:**

- Konsepwetgewing moet 'n oorhoofse moniteringsrol vervul en moet 'n ondersteunende funksie hê.

- Opleidingsrade met eie akkreditering kan doen.

- Gesag moet onderverdeel word.

- Kundiges moet kursusse evalueer en

- 'n saamgestelde uitvoerende struktuur moet tot stand kom.

IV **ALGEMEEN:**

- lei nie werkloses op nie.

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- Skakeling met Technikons en Tegniese Kolleges is hoofsaaklik met betrekking tot kursusontwikkeling.

- Ontvang geen kontanttoelaes of belastingtoegewings van Staat.

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BYLAE C

HSRC RESEARCH: SKILLS TRAINING

PROJECT COMMITTEE PC6: STRUCTURES FOR SKILLS TRAINING:

RESEARCHERS: Prof L P Calitz - (UP) - Project leader
                DR A Maree   - UNISA - Research associate

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1. **INTRODUCTION:**

The aim of the research project was to investigate skills
training in the RSA and to determine which factors <u>facilitate</u>
training and which factors <u>inhibit</u> training. This was done
from the viewpoint that skills training may be improved and
extended in the best interests of the economy, greater
employment and an improvement in productivity.

Skills training could be viewed as any training which improves
the <u>effectiveness</u> of the <u>trainee</u> in performing his work. This
includes <u>manipulative</u> as well as <u>intellectual</u> skills at all
levels.

The research focused on three levels of structures viz: the
<u>macro level</u> (State level), the <u>meso</u> or industry level and the
<u>micro</u> or Company level.

For the purpose of the investigation it was decided to focus on
the macro or State level as well as on the meso or industry
level.

This specific project focused on the existing structures of
skills training, while two other researchers investigated the
philosophy of structuring for skills training and undertook a
comparative study of overseas structures.

2. RESEARCH DESIGN AND METHODOLOGY:

The research commenced with a delineation of the types of skills (such as intellectual, technical, human and management skills). The impact of these various skills on the effectiveness of the organisation was also clearly indicated.

The second section of the research dealt with the existing structures for skills training and thus concentrated on the Manpower Training Act No 56 of 1981 as well as the MTDAB, government gazette No. 11149 of 1988 and the structures created in this section. Special attention was paid to the organisational structures of the National Training Board (NTB) and its' various committees outlined in the white paper (1988). The aims as well as the functioning of the Industry Training Boards were also researched and discussed extensively. In this section the important aspect of accreditation and the evaluation of training by the training boards were thoroughly investigated.

The third section of the research includes an empirical investigation into informed opinion concerning the effectiveness of present structures and related suggestions for practical improvements. The following research methods were used in the empirical investigation:

a)   *Structured questionnaire:*

A questionnaire was drafted in both Afrikaans and English consisting of questions to be asked during a personal interview with the chairman of Industry Training Boards (ITB). The questionnaires were finalised after discussions held with Mr John Tyers and Dr D Haasbroek.

*   *English questionnaire - Appendix A*

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b) *Personal interviews:*

A structured interview with some 15 training organisations
led to a number of proposals for amendments to existing.
structures. These proposals centred on the privatisation
of all skills training to accredited training boards.

By means of the structured questionnaire personal
interviews were conducted with the following persons:

TRAINING BOARD/INSTITUTION	PERSON	DATE
1. First National Bank	Mr E Blaine	05.09.88
2. The Development and Train-ing Fund for the Electri-cal Contracting Industry	Mr B Parken	06.09.88
3. The Motor Industry Develop-ing Fund	Mr J H van Huyssteen	07.09.88
4. Metal and Engineering Indus-tries Education and Training Board	Miss J Lopez	07.09.88
5. Textile Federation	Mr S Slagman	08.09.88
6. The Training Scheme for the Retail Industries of Accomo-dation, Catering and Liquor	Mr J H Fourie	08.09.88
7. Direktoraat: Mannekragoplei-ding	Mr D R Pretorius	09.09.88

TRAINING BOARD/INSTITUTION	PERSON	DATE
8. Training Board, National Clothing Federation	Mr H W van Zyl	09.09.88
9. Road Transport Training Scheme	Mr N Baxter	09.09.88
10. Training Scheme for the Building Industry	Mr J A Vorster	06.09.88
11. Iscor Training and Development	Mr E Ferreira	12.09.88
12. Furniture Industry Training Board	Mr J Tyers	13.09.88
13. Eskom	Dr R Verster	13.09.88
14. Kommissie vir Administrasie	Mr Niemand	14.09.88
15. Volkskas Opleidingsentrum	Mr Nicol	15.09.88

3. IMPORTANT TENDENCIES GLEANED FROM THE RESEARCH:

3.1 SKILLS TRAINING

3.1.1 The majority of ITB's make ample provision for the training of their people in a wide variety of skills needed by: operators, supervisors, managers, trainees, clerks, typists, caterers, banking personnel not included in artisan training.

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3.1.2   Skills may be classified broadly as human, conceptual, intellectual, manipulative and technical skills or combinations of these.

3.1.3   The different Training Boards do take the individual needs of the members of their industries into consideration during the structuring and design of training programmes.

3.1.4   The majority of respondents indicated that a large number of industries may coordinate training in universal skills. Company specific skills will only be trained by the specific company itself.

3.1.5   Boards or institutions stimulate training within their enterprises by developing new training courses, seminars and inservice training courses. Regular newsletters are also despatched to members.

3.1.6   If an industry discovers that it is not providing training for a specific skill   needed by its members - provision will be made immediately by the industry or by contracting the group training centres to provide the necessary training.

3.2 EXISTING TRAINING STRUCTURES

3.2.1   The majority of respondents is of the opinion that the existing legislation concerning Manpower Training should be extended to include all skills training apart from artisan training.

3.2.2   Legislation should however not enforce rigidity to training or training boards but should create opportunities for flexibility and adaptation.

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3.2.3   The majority of respondents are in favour of training boards, because their main task will be the coordination of training. Some of the respondents were opposed to the establishment of these boards because they couldn't see the need for them, because they are selfsufficient regarding training facilities (e.g. Iscor and Escom).

3.3 ADMINISTRATIVE STRUCTURES

3.3.1   The majority of training boards have sound relationships with the Department of Manpower and the National Training board (NTB).

3.3.2   Some of the respondents indicated that they are not fully represented at the various committees of the NTB. and as a result cannot give their full participation.

3.3.3   A consultant committee or Association of Training Boards could be established which will accommodate representatives of Training Boards as well as the Department of Manpower and the National Training Board (NTB). This Association will coordinate all training and could probably replace the Manpower Commission.

3.3.4   The Department of Manpower (DM) may serve as an arbiter where disputes between training boards and individual members may exist.

3.4 GENERAL TRENDS

3.4.1   The majority of respondents are in favour of the cash grant system and they prefer that to the existing system of tax redemption.

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3.4.2   The system should however, be fair and should not
        favour the Training Boards of large industries unequally.

3.4.3   Training Boards should also not be completely dependent
        on this system of financing but should be selfsufficient
        with regard to their own training programmes.

3.4.4   The amount of money previously spent by the State on
        tax redemption for training, should be allocated to
        training boards and other institutions on a pro-rata
        basis.

3.4.5   Not all respondents are in favour of the training of
        the unemployed. Most of the respondents indicated that
        this training should be directed to the needs of a
        specific industry. Unemployment training should
        inevitably lead to employment in a specific industry to
        satisfy their needs.

3.4.6   Respondents are positive with regard to greater
        cooperation between the various industries and institu-
        tions for tertiary education viz: Technikons, Technical
        Colleges and Regional Training Centres. If cooperation
        between these partners in training could be enhanced, the
        manpower training in the RSA, will only benefit from such
        a partnership.

4.   CONCLUSION

Training of people in the RSA will benefit undoubtedly if the
research on skills training could refer to address the
following variables:

a) All skills training should be included in the Manpower
    Training Act or the Amendment Bill on the Manpower
    Training Act.

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b)   Training Boards for the various industries should be promoted.

c)   Training under the supervision of these Boards should satisfy the skills needed by a specific industry.

d)   An Association for Training Boards (ATB) should be established on a voluntary basis to coordinate the training as well as the actions of these boards.

e)   The accreditation and evaluation of training in a particular industry should be the total responsibility of the Training Board for that specific industry.

f)   The Department of Manpower and the National Training Board should work out a formula to introduce a fair system of cash grants for training to all Training Boards concerned.

g)   Regional Training Centres should be accredited by the various Training Boards to undertake training on their behalf.

h)   Where possible all Training Boards will have to provide training to the unemployed to satisfy their needs for company specific skills.

i)   On behalf of training greater cooperation should be established between Training Boards and tertiary educational institutions to benefit training.

All these abovementioned variables should be addressed when structures for skills training are considered.

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SKILLS TRAINING FOR SMALL BUSINESS
DEVELOPMENT

PROJEKKOMITEE 7

Ros Hirschowitz
Isa Slabbert
Ian Clark
Sunette van der Walt

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CHAPTER 1

BACKGROUND TO AND AIMS OF THE STUDY.

1.1 INTRODUCTION

Throughout its history, small businesses, not only in the formal but also in the informal sector, have made an important contribution to the development of the South African economy. The extraction of mineral wealth, the development of the network of railways across the country and the process of industrialisation, with the concomitant development of factories, have all taken place side by side with the emergence of small businesses. Such businesses have contributed significantly to the economic growth of the country by providing the people with the goods and services that they require.

1.1.1 Problems of small businesses

The fate of these businesses has varied since both failures and successes have characterised their development. Many small businesses have disappeared; some, such as those of the blacksmiths, have done so because they offered services or goods that had become obsolete with modernisation, while others have disappeared because they failed to remain competitive. Changes in the state of the economy, lack of management or other skills, legal requirements which are difficult to meet, lack of capital, the inability to find markets for products or services, the difficulties experienced in competing with big businesses, inflation and rising costs and various other inclement circumstances have all taken their toll of small businesses. These problems can partially be solved through training and one of the aims of this study is to examine the way in which training can help the growth and development of small businesses.

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1.1.2 Opportunities for small businesses

Yet not all small businesses have foundered. Some businesses have remained static, offering the same products or help to its customers over a time span of many years, while others have expanded and flourished, while yet others have expanded to such an extent that they have become large ones.

It is this possibility of successfully developing a business, the possibility for a business to expand and to grow, that forms the basis of job and wealth creation. Indeed large numbers o informal businesses have expanded and grown and they have entered the formal sector and by so doing they have gained legal recognition and status.

In the formal sector too, businesses have succeeded and grown. The small businesses of the past have, in many cases, become the large corporations of modern times.

The important consideration therefore is that small businesses have the potential for growth. If they are well run, they are able not only to support the owner's family, but also to create jobs through expansion and to create wealth through introducing new goods, new ways of producing them, new markets and new source of supply as well as through manufacturing surplus goods.

Indeed, small businesses create wealth and employment not only through expansion but also through replication (Dewar, 1987). Increasing numbers of similar small businesses stimulate competition and can lead to better products and services being offered. A person who has learned carpentry skills, for example, by means of inservice training while working in a small business can start out on his own. His orginal employer will need to find a replacement, and the new business owner in turn will also need to employ and train additional people, if he or she can start and run the business successfully.

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Another important role that small business plays is the creation of further opportunities for entry into the mainstream market. People coming from disadvantaged communities who lack the necessary skills to find employment in the mainstream economy are more likely to start off working in small businesses, particularly in the informal sector. This sector can then provide them with at least some basic work skills and experience, facilitating entry into the formal sector. Informal small business experience can thus bridge the gap between being unable to find employment and having marketable skills.

For the enterprising person, gaps can be found in the market aspects of business that are not economically viable propositions for larger businesses or for corporations. For example a hawker can sell individual cigarettes to customers, whereas a supermarket is unlikely to do so.

In a small business a high level of technical innovation is possible at a low cost, since high overheads do not have to be paid for and bureaucratic structures do not have to be overcome. Silicon Valley in the initial development of personal computers is a case in point. (Larson & Rogers, 1984)

1.1.3   The importance of training for small business development

Training to acquire the skills needed to start, to run and to expand a small business may play an important role in ensuring that failures are minimised and successes maximised. Although training is only one of the factors contributing to the successful functioning of small businesses, it is an important one. Indeed one of the most exciting challenges facing the country today is that of finding ways and means of upgrading the skills of the population in general and the skills of those people who lack formal educational qualifications in particular. Training can contribute towards helping small businesses to expand and to develop; it can indicate to businessmen how to go about creating jobs and creating wealth. Training can also help small businesses to survive, particularly in

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the initial stages, since 50 % of businesses fail in their first
years of starting up (Harper, 1984a).

1.2   BACKGROUND TO THE STUDY

The National Training Board and the Institute for Educational Re-
search of the HSRC have embarked on a joint investigation into
skills training in the RSA which falls outside the scope of artisan
training.   A main work committee to oversee the investigation as
well as seven project committees were established to give advice on
the seven projects, each of which covers a different facet of
skills training.

This project, which is one of the abovementioned seven, examined
the skills required and training needed to encourage successful
self-employment in both the formal and the informal sectors.

1.2.1   Definitions

For the purposes of this study, a small business is defined as an
enterprise in either the formal or the informal sector which is run
by the owner, and which gives employment to not more than 20 peo-
ple.

The informal sector is characterised by ease of entry, the use of
less sophisticated technology, high labour intensity and smallness
of scale regarding production and/or turnover. This sector oper-
ates outside the existing legal framework or administrative regu-
lations, in that the businesses are not registered or licenced.

The formal sector on the other hand is characterised by its opera-
tion within the legal framework of the country. These businesses
are fully registered and licenced. They comply with the various
Acts of the country such as the Health Act of 1977, the Licences
Act of 1962, and the Basic Conditions of Employment Act of 1983.
They are also required to pay tax and to comply with all the regu-

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lations and bylaws of the relevant Provincial Administration and local authority.

In practice, it is not always possible to distinguish between a business in the formal and one in the informal sector. It seems as if many businesses comply with some regulations and not with others. Therefore they can be placed along a continuum, one pole representing the informal and the other pole the formal sector. Those businesses that are not fully part of the formal sector and yet are not fully informal may be regarded as being part of the semi-formal sector.

By training is meant any learning intervention technique, such as counselling, consulting, mentoring, focused discussion or classroom teaching, in which one person, the trainer, imparts a knowledge and/or skills base to an individual or to a group of people so that they can use what they have learned in carrying out small business activities.

1.2.2   Role of small businesses in the informal sector

Most economic estimates of income and expenditure are based on figures derived from business activities in the formal sector. The extent of the contribution of the informal sector to the economy of the country is however difficult to estimate. By its very nature, the informal sector is not open to scrutiny as it functions outside the legal and administrative framework of any country. Nevertheless, its contribution is significant and the report of Committee for Economic Affairs of the President's Council (1985) indicates that this sector has grown rapidly in recent years as a response to inadequate growth of formal sector employment opportunities and a lack of alternatives in subsistence agriculture. Businesses in the informal sector help to cushion the effects of poverty.

An informal business sector is a feature of development. In a city that is in a continuous state of development, the existence of the informal sector can be traced throughout its history. For example

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there is firm evidence of the existence of a viable informal sector in Johannesburg from its beginnings as a mining town. This sector is still flourishing today although some of the activities have changed. At the turn of the century, there was an abundance of shoeblacks, washerwomen who laundered dirty washing at various points along the Braamfontein spruit and barrowmen selling a variety of wares in the centre city (Beavon and Rogerson, 1980). In Johannesburg today, the informal sector is still a vibrent, dynamic feature of of the city. Trading activities are evident in all areas, and in the city centre the selling of fruit, vegetables, trinkets, paper carrier bags and prepared food is a characteristic activity.

It would be interesting and highly relevant to know how many of these informal businesses enter the formal sector, but, as far as the author is aware, no figures are available. Neverthelss, it is postulated here that the informal sector in South Africa at the present time is the basic structure from which future entrepreneurs can emerge, particularly among developing communities. The entrepreneural activity in the informal sector of the present time is the learning ground for business skills and as such it could make a significant contribution ot the formal sector of the future.

In modern times, the informal sector plays a vital bridging role. It bridges the gap between unemployment employment for work seekers. It bridges rural and urban job opportunities in that it allows people who cannot find jobs or who are underemployed in rural areas to escape rural poverty and to create jobs for themselves in the cities. It is closely connected with the formal urban sector in that the formal sector relies on the informal sector to supply needed goods and services for its workers. The informal sector in turn relies on the growth of the formal sector for its income and clientelle (Todaro, 1985: 281-282). Promotion of the potential informal sector is thus of vital importance for future prosperity as well as for future social and economic stability.

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Any study of training needs for small businesses should therefore focus, not only on the formal, but also on the informal sector. Opportunities should be created to enable small businesses in the informal sector to enter the formal sector. Not only does it seem highly likely that more jobs will, in future, be created in small, labour intensive businesses rather than in large, capital intensive ones, but it is also essential that this occurs. Large businesses are unable to meet present employment needs partly because of capital intensive practices and partly because it is expensive for them to create new jobs. In future, they are even less likely to be able to meet the employment needs of an expanding population than they are at present.

The encouragement of the development of successful small business ventures, in both the formal and the informal sectors and the training of entrepreneurs to enable them to run these enterprises, are thus important considerations for future job creation and economic development.

1.3 AIMS OF THE STUDY

This study therefore aims:

* To explore the way in which a group of owners of small businesses in the formal, the semi-formal and the informal sectors acquire the skills needed for running their businesses.

* To ascertain their views regarding the role of training in small business development.

* To determine how a group of people involved in the training (including consulting, counselling and mentorship) of practicing and potential small businessmen view the role of training.

* To develop guidelines regarding training policy that can be applied to small business development.

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1.4   METHODOLOGY

1.4.1   Literature survey

A review of what research has already been done both locally and in other countries, regarding training for self employment was under-taken. This literature study will be discussed in Chapter Two. At the same time a theoretical framework on which this study is based will be developed and discussed in this chapter.

1.4.2   Respondents from whom data was collected

Data was collected by means of case studies using the following re-spondents:

(a)   The entrepreneur/small business owner

Interviews were held with 80 entrepreneurs of small business owners operating a variety of businesses in both the formal, (N=20) the semi-formal(N=40) and the informal sectors (N=20) in the Pretoria - Johannesburg -Witwatersrand areas.

The following types of business were included in the study

* Retail trading businesses such as hardware stores, cafes, butcheries, used car dealers and florists,

* Small manufacturing concerns such as carpentry, metalwork, clothing and upholstering businesses,

* Businesses offering personal services such as hairdressing and printing,

* Small building and construction businesses,

* Repair businesses such as panel beaters,

* Fast food and catering outlets,

* Businesses offering professional services, for example pharmacy services and undertaking,

* Hawking businesses.

Suitable respondents in the above types of businesses were obtained from a variety of sources, namely from black townships near Pretoria, from a shopping centre in a Pretoria suburb, from industrial workshops run by small business development agencies in industrial areas near Johannesburg and Germiston, from people requesting financial assistance from a development agency and from people approaching a training organization. In an exploratory case study approach such as the one used in this project, the group obtained is not a representative one. Limited generalisations can therefore be made from the data, but if the findings support those of other studies, then the scope for generalisation is increased.

(b) The trainer

A questionnaire was drawn up to be completed by trainers, counsellors, consultants or mentors working in small business development or training organisations countrywide. Tertiary educational institutions that offer a training service for small business development were also included. In total, 25 of these organizations were contacted by telephone and 86 questionnaires were sent out by messenger or by post. Almost 50 % (N = 42) completed questionnaires were received back from trainers in these organisations.

1.4.3 The fieldwork

Different data collecting techniques were used for the entrepreneurs and for the trainers. Information was collected from the entrepreneurs by means of structured personal interviews using an in-

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terview schedule (see Appendix B). Eight trained fieldworkers were used for this purpose. A fieldworker's manual was constructed and each fieldworker was given instructions on how to administer the interview schedule during a training session (see Appendix A).

Interviews were conducted, wherever possible, during the open hours of the business. The vast majority of schedules were completed by the fieldworkers who noted down the answers of the respondents. It was not always possible, however, to conduct the interviews personally, because some entrepreneurs were too busy to be able to spend time personally with the interviewer answering questions. The schedules were, in these cases, filled in by the respondent him or herself and returned to the appropriate fieldworker.

As far as the trainers are concerned, data was collected using questionnaires, which are self explanatory. (See Appendix C) No fieldworkers were therefore necessary. In order to facilitate the distribution of the questionnaires, an individual, usually someone in a management post, was contacted in each organization to be responsible for handing out the questionnaires and collecting the completed ones among the relevant staff members.

1.4.4   The interview schedule and questionnaire

(a)   The interview schedule

The following aspects were covered in the interview schedule designed for the entrepreneurs.

* Biographical details of the entrepreneur such as age, sex, level of education, the type of business, the products sold or the services offered, the length of time the business has been in existence.

* How and why the formal/informal business was started, and problems that were experienced in starting it.

*   What initial skills he had before starting the business and how he acquired these skills.

*   What training he received, if any, before embarking on the venture.

*   What skills, in his opinion, would have been helpful to get started.

*   The number of people actually working in the business and whether or not employment opportunities have been created since the business was started.

*   What type of skills (financial, technical, marketing, selling, interpersonal, budgeting, planning and forecasting) are needed for running the business and how these skills were acquired.

*   The role of formal and of informal training, as compared to the role of experience, and the importance of guidance and mentorship in establishing and running a business.

*   The way in which he or she sees the future of the business and the future business plans.

A copy of this schedule appears in Appendix B.

(b) The questionnaire

The questionnaire that was distributed among those involved in training people to acquire business skills covered the following areas.

*   A biographical description of the respondents, including age, academic and other qualifications, job title and the proportion of time at work spent on training, consulting and counselling activities.

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* Who, in their opinion should learn about the functioning of small businesses.

* What skills are needed to run a small business

* The type of trainee who in their opinion could benefit the most from business training

* What fields or subjects should be covered in a small business training course for the informal and for the formal sectors.

* What in their opinion are the most effective methods of train- ing

* Who in their opinion should be giving the training.

* How training should, in their opinion, be evaluated as well as their views on setting training standards

* Accreditation for training.

* Other services that training organizations should offer

* The funding of training

1.5   LAYOUT OF THE REPORT

In Chapter Two, a literature survey, covering the factors that in- fluence small business training, the type of person most suitable for this type of training, and the content and methods used, will be undertaken and then related to the present research project.

In Chapter Three, the perceptions of small business owners of the business training that is needed to help to start up, to run and to expand ventures, will be discussed.

In Chapter Four, the views of the people actually involved in training will be given regarding the way in which business training should be approached.

Finally, in Chapter Five, a summary will be given, of the research findings; then conclusions will be drawn and recommendations for training for future small business development will be made.

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CHAPTER TWO

LITERATURE STUDY AND THEORETICAL FRAMEWORK

2.1   INTRODUCTION

Training for small business development in South Africa needs to be
seen against two starkly contrasting backgrounds. On the one hand,
some businesses will start up and function in a framework where po-
verty, low productivity, unemployment, lower standards of health
care, lower levels of education and a lack of skills predominate.
(Todaro, 1985).   On the other hand, some businesses will start up
and function within a framework of a modern, sophistical economy.
Yet both types of business can co-exist. Many are carried on side
by side in the same areas. For example, the fruit vendor sells his
products outside the supermarket. These businesses should be able
to rely on each other for mutual support in a symbiotic relation-
ship. Businesses in the developing sector supply the goods and
services that many of the unskilled and semi-skilled workers in
formal sector require. They cater for those earning lower wages in
a society where there are wide disparities in income distribution.
(Todaro, 1985).   In turn, businesses in the developed formal sector
supply the materials and goods required by the businesses in the
informal sector.   This mutual interdependence also extends to
training.   People in both types of businesses environment require
training to help them to start up, to run and to expand their busi-
nesses. Common grounds on which a training policy can be based
need to be found.

Any examination of the skills required to run a small business and
the type of training that may be useful to help acquire these
skills cannot ignore the socio-cultural, political and economic en-
vironment in which the business will operate.

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2.2 FACTORS INFLUENCING TRAINING APPROACHES

2.2.1 Socio-cultural influences

From a socio-cultural point of view, the social structures as well as the norms and values prevalent in a society can influence the way in which businesses are run (Berger, 1986). For example if the informal sector is seen as an important contributor to the economy of the country by a given society, then it will be much easier for the owners of these businesses to start them up and to operate them than if this sector is seen as a hindrance or as unhygienic or even as a threat to formal businesses. (King, 1987).

The networks that support business owners in their endeavours and the extent of involvement of the family or extended family are other socio-cultural factors to be taken into account. (Redding, 1988). The way in which a business functions and the skills needed to do so are directly related to these considerations. Training, if it is to be effective, should be directly linked to the socio-cultural environment.

2.2.2 Political influences

From a political point of view, a government's appraoch, not only to small business development, but also to related issues such as urbanization, technological development, manufacturing policy and labour policy can influence the way in which small businesses are run (Todaro, 1985) and hence, training needs. Monetary and fiscal policies in turn link political strategies to economic conditions in the country.

2.2.3 Economic influences

Economically, the growth rate, the distribution of income in the country, the savings patterns and the labour or capital intensity of industry all play a vital role in how small businesses function.

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This pattern in turn has direct training implications. (Hsiao, 1988).

2.2.4 The relatioship between socio-cultural, economic and political influences

Let us examine small business development in the oft cited but highly relevant examples of South Korea, Taiwan, Hong Kong and Singapore. A pattern emerges in which a combination of economic, political and socio-cultural factors can be discerned. However, such a pattern needs to be interpreted with caution, since cause-effect relationships cannot be assumed. Economically, in these countries Berger (1988) indicates that high growth rates sustained over many years, a diminishing amount of income inequality and a concomitant improvement in living standards of the people as well as high savings rates are evident. Politically, welfare services are underdeveloped, but tax rates are low. Socio-culturally, thre is a strong achievement oriented work ethic, a sense of collective solidarity within and beyond the family and a high value placed on education. The education system is however, harshly meritocratic and selects elites among children at an early age (Berger, 1988).

In the same way as the Protestant Ethic was thought to have played an important role in Western development in the eighteen and nineteenth centuries, Confucian Ethics may have played an important role in the development of the economy of East Asian countries in the twentieth century. While the Protestant Ethic stresses individualism, the Confucian Ethic stresses respect for work, the family and organizational authority (Hsiao, 1988). These differences in Portestant and Confucian Ethics indicate that different values can underpin the attainment of similar goals, since countries with both of the above values strive for economic prosperity. Although the goals are similar, training should take the way in which the goals are attained into account. Training strategies for small business development in East Asia may differ greatly from those which are applicable to the West. (Papanek, 1988).

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2.2.5 Implications for South African training

In South Africa, trainers need to be alerted to the way in which socio-cultural, political and economic factors influence small business development. Not all people will react in the same way to the same type of business training. There are differences in norms and values amont those in the developing and those in the developed sectors of the economy as well as in the communities which the particular businesses serve. These differences have training implications. Botha (1981), in discussing small business development, points out that "In South Africa, there are literally thousands of entrepreneurs whose only education came from the 'school of hard knocks'. Their education has been derived from experience" (p. 157). This experience could form the basis from which training starts, and the framework within which the training needs of each small business owner can be understood.

However, having taken the experience and the background of the trainee into account, the trainer's role is to give the trainee a knowledge of and access to other ways of conducting business which may be more efficient and cost-effective than his or her present methods. Business training should enable the owner to transcend cultural barriers even if the trainer starts off by using the socio-cultural orientation of the trainee. In this respect, King (1987) argues that "business training interventions cannot restrict themselves to technical knowledge, but must seek to produce through formal methods, a whole series of attitudes and values that may not be supported by the culture." (p 8)

In an International Labour Organization publication, Neck (1976) states that the need to develop and implement programmes designed to ensure healthy growth of enterprises is fundamental to the future wellbeing of countries. This surely applies to South Africa and both its informal and formal sectors at the present time. Not only deregulation, but also ways and means of ensuring the healthy growth of each sector and ways and means of bridging the gaps between the sectors, have to be found. One aim of the present study

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is to examine the way in which training can contribute towards small business development, taking the perceptions of both the business owners and the staff of organizations offering them business training into account.

2.3   BRIDGING THE GAP BETWEEN THE INFORMAL AND FORMAL SECTORS

2.3.1   The gap that exists between sectors

The most widely recognised differences between the formal and the informal sectors (Eksteen, 1988), is the absence of official status of the informal sector. The informal sector is largely unregulated, and unlicensed. The businesses in this sector draw on indigenous and local resources for their small scale undertakings. These businesses are usually run by a single individual, often in conjunction with his or her family or extended family. Labour intensive, appropriate technology is used based on skills gained largely through experience. They cater for unregulated markets and the owners require a relatively small capital outlay to start them. Working hours are irregular and the quality of the products made in this sector are often inconsistent. Prices are negotiable, credit is granted in individualised ways depending on personal contacts between owner and customer. Fixed costs are minimal, insurance if any, is minimal and no tax is paid. (Eksteen, 1988 : p.5 citing Rogerson & Beavon, 1980).

Business in the formal sector are very often characterised by the opposite methods of functioning. They are licensed and regulated and are more capital intensive. Within the formal sector itself, there are large differences in the way in which small, intermediate and large organizations function. These differences also exist between larger businesses and those that form part of large national or multinational corporations. Not only are there differences in functioning but there are also differences in the knowledge base needed for each type of business. Wolmarans (1982 : p 3) calls these differences transitional gaps. He indicates that there are transitional gaps between the informal sector and formalised small

industry on the one hand and between formalised small, medium and large scale industry on the other hand. The same would indeed apply to trading businesses. There is a gap between small scale informal sector trading, for example, hawking, and small scale formal trading activity, for example running a shop; between small scale and intermediate scale businesses and then between the intermediate and large scale trading actively in the formal sector.

The width of this gap depends in part on the type of industry or business, the skill level and educational background of the business owner and his or her basic business knowledge as well as on finance and training available to help bridge the gap (Wolmarans, 1982).

2.3.2   <u>Bridging the gap</u>

Wolmarans (1982 : 4) contends that small business training for the informal sector programmes should be geared towards improving the position of the informal sector per se rather them towards bridging these gaps. Other authors (Harper, 1984a; Todaro, 1985) do not agree with thus standpoint. While agreeing that improving the overall position of the sector is important as a practical starting point for training, they state that an ultimate goal for training must be to enable people to cross these barriers or gaps between sectors if they wish to do so. In this connection Harper (1984a : 70) states that if through training, business owners can be brought to see that other options exist and if training gives a good indication of the way in which these other options can be taken, it "has done all that can be expected of it" (p. 70). However, Harper further indicates that there are large numbers of business owners who cannot reasonably be expected to participate in training. An important consideration therefore is the question of who can best benefit from business training and whether or not trainees should be selected. The whole issue of entrepreneurship, what it is and whether it is a skill that can be acquired or a personality trait which remains relatively stable throughout the individual's life-span needs to be addressed. Can entrepreneurship be taught,

should it be used as a selection criterion so that training can be given to those who will benefit most?

2.4   ENTREPRENEURSHIP

2.4.1   Importance of entrepreneurship

Entrepreneurship seems to be an important characteristic that distiguishes between the innovative business and the one that remains static. Rosenberg and Birdzell (1986) in their book on How the West grew rich stressed that during the Industrial Revolution, "the most fundamental change in economic organization was the realization that the deeper function of a manufacturing enterprise was not simply to operate its factory (or rarely, factories) efficently, but to create or discover changes - in product, production, raw materials, distribution or organization - that would increase the margin between costs and revenue. The concepts of an enterprise and enterprising became distinct from the concepts of a factory and manufacturing" (p. 184). The creative innovation and organization of work epitomizes the characteristics of entrepreneurship.

2.4.1   Entrepreneural characteristics

What then distinguishes the entrepreneur from other business owners? The "following characteristics of entrepreneurs have been isolated (Birch, 1986; Harper, 1984b; Sexton and Upton, 1987).

* A high level of achievement motivation.
* Innovativeness through doing something unique and different.
* Flexibility and ability to adjust to change.
* The willingness to take calculated, moderate risks.
* An acceptance of full responsibility for their ventures.
* Perseverance and hard work to see ideas through.
* Self-reliance, setting goals and working towards them.
* Striving to do better than in the past.
* Optimism while striving for better profits.
* A persuasive but interpersonally aloof approach to others.

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Birch (1986) indicates that the term entrepreneurship does not represent a dictonomy in that it is either present or absent in an individual but rather there is a continuum been non-entrepreneural and entrepreneural activity. Occupations that can be placed on this continuum include the labourer, bureaucrat and lender on the non-entrepreneural side and the venture capitalist, the innovative entrepreneur and the "inventrepreneur" on the other.

Carland et al (1984), using the earlier work of Schumpter indicate that entrepreneurs are more likely to:

* introduce new goods,
* introduce new methods of production,
* open new markets,
* opening new sources of supply and
* develop new methods of organizing the work.

The above authors define a small business venture as one which is independently owned and operated, but which is not dominant in its field and does not engage in any new marketing or innovative practices (p. 358). An entrepreneural venture, on the other hand is a leader in its field and is characterised by innovative practices.

Even in the informal sector, there are two types of business. Natrass and Glass (1986) called these two groups the infant capitalists and the businesses that strive for survival, where people enter informal business because they have no other options. While recognising that survival in its own right, is important, these authors pose the question; can a high achievement motivation actually help those who want to survive?

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2.4.3   Achievement motivation and entrepreneurship

Indeed one of the main characteristics of entrepreneurship is a high degree of achievement motivation. Mc Clelland, (1961), one of the seminal authors in formulating the concept achievement motivation thought that people could be taught to acquire a high level of this motive, even in adult life. In the book Motivating economic achievement (Mc Clelland and Winter, 1969), he describes how this motive can be aroused and developed. However, this view is regarded as contentious today. Is it really possible to train people in adult life to acquire a motive, which by definition is a relatively fixed personality disposition, which is acquired in childhood and remains relatively stable throughout adult life? Many would disagree (Schultz, 1971).

However, attempts have been made to train people to acquire a higher level of achievement motivation. Various entrepreneurship development programmes include achievement motivation training (Harper, 1984).

The reason behind attempting achievement motivation training is that some means had to be found, among the world's poor, of increasing the the supply of more innovative entrepreneurs in the business community. This would help not only the entrepreneur, but also those for whom he or she creates jobs, both directly and indirectly (since secondary businesses develop round a successful one) to escape from poverty. An example of an achievement motivation training programme is given by Harper (1984b) in his book Entrepreneurship for the poor.

The success of these programmes however, are difficult to measure. It seems highly unlikely that one can change a personality disposition in a short training course (Schults, 1971). Nevertheless, entrepreneurship should be allowed to develop spontaneously among those with a high achievement motive in a community. Birch (1986) notes that favourable conditions spawn entrepreneurs, while in en-

vironments hostile to entrepreneurship, underground economies develop.

2.4.4 Favourable conditions for the emergence of entrepreneurship

An essential feature of the effectivce entrepreneurship is the freedom to allow businesses generally to operate with as few restrictions as possible. In this connection, Hetherington (1986) and Rudman (1988) indicate that less control is needed over:

* where businesses can operate,
* what goods business owners can manufacture or sell,
* the prices that can be charged for goods or services,
* what premises people can use to conduct business and
* the procedure of licensing of businesses - a license should be seen as a right and not a priviledge.

It is not the purpose of this project to examine the ways in which deregulation can occur to encourage the flourishing of small businesses generally and entrepreneurship in particular. But it needs to be noted that effective training can only take place against the background of an environment which is favourable to small business development.

2.5 CONTENT OF TRAINING PROGRAMME

Harper, (1984a) indicates that whatever the merits of entrepreneurship development programmes, one thing is clear, such programmes cannot on their own train people to be entrepreneurs; they must be combined with other forms of training or other forms of assistance.

The role that training can play needs to be seen in terms of the way in which the businesses are usually set up and run. Ajimal (1987) indicates that the small business owner tends to work in relative isolation with inadequate information, with lower calibre employees and limited capital. He or she is thus highly vulnerable to short-term market changes particularly if the business is not

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well established. The main concern of the small business owner is the daily operation of the business and any planning, if it is undertaken, is likely to be short-term and related to solving cash flow problems.

From this basic picture or profile of the small business owner it seems as if the aim of training should be to enable the business owner to change this short-term ad hoc approach to business management to a more strategic one, both in terms of production and the amount of goods to be sold.

Many businesses start up without first identifying the market and without a business plan which indicates the goals that have been set for production or for trading and how these goals will be reached. (Macleod, 1988). Training should therefore start off by examining the type of business the person wishes to enter, the feasibility of doing so, the potential market fo the product or service, the sort of premises that would be most suitable and how financing can be obtained. In other words, training can enable the person to start of his or her business on a basis of knowing what is required in order to be able to do so and the training needs to be made specific to the needs of the trainee and his or her particular business (Macleod, 1988).

Then specific tasks need to be learned regarding keeping records of the materials available, of the work in progress and financial transactions, for example book-keeping, stock and inventory control, invoicing and cash collection need to form part of training (Neck, 1976) Other specific tasks such as costing and pricing also have to be learned (Mcleod, 1988). These tasks can be seen as ones which help to see that the business runs smoothly on a day to day basis and that all money that comes in or leaves the business is accounted for. The levels at which this type of training can be made available can vary from teaching basic principles to teaching highly sophisticated computer based systems. However, a knowledge of record keeping does not ensure that the business will run

smoothly, it is just a means to help the business owner to grasp what is going on in the business more accurately (Harper, 1984a).

Other important areas which need to be covered in training programmes are purchasing, marketing and production and financial planning (Wolmarans, 1982). With this type of training the entrepreneur or small business owner is empowered to move away from the day to day running of the business towards planning his or her buying and marketing activities. He needs to learn how to link production with materials available and market needs and what to do with profits that are earned. His or her decision making can then be based on awareness of the possible consequences, rather than on ad hoc considerations. A good manager is one who makes the best use of the resources available to him or her and training can make one aware of these resources and how best to use them (Harper, 1984a).

Sound interpersonal relations are important skills which business owners need to acquire, and training courses can include such aspects as obtaining, training and keeping staff, customer relations and dealing with complaints (Macleod, 1988). Legal aspects, as they affect small businesses and training on how to obtain licences may also be necessary.

However, not all business owners will require the same training and the need for individualised programmes has been stressed by several authors (Harper, 1984a); Botha, 1981). It also needs to be kept in mind that training, on its own, does not ensure the success of the business. (Harper, 1984a). It does however, empower the business owner to try out new methods, based on what has been found to be helpful to others.

Ramos et al (1977) suggest that training can be organized into business skill modules, each of which can be useful in itself as well as in conjunction with other modules. This modular approach to training has already gained acceptance in South Africa when it comes to artisan courses. Perhaps it can successfully be adapted

to small business development training. Recognition can be given for each particular module that the trainee completes, but a follow-up service to ensure that the information gained can actually be applied in practice, may be necessary.

2.6   METHODS OF TRAINING

2.6.1   Locality of training centres and extension services

There seems to be general agreement among authors on small business development that classroom situation type of training is not usually the most suitable method for teaching small business management' skills. Mastery of subject matter in a classroom is far removed from the ability to function in an actual business situation. People who need training may have too limited a formal education to be able to learn in this way. They may not have the time to spend in classroom situations away from their businesses (Harper, 1984a). However, it is often the most economical training method that is available.

Real businesses can however be used very effectively as a training ground. Within the person's own business, actual decisions and actual problems can be directly addressed with the help of a trainer. Extension services, for example advising, counselling, consulting and mentoring are important methods of training. The trainer brings his or her service to the client, rather than the client coming to him or her, and individual advice is tailormade to meet the needs of the small business owner (Harper, 1984a).

In addition to classromm situations and extension services other methods of small business training need to be found to reach as wide a target group as possible. Ramos et al (1977) state that in view of the large numbers of people who are involved in starting up or running an informal business, the best way of ensuring that training efforts receive the maximum coverage is through making use of the mass media. However, the media do not always lend themselves to all types of subject matter. For example it is difficult

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to teach interpersonal skills through the media. Distance education through using the radio, the television and the press as well as through communicating with trainees through the post, may however have useful outcomes if large numbers of people are exposed to a business culture. Mobile training centres can be established in rural areas to help small business owners in these areas with their problems. These suggestions were put forward for training in Latin America, but they could possibly equally well be applied to the South African situation.

2.6.2 Way in which training should take place

Learning through discussions, participation in simulated situations, and trying out what is being taught is generally regarded as being better than learning through passive listening (Harper, 1984a). Innovative people are needed as trainers who can adapt training methods, such as case studies, visits to small businesses, role-play situations and workshops to suit the needs of the particular training group. The trainer is also required to be flexible so that he or she can train people at various levels of sophistication as well as according to the needs of the type of business that the trainee is operating (Harper, 1984a).

2.7 FRAMEWORKS FOR THE PRESENT RESEARCH

Training for small business development is thus indeed a challenging and burgeoning field. Research is urgently needed on how to develop and to implement a training policy for South African small businesses so that a high quality of training is readily available to those who can benefit from it.

The research that was undertaken for this study can be placed within two interrelated frameworks. On the one hand, the business owner and the way in which he or she sets up and runs a business, the inputs into the business and the outputs from it as well as the problems experienced in running the business, need to be taken into account in any training programme. A framework of the factors con-
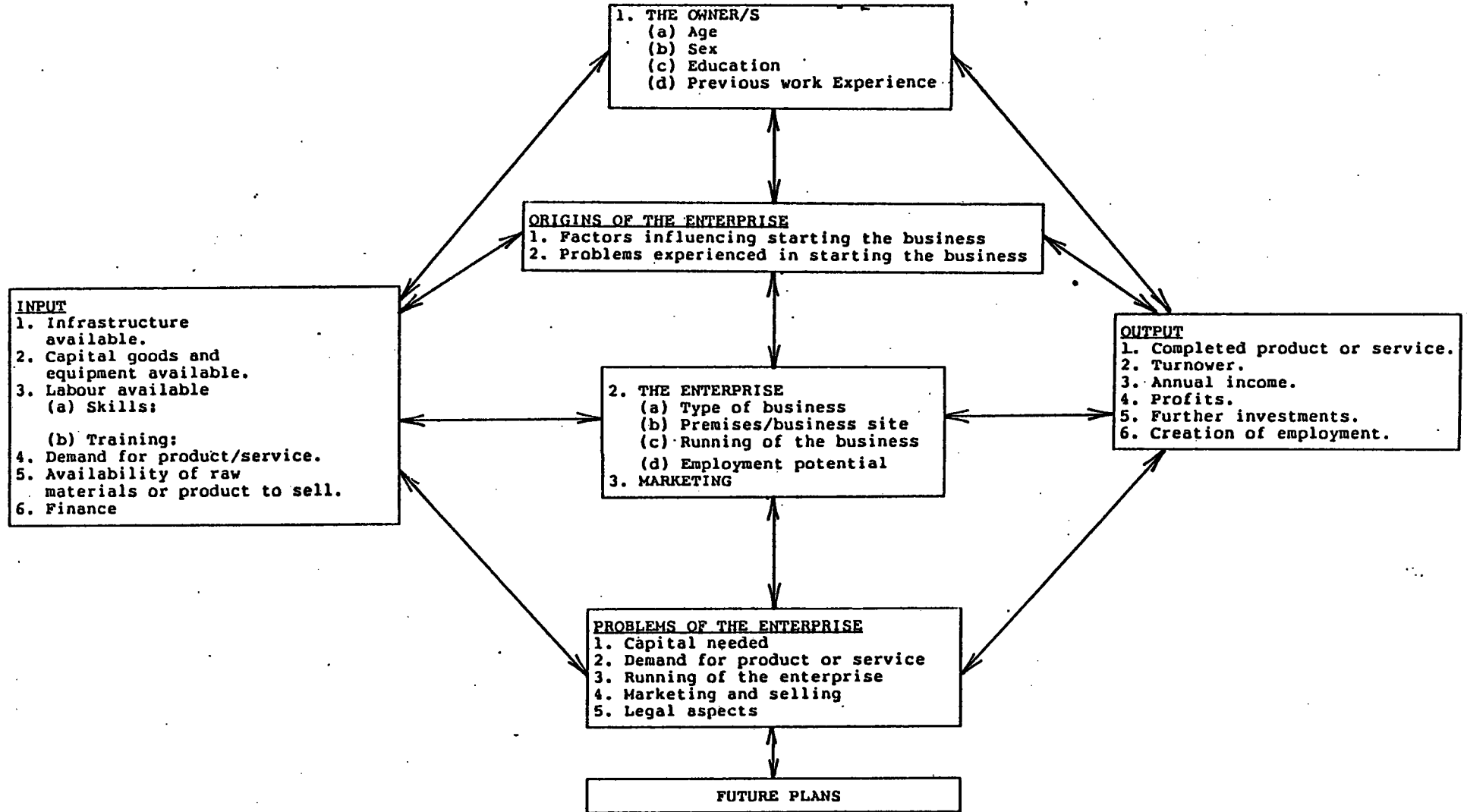
tributing to the way in which a small business functions that were taken into account in this study, is given in Figure 2.1.

On the other hand, the various factors that were taken into account in this study from the point of view of the person offering training, are illustrated in Figure 2.2. In this second framework the goals, the resources for training, the target gourp, the training process and other factors influencing small business functioning and their relationships to each other are illustrated.

Common grounds between the needs of the business owner and the way in which training can help in overcoming these problems need to be found. The two frameworks need to be brought together. In the following chapters, the way in which this can be done, will be explored.

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FIGURE 2.1

THE FUNCTIONING OF A SMALL ENTERPRISE.

1. THE OWNER/S
   (a) Age
   (b) Sex
   (c) Education
   (d) Previous work Experience

ORIGINS OF THE ENTERPRISE
1. Factors influencing starting the business
2. Problems experienced in starting the business

INPUT
1. Infrastructure
   available.
2. Capital goods and
   equipment available.
3. Labour available
   (a) Skills:

   (b) Training:
4. Demand for product/service.
5. Availability of raw
   materials or product to sell.
6. Finance

2. THE ENTERPRISE
   (a) Type of business
   (b) Premises/business site
   (c) Running of the business
   (d) Employment potential
3. MARKETING

OUTPUT
1. Completed product or service.
2. Turnover.
3. Annual income.
4. Profits.
5. Further investments.
6. Creation of employment.

PROBLEMS OF THE ENTERPRISE
1. Capital needed
2. Demand for product or service
3. Running of the enterprise
4. Marketing and selling
5. Legal aspects

FUTURE PLANS

FIGURE 2.2

THE TRAINING CYCLE

I GOAL OF TRAINING	II RESOURCES FOR TRAINING	III WHO IS TO BE TRAINED	IV TRAINING PROCESS
1. Effective management of small enterprise 2. Enabling owner to expand the enterprise 3. Enabling movement from informal to formal sector 4. Job creation	1. Trainers 2. Finance 3. Training technology 4. Facilities 5. Course material	1. Target group 2. Criteria for selection and recruitment for trainees training	1. Need analysis 2. Content of courses 3. Methods of 4. Organization of training 5. Duration of courses 6. Evaluation

V
OTHER FACTORS INFLUENCING SMALL
BUSINESS FUNCTIONING
1. Market analysis
2. Rules, regulations, legal constraints
3. Financing
4. Demand for product or services
4. Availability of raw materials
6. The nature of the enterprise
7. Competition form other enterprises
8. Level of literacy of enterpreneur
9. The skills of the enterpreneur
10. Availability of skilled staff
11. Marketing of goods/services

CHAPTER THREE

PEOPLE IN BUSINESS AND THEIR VIEWS ON TRAINING

In this chapter, the opinions of those respondents who were running their own businesses regarding the need for business training will be discussed, taking their background and the type of business which they were running into account. Training for small business development cannot be seen in isolation, but it needs to be placed in the context of existing small business structures and the way in which they function. Without this background, any discussion of training may be irrelevant. It needs to be kept in mind that a case study approach was used in this project to explore the vast field of small business development. The interviews conducted with the sample of 80 entrepreneurs according to the questions put to them in the interview schedule (Appendix A) forms the basis for the research findings. In-depth information was obtained, and it is not known to what extent the findings are generalisable. The findings need to be regarded as tentative. They show possible trends rather than definite patterns.

3.1 BIOGRAPHICAL DESCRIPTION

Firstly, in this section a biographical description of the group of respondents who are running their own business will be given. The distribution in the sample of variables such as sex, population group, level of education, training generally, and business training in particular, that the respondents have received, their previous work and business experience and exposure to a business environment before entering a work situation will be discussed. Such a description is necessary because it gives an indication of the type of background against which small businesses can be set up and run. These variables need to be taken into account when suggesting guidelines for formulating a training policy for small business development.

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3.1.1 Sex

Although both male and female business people were represented in the sample, there were far more males (N=56 or 70%) than females (N=24 or 30%). The sex of the respondents had a definite bearing on the type of business activity in which they were engaged. Table 3.1 indicates that the females were more likely to enter into a narrower range of business activities, for example selling, hairdressing and dressmaking. The males on the other hand, were more likely to enter into a wider variety of businesses generally, and to enter into manufacturing or repair businesses in particular. The differences in the type of business run by males and females need to be taken into account when looking at training needs.

3.1.2 Population group

The sample consisted of members of the black, white and coloured communities. Almost 70% (N=55) of the respondents were blacks, while 20% (N=16) consisted of white and 10% (N=8), of coloured people. (The population group of one respondent was not known.) As could be expected from the way in which the sample was drawn, the white respondents were most likely to participate in the formal sector since 15 of the 16 respondents were running businesses in this sector, whilst those in the other two population groups were more likely to operate in the semi- and the informal sectors. Training needs may differ according to sector.

3.1.3 Education

The vast majority of respondents could be regarded as being literate and numerate. Only four respondents indicated that they had not attended school. Among those who had attended school, Table 3.2 indicates that most of the respondents had completed at least some secondary school education. Relatively few, namely nine respondents of the 76 who had attended school (12%) had only completed some primary school as their highest level of education. Level of education is an important consideration to be taken into

TABLE 3.1

TYPE OF BUSINESS ACCORDING TO SEX OF THE RESPONDENTS

Type of Business		Sex					
		Male N %		Female N %		Total N %	
Selling	N	8	14,3	5	20,8	13	16,3
	%	61,5		38,5		100	
Hairdressing and hair products	N	1	1,8	3	12,5	4	5,0
	%	25,0		75,0		100	
General services	N	2	3,6	3	12,5	5	6,3
	%	40,0		60,0		100	
Jewellery, gifts and artistic products	N	3	5,4	3	12,5	6	7,5
	%	50,0		50,0		100	
Car repairs, services and products	N	5	8,9	1	4,2	6	7,5
	%	83,3		16,7		100	
Building and construction	N	4	7,1			4	5,0
	%	100				100	
Dressmaking and knitting	N	1	1,8	7	29,2	8	10,0
	%	12,5		87,5		100	
Taxi driving	N	3	5,4	1	4,2	4	5,0
	%	75,0		25,0		100	
Carpenting	N	8	14,3			8	10,0
	%	100				100	
Tavern services	N	1	1,8	1	4,2	2	2,5
	%	50,0		50,0		100	
Leatherwork	N	2	3,6			2	2,5
	%	100				100	
Metalwork	N	5	8,9			5	6,3
	%	100				100	
Printing	N	2	3,6			2	2,5
	%	100				100	
Upholstery	N	4	7,2			4	5,0
	%	100				100	
Electrical and electronic businesses	N	5	8,9			5	6,3
	%	100				100	
Coal distribution	N	1	1,8			1	1,3
	%	100				100	
Undertaking	N	1	1,8			1	1,3
	%	100				100	
TOTAL	N	56	100	24	100	80	100
	%	70,0		30,0		100	

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TABLE 3.2

LEVEL OF EDUCATION OF RESPONDENTS ACCORDING TO
POPULATION GROUP

Level of education		Population Group						Total	
		Black		Coloured		White			
		N	%	N	%	N	%	N	%
Standard 2	N	1	1,9					1	1,3
	%	100						100	
Standard 3	N	1	1,9					1	1,3
	%	100						100	
Standard 4	N	4	7,7					4	5,3
	%	100						100	
Standard 5	N	2	3,9	1	12,5			3	4,0
	%	66,7		33,3				100	
Standard 6	N	8	15,4			2	12,5	10	13,6
	%	80,0				20,0		100	
Standard 7	N	6	11,5	2	25,0	1	6,3	7	11,8
	%	66,7		22,2		11,1		100	
Standard 8	N	11	21,2	4	50,0	1	6,3	16	21,1
	%	68,8		25,0		6,3		100	
Standard 9	N	3	5,8					3	4,0
	%	100						100	
Matriculation	N	16	30,8	1	12,5	12	75,0	29	38,2
	%	55,2		3,5		41,4		100	
TOTAL	N	52	100	8	100	16	100	76	100
	%	68,4		10,5		21,1		100	

* Four respondents had not attended school

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account for training. Basic literacy and numeracy are probably essential preconditions for training in basic business skills.

As far as additional post-school qualifications are concerned, relatively few (N=18 or 23%) respondents had obtained post school academic qualifications. Six of these 18 respondents had qualified in paramedical and nursing fields or in teaching. Three had done so in business fields, five in science or in engineering fields and three in an arts direction.

A relatively large group of respondents (N=31 or 39%) had received some form of post-school artisan or technical training. Fields in which this type of training had been received and skills which had been acquired included metalwork, boilermaking and welding (N=4), carpentry, cabinet making, upholstery and furniture polishing (N=8), hairdressing (N=3), secretarial skills (N=2), dressmaking and knitting (N=3), spray painting, paint and plastics technology (N=2), computer technology and telecommunication skills (N=2), general production skills (N=2), as well as motor mechanical, printing and various other skills (N=5). This background gave a large portion of the sample some basic work skills on which they could build when entering their own businesses.

3.1.4   Age

As far as age of the respondents is concerned, the median age was 38 years; 25% were younger than 30 and 25% were older than 46. The vast majority of respondents (69%) were aged between 30 and 49 years. The youngest respondent was aged 21 years and the oldest, 72 years. (The age of 10 respondents was not known.) The respondents were thus likely to be in those stages of their life cycle that Levinson (1978) calls the settling down period and the midlife transition. The problems of the "novice stage" of adult life, namely those concerned with learning societal expectations as far as being an adult is concerned and learning to play an adult role, have largely been overcome. Maturity in handling life situations has been gained. It thus seems likely that a large proportion of

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the respondents decided to enter their own businesses after they had gained at least some previous adult life as well as paid work experience. Experience generally, and previous work experience in particular were thus characteristic of the sample. Training which takes experience into account is likely to be more relevant than training that does not do so.

3.1.5   Previous work experience

Previous work experience includes working or helping out in a business as a child, experience as an employee in someone else's business as well as self-employment in a prior business undertaking. Each of these experiences can contribute to the way in which the respondents approached their present business ventures. Past work experience can have a direct influence on training needs as the individual is more likely to have a clearer picture of his or or her problems, strengths and weaknesses.

(a)   Childhood work experiences

Even before entering a paid work environment, a relatively large group (N=28 or 35%) of respondents had had at least some exposure to the functioning of a small business during their childhood and adolescence. The respondents who had had this type of exposure were most likely to have helped out in a parent's, sibling's, relative's or friend's business (N=16). In addition, several (N=11) had worked over weekends or during school holidays in a business which did not belong to a relative or friend, while one respondent indicated that he had made and sold wooden objects, thus running his own business, as a child. This type of exposure to a small business environment during childhood and adolescence is probably an important informal learning situation in which business know how is assimilated.

(b) Experience as an employee

Previous work experience as an employee was a characteristic feature of the sample. Seventy (88%) of the eighty respondents had previously been in paid work as employees in someone else's business. The median amount of time spent as an employee was eight years, while 25% had spent four years or less, and 75% had spent 15 years or less as an employee. The experience gained through employment was likely to give the respondents a basic understanding of what is demanded of one in a work situation as well as an awareness of the responsibilities that working generally, and working for oneself, in particular, entails. This experience may have contributed towards giving the respondents confidence in entering their own business ventures.

The type of work actually done by the respondents as employees, before entering their present business venture, varied considerably as indicated in Table 3.3, but for most respondents, there was a connection between the work they had done previously and their present business undertaking. Experience is thus, in its own right, an important learning process. Common jobs held previously were those involving artisan and technical skills which, as we have seen, were largely acquired through training. There was also a large group of respondents (17%) who worked in jobs requiring selling skills.

(c) Previous experience in self-employment

As far as previous experience in self-employment is concerned, 55 (69%) of the respondents had not had their own businesses prior to their present venture. The 25 (31%) respondents who had run other businesses before embarking on the present venture had spent relatively little time doing so since the median number of years spent in a previous business as an owner was four years. Of the 25 respondents who had gained previous experience in self employment, four had spent one year or

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TABLE 3.3

PREVIOUS WORK EXPERIENCE OF THE RESPONDENTS AS EMPLOYEES

Type of work	N	%
Professional and semi-professional (paramedical, laboratory, nursing, teaching, policing)	6	8,6
Technical (computers, electronic and electrical)	4	5,7
Artisan (woodwork, boilermaking, welding, hairdressing, upholstery)	20	28,6
Selling (selling, working in a shop, marketing)	12	17,1
Secretarial and clerical	6	8,6
Supervisory	2	2,9
Knitting, dresmaking, sewing	4	5,7
Driving	4	5,7
Semi-skilled (machine operating and production work)	6	8,6
Unskilled (manual labour, domestic service, farm labour, messenger)	6	8,6
TOTAL	70	100

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less, and five had spent between one and two years in a prior business. Thus, overall, relatively little time had been spent by relatively few respondents in a previous self-owned business. The most common method of gaining work experience of the group was through working for an employer rather than through self-employment. It thus seems as if training should focus on skills needed to be able to successfully run a business rather than on skills needed to perform a specific task, for example dressmaking and carpentry skills. These are generally acquired before embarking on one's own venture.

3.2 DESCRIPTION OF THE EXISTING BUSINESS

In this section a description of the actual business ventures run by the respondents will be given. The type of business, the products made and the services rendered, the economic sector in which each business was functioning, the sites from which they operated, the patterns of ownership found among the respondents, the role of the family in running the venture, the infrastructure and capital goods available to it, as well as the hours during which business was being conducted will all be discussed. Such a description gives an indication of the way in which small businesses can be set up and run. By studying practical examples, trends can be detected. From these trends, an indication can be given of the type of training that is appropriate to small business development.

Obviously, the type of business that each respondent ran influenced the type of goods being made or the type of service being offered. The nature of a small business venture reflects the personality of the owner as well as his or her interests, aptitudes and skills.

3.2.1 Nature of the business

As could be expected, there was a wide variety of types of businesses being run by the respondents as indicated in Table 3.4. This diversity is indicative of the multiple possibilities that exist for establishing small business ventures. Nevertheless, the busi-

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TABLE 3.4

TYPE OF BUSINESS RUN BY THE RESPONDENTS ACCORDING TO ECONOMIC SECTOR

Type of Business		Informal N	%	Semi-formal N	%	Formal N	%	Total N	%
Selling (e.g. cafes, butcheries fast food outlets, hawkers)	N	4	17,4	2	7,1	7	24,1	13	16,3
	%	30,8		15,4		53,9		100	
Hairdressing (and supplier to hairdresser)	N	2	8,7			2	6,9	4	5,0
	%	50,0				50,0		100	
General services (e.g. dog parlour, florist, interior decorator)	N	1	4,4	1	3,6	3	10,3	5	6,3
	%	20,0		20,0		60,0		100	
Gifts, jewellery and artistic products	N			2	7,1	4	13,8	6	7,5
	%			33,3		66,7		100	
Car services and products (e.g. tyres, batteries, panel beating)	N	1	4,4	1	3,6	4	13,8	6	7,5
	%	16,7		16,7		66,7		100	
Building and construction	N	1	4,4	2	7,1	1	3,5	4	5,0
	%	25,0		50,0		25,0		100	
Dresmaking, knitting and other sewing	N	5	21,7	3	10,7			8	10,0
	%	62,5		37,5				100	
Taxi driving	N	1				3		4	5.0
	%	25,0				75,0		100	
Woodwork (cabinet making, furniture making and repair)	N	2	8,7	4	14,3	2	6,9	8	
	%	25,0		50,0		25,0		100	
Tavern services	N	2	8,7					2	2,5
	%	100						100	
Leatherwork (handbags) and spectacle cases)	N			2	7,1			2	2,5
	%			100				100	
Metalwork (burglar proofing, gates, welding)	N	1	4,4	4	14,3			5	6,3
	%	20		80				100	
Printing and screenprinting	N	1	4,4	1	3,6			2	
	%	50,0		50,0				100	
Upholstery and re-upholstery	N	1	4,4	3	10,7			4	5,0
	%	25,0		75,0				100	
Electrical and electronic (e.g. autoelectrical, computer sales)	N	1	4,4	3	10,7	1	3,5	5	6,3
	%	20,0		60,0		20,0		100	
Coalyard	N					1	3,5	1	1,3
	%					100		100	
Undertaker	N					1	3,5	1	1,3
	%					100		100	
TOTAL	N	23	100	28	100	29	100	80	100
	%	28,8		35,0		36,3		100	100

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nesses could be divided into three groups, namely those manufacturing a product, those offering a service and those engaged in both manufacturing a product and offering a service. For the purposes of this study, selling as a primary business activity was regarded as a service.

3.2.2 Products made

Almost half (46%) of the respondents in the sample were engaged in making some type of product. This high proportion may be explained by the inclusion of "hives of industry" in the semi-formal sector, run by development agencies, in the sample. Nevertheless, even among respondents in the informal sector, there were a variety of products, for example items of clothing, being made. In general, the main type of products being made by the respondents were cupboards and wooden furniture, upholstered furniture, metal gates and burglar proofing, picture frames, clothing, prepared food, handbags and spectacle cases, sculptures, pendants, art and craft work and jewellery, printed matter, bed linen and household linen as well as flower arrangements. These types of products do not generally require the use of highly sophisticated machinery and equipment, but they do require certain basic skills. The artisan and technical training received by 31 respondents, as previously discussed, as well as the group's previous work experience, may have meant that a large proportion of the sample had the technical skills needed to be able to personally make these goods themselves.

3.2.3 Services offered

Businesses in the sample could be classified into those making a product, those offering a service and those engaged in both of these activities. Just over three quarters of the respondents (78%) indicated that they offered a service to their customers. One third of those offering a service also made a product. For example, a carpenter could manufacture cupboards as well as repair broken furniture. He could also offer an installation service.

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In general, the type of services offered covered a wide range. The repair of broken goods was however the most common service offered, since 29% of the respondents who offered a service said they were engaged in repair activities. For example motor vehicle repairs, panel beating and spray painting, battery repairs and a tyre service were offered to motorists; house repairs and painting, furniture repairs, re-upholstery and furniture polishing as well repairs of steel products and burglar proofing were offered to households; jewellery repairs and the mending of electrical and electronic appliances and repair and maintenance of computers were offered to individuals.

Selling as the main business activity was the second most frequently encountered service offered and 23% of respondents were included here. Indeed, all businesses were involved in selling their products or services, but some ventures, for example hawking businesses, focused mainly on selling. This is the group under discussion.

Other services offered included hairdressing, serving at a restaurant, serving alcoholic beverages, dog grooming, arranging flower displays at weddings and other functions, dispensing medicines and printing signs. Interiors of homes and offices were decorated, made to measure clothes were produced for specific customers, professional photographs were taken, cupboards were installed and even an undertaking service was offered. The sample was indeed a versatile group with a variety of abilities and skills.

This diversity again indicates that training for small business development cannot focus on the acquisition of specific artisan or technical skills. Although the ability to perform a specific task to manufacture or to repair goods may be essential in many types of businesses, training to acquire these skills can be regarded as a necessary precondition for entering a certain type of business venture, rather than as a business skill. Training for small business development should focus on the acquision of business skills rather than on the acquisition of specific technical skills.

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3.2.4 Economic sector

One of the selection criteria for participation in the study was the sector in which the business operated. Respondents from the informal, the semi-formal and the formal sectors were chosen to participate in this atudy since each sector may function in a different way, thus influencing the approach that needs to be taken towards training. The way in which respondents were selected is discussed in Chapter One.

In total, 23 businesses (29%) were found in the informal sector, 28 (35%) in the semi-formal and 29 (36%) in the formal sectors. Table 3.4 indicates that the sector in which the business functioned did not really influence the type of business that the respondent ran. Businesses in the semi-formal sector were likely to involve manufacturing and repair services, while those in the informal and formal sectors covered a similar range of business. There were no manufacturing industries in the formal sector in the sample, since no interviews were conducted in small factories. It seems highly likely that many opportunities are available to people in the informal sector wishing to start businesses in the formal sector as there is a demand for similar products and services in both sectors. Training for those in the informal (and semi-formal) sectors should concentrate on giving people the know how to enable them to enter the formal sector if they should wish to do so. More possibilities could then become available to them, even though they are using similar skills. A strong case can also be made for training to upgrade technical skills to improve quality so that mobility from the informal to the formal sector can take place.

3.2.5 Business site

Businesses in the study were operated from a variety of different sites. Some businesses, for example those of the taxi drivers, did not have fixed places from which they operated, while others, particularly those in the informal sector, were operated from the home. Cubicles in "hives of industry" in industrial parks, prem-

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ises or shops in buildings, shopping centres, street pavements and market stalls were all possible sites from which businesses could be run. The nature of the business determined, at least to some extent, the site of the business. Table 3.5 indicates the sites from which the businesses were run according to economic sector. Businesses in the informal sector were most likely to be run from the residence of the respondent, from an industrial park or through other arrangements such as selling from house to house. All the businesses in the semi-formal sector, except one, were run from premises in industrial parks. The largest variety of business sites was found among those running businesses in the formal sector. People running businesses from no particular fixed place or from a private residence were more likely to offer more basic types of goods and services, whereas those with well established more permanent business sites had the opportunity to offer more sophisticated goods and services.

It thus seems as if one aim of training should be to encourage upward business mobility from the more basic type of business in the informal sector to the more sophisticated type of business run from more permanent sites the formal sector.

3.2.6 Infrastructure available to the business

Generally speaking, the respondents who actually required an infrastructure to run their businesses had this available to them. Seventy of the 79 respondents who answered the question (89%) had electricity, 53 (67%) had telephones and 70 (89%) had running water and toilets available to them. The businesses that lacked infrastructure were likely to be those that did not have a fixed site from which they were run, for example taxi drivers and hawkers.

3.2.7 Capital goods available to the business

Businesses in the formal and the semi-formal sectors, particularly those in "hives of industry" in industrial parks, had access to office equipment, small tools and machinery that they needed. How-

TABLE 3.5

THE SITES FROM WHICH THE BUSINESSES IN THE SAMPLE WERE
CONDUCTED ACCORDING TO SECTOR

Business site		Sector					Total	
		Informal		Semi-formal		Formal		
		N	%	N	%	N	%	N	%
Private residence	N	8	34,8	1	3,7	4	15,4	13	17,1
	%	61,5		7,7		30,8		100	
Industrial park	N	10	43,5	26	96,3	5	19,2	41	54,0
	%	24,4		63,4		12,2		100	
Building in a business zone	N					4	15,4	4	5,3
	%					100		100	
Street pavement site	N	1	4,4					1	1,3
	%	100						100	
In a shop	N					8	30,8	8	10,5
	%					100		100	
In a garage	N					1	3,9	1	1,3
	%					100		100	
Other sites *	N	4	17,4			4	15,4	8	10,5
	%	50,0				50,0		100	
TOTAL	N	23	100	27	100	26	100	76	**100
	%	30,3		35,5		34,2		100	

* Taxi ranks, mobile catering, moving from one site to another, going from
house to house, or having more than one business site from which the
business was run, are all included in this category.

** 4 respondents did not indicate their business site.

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ever, those in the informal sector rarely had access to these fa-
cilities. The fact that both infrastructure and capital goods are
not usually essential in order to set up a business in the informal
sector indicates that it is relatively easy to do so and that small
amounts of money are generally involved. The development of small
businesses in the informal sector thus requires very little, if
any, financial outlay from the public sector, yet, as we shall see,
creates jobs. The inclusion of inspirational training to encourage
people to start their own business is thus an important consider-
ation for any training policy.

3.2.8   Ownership of the business

Almost three quarters of the respondents (N=58 or 73%) said they
were the sole owners of their business ventures, but 22 respondents
indicated that there was at least one other co-owner or partner of
the venture. These partners were often members of the family.   As
far as decision making is concerned, most of the respondents (78%
of those who answered the question) said that they themselves made
most of the business decisions. Joint business decisions taken by
an owner and partner as a team were thus far less common. Training
for small businesses needs to take this decision making pattern
into account. All aspects of business management has to be taught,
since responsibilities are seldom shared and specialization seldom
occurs.

Franchise arrangements were rare.   Only one respondent indicated
that the business was definitely part of a motor car selling fran-
chise group while four were unsure, although they thought that an
informal franchise arrangement existed.   Among the "unsure" an-
swers, one respondent indicated that he had obtained a loan from a
company to start the business, and this company now took half of
the profits. A second respondent said she was a voluntary member
of Interflora, whilst a third said that he had some form of ar-
rangement with a particular supplier regarding the profits made and
the fourth said that his shop was part of a group of shops with the
same name. It thus seems as if training in franchising principles,

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although relevant, is seldom necessary. The importance of individ-
ualised training is relevant here.

3.2.9   The role of the family in the business

Members of the family had a definite role to play in helping out in
the business in just over half (N=42 or 53%) of the ventures, but
they were rarely paid directly for this assistance. In eight cases,
family members were co-owners or partners and in only three cases
were there any members of the family working as paid employees.
Help was of a voluntary full time nature in 17 cases, but then
children and relatives also helped in running the business part-
time, over weekends and during school holidays. Help was also given
in the form of food or loans when the business was going through a
difficult time.

This family role is indicative of the network of sources on which
one can draw to get tasks done. Business success often depends on
these networks. In developing countries generally, the family of-
ten plays a role in small businesses. This applies particularly to
businesses in the informal sector. A support system for business
activities is thus created for the owner, while for members of the
family, opportunities for learning about the world of business are
created. But these learning situations, especially in the informal
sector, teach survival strategies. Additional training may be
needed if members of the family are to help the businesses to mod-
ernise, expand and grow.

3.3   THE ORIGINS OF THE BUSINESS

It is important, for the purposes of this study, to know how small
businesses are started. The selection of candidates for training
hinges on answers to questions concerning what motivates a person
to set up in business and how he or she goes about doing so. Is-
sues that will be dealt with in this section include reasons given
by the respondents for entering into small business generally, and
for entering into a specific type of business, in particular. Then

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the findings regarding the actual steps taken by the respondents to start up their businesses will be outlined. Through this discussion, it is hoped that training needs relevant to setting oneself up in business will be isolated and that the characteristics that need to be taken into account for the selection of candidates for training in small business skills will be clarified.

3.3.1   The length of time the businesses have.been in existence

Most of the businesses in the sample came into existence relatively recently. Only nine (11%) had been started during 1970 or earlier; six more (8%) were started between 1970 and 1980 and a further 10 (13%) between 1981 and 1984. By far the majority, namely 54 of the businesses (68%) were started during 1985 or later and of these businesses, 12 were started in 1985, 15 in 1986, 18 in 1987 and nine in 1988. (The time of origin of the sole remaining business is unknown since the respondent's father started it.)

3.3.2   Motivation to start the business

The following are the broad categories into which the reasons given by the respondents regarding what motivated them to start their own business can be placed, in order of importance.

* Financial reasons (mentioned by 18 respondents or 23%),
* Unemployment or fear of losing one's job (N=16 or 20%),
* The desire to be independent (N=14 or 18%),
* Interest and know how to start a particular type of business (N=11 or 14%),
* A desire to change one's life style (N=7 or 9%),
* The need to achieve or to advance (N=5 or 6%),
* The influence of family and friends (N=5 or 6%) and
* The desire to offer a needed service (N=4 or 5%).

Thus most of the respondents went into business with the hope of improving their specific life circumstances. It seems likely that those who start business to avoid unemployment set up a different

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kind of business to those who enter into business to become more independent or to earn more money. The unemployed person is likely to set up a smaller, less ambitious venture. The person who has skills and know how, for example in carpentry, is also likely to set up a different type of business. These differences will influence the person's approach to the business venture. Training needs may differ for each group. If trainees are to be selected, the person who is motivated to achieve, to be independent or to earn more money is more likely to be enthusiastic about training, as this could help him or her to advance, than the person who goes into business because there do not seem to be any other options. Self selection for training may therefore be the best criterion. However, inspirational training to encourage people to start their own business should, as indicated earlier, be widely available.

3.3.3 Reasons for choosing a particular type of business .

When the respondents were asked to indicate why they chose their particular type of business, the reasons given could be divided into the following categories, in order of importance:

* Being qualified to do the task (N=26 or 33%),
* Opportunity to make a profit (N=16 or 20%),
* Interest and enjoyment (N=12 or 15%),
* Finding a gap in the market or a need for the product or service (N=10 or 13%),
* Previous experience in the field (N=8 or 10%),
* Offering a useful service (N=4 or 5%) and
* Carrying on a family tradition (N=4 or 5%).

It thus seems as if interest, previous experience and training are important considerations influencing the type of business one chooses. Generally, people do not enter into a business venture without at least some background awareness or knowledge of what is needed. Training should build on existing knowledge, and thus needs to be individualised, if it is to be effective.

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3.3.4 The first step taken to start the business

When the respondents were asked to indicate what the first step was that they took to start the business, the following categories could be identified, in order of importance:

* Obtaining the goods, equipment, tools or machinery needed (N=22 or 28%),

* Obtaining finance or saving money (N=14 or 18%)

* Finding premises (N=14 or 18%)

* Getting information, advice or background knowledge (N=8 or 10%)

* Taking over an existing business (N=7 or 9%)

* Getting customers (N=7 or 9%)

* Starting small by moonlighting or working from home (N=6 or 8%) and

* Meeting legal requirements (N=2 or 3%).

These steps give practical guidelines on what the content of training programmes could include to help people to start their own businesses. Important areas that training should cover concern obtaining tools, equipment, machinery and business sites; getting customers, knowing the legal requirements and knowing how to expand the business.

3.3.5 Obtaining finance to start the business

When asked how they obtained finance to start the business, the following were the sources that the respondents indicated they used:

* Personal savings (N=47 or 59%)

* Borrowing from family, relatives, friends and partners (N=12 or 15%)

* Obtaining a loan from a development agency (N=8 or 10%)

* Obtaining a bank loan (N=6 or 8%)

* Obtaining a loan from suppliers (N=3 or 4%)

* Winning money (N=2 or 3%)

* Obtaining contracts (N=2 or 3%).

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People entering into small businesses therefore often start by using the financial resources that they already have or that they can get through informal contacts rather than borrowing money from banks or development agencies. This may mean that the businesses start off very small, particularly in the informal sector. Training could give people an awareness of how to go about obtaining loans, and principles of repayment. But the most important training need seems to be how to run the business more efficiently to generate more profits to expand the business.

3.3.6 Obtaining premises

Responses to the question concerning obtaining premises could be divided into the following categories:

* Using a private residence (N=16 or 20%)
* Obtaining a site through a development agency or local authority (N=16 or 20%)
* Hearing about premises through friends or relatives (N=13 or 16%)
* Taking over premises from previous owner or partner (N=12 or 15%)
* Finding a good spot through personal effort (N=9 or 11%)
* Finding the only place available at an affordable price (N=4 or 5%)
* Looking at advertisements (N=3 or 4%)
* Not applicable/business does not require premises (N=7 or 9%).

Business are thus started from a variety of sites. As we shall see, one of the problems experienced with certain sites, in industrial parks, for example, was that they were located in areas which did not have a natural flow of customers. Training should help respondents to choose a site which is convenient for those who will buy the product or make use of the service.

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3.3.7 Obtaining the supplies needed to start the business

In general, local manufacturers, wholesalers or retailers were used as suppliers from whom respondents obtained either their raw materials or products to sell. However, very few (N=2) respondents mentioned seeking the cheapest or most cost-effective supplies. Training therefore needs to focus on the most cost-effective methods of obtaining supplies.

3.3.8 Getting customers

Getting customers when starting up a business required considerable effort. The following are the most important ways in which the respondents obtained customers and became established.

* Canvassing house to house or firm to firm (N=23 or 29 %)
* Word of mouth; people hearing about the business (N=17 or 21%)
* Using some form of advertising e.g. pamphlets, business cards (N=16 or 20%)
* Giving a good service (N=9 or 11%)
* Starting the business from a good site (N=7 or 9%)
* Giving special introductory offers (N=2 or 3%).

From these responses it seems as if becoming established is probably the most difficult task which faces the prospective small business owner. Here training can have a definite role to play in both helping the prospective owner in identifying the need for the product and exploring the potential market.

3.3.9 Obtaining a licence

Almost half the respondents (N=34 or 43 %) had not attempted to get a licence to start or to run their businesses. This large number includes people who have been classified as running businesses in the semi-formal sector. Those who had attempted to obtain licences, faced delays and problems, for example failing to meet health standards or fire department requirements, but the majority

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(N=27) were successful. Of the remaining 19, 2 took over an existing licence, while 17 are still waiting. Training on how to meet licencing requirements is becoming important if businesses are to be encouraged to grow and expand. A business cannot reach its full potential in the informal sector.

3.4 THE JOB AND WEALTH CREATION POTENTIAL OF SMALL BUSINESSES

In view of the high rates of structural unemployment in the country at the present time, and the apparent inability of the larger organizations to absorb all those seeking jobs, attention has increasingly focused on small businesses as potential sources of future jobs. Small businesses are generally regarded as being able to create jobs, firstly for the person who starts up his or her own business through self-employment, and secondly for others. In this section the direct job creation potential of the small businesses in the sample will be examined. Jobs are however often created indirectly, and in this project we have already seen that five different types of businesses existed, focusing on the maintenance and repair of motor vehicles. These businesses may have developed in relation to the mushrooming of taxi driving ventures. Indeed the boom in taxi driving services has given many people the opportunity to enter into business ventures based on the needs of the taxi driver. In a project of this nature, however, it is not possible to estimate the indirect effects of small business development on job creation. Only the direct effects, namely the number of jobs offered in the businesses forming sample, can be studied. These effects will be discussed in this chapter.

Another important consideration regarding small business development is wealth creation. In each small business an attempt is made to create enough wealth to support the business owner and his or her family. We have already seen that members of the family often help out in small business ventures, without receiving payment for this help. Nevertheless the business is required to earn enough money to support these and perhaps other family members. In this

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section the number of dependants supported by each business will also be discussed.

In addition to supporting the family, each owner strives to make a profit. By earning more money through offering needed goods and services, and by circulating more money in the economy through spending, more wealth is created. If the community supports the growing number of small businesses in an area, then a greater re-distribution of money to more families in that area can occur. The extent to which the respondents feel that the community supports each business will also be discussed in this section.

The above issues demand attention because the job and wealth creation potential of small businesses are important considerations to be taken into account in any training programme. Any business owner who has received business training will be alerted to the possibility of ways in which the business can grow and develop. Although many businesses can function adequately if the owner has not received training, without it, he or she may not be aware of how to go about running the business efficiently to maximize profits and to create more jobs. The business may not get off the ground or reach its growth potential if the owner lacks the know how to do so. Particularly in the informal sector, businesses often function at a subsistence level partly because of a lack of business skills. The role of training is thus to help the businessman or woman to gain a better grasp of business principles and business methods which apply specifically to his or her type of business. Being in possession of this knowledge and skills base enhances the possibility that the entrepreneur will use it in the business venture. However, the final choice of whether or not new methods and new skills will be used rests with the individual. Training can only stimulate and encourage business development. It cannot ensure that what is taught will actually be applied.

3.4.1   The number of people employed in the businesses

In total 61 (76%) of the businesses in the sample offered paid employment to others. The distribution of jobs according to sector is given in Table 3.6. It is interesting to note that 11 of the 23 businesses in the informal sector (48%), 23 of the 28 in the semi-formal sector (82%) and 27 of the 29 businesses in the formal sector (93%) offered paid jobs to workers. Table 6.3 also indicates that not only were there more businesses giving employment to people in the formal sector, but there were also more people per business employed in this sector.

These jobs could be divided into three categories, namely full-time, part-time and casual work. Altogether, 192 males and 122 females were employed in a full-time capacity, 11 males and 12 females were given part-time employment, while 53 males and 14 females were employed on a casual basis. Most jobs were therefore of a full time and relatively permanent nature. Times during which casual workers were employed were Saturdays and weekends and busy periods, for example when a contract had been obtained or when there was a greater need for the service or product, such as Mother's day or Christmas time. Casual labour was also employed when permanent employees were absent from work.

All the the respondents who gave employment to others, except one, remunerated them financially. The exception to this case gave his employee board and lodging instead of cash payments, while 21 respondents gave their employees board and lodging or else only meals, in addition to cash payments.

The small businesses in the sample were thus relatively labour intensive but, compared to the informal sector, more scope for employment existed in the semi-formal and in the formal sectors. Training can help employment creation particularly if it enables more businesses to advance from the informal to the formal sector. However, just by encouraging small business development in all sectors, more businesses will be set up, creating job opportunities for others.

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TABLE 3.6.

NUMBER OF EMPLOYEES ACCORDING TO ECONOMIC SECTOR

Number of employees		Sector						Total	
		Informal		Semi-formal		Formal			
		N	%	N	%	N	%	N	%
1.	N	3	27,3	1	4,4	2	7,4	6	9,8
	%	50,0		16,7		33,3		100	
2.	N	4	36,4	4	17,4	3	11,1	11	18,0
	%	36,4		36,4		27,3		100	
3.	N	0		4	17,4	4	14,8	8	13,1
	%			50,0		50,0		100	
4.	N	1	9,1	6	26,1	3	11,1	10	16,4
	%	10,0		60,0		40,0		100	
5.	N			3	13,0	2	7,4	5	8,2
	%			60,0		40,0		100	
6.	N			3	13,0	2	7,4	5	8,2
	%			60,0		40,0		100	
7.	N	1	9,1			3	11,1	4	6,6
	%	25,0				75,0		100	
8.	N	1	9,1					1	1,6
	%	100						100	
9.	N	1	9,1			1	3,7	2	3,3
	%	50,0				50,0		100	
10.	N			1	4,4	1	3,7	2	3,3
	%			50,0		50,0		100	
More than 10	N			1	4,4	6	22,2	7	11,5
	%			14,3		85,7		100	
TOTAL	N	11	100	23	100	27	100	61	100
	%	18,0		37,7		44,3		100	

3.4.2   Number of dependants supported by the businesses

Dependants could be divided into three groups, children under 18 years, children aged 18 years and older and other dependants, for example grandparents.   Almost all the businesses (80%) were supporting at least one dependant other than the owner or owners. Nineteen of the 23 businesses in the informal sector (83%), 22 of the 28 businesses in the semi-formal sector (79%) and 23 of the 29 businesses in the formal sector (79%) were supporting at least one dependant.   Table 3.7 indicates the number of dependants that each business was actually supporting.   Generally, it seems as if the businesses were supporting relatively large families irrespective of sector since 25 ventures had 5 or more people to support.

Large groups of people therefore rely on small businesses to be successful for their survival. Training is one way of enhancing the chances of success.

3.4.3   Extent to which the community supported the business

When asked whether or not the community in which the business is situated supports it, more than 70 % of respondents (N=56) who answered the question, agreed that they had the support of the community.   The main support was through purchasing the goods offered or making use of the service.   Reasons given for the community not supporting the business were that the product was too specialised, or else that the premises were not in an easily accessible place. For example, some people felt that the situation of the "hives of industry" or industrial parks did not encourage the community to support the businesses, because they were not on a direct transport route.

3.5   SKILLS NEEDED FOR RUNNING THE ENTERPRISES

In this section the respondents' views regarding the skills, both technical and business related, that they feel they need to run their businesses, as well as the extent to which they think they

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TABLE 3.7

NUMBER OF DEPENDENTS SUPPORTED BY THE BUSINESSES
ACCORDING TO ECONOMIC SECTOR

Number of dependents		Economic sector						Total	
		Informal		Semi-formal		Formal			
		N	%	N	%	N	%	N	%
1.	N			1	4,6	5	21,7	6	9,4
	%			16,7		83,3		100	
2.	N	4	21,1	5	22,7	3	13,0	12	18,8
	%	33,3		41,7		25,0		100	
3.	N	2	10,5	5	22,7	6	26,1	13	20,3
	%	15,4		38,5		46,2		100	
4.	N	4	21,1	3	13,6	1	4,4	8	12,5
	%	50,0		37,5		12,5		100	
5.	N	3	15,8	3	13,6	3	13,0	9	14,1
	%	33,3		33,3		33,3		100	
6.	N	1	5,3	3	13,6	1	4,4	5	7,8
	%	20,0		60,0		20,0		100	
7.	N	1	5,3	1	4,6			2	3,1
	%	50,0		50,0				100	
8.	N	2	10,5	1	4,6	2	8,7	5	7,8
	%	40,0		20,0		40,0		100	
9.	N					1	4,4	1	1,6
	%					100,0		100	
10 or more	N	2	10,5			1	4,4	3	4,7
	%	66,7				33,3		100	
TOTAL	N	19	100	22	100	23	100	64	100
	%	29,7		34,4		35,9		100	

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possess these skills, will be discussed. The way in which these skills were acquired will be outlined, and comparisons will be drawn between the role that training played and the role that experience played in skills acquisition. The respondents' understanding of the meaning of certain basic business terms such as banking credit and debt, will also be explored. From this discussion, a picture of the areas which training for small business development should cover, can be obtained. Training policy can thus be formulated, taking the needs of those actually running small businesses into account.

3.5.1 Technical skills that the respondents required

In reply to the question "Do you need any technical skills to run the business", three quarters of the respondents (N=60) indicated that they did indeed require these skills. The skills needed were directly related to the type of business each respondent was running and have already been discussed. However the acquisition of skills went hand in hand with learning or knowing certain basic principles. This knowledge base underlying technical skills could be divided into five broad but interrelated categories, namely:

* Product knowledge or what the particular product could do and what it could be used for,

* Process knowledge or how to manufacture the relevant product and all the steps that need to be taken to do so,

* Knowledge of the service being offered and how to perform the tasks necessary to render the service.

* Knowledge of the market and the type of person or firm who would actually need or who could find a use for the product or service.

* Knowledge of methods of communication to inform customers of the product or service.

The vast majority of respondents (80%) indicated that, to a large extent, they possessed this knowledge base. Experience was the most common way (indicated by 52% of respondents) through which they ob-

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tained this foundation, while 26% said that they had obtained it through formal training, 16% through both experience and training and 7% through informal training, for example being being taught by a parent or friend or a previous employer.

It thus seems highly likely that the technical skills needed for each specific type of business can be built around this common knowledge base. Training could have an important role to play in helping people to acquire it, but the specific type of business will influence the type of knowledge the person requires. For example, the person whose main business function will be selling will set more store on product knowledge than on process knowledge or how to make the product. For the new entrant or potential business owner, information on how to acquire this background knowledge could form an important part of training.

3.5.2   Business skills that the respondents needed

Basic business skills can be classified into the following broad groups:

* general business management, for example planning, budgeting and handling security
* record keeping, for example stock and inventory control and bookkeeping,
* financial management, for example handling of credit, debt and repayments,
* interpersonal relations for example selling; handling employees and dealing with customers.

The respondents were asked to indicate on a five point scale how important they thought certain business skills, as set out in Question 4.2 of Appendix A, were in their type of business. Each skill listed in the interview schedule could be placed into one of the above five categories. The respondents were also asked to indicate on a five point scale, the extent to which they thought they possessed each skill. The definition of each of these terms, as they

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were explained to the respondents, is given in Appendix C (the fieldworker's manual).

Figure 3.1 indicates that, in general, the respondents thought that all the skills listed in the interview schedule were important; but the extent to which they thought they possessed them was generally rated lower than their importance.

The most important skill, in the opinion of the respondents, was handling customers, while the least important was understanding contracts. Interpersonal and general business management skills such as planning were viewed as being more important than record keeping or financial skills.

There were large differences in the extent to which the respondents felt that they actually possessed business skills. As a group, the respondents felt far more competent in certain areas than in others. The responses could be ranked in the following order, from those that they thought they possessed most to those that they thought they possessed least:

* handling customers,
* purchasing,
* handling repayments,
* handling staff,
* invoicing,
* planning,
* selling,
* handling security,
* budgeting,
* stock and inventory control,
* handling credit and debt,
* investing profits,
* costing,
* understanding contracts,
* preparing financial statements and
* bookkeeping.

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FIGURE 3.1

BUSINESS SKILLS

Importance

Planning

Extent of possession

11,4
7,6
6,3
1,3
73,4

22,1
7,8
2,6
33,8
33,8

Budgeting

24,1
7,6
2,5
2,5
63,3

31,2
14,3
2,6
22,1
29,9

Purchasing

13,9
16,5
3,8
2,5
63,3

28,6
19,5
6,5
2,6
42,9

Invoicing

9,2
11,8
7,9
13,2
57,9

19,2
9,6
11,0
20,5
39,7

(continued)

	1	2	3	4	5	
Key: Not at all						Very much

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FIGURE 3.1   (continued)

BUSINESS SKILLS

Importance   Extent of possession

Understanding
contracts

16,4
8,2
16,4
9,6
49,3

10,1
17,4
15,9
30,4
26,1

Handling customers

13,9
2,5
83,5

22,1
11,7
1,3
1,3
63,6

Handling staff

14,5
5,8
4,3
7,2
68,1

15,9
7,2
29,0
7,2
40,6

Handling repayments

16,4
15,1
8,2
4,1
56,2

23,9
7,0
25,4
2,8
40,8

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FIGURE 3.1   (continued)
BUSINESS SKILLS

Importance   Extent of possession

Costing

28,2
6,4
3,8
2,6
59,0

18,4
11,8
7,9
35,5
26,3

Bookkeeping

14,1
7,7
1,3
10,3
66,7

20,0
26,7
24,0
17,3
12,0

Stock/Inventory control

11,5
12,8
5,1
11,5
59,0

25,3
9,3
10,7
26,7
28,0

Handling credit and debt

14,1
11,5
6,4
6,4
61,5

26,4
12,5
9,7
23,6
27,8

(continued)

FIGURE 3.1 (continued)

BUSINESS SKILLS

Importance   Extent of possession

Preparing financial statements

11,8   6,6   18,7   26,7
10,5   16,0
              17,1   25,3
                                              13,3
        53,9

Handling security

14,7   12,0   5,5
                 2,7   19,2   20,5
                 10,7
                                        24,7
        60,0   30,1

Selling/marketing

11,7   10,7
          9,1   18,7   14,7
          2,6
          7,8
                                        25,3
                                                         30,7
        68,8

Investing profit

17,3   18,7   24,0   10,7
          1,3
          5,3   12,0
                                        26,7
        57,3   26,7

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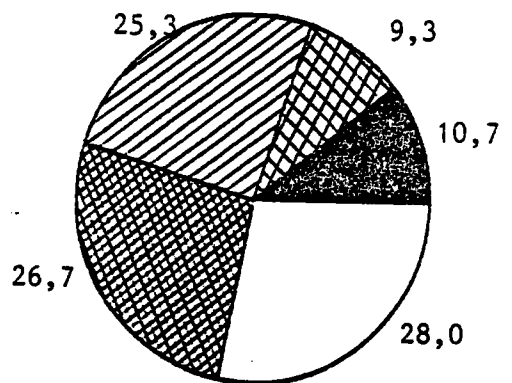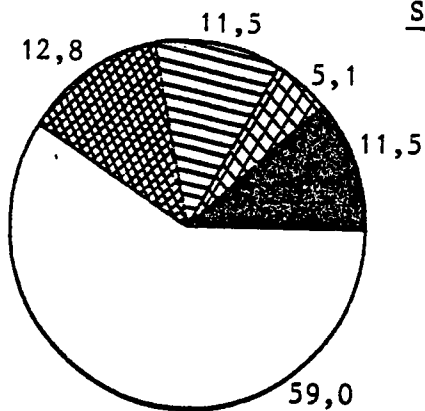
It thus seems as if the respondents had, in their opinion, acquired interpersonal skills and general business management ability to a greater extent than they had acquired record keeping or financial skills. In general, the respondents felt more competent in those skills that they considered to be more important. The skills in which the respondents felt least competent were those involved in bookkeeping.

From a training point of view, programmes should cover all the above topics, since they were all given a relatively high rating, but the needs of the individual should be taken into account. Emphasis should be placed on what each person feels is important to know, and where he or she feels knowledge or skills are lacking. A modular system of training, where the person can select the most significant areas to meet his or her needs, seems most appropriate.

3.5.3 **Business training that the respondents had received**

When the respondents were asked whether or not they had received any form of business training, 34 (43%) said that they had done so, while 46 (57%) had not.

Training had been received through:

* Tertiary educational institutions (N=8)
* Small business development agencies (N=14)
* Private organizations (N=4)
* Professional associations, for example a building institute or a hairdressers' association (N=4) and
* Commercial banks (N=4).

A wide variety of organizations are thus offering courses for small business owners. Questions that need to be dealt with concern standardisation and accreditation of courses. These issues will receive more attention in the following chapter when the responses of the people involved in training are discussed.

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The training content tended to focus on general business management, marketing and selling as well as record keeping. The respondents on the whole found this training very useful, as indicated in Figure 3.2.

3.5.4   Help and advice the respondents had received

Training takes place, not only in a classroom situation, but also through receiving help and advice from others. Such help can be regarded as a form of in-service training. It could be of an informal nature, for example receiving advice from members of the family. It could also take the form of aid received through consultations with and counselling from professional bodies or small business development agencies. The extent to which help and advice played a significant role in aiding the respondents to acquire business skills will be discussed in this section.

When asked whether they had received some form of help, advice, counselling or consultation from others, 40 of the 78 respondents who answered the question indicated that they had done so. This help was received from the following individuals or organizations:

* Family members, relatives and friends (N=21),
* Small business development agencies (N=11),
* Previous employers or previous owners of the business (N=4),
* Professional associations, for example a building institute (N=2),
* Others in the same business (N=1) and
* Accountants (N=1).

As far as the usefulness of this help or advice is concerned, Figure 3.2 indicates that it was found to be just as useful as formal training in helping to run the business.

The most important source of help or advice thus comes from the network of family and friends. The significance of this network has already been stressed, but here its training role is noted. Learn-

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FIGURE   3.2

USEFULNESS OF TRAINING AND THE USEFULNESS OF ADVICE RECEIVED
BY THE RESPONDENTS

Usefulness of training

20,6%

8,8%

2,9%

67,6%

Usefulness of advice

21,4%

4,8%

2,4%

2,4%

69,0%

	1	2	3	4	5	
Key:	Not at all useful					Very useful
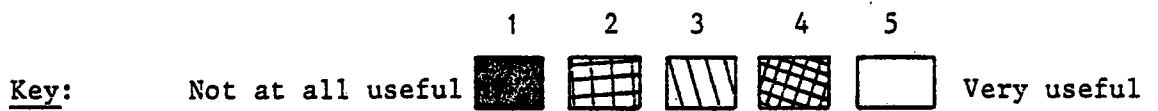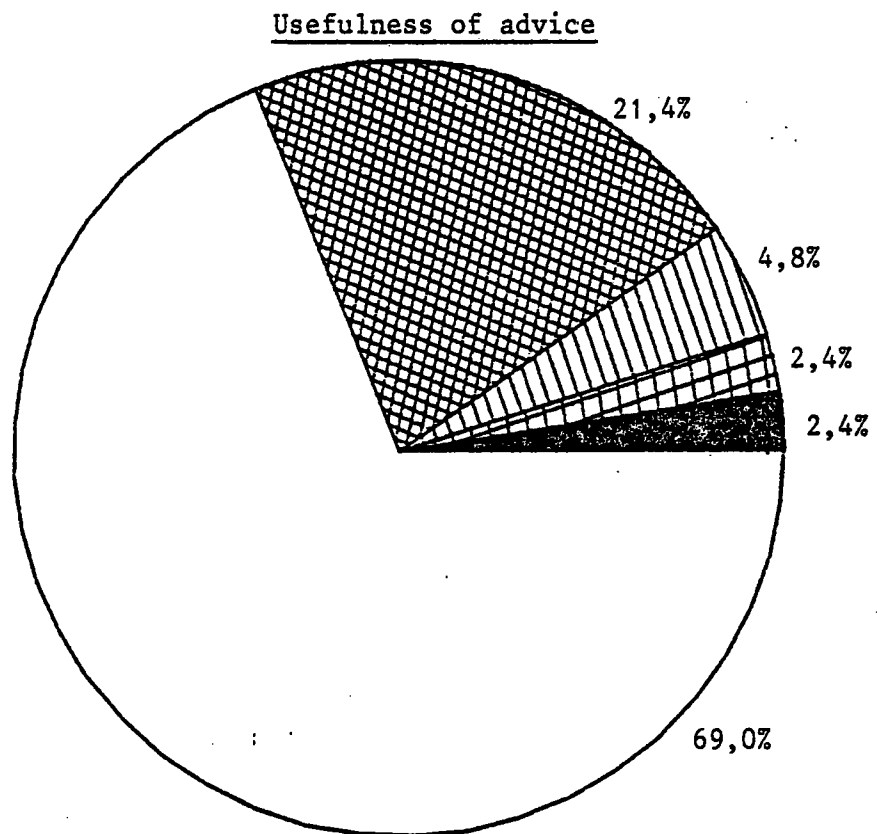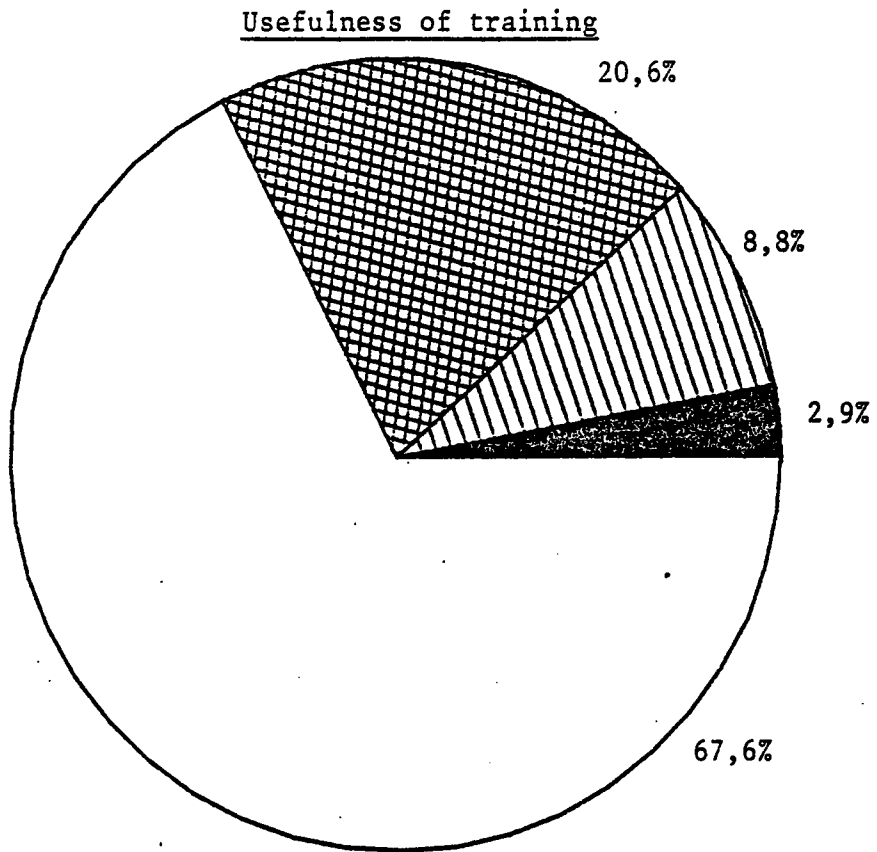
ing through informal contacts can be very useful, but does not nec-
essarily teach the most cost effective ways. The chances of the in-
formal network providing useful learning experiences can be en-
hanced through an education policy which stresses general business
awareness. School pupils can be exposed to a business environment
and they can be taught basic business principles. The media can be
used to give the general public a greater awareness of the way in
which small businesses are run. A more business conscious society
can insure that training received through informal channels is of a
better quality.

3.5.5   The role that experience plays in running a business

Each individual's experiences and what he or she learns from them
can influence the success of any business venture. Experience is
thus a fundamental learning experience, and the vast majority (89%)
of the respondents indicated that in their opinion, experience is
the best teacher.

When asked what experience had taught them, the answers given by
the respondents could be divided into the following categories:

*   Skills to run the business (N=20),
*   Interpersonal relationship building skills, for example learning
    that the customer is king (N=14),
*   New attitudes, for example patience and the will to succeed
    (N=10),
*   A wide range of knowledge and skills, for example "everything I
    know about business" (N=10),
*   Technical skills to do the job, for example how to make a spe-
    cific product (N=10),
*   Avoiding giving credit (N=8),
*   How to set high standards of production and control quality
    (N=4) and
*   Strategies for coping during bad times (N=4).

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The importance of learning through experience needs to be recog-
nised when developing a training policy. Training needs to be made
relevant to the business owner's experience, if it is to be re-
garded as useful. Otherwise it may become too theoretical and of
limited practical use.

3.5.6 Understanding of basic business terms

It seems as if the understanding of basic business terms, such as
those covered in Question 1.9 of the interview schedule, was not
really essential in order to be able to operate a small business.
Although the vast majority of respondents (95%) said that it was
important to be able to understand these terms to be able to carry
out business transactions and to be part of the business culture,
many respondents could not accurately define terms such as banking,
invoicing, debt and credit. This applied particularly to respond-
ents in the informal sector. It is thus important to consider how
necessary this understanding actually is in order to be able to run
a business.

It seems as if, for those in the formal sector who do not under-
stand basic financial processes, experts could be employed to give
advice and to help out with record keeping for example. In the in-
formal sector, personal and idiosyncratic ways of carrying out fi-
nancial transactions have developed which are suited to the needs
of the individual businessman and the culture in which the business
functions. On the other hand, in view of the job and the wealth
creating potential of small business, it is necessary to upgrade
skills, to allow businesses to develop and expand, rather than to
maintain businesses at their present level. For expansion and de-
velopment, an understanding of basic business terms is probably es-
sential. This understanding is probably also useful to help new
businesses start up. Most business failures occur during their
first year of operation and business know-how could help to prevent
at least some failures. Many businesses survive very well without
the owner's understanding of basic business concepts. Thus if sur-
vival of an existing business which is already established is the

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main aim, then training to understand basic business terms is probably not essential, but if more small businesses are to be encouraged to start up, to grow and to develop and to contribute significantly to the economy of the country, then this understanding is important.

3.6 PROBLEMS EXPERIENCED BY THE RESPONDENTS IN RUNNING THE BUSINESS

In this section, the actual problems that the respondents experienced in running the business will be discussed. Then suggestions will be made regarding how training can contribute towards helping to solve these problems. On analysis of the data, it was found that many of the problems are interrelated, thus having similar training implications. The immense difficulties faced by people who wish to start their own businesses are highlighted in this section since training has to take place against this background.

Responses to Question 5 of Appendix A regarding problems that were experienced in running the business are set out in Figure 3.3. This figure indicates that the most frequently encountered problems were acquiring capital and coping with competition. Other problems experienced by 20% or more of the respondents concerned obtaining transport, obtaining equipment, tools and machinery, marketing, repaying debts and dealing with regulations. The other problems listed were relatively less important. The way problems were interrelated poses challenges for training. For example, lack of transport caused delivery delays which in turn influenced the availability of customers. Training can help to plan better.

3.6.1 Problems experienced in acquiring capital

The main problems experienced by the respondents regarding acquiring capital, concerned their inability to give assurances regarding repayment, or to find someone to sign as surety, in order to satisfy the loan requirements of financial institutions. The problems were solved by saving, by starting off on a smaller scale than an-

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FIGURE 3.3

PROBLEMS EXPERIENCED BY THE RESPONDENTS IN RUNNING THE BUSINESS

%

Acquiring capital

Obtaining business premises

Obtaining raw materials or supplies

Obtaining equipment, tools, machinery

Dealing with regulations

Consistent product

Coping with competition

Obtaining transport

Marketing

Obtaining staff

Keeping staff

Repaying debts

Problems experienced

Yes   No
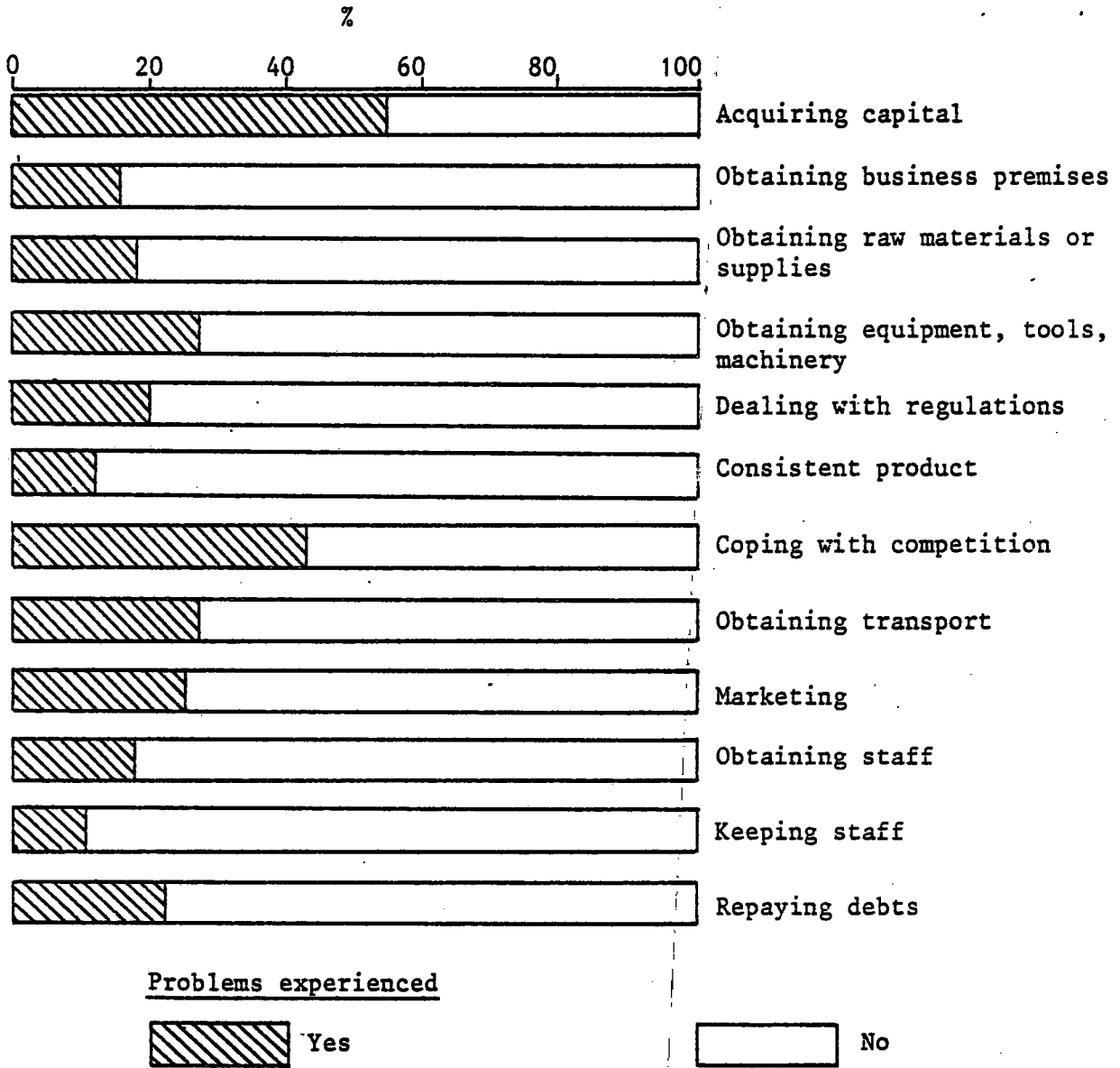
ticipated and by borrowing money from friends or relatives. Nevertheless, shortage of funds remained the most pressing problem.

3.6.2 Problems experienced in dealing with competition.

Regarding coping with competition, the main problem centred on the belief that there were too many people offering a similar service or manufacturing a similar product in a given area. The lack of loyalty of customers also gave reason for concern. Competitors cut prices and gave credit, making it difficult for all the owners of similar businesses in an area to run them profitably. The way of solving the problem was to try to strive to offer a better service or product, but this was not always possible.

3.6.3 Problems experienced in obtaining transport

As far as transport is concerned, business owners who did not have their own vehicles, and had to make use of borrowed vehicles, public transport or taxis, found it difficult to get to the suppliers to buy what they needed or to deliver goods to the customers. Among those who did have their own vehicles, there were complaints concerning the high costs of repairs and the costs of replacement, forcing respondents to drive vehicles in what they considered to be an unsatisfactory condition.

3.6.4 Problems experienced in obtaining suitable equipment

Problems experienced in obtaining suitable equipment, machinery and tools all centred on their high costs. It was difficult to afford to buy sufficient or up to date machinery and equipment and thus the respondents felt that they were forced to use out of date or insufficient tools, equipment or machines for their needs. Hiring schemes in "hives of industry" have partially solved the problems for respondents at these sites.

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3.6.5 Problems experienced with marketing

As far as marketing is concerned, problems were experienced in obtaining and keeping customers. To find customers required time and effort since house to house or business to business canvassing was sometimes necessary. The lack of accessibility of industrial parks to the public was also mentioned as a difficulty. To keep customers also presented a problem, because competitors, and particularly the bigger businesses, were able to cut prices. Transport problems sometimes meant that customers were lost.

3.6.6 Problems experienced in repaying debt

Repayment problems centred on the fact that the business owner has to repay his or her creditors regularly, on a monthly basis, but the business turnover in any given month is uncertain, making it more diffcult to repay some during months, and easier to do so during others.

3.6.7 Dealing with regulations

Problems experienced in dealing with regulations focused on three main areas. Firstly there were too many laws and regulations. For example, labour laws have to be adhered to; health standards and requirements to prevent fires have to be met. Secondly there was a lack of knowledge of the procedures involved in obtaining a licence and difficulties were experienced in completing the forms. Finally, there were complaints concerning delays and the need to wait a long time before a licence could be obtained.

3.6.8 Problems experienced in obtaining supplies

Problems concerning obtaining raw materials and goods to sell centred on four issues, namely the inability to obtain the right materials on time, the expense of materials, the need for some respondents to pay cash before the supplier will sell and transport difficulties in obtaining supplies.

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3.6.9 Staff problems

The problems experienced concerning getting and keeping staff centred on the lack of the required skills and lack of experience of applicants. There were also complaints regarding the perceived lack of interest, lack of loyalty and untrustworthiness among employees.

3.6.10 Problems experienced in obtaining business premises

Problems experienced in obtaining premises concerned being placed on long waiting lists, the expense involved in paying the rent, the inadequate size and the inappropriate location of some of them. The problems were handled by using places of residence or adjusting to the site which was perceived as being unsuitable.

3.6.11 Problems concerning standards

As far as manufacturing products of a consistently high standard is concerned, three main areas were identified which have all been mentioned previously, namely the perceived lack of skilled staff to do the tasks properly, the use of outdated or inadequate tools, machinery and equipment, because better ones are too expensive and the poor quality of supplies and raw materials.

Most problems are thus directly related to the lack of sufficient funds to conduct the business in the way in which the respondent would like to. But perhaps underlying the lack of funds is a lack of knowledge of how to set goals so that the available funds are efficiently used to help the business to become established, to expand and to grow. From the previous discussion of the way in which the businesses were started, it is obvious that this took place in a piecemeal fashion. This spontaneous development is to be encouraged, since unemployment is avoided and new jobs are created, but in addition, direction can be given on how to plan so that the best use is made of resources available to the business. Formal train-

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ing as well as mentorship, counselling, consulting and guidance can focus on helping the owner to plan realistically.

Training should thus focus on helping the business owner or potential owner to prepare good business proposals. The trainer can make the trainee aware of all possible channels through which loans can be obtained. The trainers need to give business people guidance in planning realistically so that the business can can become established with adequate equipment. Expansion can then take place and profits can be re-invested in the business. By teaching those in small businesses to plan ahead, to set goals towards which to strive, to set priorities, for example for purchases of equipment, machinery and tools and motor vehicles and to invest profits in the business, the chances of success of the business can be enhanced. The ability to buy needed equipment will be enhanced.

Trainees need to learn to to evaluate their performance against the goals they have set, and to modify and adjust their plans according to the extent to which they have reached their goals. Business plans do not always work, but by planning, more direction is given to the business venture, and money earned can be put to the most important use according to the owner's own evaluation of importance.

3.7   THE TRAINING NEEDS THAT THE RESPONDENTS IDENTIFIED

In order to examine what the respondents felt were the main training needs of people in small businesses, four questions were put to them. Firstly, they were asked to state what advice they personally would give to someone wishing to start their own business. Then they were asked to indicate what training they thought was needed to help people to firstly, set up, then to run, then to expand a business. The responses given to each of these questions are discussed in this section.

3.7.1 Advice the respondents would give

When asked what advice they would give to someone wishing to start their own business, the respondents gave answers that could be grouped into the following categories:

* Develop the right attitudes, namely be prepared to make sacrifices, to be patient but optimistic and to work hard (N=28 or 35%),

* Have sufficient funds to do so (N=14 or 18%),

* Plan carefully (N=8 or10%),

* Find out what the need for the product or service is (N=7 or 9%),

* Have the right training, education and experience for the type of business (N=6 or 8%),

* Have the right equipment, tools and machinery (N=5 or6%)

* Know the product, the business environment and legal requirements (N=4 or 5%),

* Do not give credit(N=2 or 3%).

In addition to this advice there were six respondents (8%) who said that they could not give any advice.

Having the "right" attitudes as well as having sufficient funds thus seemed more important for starting a business, in the opinion of the respondents, than the possession of specific knowledge or skills. It also seems likely that people with these attitudes will be able to benefit more from training and as we shall see, these were the type of people that the trainers said would make the best candidates for small business training.

3.7.2 Respondents' opinions regarding training

Table 3.8 indicates the respondents' opinions regarding what training is needed to start, to run and to expand a business. This table indicates that more respondents thought that training was needed when starting a business than at any other times. Training

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TABLE 3.8

RESPONDENTS' OPINION OF TRAINING NEEDED TO SET UP IN BUSINESS,
TO RUN THE BUSINESS AND TO EXPAND IT.

Type of training needed	To start business		To run business		To expand business	
	N	%	N	%	N	%
General business management	32	40,0	24	30,0	14	17,5
Technical skills	11	13,8	4	5,0	2	2,5
Record keeping	10	12,5	9	11,3	3	3,8
Knowing the market	7	8,8				
Buying	4	5,0	1	1,3	1	1,3
Informal guidance	3	3,8	3	3,8	1	1,3
Any training useful	2	2,6	1	1,3	1	1,3
Legal training	1	1,3	1	1,3	1	1,3
Financial management			8	10,0	7	8,8
Customer relations			4	5,0	6	7,5
Marketing			7	8,8	13	16,3
Handling staff			1	1,3		
Security					2	2,5
Planning					3	3,8
Training is not needed	10	12,5	17	21,3	26	32,5
TOTAL	80	100	80	100	80	100

in general business management, in technical skills, in record keeping and in identifying the market were of prime importance for this stage. During the stage of running the business, financial management and marketing were important training needs. For expanding the business, training in marketing, in financial management and in customer relations became more important. A large group of people however, felt that training to expand the business was not necessary.

The implications here are that, in addition to general business management training, which is most important when setting up a business, but remains important throughout the business stages, the emphasis of training needs changes. As the business develops, training in financial and interpersonal skills become more important, and in record keeping skills, less important.

3.8 THE RESPONDENTS' VIEWS REGARDING THE SUCCESS OF THE BUSINESS

Self-confidence and optimism characterised the group when they were asked to indicate how successful they thought their businesses were and their future plans. Most of the respondents (N=68 or 85%) felt that their businesses were successful. Reasons given were that the business was profitable (N=40), that it was expanding and attracting more customers (N=19), that their efforts and love of the business was paying off (N=6) and that they were offering a needed service (N=3).

Nearly all the respondents (N=73 or 91%) planned to stay on in the business and to expand (N=71 or 89%) it. Being in ones own business gave a feeling of independence and of being one's own boss. It also gave a feeling of financial security, since respondents felt that they were earning more through their businesses than they could have earned if they were working as employees.

Training for small business development can therefore make a significant contribution, not only towards creating employment and wealth, but also on the micro level, towards job satisfaction, be-

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cause the benefits of self-employment can be enhanced, if businesses are more efficiently run.

3.9   SUMMARY

Eighty interviews were held with small business owners to determine the way in which people in small businesses view their training needs. Both sexes and the black, coloured and white population groups were represented in the sample. There were more men (70%) than women in the sample and 70% of the respondents were blacks. The majority of respondents (84%) had received some secondary school education and a large group (32%) had acquired some form of post school artisan or technical training. Most respondents (69%) were aged between 30 and 49 years, and most (69%) had worked previously as employees.

The respondents ran a variety of businesses. Almost half (46%) made some type of product, while just over three quarters offered a service. One third were engaged in both making a product and offering a service. The informal, semi-formal and formal sectors were all represented in the sample and the businesses were being run from a variety of sites. Almost three quarters (73%) of the businesses were being run by sole owners. However, the family of the owner had an important role to play in the business in just over half the businesses.

Most businesses (68%) had been started in 1985 or later. All respondents started their own business with the hope of improving their life circumstances. Businesses were started for financial gain because of unemployment or fear of losing one's job; because the respondents wanted independence or as a result of interest and know how. Respondents chose the particular type of business, because they were qualified to do so or else may saw profit opportunities.

The businesses were generally started in a piecemeal fashion, with little overall planning. Finance was generally obtained through

the use of savings. Getting customers often involved house to house or business to business canvassing. Most of the business owners (76%) employed others to work for them for financial remuneration, generally on a full-time basis and most businesses (80%) were supporting dependants.

Business management, record keeping, financial management and interpersonal skills were the most important types of skills needed to run a business. In addition, product knowledge, process knowledge, background knowledge regarding the service being offered and of the market for which the business could cater, were important. There were discrepancies regarding the importance allocated to a specific skill and the extent to which a respondent thought he or she possessed that skill. Bookkeeping and financial management skills were the skills at which the respondents felt least competent. A large group (43%) had received at least some business training, which was generally regarded as valuable. Help and advice received from others was considered equally valuable, but experience was most important in learning to run a business.

Most problems experienced by the respondents had a lack of sufficient funds underpinning them. However, poor planning and a lack of goals could, in part account for some of the problems. Training in planning and in setting goals is thus essential.

Training needs identified by the respondents differed for various stages of a business. The most important time for training is when the business is starting. General business management skills were most important when starting a business, but as the business became established and expanded, marketing and financial management skills started to become important.

Most respondents (91%) experienced job satisfaction and enjoyed running their own business.

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3.10   TRAINING IMPLICATIONS

Training for small business owners is becoming increasingly impor-
tant in view of their employment and wealth creation potential.
Training can help not only to improve the chances that businesses
will be efficiently run, but also to increase the possiblility of
expansion and growth.   Indeed the need for small business develop-
ment in all sectors should be recognised and people should be given
every encouragement to start their own businesses.   The following
suggestions, based on the responses of the small business owners
are put forward.

* Encouragement to enter small businesses can be given through in-
  spirational courses, run at industrial training centres, for ex-
  ample.

* The actual training for small business owners should be made
  practical, rather than theoretical.

* The individual needs of each trainee and his or her business
  venture should be catered for in training.   Flexibility in the
  content of training and in the presentation or method of train-
  ing is important.

* Self-selection on the basis of achievement motivation or a de-
  sire to succeed through hard work is probably the best way to
  select candidates for small business training.

* Basic literacy and numeracy are important selection criteria.

* Training for businesses in the informal and semi-formal sectors
  should be directed towards enabling the trainee to expand and
  develop and to move into the formal sector, if the trainee
  wishes to do so.

* The acquisition of artisan and technical skills should not form
  part of business training, but this skills base should be a pre-

condition for business training for those people in businesses in which technical skills are required.

* Upgrading of skills, on the other hand, may be an important part of business training, to ensure a consistently high standard of goods being made.

* Training on how to plan, how to set goals and how to evaluate performance against goals set, and then to modify goals in terms of achievements, seems fundamental.

* Training courses should also focus on teaching

  - general business management skills,
  - record keeping skills,
  - financial management skills and
  - the development of sound interpersonal skills.

* Training in identifying the potential market for one's goods and services is also important.

* Different training needs are evident at different stages of the development of a business. When starting up, general business management training seems most important. When the business is established and when it is expanding, financial management and interpersonal skills become more important so that marketing can improve.

* Training should also indicate to recipients where they can acquire more product knowledge and more knowledge of the processes involved in making a product.

* A modular system of training is recommended so that the trainee can select the type of learning experience that will meet his or her specific needs.

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* Use should be made not only of training in a classroom situation, but also of other methods such as mentoring, counselling, consulting and advising.

CHAPTER FOUR

PEOPLE INVOLVED IN TRAINING SMALL BUSINESS OWNERS AND THEIR VIEWS ON TRAINING

In this chapter the opinions of the trainers, namely the 42 respondents involved in offering a training, counselling or counsulting service to small business owners, concerning what training should be available for small business development, will be discussed. Their views on who should learn about the functioning of small businesses, the skills needed for running a small business, the content of training as well as the best methods to do so will be stated. Attention will also focus on the trainers themselves and their qualifications, as well as what qualifications they think are needed for trainers to have to train small business owners. Standards of training and accreditation will also be discussed. The trainers' opinions will be gleaned from the replies received to the postal questionnaire (Appendix C). Possible trends, rather than definite patterns will be indicated, since the sample of trainers is not necessarily a respresentative one.

4.1 BIOGRAPHICAL DESCRIPTION OF THE SAMPLE

A biographical description of the staff engaged in some form of training for small business development, who completed the questionnaire, is given here so that an idea of the trainers' background can be obtained. Comparisons between the background of small business owners who participated in the study and that of the trainers can then be made to see the extent to which the two groups can understand each other's frame of reference. The educational qualifications, age and sex of the trainers are therefore discussed below.

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4.1.1 Educational qualifications

The respondents in the sample were well educated. All, except one, had matriculated, and all, except one, had obtained a post- school academic qualification.   These qualifications were in diverse fields such as arts, commerce and science, but the majority (N=29 or 69%) had obtained either a degree or a diploma in some aspect of commerce or management. All respondents had attended at least some business courses.   In addition, 24 respondents had received some formal training in fields such as computer programming, teaching and marketing.

In comparison to the small business owners (discussed in Chapter Three) the trainers were indeed highly educated. The question that needs to be posed is whether or not this disparity in level of education can influence the training process. On the one hand, it may be difficult for some trainers to understand the problems experienced by the less educated business owners whom they train and it may be difficult for the business owners to understand the trainers' point of view. On the other hand, the higher level of education of the trainers may heve given them the ability to place the problems experienced by the trainees in business into a broader perspective, thus helping to find new or more creative solutions to the problems. Personality characteristics of the trainer such as sensitivity and an ability to form empathic relationships could become very important, if training is to be effective. The views of the trainers on what personality traits are needed to be able to teach small business owners about business will be discussed at a later stage in this chapter.

4.1.2 Sex

The vast majority of the trainers who completed the questionnaire (N=36 or 88%) were men. In South Africa generally, more men than women are found in business careers (Sadie, 1981 : 14).   In our sample of business owners, this was the case, and now it also applies to the trainers.

4.4.3 Age

As far as the age of the trainers is concerned, they were in a similar age group to the small business owners discussed in the previous chapter. The median age of the trainers was 40 years, while 25% were younger than 34 years and 25% were older than 48 years. The youngest respondent was aged 24 years, and the oldest, 60 years. Both trainers and business owners were thus likely to be in Levinson's (1978) "settling down" and "mid-life transition" periods. They therefore shared developmental life goals with the sample of business owners. According to Schein (1978) these are the life stages during which the desire to influence and guide becomes important, and mentorship becomes fulvilling role.

4.2 PRESENT WORK SITUATION

Each respondent was asked to indicate the position he or she held in the organization for which he or she worked and the amount of time that was spent on training, consulting, counselling, management administration and other work tasks. These questions were asked in order to determine the extent to which the respondents were actually involved in training or related actrivities, compared to other ones.

4.2.1 Position held in the organization

A large group of respondents held senior posts in their organization. Approximately one third (N=12 or 30%) who answered the question held a management position; however training, consultation, counselling or marketing the training programmes remained important aspects of their work; while seven respondents (18%) were managing directors or directors of their organization having an indirect training role and a further two respondents (5%) were heads of their training or consulting division.

Senior members of an organization are highly likely to be involved in policy formulation and its application in the organization. The

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responses of the senior people are likely to reflect this policy. A good indication of training policy in development agencies, tertiary educational institutions, large companies in the private sector offering a small business training service as well as private small business training organizations has thus been obtained.

The remaining respondents to the questionnaire were employed either as trainers (N=8 or 20%) consultants (N=7 or 18%) or counsellors (N=4 or 10%).

4.2.2 Time spent at work on training, consulting, counselling and other tasks

The percentage of time spent by the respondents on training, counselling, consulting, management, administration and other tasks is indicated in Table 4.1. The "other" category in the table includes such activities as course development and design, the organization of courses, planning, the development of new projects and clerical tasks. This table shows that the majority of respondents did not focus on one specific activity at work, but rather, they spent their time on a variety of tasks, some of which were indirectly related to training. It seems as if training, consulting and counselling are intermeshed and the trainer needs to be skilled in all these activities. People who were involved in designing courses and organizing them were also involved in offering training, consulting or counselling services. They were gaining experience in a variety of teaching methods for small business development.

4.3 THE RESPONDENTS' OPINIONS CONCERNING WHO SHOULD LEARN ABOUT THE FUNCTIONING OF SMALL BUSINESSES

If small business development is to be encouraged, in South Africa, it may be necessary for more people to know how small businesses function. Such an awareness could give more people the confidence to start their own businesses, while it could help others to develop a more sympathetic and favourable attitude towards small bu-

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TABLE 4.1

HOW THE TRAINERS SPENT THEIR TIME AT WORK

Percentage of time spent	WORK ACTIVITY									
	Training		Consulting		Counselling		Management Administration		Other	
	N(a) of respondents	%	N(a) of respondents	%	N(b) of respondents	%	N(a) of respondents	%	N(c) of respondents	%
0%	6	15,0	9	22,5	12	31,5	2	5,0	11	31,4
1 - 10%	11	27,5	17	42,5	16	42,1	10	25,0	10	28,6
11 - 20%	4	10,0	5	12,5	6	15,8	6	15,0	3	8,6
21 - 30%	6	15,0	4	10,0	1	2,6	7	17,5	2	5,7
31 - 40%	6	15,0	2	5,0	1	2,6	1	2,5	2	5,7
41 - 50%	4	10,0	1	2,5	1	2,6	5	12,5	1	2,9
51 - 60%	2	5,0					4	10,5	3	8,6
61% or more	1	2,5	2	5,0	1	2,6	5	12,5	3	8,6
TOTAL	40	100	40	100	38	100	40	100	35	100

(a)   2 respondents did not answer the question.

(b)   4 respondents did not answer the question.

(c)   7 respondents dit not answer the question.

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siness owners, particularly those in the informal sector. People
could be encouraged to support small businesses.

The trainers were therefore asked to indicate whether or not they
thought that primary school and secondary school pupils, students,
the unemployed, prospective entrepreneurs, informal sector and for-
mal sector business owners, the staff of small business development
agencies and other training staff (for example artizan instruc-
tors), bankers and financiers and government officials should learn
about small businesses. If so, what should they know and how
should they acquire this knowledge?

4.3.2 Who should learn about small businesses?

The vast majority of respondents felt that knowledge about the
functioning of small businesses should be made available to all
these groups. They were unanimous in saying that prospective en-
trepreneurs, staff of small business development agencies, other
trainers and business owners should get this background. Almost
all (90% or more) thought that this learning experience should be
made available to secondary school pupils, tertiary level students,
the unemployed, bankers and financiers and business owners in the
formal sector. More than 80% felt that government officials should
receive this background training, whilst more than two thirds (68%)
felt that primary school children should gain this knowledge.

4.3.2 What should people learn and how should they learn?

Although there was agreement that a wide variety of people should
learn about the functioning of small businesses, the respondents
felt that both the way in which this learning should take place and
what each group of people should learn, should differ.

* Primary school pupils should learn mainly through exposure to a
  small business environment to become familiar with it as well as
  through formal education to obtain a general background and un-
  derstanding of small business activities.

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* Secondary school pupils should be taught general business prin-
  ciples through both exposure and educational methods. In addi-
  tion, they should learn certain specific skills such as eccount-
  ing and budgeting through training. Simulations of business si-
  tuations could also be beneficial.

* Tertiary level students should obtain a general, but comprehen-
  sive understanding of the priciples cf small business function-
  ing, mainly through education.

* Prospective entrepreneurs as well as informal and formal sector
  business owners should receive practical training to acquire
  specific business skills to help them to start up, to run and to
  expand a business.

* Staff of small business development agencies as well as other
  training staff, for example artisan instructors, should acquire
  both a theoretical background to understand the principles of
  small business functioning as well as practical training to be
  able to apply what they know to help people to run small busi-
  nesses. Exposure to a small business environment was also re-
  garded as important.

* Bankers and financiers required specific training so that they
  could apply their financial knowledge to the needs of small bu-
  siness owners to help them manage their finances more effi-
  ciently.

* Government officials needed to aquire better interpersonal
  skills, so that they could communicate better with small busi-
  ness owners.

4.4   THE RESPONDENTS' OPINIONS ON WHO SHOULD RECEIVE MORE SPECIFIC SMALL
        BUSINESS TRAINING

In addition to making more people aware of the role that small bu-
sinesses can play in the economy of the country and the way in

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which they function, prospective small business owners as well as those running businesses in the formal and informal sectors, may need more specific training to acquire business skills. In view of the limited training facilities that are available in relation to the growing number of small businesses, selection of candidates for business training may be necessary to ensure that those who can benefit most actually receive training.

The respondents were therefore asked to indicate whether or not candidates should be selected for business training, and if so, what personality characteristics, basic knowledge and skills and business background should they have in order to be selected.

4.4.1 Should candidates for training be selected?

Almost two thirds (N=26 or 63%) of the respondents felt that candidates should be selected for small business training, while six (15%) were unsure and nine (22%) felt it was unnecessary. On the one hand, the respondents who were unsure, or who did not think that selection was necessary, stated that self-selection would take place in any case and those who felt they needed training would come forward of their own accord. The argument was also put forward that by selecting candidates, those who needed training most, namely those who already came from underpriviled backgrounds, may be denied the opportunity to be trained as they would find it difficult to meet selection criteria.

On the other hand, those who felt that selection was necessary, gave two main reasons for their answer.

* Not all people can become small business owners and the possession of entrepreneural skills or characteristics should be taken into account when selecting trainees, since the entrepreneural personality is best suited to a small business environment.

* Training is costly and to avoid wasting time and money only those who are committed to improving their business skills should be selected.

4.4.2 Personality characteristics of potential trainees

Regarding personality characteristics that candidates for business training should have, the following were the main ones identified by the respondents:

* An interest in business,
* Initiative and the ability to start new projects,
* The desire to succeed and the ambition to be able to do so; a high need for achievement,
* Self confidence,
* Willingness to take risks,
* Perseverance to follow activities through to their conclusion,
* A willingness to learn.

4.4.3 Basic knowledge and skills required in potential trainees

The vast majority of respondents (88%) felt that there were certain basic knowledge or skills requirements that are preconditions for training to take place. These are:

* Basic literacy and numeracy; without these abilities, it would be extremely difficult to teach business skills.
* The technical skills that a person needs to start up a specific type of business. For example, the owner of a carpentry business needs woodwork skills.
* Fluency in at least one of English or Afrikaans, since courses are run, or advice is usually given in one of these languages.

On the other hand, 12% of respondents felt that there should be no basic skills requirements for small business training. All who wanted it should be given the opportunity to receive it.

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4.4.4 Basic business background

Whilst most (75%) of the respondents felt that at least some expo-
sure to a business environment, some practical business experience
and some understanding of business principles were preconditions
for training, a quarter of the respondents felt that this back-
ground was unnecessary. The candidate who is willing to learn
could aqcuire it through training.

In summary, it seems as if a self confident person who is motivated
to achieve, who can initiate new projects, but at the same time,
who can work hard, to see them through, will benefit most from
training. It also seems as if literacy and numeracy are basic re-
quirements and some business exposure on experience or desirable
for training to be effective.

4.5 SKILLS NEEDED TO RUN A SMALL BUSINESS

Having obtained a picture of the type of person that the trainers
felt could benefit most from training, it is now necessary to exam-
ine what skills are necessary to run a small business. Training
courses, counselling and consulting sessions could then be designed
round this core of basic skill requirements. The respondents were
therefore asked to indicate whether or not they thought that tech-
nical, financial, administrative, management, entrepreneural, in-
terpersonal, marketing and selling skills were essential to be able
to run a small business. They were also asked to indicate what
they thought would be the best way to acquire each skill.

4.5.1 Skills needed in a business

Figure 4.1 indicates that the respondents agreed that all the
skills listed above were necessary; however some were always nec-
essary, whereas others were only sometimes needed. In the opinion
of the respondents, the skills that were essential in all or almost
all situations were financial, administrative, management, market-
ing, selling and interpersonal skills. Entrepreneural and techni-

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FIGURE 4.1

SKILLS NEEDED FOR RUNNING A SMALL BUSINESS
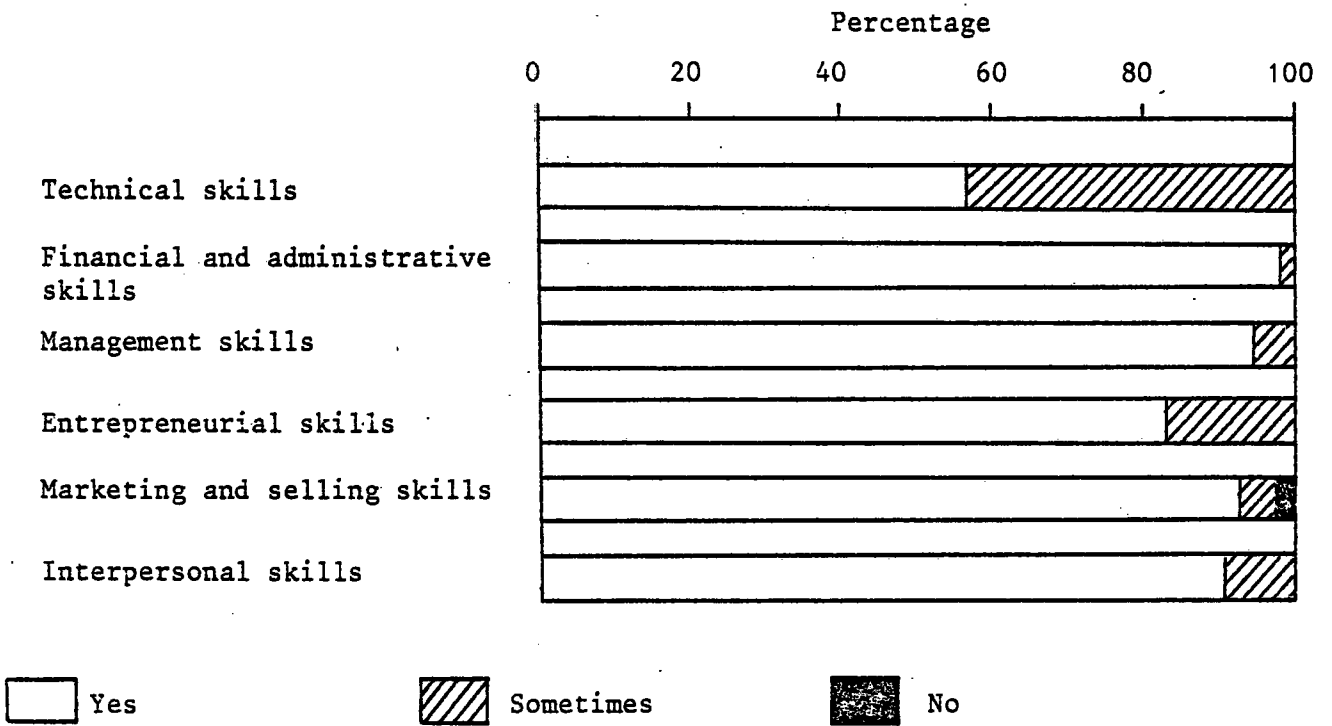
cal skills were thought to be sometimes necessary by 17% and 43% of respondents respectively. If these responses are compared to what the small business owners themselves said (Chapter Three) about the skills that they needed in their businesses, then it will be seen that both trainer and business owner are in agreement about what skills are needed.

4.5.2   <u>Acquiring these skills</u>

Table 4.2 indicates that each of these skills can be acquired in more than one way. Different approaches to learning are appropriate for the acquisition of different types of skills. Thus, for example, both training and education supported by exposure to a business environment are best suited to the aquisition and selling skills.

Entrepreneural skills may be inherent rather than learned, therefore the respondents felt that exposure to a business environment as well as experience were the best methods of drawing them out.

From the responses it seems as if training organizations for small business development need to have a variety of training methods available to them so that effective learning can take place. Different situations call for different learning approaches and trainers need to be geared to meet different demands of trainees.

4.6   CONTENT OF TRAINING

We have already seen that the respondents felt that certain basic skills as well as a background knowledge were needed to run a small business efficiently. The next issue to be addressed concerns the content of training. In other words, what should actually be taught to small business owners through training, counselling or consulting? Should there be a different emphasis when training business owners in the formal sector compared to training for those in the informal sector?

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TABLE 4.2

BEST WAY TO ACQUIRE BUSINESS SKILLS ACCORDING TO THE RESPONDENTS

Skill category	BEST WAY TO ACQUIRE A SKILL	
	Primary method(s)	Supported by
1. Technical skills	1. Specific artisan/technical training 2. Experience	
2. Financial and administrative skills	1. Education to learn the theory 2. Training to learn practical skills	1. Exposure to see how these tasks are carried out in practice
3. Management skills	1. Business training to acquire practical skills	1. Formal education to gain background knowledge 2. Exposure to a business environment
4. Entrepreneurial skills	1. Exposure to a business environment 2. Experience	1. Assertiveness training, training in decision making and risk taking
5. Marketing and selling skills	1. Specific training to acquire these skills 2. Education	1. Exposure to a selling or marketing environment
6. Interpersonal skills	1. Training to learn how to handle specific situations 2. Education to gain understanding of others' cultures	1. Discussion groups where various interpersonal situations can be simulated 2. Counselling

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The respondents were therefore asked to indicate the extent to which they thought that training should include the following areas: awareness of the benefits and pitfalls of small business, inspirational training, basic business concepts, technical training, administrative management, identifying the market, financial management, aquiring entrepreneural characteristics, legal training, aquiring materials, distribution of goods and services, interpersonal skills acquisition, marketing and selling and preparing business proposals. They were asked to rate the extent to which they thought training would be useful for each area on a five point scale where 1 = not at all useful and 5 = very useful. Furthermore they were asked to rate the extent to which training should focus on each of the above aspects for the formal as well as the informal sector. Their responses are indicated in Figure 4.2

This figure indicates that the respondents thought that training in

* administrative management,
* financial management,
* marketing and selling,
* the preparation of business proposals and
* interpersonal skills

were more important for the formal sector.

For the informal sector, however,

* inspirational training and
* technical training to acquire specific skills

were regarded as more important.

The reasons given by the respondents for a different emphasis in training for business owners in the formal and the informal sectors were the following:

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FIGURE 4.2
CONTENTS OF TRAINING FOR BOTH FORMAL AND INFORMAL SECTOR
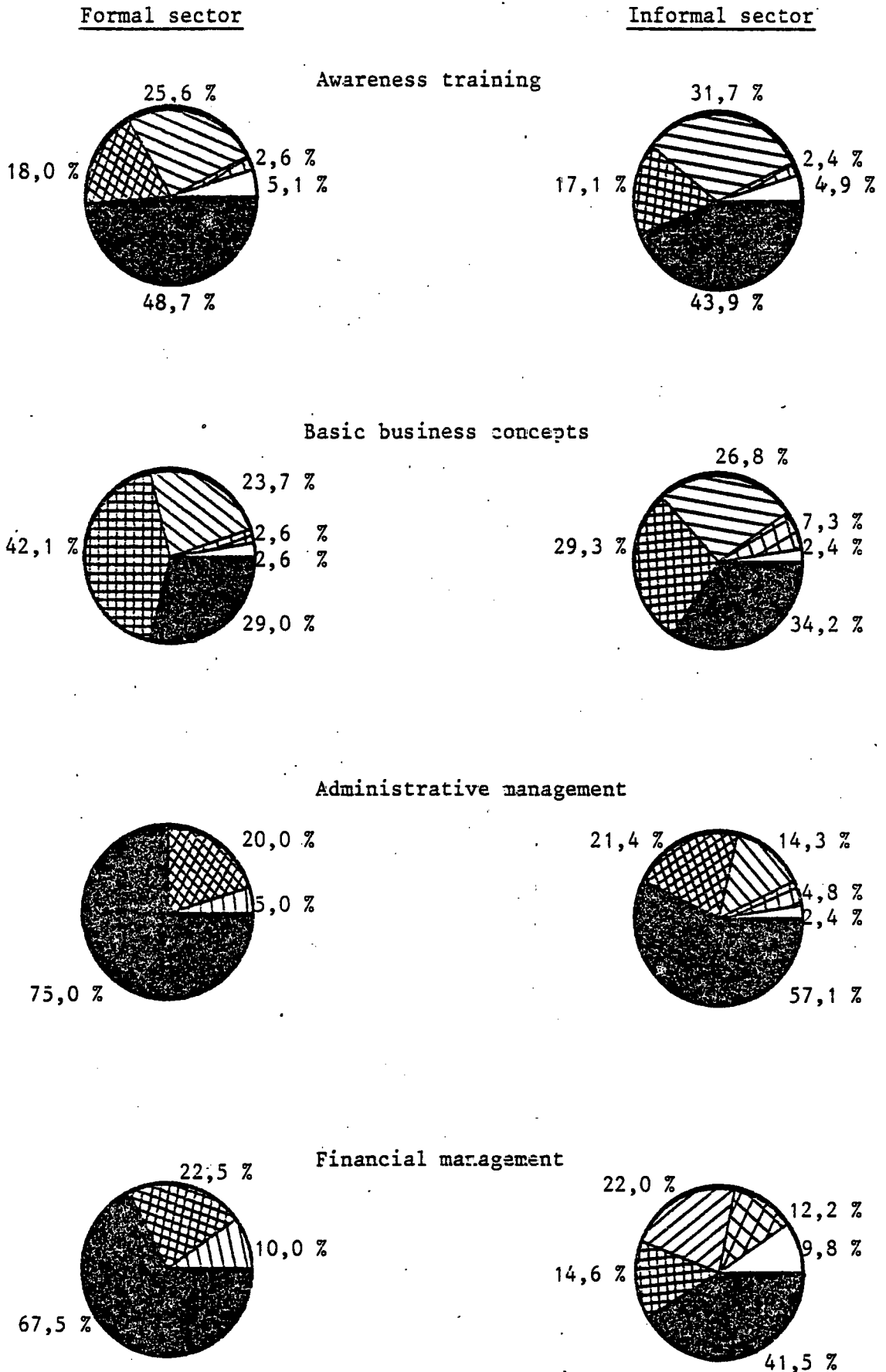
Formal sector   Informal sector

Awareness training

25,6 %   31,7 %

18,0 %   2,6 %   17,1 %   2,4 %
                5,1 %   4,9 %

48,7 %   43,9 %

Basic business concepts

                23,7 %   26,8 %

42,1 %   2,6 %   29,3 %   7,3 %
                2,6 %   2,4 %

                29,0 %   34,2 %

Administrative management

                20,0 %   21,4 %   14,3 %

                5,0 %   4,8 %
                                                          2,4 %

75,0 %   57,1 %

Financial management

22,5 %   22,0 %   12,2 %

                10,0 %   9,8 %
                                   14,6 %

67,5 %   41,5 %

Key
Not at all ☐ ☒ ▨ ▦ ■ Very much   653

FIGURE 4.2 (CONTINUED)
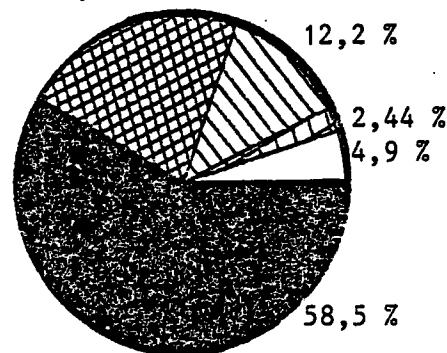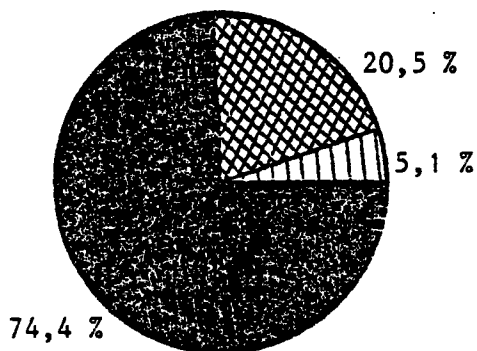
Formal sector   Informal sector

Inspirational training
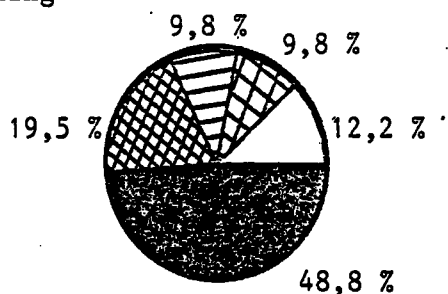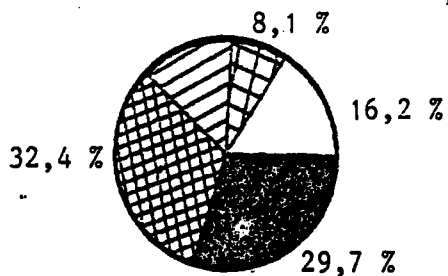
Technical training
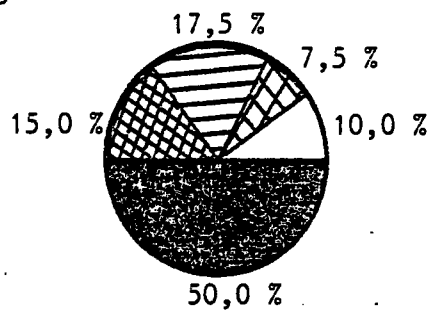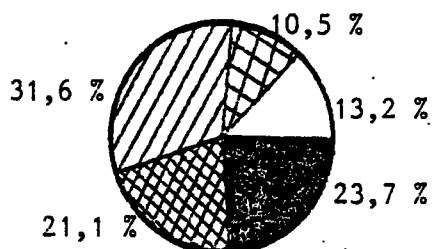
Identifying the market
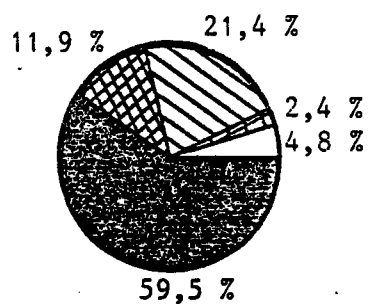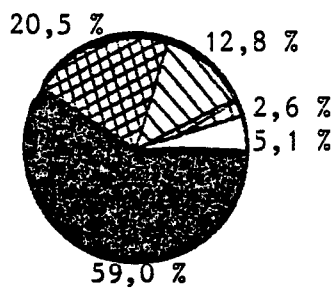
Entrepreneurial characteristics

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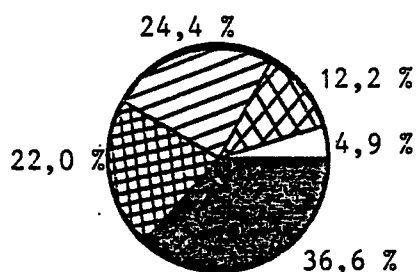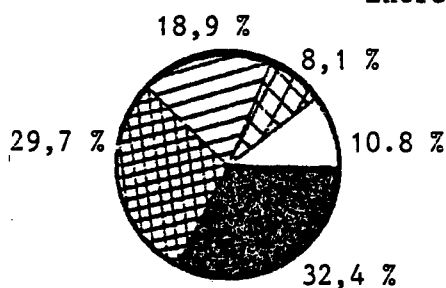
FIGURE 4.2 (CONTINUED)

Formal sector   Informal sector

Acquisition of materials
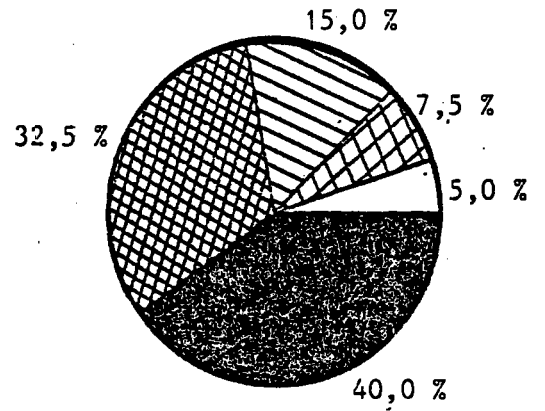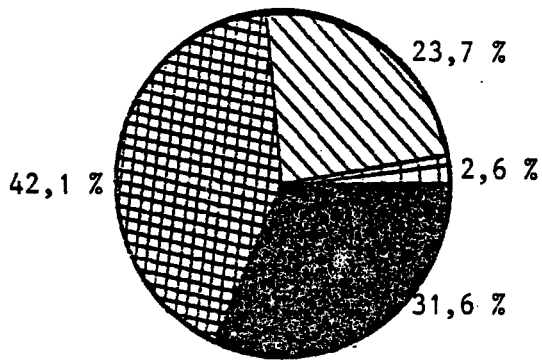
23,7 %

2,6 %

42,1 %

31,6 %

15,0 %

7,5 %

32,5 %

5,0 %

40,0 %

Interpersonal skills

28,2 %

12,8 %

2,6 %

56,4 %

19,5 %

17.1 %

22,0 %

2,4 %

39,0 %

Preparation of business proposals

24,3 %

10,8 %

2,7 %

62,2 %

25,0 %

5,0 %

15,0 %

7,5 %

47,5 %

655
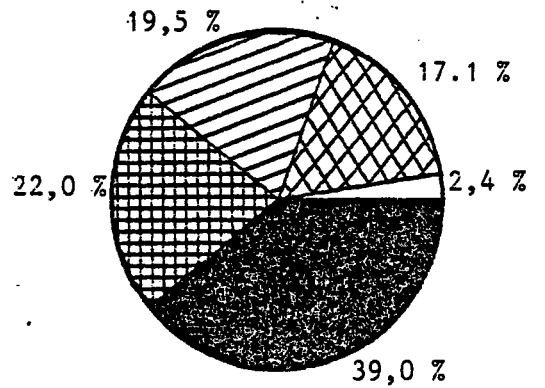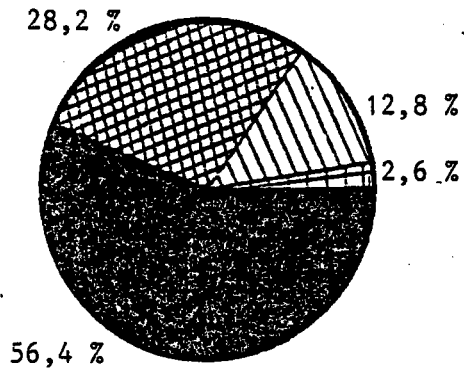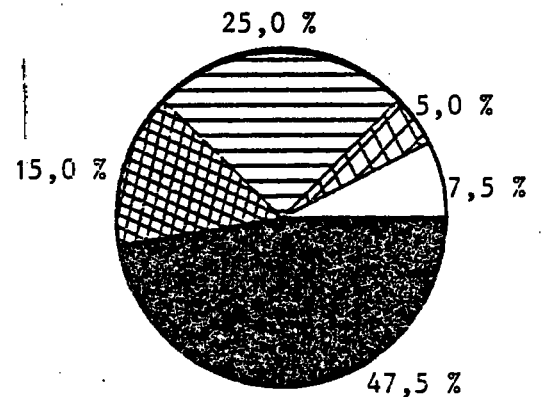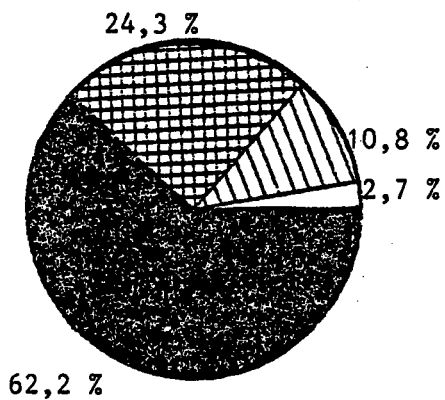
FIGURE 4.2 (CONTINUED)

Formal sector   Informal sector

Legal training

23,7 %
10,5 %
7,9 %
31,6 %
26,3 %

16,7 %
33,3 %
9,5 %
11,9 %
28,6 %

Methods of distribution

38,5 %
18,0 %
43,6 %

23,1 %
12,8 %
5,1 %
20,5 %
38,5 %

Marketing and selling   22,0 %

20,5 %
5,1 %
74,4 %

12,2 %
2,44 %
4,9 %
58,5 %

656
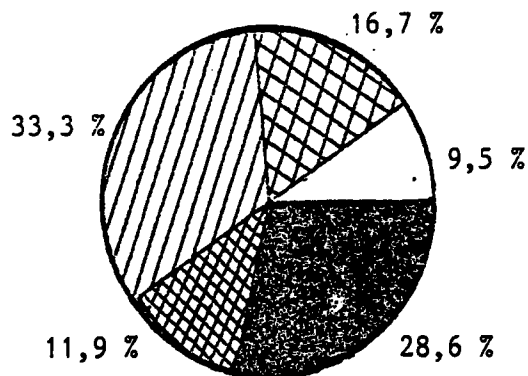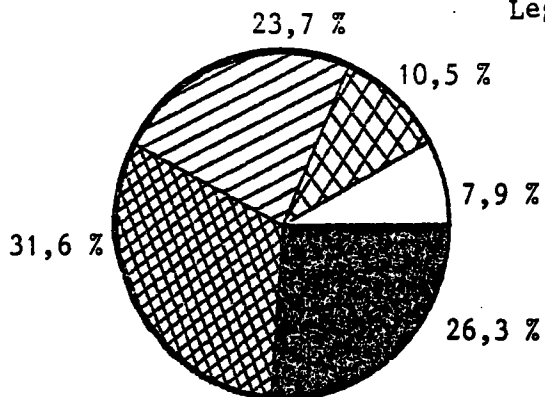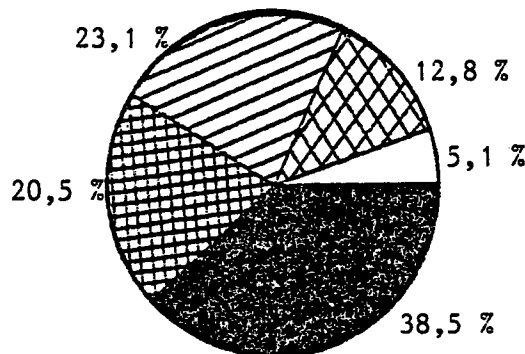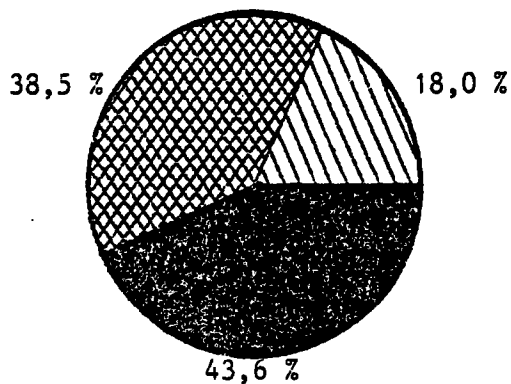
* Business in the formal sector were part of the mainstream econ-
  omy, therefore their owners needed to be familiar with all the
  procedures required to start up, to run and to expand their bu-
  sinesses to enable them to run them pofitably. To do so re-
  quires administrative, management and marketing skills. In ad-
  dition, to obtain the support of clients for a business ·venture
  and to obtain loans,·careful planning is needed and hence the
  need to be able to prepare good business proposals.

* Business owners in the informal ·sector on the other hand, were
  more likely to have entered business because of an inability to
  find employment in the mainstream economy and a lack of skills
  to do so. They therefore needed to acquire skills which they
  could use to start a business and they also needed to be encour-
  aged to do so, since they were more likely to lack confidence.

4.6.1 <u>Standards of training for the formal and informal sectors</u>

Although the respondents felt that a different emphasis in the con-
tent of training for the formal and informal sector may be needed,
how then did they feel about standards of training? They were
therefore asked to indicate whether the standards should differ for
each sector.

The respondents were equally divided among those who felt that
standards should differ and those who felt they should not. How-
ever, even among those who felt that standards should differ, these
differences were based on the assumption that those in the informal
sector were less well educated and possessed less skills and know-
ledge than those in the formal sector, since many of them came from
disadvantaged communities. Therefore the abilities, skills, know-
ledge, education and cultural background of the trainee as well as
the type of business he or she is running, rather than economic
sector, influenced the type of training that is most suitable.
Whether the business is legally recognised or not, is not the con-
cern of the trainer, but the socio-economic background of the trai-
nee influences standards of training.

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4.6.2 Stage of the business when training is most appropriate

Perhaps training is more effective if it is received at a certain stage in the business cycle. The respondents were therefore asked to indicate which stage of business development they thought was most important for training to occur. Seventy percent of respondents felt that people should be given training when the business starts up, rather than at any other time, while 14% said that training is most effective when the business is already running and 16% said that it is beneficial at all stages of business development.

Reasons given for feeling that training is most needed when businesses start up are the following:

* The person going into business needs the right background and needs to know the risks involved and the benefits. He or she needs to know the advantages and disadvantages. If one is adequately prepared one may be able to prevent making the most common mistakes that new business owners make.

* These mistakes that are made at the beginning of a business venture are very costly and are more likely to lead to bancrupcy or closure of the business than mistakes made at a later stage.

* Most businesses fail during this stage, namely during the first two years of their existence.

Those who said that business owners should be given training when their venture is already running said so because the individual already has a background against which training can take place, so the trainer can build on existing practical skills.

Respondents who felt that training should take place during all stages of a business cycle, namely when the business is starting, when it is running or when it is expanding, said so because they thought that different skills are needed at different stages.

In Chapter 3, the responses of the business owners themselves indicated that they too thought that the most important time to receive training was during the initial phase. They also indicated that different training was needed at each stage of the business cycle. Therefore the trainers and business owners shared similar views.

It thus seems as if training efforts should be directed towards those who are starting up a business, but the owner whose business is in a more advanced stage should not be ignored. The needs of the individual should be taken into account in any training programme.

4.7   METHODS OF LEARNING

Learning about small businesses and how to run them can take numerous forms. Certain ways of learning may however be more effective than others. The respondents were therefore asked to indicate how useful they thought a variety of methods were in teaching people small business skills, namely formal classroom instruction, participative workshops and small group discussion, case studies, visits to successful small businesses, talks by business owners, talks by suppliers and customers, by bankers and financiers, individual consultations and counselling, role playing situations, on the job advice and mentoring, self instruction programmes and business videos. These methods were rated on a five point scale where one is not at all useful and five is very useful. The ratings given by the respondents are indicated in Figure 4.3.

This figure indicates that the focus of training should be the individual, since individual counselling, on the job mentoring and advice as well as consultations were seen as the most useful ways of training people to acquire small business skills. The small business owner, as discussed in Chapter Three, also emphasised the importance of individual methods of teaching business skills. Therefore there is agreement between trainer and business owner on training methods. However, this form of training is expensive and can only be available to relatively few people who need it.

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TABLE 4.3

ADVANTAGES AND DISADVANTAGES OF VARIOUS METHODS OF LEARNING ABOUT SMALL BUSINESS

Method of learning	Advantages	Disadvantages
1. Formal classroom instruction	1. One can learn the basic business concepts 2. It is a widely accepted way of teaching and training	1. This is a one-way process that does not allow for interaction 2. What is taught tends to be too theoretical and difficult to apply
2. Participative workshops	1. One can learn from the experience of others 2. Ideas can be exchanged 3. These are practical ways of learning 4. Various points of view can be heard simultaneously	1. Lack of time to attend may be a problem 2. People do not necessarily want to share their ideas with potential competitors 3. This method is not sufficient on its own and needs to be used in conjunction with others
3. Case studies	1. Practical examples of how to approach a business venture 2. Examples of success can encourage others to strive for these goals	1. The uniqueness of each business can be lost by focusing on a certain type of business 2. This method is not sufficient on its own and needs to be used in conjunction with other methods
4. Visits to successful small businesses	1. Visibility; one can learn what to do by seeing what others have done 2. Examples of success can encourage and give direction to others 3. A standard is set against which to evaluate one's own business	1. Can be very time consuming 2. People select what they want to tell you, so the full picture is not always available 3. This method needs to be used in conjunction with other methods
5. Talks by small businessmen	1. One can learn from the experiences of others 2. Examples of success give others encouragement 3. First hand knowledge can be obtained	1. Self interest can affect what is presented and only one side of the picture can be given 2. This is an artificial situation 3. This method needs to be used in conjunction with other methods
6. Talks by suppliers and customers	1. Learning from others and their experiences 2. One can obtain useful practical information	1. Promotion of the person's business or products can occur, rather than giving general information 2. Presentation can be selective and one-sided

TABLE 4.3

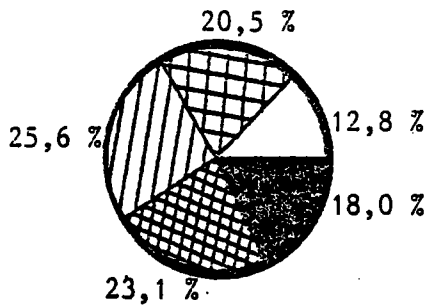ADVANTAGES AND DISADVANTAGES OF VARIOUS METHODS OF LEARNING ABOUT SMALL BUSINESS

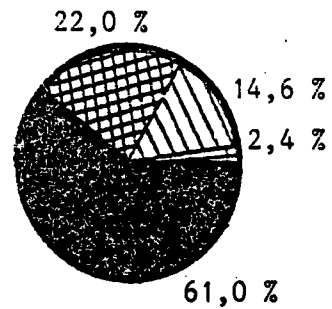| Method of learning	Advantages	Disadvantages
1. Formal classroom instruction	1. One can learn the basic business concepts 2. It is a widely accepted way of teaching and training	1. This is a one-way process that does not allow for interaction 2. What is taught tends to be too theoretical and difficult to apply
2. Participative workshops	1. One can learn from the experience of others 2. Ideas can be exchanged 3. These are practical ways of learning 4. Various points of view can be heard simultaneously	1. Lack of time to attend may be a problem 2. People do not necessarily want to share their ideas with potential competitors 3. This method is not sufficient on its own and needs to be used in conjunction with others
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6. Talks by suppliers and customers	1. Learning from others and their experiences 2. One can obtain useful practical information	1. Promotion of the person's business or products can occur, rather than giving general information 2. Presentation can be selective and one-sided

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TABLE 4.3 CONTINTUED

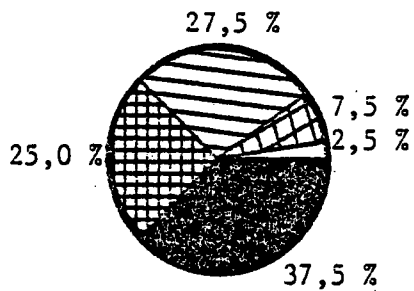| Method of learning	Advantages	Disadvantages
7. Talks by bankers and financiers	1. Useful information can be transmitted 2. This can help the small businessman to acquire capital	1. The financiers and bankers promote their own interests 2. It is a one way process of communication
8. Individual consultations 9. Individual counselling 10. On the job advice and mentoring	1. Helps to identify and solve specific problems of the business 2. One-to-one problem solving approach 3. Opportunties for discussion and feedback are readily available	
11. Role playing	1. Learning by doing 2. Simulation of a real life situation 3. Can see a problem from various perspectives	1. Artificial 2. Information is not always accurate
12. Self-instruction programmes	1. Sometimes it is the only means available 2. It helps to teach one perseverance and discipline	1. A great deal of discipline is necessary to study on your own 2. A high degree of motivation is needed
13. Videos	1. Simultaneous auditory and visual presentation	1. Passive learning 2. Expensive 3. Cannot be used on its own, but needs to be used with other methods

FIGURE 4.3
USEFULNESS OF LEARNING METHODS
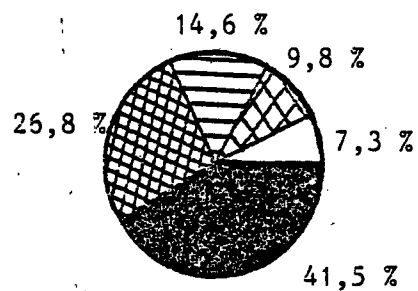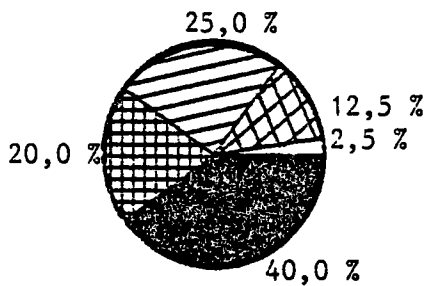
Formal classroom instruction

20,5 %

12,8 %

25,6 %

18,0 %

23,1 %

Participative workshops

22,0 %

14,6 %

2,4 %

61,0 %

Case studies

27,5 %

7,5 %

2,5 %

25,0 %

37,5 %

Visits to successful small businesses

14,6 %

9,8 %

25,8 %

7,3 %

41,5 %

Talks by small businessmen

25,0 %

12,5 %

2,5 %

20,0 %

40,0 %

Talks by suppliers and customers

35,0 %

7,5 %

2,5 %

25,0 %

30,0 %

Talks by bankers and financiers

27,5 %

12,5 %

5,0 %

25,0 %

30,0 %

Individual consultations

30,8 %

10,3 %

59,0 %

Key

Not at all useful [   ] [XXX] [///] [###] [███] Very useful

663
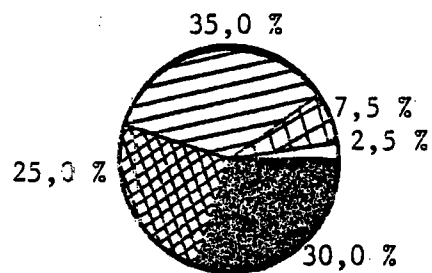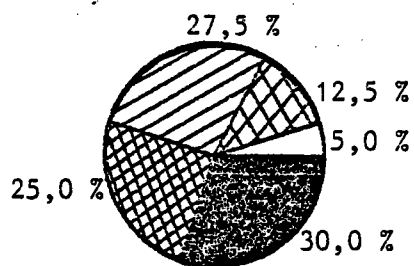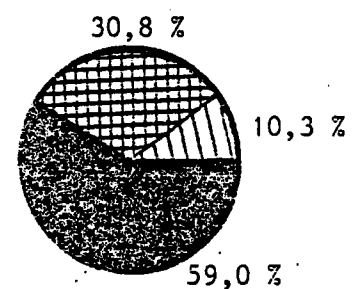
FIGURE 4.3 (CONTINUED)

Individual counselling
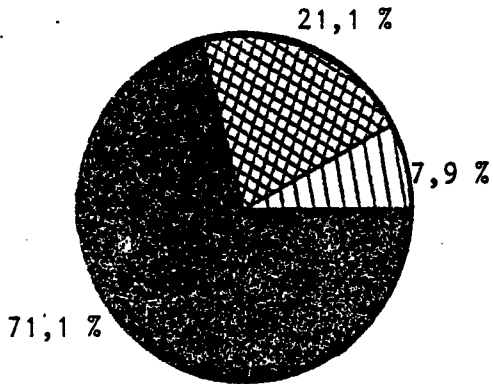
21,1 %

7,9 %

71,1 %

Role playing

34,2 %

7,9 %

7,9 %

21,1 %

29,0 %

On the job advice and mentoring

23,7 %

7,9 %

2,6 %

65,8 %

Self-instruction programmes

18,4 %

15,8 %

42,1 %

7,9 %

15,8 %

Videos

29,0 %

10,5 %

5,3 %

21,1 %

34,2 %

664
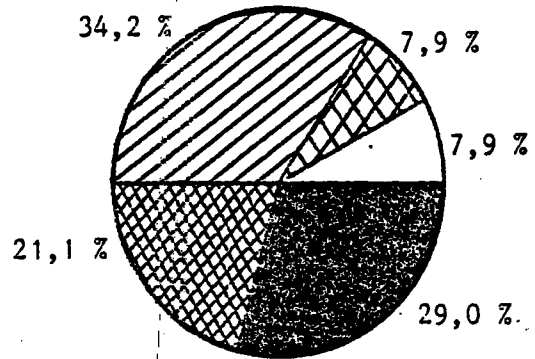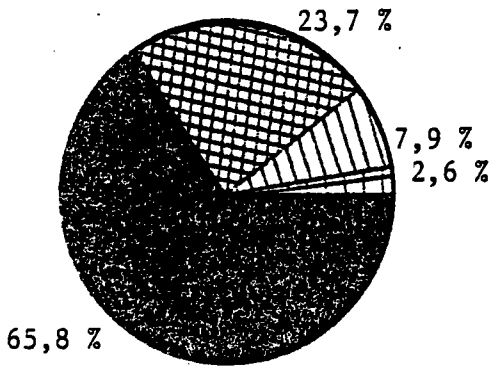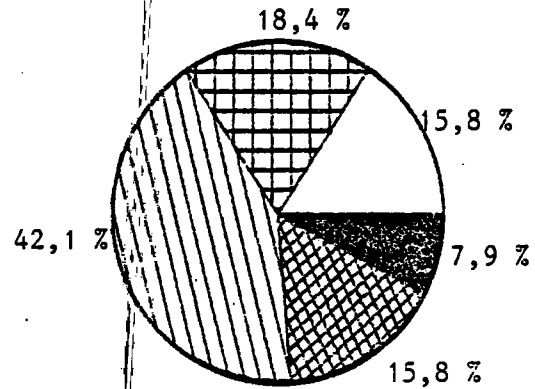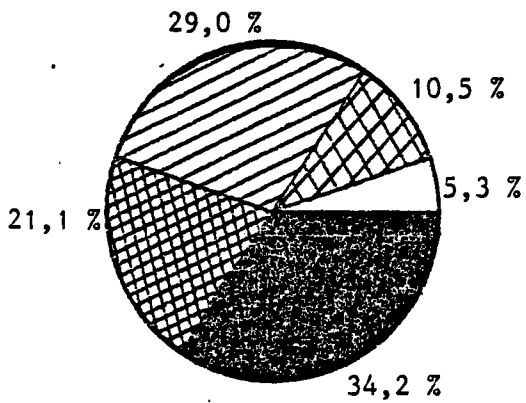
The most useful form of group training, as indicated in Figure 4.3 was participative workshops, while role play situations, visits to successful small businesses and video instruction were also regarded as fairly useful. Practical teaching, rather than placing stress on theory, seems to be more applicable to the acquisition of business skills. Active participation through discussion and doing things seems to be more effective than passive learning through listening. Formal classroom teaching and self instruction were therefore considered the least useful methods of learning about small business functioning.

4.8 CHARACTERISTICS OF THE TRAINER

In this section, the opinions of the respondents concerning the type of person who is most suitable to give small business training will be discussed. Their views on the qualifications that are needed to give this type of training, the type of personality traits that are needed to enable the person to handle training situations and the business experience needed to do so will be outlined.

4.8.1 Qualifications that trainers need

In general, most of the respondents (N=27) felt that a business related qualification, fot example a B.Comm. degree or diploma or a business management qualification, was important for trainers to have, as it gave them the necessary theoretical background to be able to offer training. However, a large group of respondents (N = 15) said that experience and competence were more important than academic qualifications, since training needed to be practical and should be based on a problem solving rather than a theoretical approach.

4.8.2 Personality traits needed by trainers

The respondents all agreed that a sympathetic, warm person who could establish a good rapport with others and who could build

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sound interpersonal relationships was the ideal person to give training. In addition, the ability to think analytically and objectively was also regarded as important for problem solving. Therefore both a person and a task oriented approach to training was needed. The willingness to share and the ability to transmit skills and knowledge to others were also regarded as important personality characteristics for the trainer to have.

4.8.3 Business experience

In addition, the respondents felt that past business experience, or at least some exposure to a business environment, was important for trainers, since training needed to be practically based.

4.8.4 Others who could be used as trainers, consultants or counsellors

Over and above the professional trainers for small business development, there is a growing need for more people who can help with training to play a part. Increasing numbers of people are starting up their own businesses and the present supply of trainers is unlikely to be sufficient to meet the growing demand for training. Particularly in the informal sector, where there is a burgeoning of small businesses, which have the potential to be labour intensive and to create employment opportunities, if the small business owner can successfully start up and run his or her business, is this training need felt.

Various groups of people could possibly be used to teach business skills. To do so, however, a certain type of background or experience base may be necessary. The respondents were therefore asked to indicate whether or not they thought that certain groups of people, namely school teachers, university lecturers, people with artisan skills, people with small business experience, retired businessmen, bankers, financiers, university students, management consultants, psychologists and sociologists could be used for small business training.

Figure 4.4 indicates that most respondents thought that those with a business background, namely small businessmen and retired businessmen, management consultants, bankers and financial experts could successfully be used as trainers to encourage small business development. University lecturers, particularly those with commercial qualifications and artisans could also, at least to some extent, be used as small business trainers. However, people without a business background, namely university students, school teachers, psychologists and sociologists, were less likely to be able to be used as business trainers, even though they may have a theoretical understanding of the problems and they may be very capable in handling interpersonal relationships.

4.8.5 Using people with lower levels of education as rural business counsellors

The growth in the number of small businesses is also taking place in rural areas. Various ventures are starting up, growing and expanding in the countryside. If the success of these ventures is to be encouraged, an outreach programme may be needed. People are needed to give business advice and mentorship in rural areas, to help business owners in these communities to become established.

The lack of skills in rural areas, as well as the lack of qualified trainers gives reason for concern. One solution to the problem is to use less qualified people, who have the ability to interact with others and who are willing to learn, as trainers. They can teach others basic business skills, after having been taught about business functioning themselves. One organization used the term "barefoot counsellor" to describe this type of trainer. The idea is based on the use made of "barefoot doctors" to offer a primary health care service in rural China. This method of offering a primary service can possibly be expanded to other areas such as small businesses.

The respondents were therefore asked to indicate whether or not they felt that less highly qualified counsellors could be used to

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FIGURE 4.4

SELECTION OF TRAINERS, CONSULTANTS OR INSTRUCTORS: CAN THIS GROUP BE USED FOR TRAINING?

Yes | Uncertain | No

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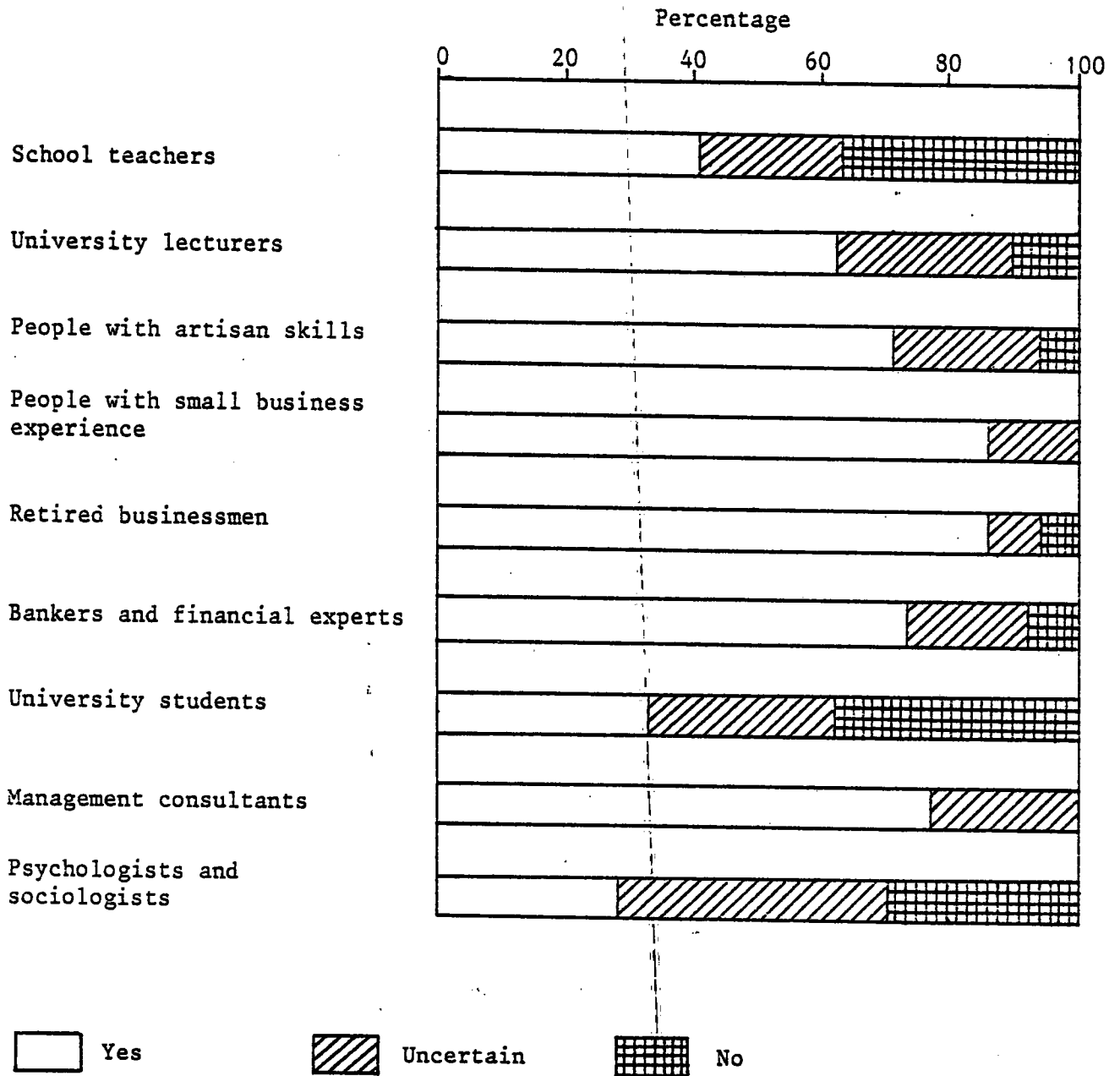
train small business owners in rural areas to acquire basic business skills. The majority of respondents (57%) were in favour of this idea. They felt that such a person would have certain advantages over a person from an urban background. They would have a better understanding of the problems of rural development and better communication skills with their own people. Formal wualifications are therefore not necessary.

On the other hand, a large group (33%) were unsure and some (10%) opposed the suggestion. The main objection was that a less educated person would suffer from the same handicaps as the people he or she was trying to help, because he or she would also come from a deprived environment.

4.8.6 Using government officials as facilitators

An additional source of potential trainers, or at least facilitators of small business, are people who already come into contact with business owners. These are the officials of the state, the province or the local authority who are concerned with licencing, health, fire hazards, traffic violations and other legal aspects of business. Most of these officials see their role as a law enforcement one. However, if they can be trained, they can possibly be used to facilitate small business development by offering advice, help and mentorship, rather than focusing on law enforcement. The respondents were therefore asked to indicate whether or not they thought this was possible.

Just under half the respondents (N=18 or 46%) agreed that this could be done. The rest were either uncertain (N=15 or 39%) or did not think it was possible (N=6 or 15%).

The respondents who agreed and those who were uncertain indicated however, that this facilitating role could only take place under certain preconditions.

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* The officials should have previous business experience.
* They should be carefully selected as they needed warmth and empathy to handle sensitive situations.
* They needed small business training.
* Their aim should be to render a service to the small business owner, not to punish him or her
* Use of officials needs to go hand in hand with the implementation of deregulation

Those who said that government officials could not be used as facilitators felt that they were too concerned with procedures and with bureaucratic structures to be able to do so. In addition there may be prejudice and suspicion on the part of small business owners that the government official would have to overcome before he would be accepted as a facilitator, in view of the law enforcement role he or she has played in the past.

4.9 OTHER SERVICES THAT TRAINING ORGANIZATIONS SHOULD OFFER

The problems that small businesses experience do not necessarily centre solely on lack of training. We have already seen that the small business owners who were interviewed as part of this study experienced problems in obtaining loans, in coping with competition, in obtaining suitable equipment, in obtaining transport, in marketing their goods and services and in repaying their debts. The question that needs to be addressed regarding these problems concerns how training organization can help business people to overcome these problems.

The trainers were therefore asked whether or not they thought that training organizations should offer services to facilitate access to loans, to markets, to suitable premises, to equipment and tools, to transport, to licences and to purchasing facilities.

Their responses are indicated in Figure 4.5. This figure shows that the group were split into two distinct camps regarding whether or not training organizations should provide access to facilities,

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FIGURE 4.5
OTHER SERVICES THAT TRAINING ORGANIZATIONS SHOULD OFFER

Percentage

Category	
Facilitation of loans	
Access to markets	
Access to suitable premises	
Access to equipment	
Access to transport	
Access to licenses	
Access to purchasing	

Yes   Uncertain   No

671
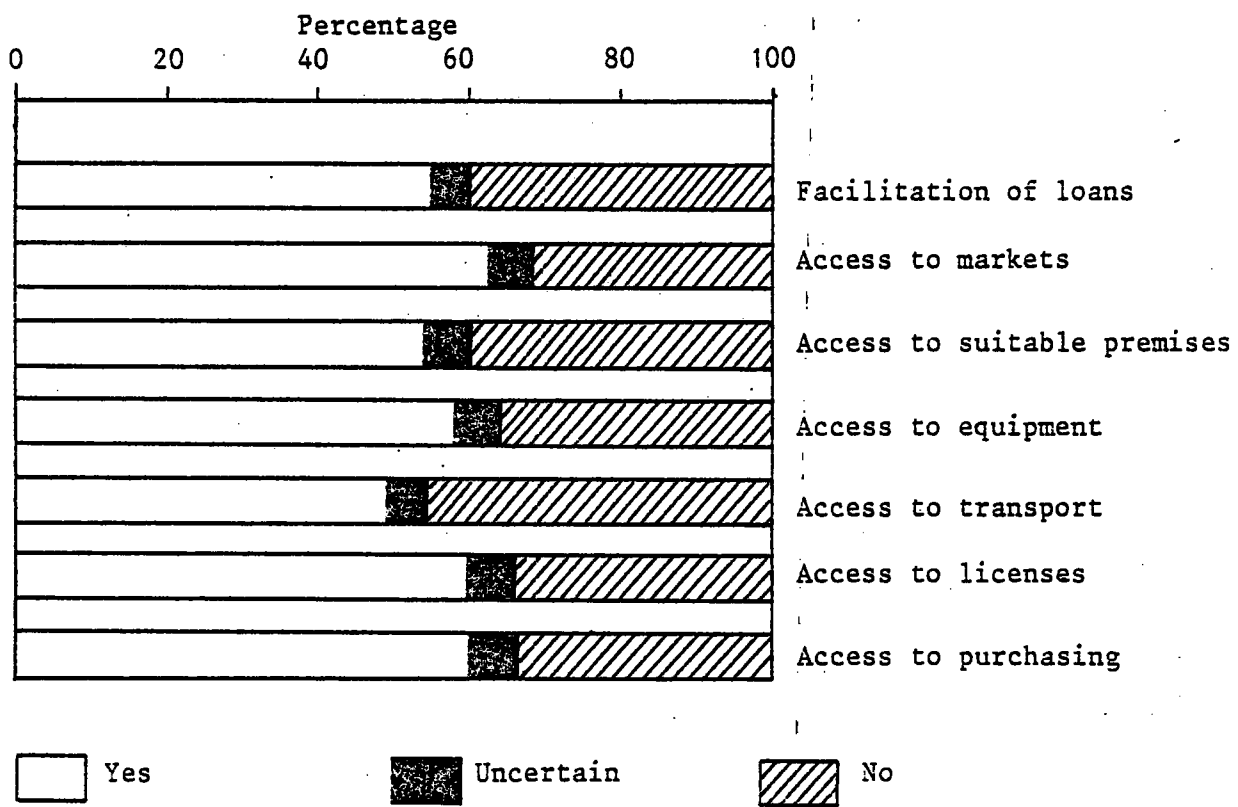
irrespective of what these facilities were, with relatively few people being uncertain.

One the one hand those who felt that access to the various facilities should be made available to trainees, said so because they thought that most small business owners needed this help to give them the best change of getting their business established. A training service is incomplete unless it can offer access to other needed services. Training and access to facilities are complementary.

On the other hand, the group who were opposed to this suggestion felt that the training centre would be exceeding its role if it provided access to additional services since other organisations exist to provide them. For example they felt that it was undesireable to link loans to training, because the trainer would be involved in taking sides in debt collecting disputes. The workload of the trainer would be increased unnecessarily if he or she took on extra tasks. It also seems as if certain organizations, for example development agencies are able to offer easy access to other services, in addition to training, whereas other organizations, for example universities, cannot do so.

The issue of training centres providing access to additional services remains a contentious one on which policy decisions on a macro-level need to be taken.

4.10   TRAINING STANDARDS

Policy issues centre, not only on the services which a small business training organization should offer but also on the standards of training. It was therefore important to know how the organizations involved in the study evaluated their training, and the way in which the respondents thought that training should be assessed. The trainers were also asked to indicate whether or not they thought that training should be standardised and whether accredi-

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tation was necessary so that minimum requirements would have to be met by training organizations.

4.10.1 Evaluation of trainiq

The vast majority of respondents (90%) indicated that the organization in which they worked did indeed evaluate the training that it offered by means of one or more of the following methods.

* Questionnaires are filled in by the trainees after completing the training programme, sometimes immediately afterwards and sometimes a few months later, to find out how useful they found the course.

* Follow-up visits are made to the business of the trainee to assess his or her progress in terms of turnover, profits and expansion, for example.

* Trainees are asked to evaluate the actual trainers, counsellors or consultants and how helpful they thought they were in giving them the training they needed.

* Courses are revised and kept up to date

4.10.2 How training should be evaluated

The respondents thought that in addition to the above methods training should be evaluated by focusing on the following:

* Monitoring the trainee and his or her business operation over a period of time,
* Setting objective criteria against which to measure the success of training,
* The use of independent evaluators to assess the competence of the trainee after the course has been completed, and
* The use of tests.

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4.10.3 Standardisation of training

Even though the respondents favoured internal evaluation procedures concerning their own organizations, the majority (59%) were opposed to standardisation for the following reasons:

* Different types of training are needed for the wide variety of ventures that are included as small businesses.
* Each small business owner comes from a different background and may need a different approach to training.
* Different regions may require different approaches to training.
* Standardisation could make training rigid and inflexible.

On the other hand those who favoured standardisation gave the following reasons for doing so.

* Small business development could be promoted if high training standards are set.
* Duplication of training efforts could be avoided.
* People could be protected from "fly by night" companies offering training to small businesses.
* It would be easier to evaluate training programmes if they could be measured against a set of standards.

These conflicting optinions call for some solutions to be put foreward. It is suggested here that standardisation is not desirable, but that standards can be set for certain types of courses, but not for all forms of training. However, criteria for evaluation of training, be it formal courses, counselling or consulting, need to be drawn up by the organizations involved in training in consultation with each other. This would ensure that training does not occur on a purely ad hoc basis, but that some guidance and direction is given to all training organizations.

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4.10.4 Accreditation of training

Closely associated with standardisation of training is the question
of accreditation and the respondents were asked whether or not
training should be accredited. Almost three quarters of the re-
spondents (72%) agreed with this suggestion for the following rea-
sons.

* Accreditation would ensure better training standards.
* It would give recognition to the training organizations who of-
  fer accredited courses.
* It would give a recognised qualification to trainees.
* It would motivate both trainers and trainees to do their best.
* It would help in evaluation of training.

The people involved in accreditation, in the opinion of the respo-
dents, should be those directly involved in training for small bu-
siness development namely associations of small business owners,
such as the South African Black Taxi Drivers' Association (SABTA)
or the African Council for Hawkers and Informal Business (ACHIB),
training agencies, small business development organizations, tech-
nikons and universities as well as private sector training organ-
izations.

4.11 FUNDING OF TRAINING

The importance of small business development to the future prosper-
ity of the country demands that ways and means be found of funding
training to improve the chances of success of these businesses.
The respondents were therefore asked to indicate what they thought
the role of the public sector, the private sector and the trainee
himself or herself should be in the funding of training for small
business development.

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4.11.1 The public sector

In the opinion of the respondents the public sector could contribute to funding of training by means of:

* subsidies for accredited training,
* tax concessions,
* grants to trainees,
* establishing training courses themselves,
* a combination of the above,
* the funding should be coupled to measures of the success of the training.

Very few (5 %) felt that the government should not contribute to training, since it should be market oriented and therefore the trainees should bear all the costs.

At present those offering training in tertiary educational institutes, for example universities, receive funds for small business development programmes. It seems however, as if the government has a larger role to play in the funding of small business training since not only tertiary organizations are offering valuable training. The important point is that organizations who accept this money should be accountable. Accreditation of training and the development criteria to assess the success of training need to be coupled to public sector funding. The earlier suggestion that the training centres themselves in conjunction with associations representing the interests of small business owners determine criteria for success and criteria for accreditation applies here. Funding, either through subsidies or tax concessions or direct grants to trainees, should only be granted to accredited organizations. This does not mean that other training organizations will be restricted or prevented from offering a learning intervention programme for small business owners. It means that, if they want public sector funding, they will be required to meet the criteria of accreditation, as decided by their fellow trainers and others involved in small business development.

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When asked which department should be responsible for control of public funds, the majority of respondents (52 %) felt that the Department of Manpower should accept this role. Other suggestions were that a Bureau of Small Business be established to control funds and that the Small Business Development Corporation accepts this role. Other departments that could be involved in the ontrol of funds in the opinion of the trainers, were the Department of Training and Culture, and the Department of Finance.

4.11.2 Role of the private sector

The respondents felt that the public sector could contribute to the funding of training through:

* sponsorship of training centres,
* subsidies for these centres,
* the seconding of staff to help with training thus saving salary expenses,
* bursaries for trainees,
* cash grants and donations,
* the training of personnel cf these centres in business skills.

Indeed, large corporations in the private sector have already played an important role in funding small business development through establishing training centres, making facilities available for training, making premises available for small businesses, offering a counselling service and financing organizations who offer training services to small businesses. They should therefore have a say in what should be taught as well as in accreditation, particularly if they are going to increase their present financial input.

4.11.3 Contribution of the trainee

In general, the feeling among the respondents was that the trainee should pay what he or she could afford, but each trainee should contribute at least something for training. Indeed, 22% of the respondents felt that each trainee should be held responsible for the

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full costs of training, even if he obtained bursaries, loans or grants from elsewhere.

4.12 CO-ORDINATION OF TRAINING

Closely associated with setting of training standards, accreditation and funding of training is the issue of co-ordination. If more structure is to be given to the way in which training takes place, then co-ordination becomes important.

4.12.1 A co-ordinating body

The respondents were thus asked to indicate whether or not they thought that there should be a co-ordinating body to oversee small business development. Almost two thirds (63%) agreed that this was necessary since services and funding could be co-ordinated, duplication could be avoided and the monitoring of how funds were spent could occur. The body could also co-ordinate deregulation and privatisation, as they affect small businesses.

Among the respondents who were unsure (7%) or who did not agree (29%), there were fears that empire building would occur if any single body was given co-ordination powers and that control, rather then co-ordination would take place. The opinion was also expressed that such an organization would be too bureaucratic, that it had previously been attempted and had failed and that there were enough bodies already. To introduce yet another one would serve no purpose.

4.12.2 A national strategy

The vast majority (81 %) agreed that a national strategy for small business development was necessary. Such a strategy could aim to encourage the expansion of small business development and to provide at least some solutions to the economic crisis in South Africa at present. Perhaps the most pertinent remark in this regard made

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by one of the respondents can be cited: "Stop the rhetoric and start the action".

4.13 SUMMARY

Forty two completed questionnaires were received from people involved in training counselling or counsulting small business owners. The information gained was used to determine the way in which people directly involved in training viewed the training that was needed for small business development. More men (88 %) then women (12 %) sent back completed questionnaires. The respondents were all highly educated since all except one had obtained a post-school academic qualification. Sixty nine per cent had a formal business or commercial qualification. The work that they did was either directly or indirectly related to offering training (including counselling and consulting) to small business owners. Their opinions on training are outlined below.

The respondents generally felt that a wider spectrum of people should know more about the functioning of small business so that more understanding, tolerance and sympathy could be fostered and more people could be encouraged to enter their own businesses.

Specific training for those who had their own small business or those who were contemplating such a move should be offered to those who could benefit most. Therefore selection of candidates for a learning intervention experience was thought to be necessary by almost two thirds of the respondents. The person most suited for training should be achievement motivated and eager to learn. He or she should have initiative as well as perseverance. Basic literacy and numeracy as well as the technical skills needed for certain types of business, fluency in one official language and at least some exposure to a small business environment were regarded as preconditions for training.

The type of skills needed to run a business were financial, administrative, marketing, selling, management and interpersonal ones.

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Each skill is however aquired in a different way, through exposure, education, training or a consulting or counselling service. Training organizations need to have a variety of training techniques at their disposal.

As far as content of training is concerned, administrative management, financial management, marketing, the preparation of business proposals and interpersonal skills were considered to be more important for those businesses in the formal sector, whereas inspirational training to start up a business and technical training to acquire or to upgrade skills were seen as more important for those in the informal sector.

Standards of training should be geared to the educational level of the trainee and not to the sector in which the business is found.

Training should be offered at the beginning when the business is starting, rather than at any other stage.

The focus of training should be the individual and his or her specific needs, and individual methods of training, such as counselling, mentorship, consulting and on the job advice are most effective.

For group methods of training the emphasis should on participating and doing rather than listening and absorbing. Practice rather than theory should be stressed.

The trainer should be a sympathetic person, who also has analytical skills. A business related qualifcation and past business experience is desirable.

People with lower qualifications, who had the ability, could be trained as rural small business developers.

Other groups of people, for example retired businessmen, management consultants, bankers, financiers could all be used for training.

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The important consideration here was the possession of a business background.

If a sympathetic, non-bureacratic approach could be taken by public servants dealing with those in small businesses, this group of people could also be used as facilitators of small businesses.

Training organizations, if at all possible, should offer access to other facilities needed by the small business owner such as bank loans, markets, premises, equipment, licences and transport.

Training that is available needs to be evaluated. Although standardisation is not desirable, accreditaticn is and a body is needed to decide on the evaluation of training programmes and accreditation.

Funding is a responsibility of the public sector, the private sector and the trainee. Funding through the public sector should be linked to acreditation.

Co-ordination, accreditation and funding are directly linked and a body to oversee the training for small business development needs to be formed. This body should consist of members of the public sector, the private sector, small business development agencies, the representatives of small business owners and the training centres. This body would decide on policy, funding, accreditation and standards of training as well as on other issues related to small business development. In other words it could formulate and implement a national strategy for small business development.

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CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

5.1   SUMMARY

In view of the high levels of unemployment in South Africa at the present time, and the apparent inability of businesses in the main-stream economy to give employment to all work seekers, particularly the unskilled worker, ways and means need to be found to create more jobs. It seems as if small businesses in both the formal and the informal sectors of the economy have the potential to create more jobs in the future since they are more likely to be labour in-tensive. To ensure that these businesses are efficiently run, so that they can reach their potential and create more jobs training is often needed. This research project examined the training needs of the country for small business development.

5.1.1   Aims of the study

This study therefore aimed:

*   To explore the way in which a group of small business owners ac-quired the skills needed to start up, to run and to expand their businesses and the role that they felt that training could play in helping them to acquire these skills.
*   To determine the way in which a group of trainers, including those offering a consulting, counselling and mentoring service to business owners, viewed the role of training for small busi-ness development.

5.1.2   Importance of training

A literature survey indicated that the socio-cultural, economic and political environment in which businesses develop needs to be taken into account in the formulation of any small business training pro-

gramme. This survey also indicated that certain people, namely those who possess entrepreneural characteristics, may be more likely to benefit from training than others. Training courses need to geared to the specific needs of each business owner, and extension services, as a form of training, are likely to be more successful than classroom situation training. The contents of training needs to be such that it enables the trainee to plan ahead, to use more efficient record keeping methods and to improve his or her interpersonal skills. Training empowers people, in that it makes more skills and knowledge availabe to them in their decision making, but it cannot guarantee that businesses will be more profitable.

5.1.3   The business owner's views on training

Taking this background gleaned from the literature into account, a group of 80 business owners from the informal, the semi-formal and the formal business sectors were interviewed to find out their views on business training. However, it was thought that each respondent's own personal background and each person's business experience would influence his or her opinions on the type of training that is needed for small business development. Therefore questions on training were asked taking this background into account.

General business management, record keeping, financial management and interpersonal skills were identified by the respondents as the most important skills required for running a business. Most problems experienced by the respondents had a lack of sufficient funds underpinning them. However poor planning and ad hoc decision making could account for at least some of the problems. Training could help in improving planning skills. Business experience was regarded as more important by the group than receiving training, and when formulating training programmes, trainers should not ignore the business experience that trainees have had in the past. In the opinion of the business owners, the most important time for receiving training is when the business is starting up. However, different skills were needed at different stages of the business. General

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business management skills were most important when the business
was starting up, but as the business became established or as it
expanded, marketing and financial management skills became more im-
portant.

5.1.4 The trainers' views on business training

In addition to finding out the views of business owners on the
training that is needed for small business development, the train-
ers themselves were also asked to give their opinions on this sub-
ject. This was done by means of a postal questionnaire sent out to
development agencies and other organizations offering a training,
counselling, consulting or mentoring service to small business own-
ers. In total, 42 completed questionnaires were received back. The
following trends were detected.

Although the trainers felt that a broad spectrum of people should
know more about the functioning of small businesses, two thirds of
the group felt that trainees for specific business training should
be selected. The person most suited for training should be achieve-
ment motivated and eager to learn. Basic literacy and numeracy
were regarded as essesntial for any business training.

Training to acqurire technical skills needed for certain types of
business were not regarded as part of a business training pro-
gramme. However they were regarded as essential skills that people
in cerain types of business should have before they could receive
business training. Training to upgrade skills could however form
part of a form part of a business training programme.

Both trainer and business owner agreed that financial, administra-
tive, marketing, management and interpersonal skills were needed to
function effectively in business. The trainers said that educa-
tional level of the trainee, rather than sector in which the busi-
ness is situated, should influence the level at which training is
given. The focus of training should be the individual and his or
her specific needs. Individual methods of training such as coun-

selling and mentorship are more effective than group methods. However, in view of the expense involved in offering an individual training service, group methods also need to be used. The emphasis of training should fall on active participation, rather than on passive learning through listening. Practical applications, rather than concepts, should be stressed.

Trainers should be drawn from as many sources as possible. Retired business people, management consultants, bankers and financiers could all make a training contribution. In rural areas, people with a lower level of education who have the ability can be used as trainers. A sympathetic, but analytic approach is however needed.

The trainers felt that co-ordination, accreditation and funding of training are directly linked, and a body to oversee the training for small business development is needed.

5.2 RECOMMENDATIONS

5.2.1 A National Training Strategy.

Training for small business development, which encompasses mentorship, counselling and consulting, is a growing service that is being offered by a large number of organizations including universities, technikons, development agencies, financial institutions, large corporations and private organizations. The research findings of this study indicate that a national training strategy for the development of small businesses is needed. Such a strategy would ensure that the service that is offered actually caters for the needs of small businessmen, This strategy should focus on:

* The co-ordination and integration of training efforts.
* The setting of training standards.
* The accreditation of training courses.

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5.2.2 Forming a national co-ordinating body

On the basis of the research findings, it isrecommended that a co-ordinating body should be formed to help in the planning and implementation of this training strategy. Such a body could consist of:

* Representatives of various associations looking after the interests of people in small businesses in both the formal and the informal sectors, for example hawkers', taverners', small manufacturers' and taxi drivers' associations,

* Representatives of training organizations offering courses, counselling and related services to small businesses,

* Members of small business development agencies,

* Representatives of the private sector who have an interest in small business development,

* Representatives of the public sector, for example members of staff of the Department of Manpower and the Department of Trade and Industry.

The findings indicate, however, that there were fears that a national training stategy would mean that new bureacratic structures, more red tape and more control over the operation of training centres and over small businesses would occur. These pitfalls can be avoided by ensuring that all organizations concerned with small business development, and the businessmen themselves, through their various associations, can have an opportunity to contribute to or to serve on the coordinating body if they wish to do so. Indeed, such a body needs to be seen as having a co-ordinating and advisory role rather than a controlling one.

5.2.3 Financing of training

Regarding the funding of training, it is recommended that training should be paid for by;

* charging trainees fees that they can afford,
* * subsidies of accredited centres by the public sector,
* * grants, scholarships and loans awarded to trainees as well as susidies to the training centres by the private sector.

As far as the public sector is concerned, subsidies are at present granted to tertiary educational institutions offering a small business development training programme. The findings indicate that, once accreditation has been introduced, in addition to the present subsidies, the public sector could possibly also partially subsidise all training centres that offer accredited training and related services. Such subsidies would be cost effective if training helps more businesses to remain economically viable. Successful businesses create jobs, both directly through self employment and offering employment to others and indirectly because businesses need raw materials, supplies, transport services, repair and other services. Subsidising small business development training schemes may thus decrease the growing demand for jobs. However, it is important that subsidies be linked to offering a desired standard of training, thus making accreditation necessary.

As far as the private sector is concerned, bursaries, grants and scholarships can be given to individual trainees. Subsidies of actual training centres can also be considered. If the State wishes to make it attractive for the private sector to subsidise accredited training, tax incentives can be given to private organizations to do so.

The Industrial Training Board system may be a good model to follow for the formulation of a training policy and for the funding of training for small business development.

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5.2.4 Public awareness of the importance of small business.

A major change in attitude towards small business development in general and towards informal sector businesses in particular is needed. The public need to learn to accept that first world and third world businesses can co-exist and that such arrangements can be mutually beneficial. Those who are part of the formal sector need to realise that a viable informal sector can help them to expand and develop their businesses because their potential target market increases. It needs to be realised that if the informal sector is to prosper, it requires the goods and services offfered by the formal sector. In turn, businesses in the formal sector can often make use of informal sector products and services.

A good example of mutual benefit and support is the development of black taxi services. The demand for suitable motor vehicles has greatly increased since the acceptance of the need for, and the legalisation of, taxi services. This increased demand has meant that more jobs are being created in the motor industry. The need for maintenance and repair services, for spare parts and accessories has also meant that numerous other jobs have been created which would not have existed without the development of taxi services. Education and advertising campaigns are needed to help to promote small business development.

At school level, exposure to a business environment and learning the meaning of basic business terms could promote the interests of small businesses.

5.2.5 Approach to training

The research findings indicate that the most appropriate approach to training for small business development is an interactive one. On-the-job training through counselling and mentorship, where possible, is highly effective. However this form of training is very expensive. Ways and means to offer this service, in spite of the high costs entailed, are however being found. An example of this is

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the private sector counselling organization (PRISCO) training scheme. In this scheme, run by the urban foundation, the organization trains staff members seconded to them from large corporations in the private sector to act as counsellors, while the large corporations continue paying these counsellors their salaries. In the Small Business Debvelopment Corporation, retired businessmen are used as counsellors. It is recommended here that these efforts be encouraged since individualised training then becomes possible. One-to-one training methods can be regarded as an ideal towards which the training organization can strive but they are not always possible or practical.

In a classroom situation, a problem solving approach to training is the most effective. Case studies, participative workshops, group discussions, finding successful business owners who can act as role models to exchange ideas with a group of trainees and simulated role play situations are all effective training methods. Active participation, rather than passive listening is stressed.

5.2.6 Contents of training

Important areas that training should cover include the following;

* Understanding the free market system,
* Basic business principles,
* * Record keeping,
* Determining the feasibility of business ideas,
* Determining the need for a product or service and the potential market for that product or service,
* Setting goals that relate to production and profit for the business and developing action plans to reach these goals,
* Understanding how to go about obtaining finance and the responsibility of repayment that obtaining a loan entails,
* Banking, investing profits and handling debt.
* Understanding basic legal requirements,
* * Costing and pricing,
* * Quality control,

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* Marketing the service or product,
* Communication skills

Achievement motivation training is relatively less important since the desire to want to engage in a business venture and a willingness to take risks are preconditions for training rather than skills that can be learned. It is thus recommended that training focuses on practical knowledge and skills rather than on development of personality characteristics.

5.2.7 Selection of trainees

Regarding the selection of trainees for small business development training, it seems as if self-selection is the best method. In other words, those people who decided for themselves that they needed to learn more about starting up, running or expanding a small business were the best candidates for training. A willingness to learn and interest are however also important attributes for selection of candidates for training. Basic numeracy and literacy were also found to be very important. It is thus suggested that anyone with basic numeracy, reading and writing skills be considered as suitable for receiving training, provided that the person is motivated to want training and is prepared to work hard.

5.2.8 Levels of training

The level of training offered should not differ for the informal and the formal sector. However, it is necessary to take the level of education of the trainee into account. More basic training can be offered to those who have received less schooling and more advanced training can be offered to those who have received more schooling and who have higher academic qualifications. The same underlying basic business principles, however, need to be taught to all trainees.

As far as differences in training content for trainees operating businesses in the informal and those operating businesses in the

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formal sector are concerned, the general feeling was that training should should also be tailored to the specific needs of each particular type of business. Focusing on the sector was regarded as relatively unimportant. It is therefore recommended that the sector in which the business operates should not directly influence the content of training. However, businessmen in the informal sector should be given information and specific training on how to upgrade and expand their businesses thus offering the possibility of entering the formal sector. Empowerment should be the aim of training.

5.2.9 Evaluation of training

The most effective way, according to the findings, of assessing the success of training is through follow up studies which measure business performance. It is recommended here that criteria be developed against which business performance can be measured. This can become one of the functions of the co-ordinating body discussed previously.

5.2.10 Trainers

In view of the job creation potential of small businesses, as many human resources as possible should be drawn into training. Individuals with a business background can be trained so that they in turn can offer training to potential entrepreneurs. Various people besides trained counsellors can give useful advice to businessmen.

A potential source of trainers are public servants, for example traffic police, health inspectors and licencing officers. If these people can be taught to see their role as an educative and facilitatory one, rather than as a law enforcing and restraining one, they could teach small businessmen to run their businesses within the framework of the law, without necessarily restricting the functioning of the business. This would however require a massive change of attitude on the part of public servants but it is a possibility that is worth pursuing. The co-ordinating body could exam-

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ine ways and means of doing so. For example, training public servants to be facilitators for small business development could be tried out experimentally in one or two urban or rural areas to see whether or not such change of attitudes can take place before policy changes are made.

5.2.11 Natural development of the informal sector.

In the interviews conducted with the entrepreneurs, the feeling was expressed that, in both the formal and the informal sectors, training is not always essential in order for businesses to become established. Experience is often sufficient to run a business. For training to be successful people must want it. Those businessmen who do not want training can also make a significant contribution to the development of the economy of the country. Conditions need to be created to actively encourage businesses in general, and businesses in the informal sector in particular, to grow and to flourish.

Fundamentally, the informal sector needs to be allowed to develop spontaneously. The research has shown that many people start up informal businesses to escape from unemployment and the inability to find work. Informal businesses generally do not require financial assistance from outside bodies, because their owners often use savings or borrow money from a relative to obtain the essential raw materials or products to sell when they start up the business. Further purchases are usually made from profits and most payment for goods and services is on a cash basis.

Informal businesses rarely need extra space to be set aside to accommodate them, since they are often run from the homes of the owners or from street pavements. Often there is no fixed business site. For example, selling from house to house is widely practised. Spontaneous development of the informal sector therefore makes relatively few demands for the provision of infrastructures.

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The burgeoning informal small business sector is of benefit, not only to the owners but to the wider community. The interviews showed that these businesses support entire extended families. Members of the family often also work in the business. The community needs the goods and services offered by informal businesses, thus interdependent networks become established. However, many people who are part of the informal sector remain poor, as businesses once established tend to remain static. Skills are needed, to enable the businesses, not merely to survive or to remain static, but to expand and grow. To provide these skills, training has a vital role to play.

Training, including counselling and mentoring, should be easily accessible to those in the informal sector who want it. In addition, a general education campaign is needed to make people aware of the opportunities that training can open so that businesses can flourish, expand and grow.

5.3   CONCLUSIONS

Training, facilitation and spontaneous development of small businesses go hand in hand. Any training policy which aims to encourage small business development needs to take the culture in which the businesses function, the skill levels in the community, the informal networks and the resources available to the businesses into account. Training programmes cannot be developed in isolation.

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APPENDIX A

FIELDWORKERS' MANUAL: INTERVIEW SCHEDULE FOR PEOPLE IN SMALL EN-
TERPRISES

1 BACKGROUND AND AIMS

This project forms part of the National Training Board / HSRC in-
vestigation into skills training in South Africa. It aims to find
out what skills (for example management and technical skills) are
are needed by the small businessman to operate a business and the
role that training can play in acquiring these skills. We need to
know what training would be beneficial to those people who wish to
start up, to run or to expand their own businesses and how this
training should be given. In order to determine what skills are
needed and the role that training can play in acquiring these
skills, it is necessary to examine the way in which people in var-
ious types of businesses have gone about starting them and con-
ducting them.

We regard this project as very important because it seems likely
that many future employment opportunities could be created in suc-
cessful small businesses. In view of the high level of unemploy-
ment in the country at present, the need to create jobs requires
urgent consideration. People can create their own jobs by enter-
ing into small business. They can also create jobs for other peo-
ple if they are able to run their businesses successfully and
expand them. Training can make an important contribution towards
successful business ventures.

2 GENERAL REMARKS

2.1 Please study this manual and the interview schedule carefully
since you need to know exactly what we mean by each question and
by each term used in the schedule. It is important for all re-

spondents to attach the same meaning to all questions asked and to interpret all the terms used in this schedule in the same way.

2.2 The questions should be asked in the sequence in which they appear in the schedule so that the interview flows smoothly.

2.3 Some instructions are given on the actual schedule to make the interview proceed as smoothly as possible. Please follow these instructions carefully otherwise you may ask the respondent questions that he or she will be unable to answer. An example is Questions 1.3.1. If the respondent answered "No" to Question 1.3.1 you should go directly to Question 1.4 and ignore the rest of Question 1.3.

2.4 Please write the repondent's answers to the questions in his or her own words as we would like to know what the respondent actually said and not what you as the fieldworker think he or she meant. If you wish, you can give your interpretation of the respondent's answer by writing it down on a seperate piece of paper and attaching it to the appropriate schedule.

2.5 Any additional remarks you would like to make about the interview, the way it went and problems experienced, would be most welcome and should also be written down on a separate piece of paper and attached to the schedule.

2.5 Where applicable please circle the number next to the respondents answer to a question (for example circle the number next to a Yes or No response).

3   THE INTERVIEW SCHEDULE

3.1   <u>Biographical variables</u>
In this section we want certain information on the respondent's life circumstances that can be used in the interpretation of their

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later responses. Age, sex, education and the other variables can all influence opinions. For example older people may have different views on training needs when compared to younger people. It is therefore essential for all the respondents to answer all the questions in this section. The following questions need some explanation.

Questions 1.1 and 1.2

These two questions concerning the sex and population group of the respondent should be filled in by the fieldworker without actually putting them to the respondent. Please indicate the sex and population group of each respondent by circling the appropriate number.

Question 1.3

Question 1.3.1 refers to any formal school education which could have been obtained by attending classes at school or through subscribing to correspondence courses. If the respondent has not received any schooling, go to Question 1.4, but if he or she has done so, then ask him or her to indicate the highest class was that he or she has passed.

Question 1.3.3 refers to formal training at a tertiary training institute (technikon, educational college or university) for which a diploma, certificate or degree can be obtained by completing the course. Even if the respondent has not completed the course he or she should still indicate what type of course this was.

Question 1.4

This question again refers to artisan training recieved at a recognized organization or institution for which one can receive accreditation, (for example by taking the relevant practical artisan's examination at Olifantsfontein). Even if the respondent has not completed the course, it is important to note the type of training that he or she received.

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Question 1.6.2

This question should be put to all respondents and not only to those that are married. This question refers not only to the respondent's children but also to dependants who are members of the extended family. We are interested in knowing how many people the business actually supports. Some respondents may have large extended families that rely on the business for their subsistence.

Question 1.9

In this question we would like to learn what the respondent understands by the different terms listed. Please refrain from trying to explain the terms to the respondent as this would influence his or her responses.

3.2 Description of the existing enterprise

In this section we want information from each respondent on the nature of the business. For example, we want to know what type of business it \ is, for example, a butchery, a motor car repair service or a hairdresser, where it is situated, how it operates and how many people are employed there. Please ensure that each respondent answers each applicable question.

Question 2.2

In this question, all appropriate sites or premises should be circled. The business may operate from more than one site.

3.3 The origins of the enterprise

In this section we require information on how each enterprise was started, since this will give us an indication of the way in which people go about starting their own businesses and, by implication, how training can help them to do so.

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Question 3.2.3

The licence we are refering to is one which legally entitles a person to operate a certain type of business. In the case of a taxi driver it is not a driving licence or a heavy vehicle licence that we are interested in, but rather one which allows him or her to carry out a taxi-driver's business.

3.4 Skills needed for running the enterprise

Training can help people to acquire the technical and management skills they need to run a business. In this section we want to find out which skills are important for each type of business. Please ensure that the respondent answers each question.

Question 4.2

In this question a list of skills is presented. A definition of each skill is given below. Please use these and not your own definitions when explaining the terms to the respondents. Ask each respondent to indicate on a five point scale (where 1= not at all important and 5 = very important) how important each skill is in his or her particular type of business. Then ask him or her to indicate the extent to which he or she possesses each skill. (where 1= not at all and 5 = very much) Please do not leave any item out.

4.2.1 Planning

The ability to draw up an overall plan so that one can decide in advance what to do, how to do it, when to do it and who is to do it in the short term future (two to three years).

4.2.2 Budgeting

The ability to draw up a financial plan, showing income and expenditure, according to which operations for the following year could be performed.

4.2.3 Purchasing

The ability to obtain materials, supplies and equipment for use by the company or for resale at competitive prices.

4.2.4 Invoicing

The ability to draw up a list of the goods to be sent out or services to be performed showing the quantity and price of each item or the amount to be charged for the service.

4.2.5 Costing

The ability to decide on what the cost of a product or a service should be taking initial costs and the profit to be made into account.

4.2.6 Bookkeeping

The ability to record, classify and summarize income and expenditure in terms of rands and cents.

4.2.7 Stock/inventory control

The ability to keep records of raw materilas, goods in the process of manufacture, finished goods, supplies and merchandise in such a way that profits are maximized and lossess minimized.

4.2.8 Handling credit and debt

The ability to handle money with which to do business. Credit means money that can be obtained from the bank as well as money that is owed to the small businessman, while debt means paying back those people whom the respondent owes money or goods. This aspect is directly related to bookkeeping.

4.2.9 Understanding contracts

The ability to draw up business agreements for the supply and demand of goods or the performance of work of a consistent quality, at a specific price, to be completed at a specified date and to understand that such a contract is enforcable by law.

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4.2.10 Handling customers

The ability to satisfy customers and the persons with whom one is doing business as well as the handling of complaints.

4.2.11 Handling staff/employees

The ability to work with the people in one's employment, to deal with their needs and to agree on duties to be performed, salaries to be paid as well as other benefits.

4.2.12 Handling repayments

The ability to repay loans obtained from a financial institute, organization or an individual and to repay other debts.

4.2.13 Preparing financial statements

The ability to draw up the final accounts at the end of a financial period (trading account, profit and loss/income and expenditure account and balance sheet) as well as supporting documents.

4.2.14 Handling security

The ability to develop a system through which the safety of the organization against theft is guaranteed.

4.2.15 Selling/Marketing

The ability to sell one's products or services to another person who needs them.

4.2.16 Investing profits

The ability to use the money that was made during the financial period to buy more raw material for the production of more goods or services or to expand the business.

3.5 Problems experienced in running the business

This section examines the problems (for example obtaining licences, acquiring the necessary capital) that people may experience in running their business, which in turn, could give an

indication of how training can help to avoid problems. Please ask the respondent to answer each question.

Question 5

In this question a list of possible problems is presented. A definition of each problem is given below and you are requested to use these and not your own definitions when explaining to the respondent what each term means. Please ask the respondent to indicate whether or not he or she has experienced each problem and if so, ask him or her to describe the problem and to indicate whether or not he or she could solve it.

5.1.1 Acquiring capital

Being able to obtain money to start and/or to run the business through a financial institute, an organization or an individual.

5.1.2 Obtaining business premises

Being able to obtain a suitable site or premises from where the respondent could run his/her business. This could be any site or any type of premises. (see Question 2.2.).

5.1.3 Obtaining raw materials/goods to sell

Being able to obtain the necessary raw materials in the correct quantity andof satisfactory quality to use in either manufacturing another product or for resale.

5.1.4 Obtaining suitable equipment, etc.

Being able to get hold of the necessary equipment, tools and machinery to run the respondent's specific type of business.

5.1.5 Dealing with regulations

Being able to understand, interpret and follow the regulations put forward by the local authority or governement concerning the specific business of the respondent.

701

5.1.6 Manufacturing products of a consistently high standard

Being able to continue to manufacture products of the same high quality over a period of time.

5.1.7 Coping with competition

Being able to deal with other people manufacturing the same products or rendering the same services.

5.1.8 Obtaining transport

Being able to obtain either a vehicle of one's own or hiring a vehicle from another person so as to be able to deliver one's product/service to the customer or to the point of sale from the point of manufacture.

5.1.9 Marketing your product/finding customers

Being able to sell one's product/services to others or finding out about people who need the products or services one is rendering and to come into contact with them to inform them of what one can offer.

5.1.10 Obtaining staff

Being able to get people with the appropriate skills and experience that are needed in the business to work for one.

5.1.11 Keeping staff

After obtaining staff being able to get them to remain in one's service by giving them good job opportunities and competitive salaries and benefits.

5.1.12 Repaying debts

Being able to keep up with the repayments of loans obtained from a financial institute, organization or any other individual.

3.6 Learning to run a small business

This section covers formal (attending courses) and informal (mentorship and counselling) training as well as experience. The respondent's opinion on the importance of each of these in helping him or her to run the business can give us an indication of what training is needed for small business development and how to go about it.

Question 6.1

In this question we are interested in finding out what training, in addition to the formal post school education mentioned in question 1.3.3, for example a degree or a diploma, the respondent has received to help him or her to conduct business. This training includes seminars and correspondence courses.

3.7 Success of the business and future plans.

In this section, success of the business, in the opinion of the respondent, is determined. Success can be linked to the training he or she has received. The questions are self explanatory.

3.8 Community support and membership of small business associations

The success of a business often depends on the networks that are established between the business and the community in which the business operates. These can be formal or informal networks. Training can be directly linked to the support systems that exist in a community.

Question 8.1

This question refers to people in the community who place orders with, buy from, supply raw materials to or who support the business in any other way. Can the respondent rely on the community for his or her business or is it necessary to look outside the community for business?

703

3.9 Best and worst aspects of having your own business

Factors that encourage people to remain in their own business (for example independence) as well as those that discourage them from doing so (for example waiting to be paid) are explored by these questions. These examples are for your information only. Please do not give them as examples to the respondents. We want their spontaneous answers.

4 FINAL NOTE

Once you have gone through the schedule, please go back and page through it to make sure that you have not left out any questions. Good luck and thank you.

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Raad vir Geesteswetenskaplike Navorsing

Instituut vir Arbeidsekonomienavorsing
(INAN)

RGN·HSRC

Human Sciences Research Council

Institute for Labour Economics Research
(ILER)

Navrae Enquiries	Dr R. Hirschowitz
Telefoon Telephone	202-2497

Verwysing
Reference

U verwysing
Your reference

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TRAINING FOR SELF EMPLOYMENT

There is an urgent need in South Africa at the present time to create jobs. One way of doing this is to encourage those people who wish to do so, to start their own business. In order to start a business certain skills are needed, some of which can be acquired through training. The Institute for Labour Economics Research of the Human Sciences Research Council is doing a research project to determine the training needs of those in small businesses. We aim to identify the skills that are needed to set up and run a small business and the best way to acquire these skills

This project forms part of the HSRC/National Training Board investigation into skills training in South Africa. Through this research we hope to highlight the important role that small businesses play in the development of the economy of the country. We want to promote the interests of small business. In order to be able to do so, we need your co-operation. Please answer the questions as honestly and as accurately as possible. Your responses will be treated as strictly confidential. The results will be analysed and made known in group form only. Any information given by a particular individual will not be disclosed.

Thank you for your co-operation.

Yours sincerely

R. Hirschowitz

for EXECUTIVE DIRECTOR
INSTITUTE FOR LABOUR ECONOMICS RESEARCH

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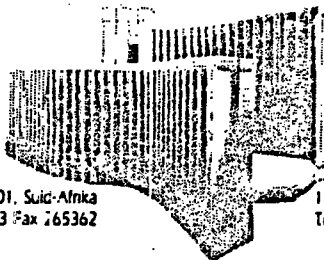
INTERVIEW SCHEDULE FOR PEOPLE IN SMALL ENTERPRISES
Please circle all answers where applicable, e.g. 1

Card Number

Record Number   2-4

1   BIOGRAPHICAL VARIABLES
         (To be answered by all respondents)

1.1   Sex:

Male	1
Female	2	5

1.2   Population group
         (Please circle the population group of the respondent)

         Asian [1] Black [2] Coloured [3] White [4]   6

1.3   Education:

1.3.1   Have you attended school? Yes [1]   No [2]   7

                                              Go to question 1.4

1.3.2   (If the respondent answered Yes)

         (a) What was the highest class
             you passed at school? _____   8-9

1.3.3   (a) Have you received any formal
             post school education?   Yes [1]   No [2]   10

                                              Go to question 1.4

         (If the respondent answered yes)
         (b) What did you study?

         _____

         _____

         _____   11-12

1.4   Artisan or technical training

         Have you received any artisan
         or technical training?   Yes [1]   No [2]   13

                                              Go to question 1.5

             (If the respondent answered yes)
             (a) What type of training?

         _____

         _____   14-15

         _____

706   -122-

1.5   _Age_

What was your age at your last birthday? _____ _years_
(If unknown ask respondent to estimate)

1.6   _Marital status_

1.6.1   Are you married?   Yes [1]   No [2]

1.6.2   Do you have any dependants?
(e.g. children, grand-   Yes [1]   No [2]
parents, brothers or sisters)

| Go to question 1.7 |

(If the respondent answered yes)
(a) How many of these dependants are
are children under 18 years?   N = _____

(b) How many of these dependants
are children over 18 years?   N = _____

(c) How many other dependants? (e.g.
grandparents, brothers or sisters)   N = _____

1.7   _Exposure to a business environment_

1.7.1   Did you have any exposure to a business environment
before you started working (for example, helping in
your father's business)?

Yes [1]   No [2]

| Go to question 1.8 |

(If the respondent answered yes)
(a) Please describe this exposure._____

_____

_____

_____

1.8   _Previous work experience_

1.8.1   Did you have any previous work experience before
starting your present business?
Yes [1]   No [2]

| Go to question 1.9 |

707

(If the respondent answered yes)

(a) How many years of experience have you had as an employee? (in someone else's organization) _____ years

32-33

(b) What type of work did you do? _____

_____

34-35

_____

36-37

_____

(c) How many years of experience have you had in self-employment in a *previous* business? (Do *not* include years of experience in the *present* business) _____ years

38-39

(d) What type of business was it? _____

_____

40-41

_____

42-43

_____

_____

1.9   Business concepts

1.9.1 What do you understand by the term *loan*? _____

_____

44-45

1.9.2 What do you understand by the term *banking*? _____

_____

46-47

1.9.3 What do you understand by the term *invoice*? _____

_____

48-49

1.9.4 What do you understand by the term *credit*? _____

_____

50-51

1.9.5 What do you understand by the. term *profit*? _____

_____

52-53

1.9.6 What do you understand by the term *debt*? _____

_____

54-55

1.9.7 What do you understand by the term *repayment*? _____

_____

56-57

708

1.9.8 Do you think you need to understand these terms to run a business?   Yes $\boxed{1}$ No $\boxed{2}$

Please give the main reason for your answer_____

_____

2   DESCRIPTION OF THE EXISTING ENTERPRISE

2.1   *Economic sector*
(Circle *one* appropriate answer)

2.1.1 Is this business in the:

(a) Informal sector (not registered or licenced) $\boxed{1}$

(b) Semi-formal sector (receives some recognition from the authorities e.g. hawkers licence) $\boxed{2}$

(c) Formal sector (fully licenced and registered) $\boxed{3}$

2.2   *Business site*
Where is your business situated or from where do you operate your business (circle *all* appropriate sites)?

At a private residence	$\boxed{1}$
In an industrial park	$\boxed{2}$
In a building in a business zone	$\boxed{3}$
On a street pavement	$\boxed{4}$
In a shop	$\boxed{5}$
In a garage	$\boxed{6}$
In a market	$\boxed{7}$

Any other site (Please write down full details)

_____

_____

_____

709

2.3   Ownership of the business

Are you the sole owner of
the enterprise?   Yes [1]   No [2]

Go to question 2.3.2

(If the respondent answered No)
2.3.1 How many other owners are there?   N = _____

**2.3.2 Does your family have a role to
play in the running of the
business?**   Yes [1]   No [2]

Go to question 2.3.3

(If the respondent answered yes)
(a) Please describe this role _____

_____

2.3.3 Who makes most of the business decisions?

_____

**2.3.4 Is this business part
of a franchise?**   Yes [1]   Unsure [2]   No [3]

Go to question 2.4

If "Yes or "Unsure"
Please describe these franchise arrangements

_____

_____

_____

2.4   Employees

Are there any people working
– as employees for this business?   Yes [1]   No [2]

Go to question 2.5

1

5

6-7

8

9-10

11-12

13

14-15

16

710

(If the respondent answered yes)

2.4.1 How many people are paid employees of the business?

    (a) Full-time (8 hours a day) Males = ____   Females = ____

        17   20

    (b) Part-time (4 or 5 hours
        a day)   Males = ____   Females = ____

        21   24

2.4.2 Do you employ any casual workers?   Yes [1]   No [2]

        25

              | Go to question 2.4.3 |

(If the respondent answered yes)

    (a) When do you employ them (e.g. Saturday mornings, at
        Christmas time, when a contract has been obtained)?

_____

_____   26-27

    (b) How many people are
        involved in casual   Males = ____   Females = ____
        employment?

        28   31

2.4.3 Are any of your employees
       given food and accommodation? Yes [1]   No [2]

        32

              | Go to question 2.4.4 |

    (If the respondent answered yes)
    Is this: In addition to cash payments   [1]

           Instead of cash payments   [2]

        33

2.4.4 How did you go about getting employees to work for you?

_____

_____   34-35

_____

2.5 Nature of the enterprise

2.5.1 What type of business is this (give a brief description,
       e.g. a tavern, a gardening service)?

_____

_____

_____   36-37

711

2.5.2 *Do you make any products (chairs, knitwear, components for a larger product)?*

Yes | 1   No | 2

38

Go to question 2.5.3

(If the respondent answered yes)
Please describe the product/s that you make.

_____

_____

_____

39-40

2.5.3 *Do you offer any services (e.g. hairdressing, printing, maintenance, repairs)*

Yes | 1   No | 2

41

Go to question 2.6.1

(If the respondent answered yes)
Please describe the service.

_____

_____

_____

42-43

2.6 <u>Infrastructure available to the business</u>

2.6.1 *Are the following facilities available to you at the business?*

(a) *Electricity*   Yes | 1 | No | 2   44

(b) *Telephones*   Yes | 1 | No | 2   45

(c) *Running water and toilet facilities*   Yes | 1 | No | 2   46

2.6.2 *Where do you store your materials or merchandise?*

_____

_____

47-48

2.6.3 *What transport or distribution facilities do you have available to you?* _____

_____

_____

49-50

712

2.7 _Capital goods_

Which of the following are available to your business?

(a) Office equipment   Yes |1| No |2| 51

(b) Small tools for manufacturing goods   Yes |1| No |2| 52

(c) Machinery for manufacturing goods   Yes |1| No |2| 53

(d) Your own building   Yes |1| No |2| 54

2.8 _Working hours_

2.8.1 What hours of the day/night
is the business open?   From _____ to _____   55   58

2.8.2 Which days of the week
is the business open?   _____   59-60

THE ORIGINS OF THE ENTERPRISE

3.1 _Motivation to start the business_

3.1.1 In which year did you start this business?   19_____   61-62

3.1.2 What motivated you to start your own business?

_____

_____

_____   63-64

3.1.3 Why this type of business?

_____

_____   65-66

_____

3.2 _Phases in starting the business_

3.2.1 What was the first step you took to start the business?

_____

_____

_____   67-68

3.2.2 How did you obtain finance to start the business?

_____

_____

_____   69-70

713

3.2.3 Did you attempt to obtain a   Yes | 1 | No | 2 |
licence to carry out your business?

Go to question 3.2.4

(If the respondent answered yes)
(a) How did you go about obtaining a licence?

_____

_____

_____

(b) How successful were you?

_____

_____

_____

| MJ32A | 76-80

3.2.4 How did you go about obtaining premises or deciding on | 3 |
a suitable site for the business?

_____

_____

_____

3.2.5 How were the raw materials or the goods to sell
originally obtained?

_____

_____

_____

3.2.6 How did you go about getting customers?

_____

_____

_____

714

4   SKILLS NEEDED FOR RUNNING THE ENTERPRISE

**4.1   Do you need any _technical skills_
to run the business? (For example   Yes | 1 | No | 2 |
hairdressing, knitting, carpentry,
metalwork, repair)**

| Go to question 4.2 |

(If the respondent answered yes)
(a) Please describe these skills.

_____

_____

_____

(b) To what extent do you have these skills?

Not at all | 1 | 2 | 3 | 4 | 5 | **Very much**

(c) How did you obtain them (e.g. through experience)?

_____

_____

_____

715

4.2 **Business skills**

Please ask respondent for each item below:
(a) How important each skill is in the particular type of business.
(b) To what extent he/she possesses that skill.

	How important is this skill in your type of business?					To what extent do you possess this skill?					Office use
	Not at all important				Very important	Not at all				Very much	
4.2.1 Planning	1	2	3	4	5	1	2	3	4	5	17-18
4.2.2 Budgeting	1	2	3	4	5	1	2	3	4	5	19-20
4.2.3 Purchasing	1	2	3	4	5	1	2	3	4	5	21-22
4.2.4 Invoicing	1	2	3	4	5	1	2	3	4	5	23-24
4.2.5 Costing	1	2	3	4	5	1	2	3	4	5	25-26
4.2.6 Bookkeeping	1	2	3	4	5	1	2	3	4	5	27-28
4.2.7 Stock/inventory control	1	2	3	4	5	1	2	3	4	5	29-30
4.2.8 Handling credit and debt	1	2	3	4	5	1	2	3	4	5	31-32
4.2.9 Understanding contracts	1	2	3	4	5	1	2	3	4	5	33-34
4.2.10 Handling customers	1	2	3	4	5	1	2	3	4	5	35-36
4.2.11 Handling staff/employees	1	2	3	4	5	1	2	3	4	5	37-38
4.2.12 Handling repayments	1	2	3	4	5	1	2	3	4	5	39-40
4.2.13 Preparing financial statements	1	2	3	4	5	1	2	3	4	5	41-42
4.2.14 Handling security	1	2	3	4	5	1	2	3	4	5	43-44
4.2.15 Selling/marketing	1	2	3	4	5	1	2	3	4	5	45-46
4.2.16 Investing profits	1	2	3	4	5	1	2	3	4	5	47-48

MJ32A   76-80

5.1   (Please ask the respondent for *each* item below:

(a) whether or not he or she experiences *each* problem.
(b) *If a particular problem is experienced:* Ask respondent to *describe* the problem.
(c) Then ask him or her if it was possible so *solve* the problem.

Office use

| 4 | 1 |

Possible Problem Area	(a) (Ask all respondents) Have you experienced this problem		(b) (If the respondent said yes to (a)). Describe the main problem	(c) Could you solve the problem		Office use
	Yes	No		Yes	No	
5.1.1 Acquiring capital						5 ⌐‾‾⌐ 7
	1	2		1	2	⌐ 8
5.1.2 Obtaining business premises						9 ⌐‾‾⌐ 11
	1	2		1	2	⌐ 12
5.1.3 Obtaining raw materials/ goods to sell						13 ⌐‾‾⌐ 15
	1	2		1	2	⌐ 16
5.1.4 Obtaining suitable equipment, tools and machinery						17 ⌐‾‾⌐ 19
	1	2		1	2	⌐ 20
5.1.5 Dealing with regulations (for example municipal regulations and legal requirements						21 ⌐‾‾⌐ 23
	1	2		1	2	⌐ 24
5.1.6 Manufacturing products of a consistently high standard						25 ⌐‾‾⌐ 27
	1	2		1	2	⌐ 28
5.1.7 Coping with competition						29 ⌐‾‾⌐ 31
	1	2		1	2	⌐ 32
5.1.8 Obtaining transport for the distribution of your goods						33 ⌐‾‾⌐ 35
	1	2		1	2	⌐ 36
5.1.9 Marketing your products and/or finding customers to buy them						37 ⌐‾‾⌐ 39
	1	2		1	2	⌐ 40
5.1.10 Obtaining staff						41 ⌐‾‾⌐ 43
	1	2		1	2	⌐ 44
5.1.11 Keeping staff						45 ⌐‾‾⌐ 47
	1	2		1	2	⌐ 48
5.1.12 Repaying debts						49 ⌐‾‾⌐ 51
	1	2		1	2	⌐ 52

717

5.2 *Other problems*

5.2.1 *Are there any additional problems*
that you would like to mention?   *Yes* |1| *No* |2|

53

Go to question 6.1

(If the respondent answered yes)
(a) What are these additional problems?

_____

_____

_____   54-55

6 *LEARNING TO RUN A SMALL BUSINESS*

6.1 *Training that you received*

Did you personally receive any
business training by attending   *Yes* |1| *No* |2|
any courses?

56

Go to question 6.2

(If the respondent answered yes)
(a) From whom was it received?

_____

_____

_____   57-58

(b) Describe the contents of the course/s?

_____   59-60

_____   61-62

_____   63-64

| MJ32A | 76-80 |

| 5 | 1 |

(c) Did you receive a diploma or cer-
tificate at the end of the course?   *Yes* |1| *No* |2|

5

(d) How useful was this training in helping you to run
your business?

Not at all useful | 1 | 2 | 3 | 4 | 5 | *Very useful*

6

718

(e) Please give the main reason for your answer.

_____

_____

_____ ⊢——⊣ *7-8*

6.2 *What advice would you give to someone wishing to start their own business?*

_____

_____ ⊢——⊣ *9-10*

_____ ⊢——⊣ *11-12*

6.3 *Did you receive any help, advice or consultations or counselling related to running your business?*   Yes ☐1   No ☐2   ⊢—⊣ *13*

| Go to question 6.4 |

(If the respondent answered yes)

(a) From whom was this help or advice received?

_____

_____

_____ ⊢——⊣ *14-15*

(b) Please describe the type of help or advice you were given. _____

_____

_____ ⊢——⊣ *16-17*

(c) Is this help or advice

    (i) Ongoing ☐1 *or was it*

    (ii) over a limited time ☐2 *?*   ⊢—⊣ *18*

(d) How useful was this help or advice in helping you to run your business?

Not at all useful | 1 | 2 | 3 | 4 | 5 | Very useful   ⊢—⊣ *19*

Please give the main reason for your answer.

_____

_____

_____ ⊢——⊣ *20-21*

719

6.4 _General training_

6.4.1 _What training do you think is needed to help people to set up a small business?_

_____

_____

_____

6.4.2 _What training do you think is needed to help people to run their business efficiently?_

_____

_____

_____

6.4.3 _What training do you feel is needed to help people to improve on and to expand their businesses?_

_____

_____

_____

6.5 _The role of experience_

6.5.1 _Please describe what you have learned through experience that has helped you to run your business._

_____

_____

_____

6.5.2 _Would you say that experience is the best teacher?_   _Yes_ [1]   _No_ [2]

6.3.2 _Please give the main reason for your answer._

_____

_____

_____

7   _SUCCESS OF THE BUSINESS AND FUTURE PLANS_

7.1 _Do you keep records of the financial aspects of your business?_   _Yes_ [1]   _No_ [2]

Go to question 7.2

120

-136-

(If the respondent answered <u>No</u>)
(a) Why don't you keep records?

_____

_____

_____   34-35

7.2   Do you think that your business is
         successful?   Yes |1| No |2| 36

         (a) Please give the main reason for your answer.

_____

_____

_____   37-38

7.3   Do you plan to stay on in the business?

                                              Yes |1| No |2| 39

         (a) Please give the main reason for your answer.

_____

_____

_____   40-41

7.4   Do you plan to expand the business
         within the next three years?   Yes |1| No |2| 42

         (a) Please give the main reason for your answer.

_____

_____

_____   43-44

8   COMMUNITY SUPPORT AND MEMBERSHIP OF SMALL BUSINESS
         ASSOCIATIONS

8.1   Does the community in which the business
         is situated support your business?   Yes |1| No |2| 45

         (a) Please give the main reason for your answer.

_____

_____

_____   46-47

8.2   Do you have any contact with
         others in a similar business?   Yes |1| No |2| 48

                                    ┌─────────────────────┐
                                    │ Go to question 8.3 │
                                    └─────────────────────┘

721

(If the respondent answered yes)
(a) Please describe the type of contact.

_____

_____

_____

8.3   Are you aware of any association looking after the interests of people in your type of business?   Yes | 1 | No | 2 | 51

> Go to question 8.4

(If the respondent answered yes)
(a) Are you a member of this association?   Yes | 1 | No | 2 | 52

8.4   What, in your opinion is the main advantage of belonging to a small business association?

_____

_____

_____   53-54

8.5   What is the main disadvantage of belonging to a small business asscociation?

_____

_____

_____   55-56

9   **BEST AND WORST ASPECTS OF HAVING YOUR OWN BUSINESS**

9.1   What, in your opinion, is the best thing about having your own business?

_____

_____

_____   57-58

9.2   What, in your opinion, is the worst thing about having your own business?

_____

_____

_____   59-60

| MJ32A | 76-80

THANK YOU FOR YOUR CO-OPERATION

722

APPENDIX C

QUESTIONNAIRE FOR PERSONNEL OF SMALL BUSINESS DEVELOPMENT
AGENCIES.
Please circle (1) each applicable answer.

Card Number

Record Number

1.1   SEX

Male	1
Female	2

1.2   EDUCATION

1.2.1   What was the highest class that
*   you passed at school?* _____

1.2.2   Have you received any formal
*   post-school education?*

Yes	1
No	2

*   (a) If yes: What is your highest academic qualification?*
*   (e.g. B.A. degree, Management Diploma)*

_____

_____

1.2.3   Have you received any other formal training?
*   (e.g. Typing course, computer programming)*

Yes	1
No	2

*   (a) If yes: Please describe this training.*

_____

_____

1.3   AGE

*   What was your age at your last birthday? _____ years*

1.4   PRESENT WORK SITUATION

1.4.1   What position do you hold in the organization for which
*   you work? (e.g. counsellor).*

_____

_____

1.5   What percentage of your time at work is spent on
*   each of the following:*

Training	_____ %
Consulting	_____ %
Counselling	_____ %
Management and Administration	_____ %
Other tasks (Specify) _____	_____ %
TOTAL	_____ 100 _____ %

723

.1   In this section we want your opinions concerning various groups of people and what they should learn
      about small businesses. In the table below, please indicate
      (a) Whether or not you think *each* group should learn about the functioning of small businesses
      (b) If so, should this group learn through
          (i) exposure to a situation, to become familiar with it
          (ii) education to obtain a general background knowledge
          (iii) training to acquire specific skills
      (c) Then indicate what exactly each group should learn (for example financial management)

Group	(a) Should this group learn about small business Yes	No	(b) If yes, type of learning Exposure	Education	Training	(c) What should this group learn? (e.g. Financial Management)	Office use
.1.1 Primary school pupils	1	2	1	2	3		30-31 / 32-33
.1.2 Secondary school pupils	1	2	1	2	3		34-35 / 36-37
.1.3 Tertiary level students	1	2	1	2	3		38-39 / 40-41
.1.4 The unemployed	1	2	1	2	3		42-43 / 44-45
.1.5 Prospective entrepreneurs	1	2	1	2	3		46-47 / 48-49
.1.6 Businessmen in the informal sector	1	2	1	2	3		50-51 / 52-53
.1.7 Businessmen in the formal sector	1	2	1	2	3		54-55 / 56-57
1.8 Staff of small business development agencies	1	2	1	2	3		58-59 / 60-61
1.9 Other training staff (for example artisan instructors)	1	2	1	2	3		62-63 / 64-65
1.10 Bankers and financiers	1	2	1	2	3		66-67 / 68-69
1.11 Government officials (for example policemen, traffic policemen, clerks issuing licences).	1	2	1	2	3		70-71 / 72-73
1.12 Any other group (Please specify)_____	1	2	1	2	3		MJ32B 76-80

2| 1

5-6

7-8

9-10

724

3 SKILLS NEEDED FOR RUNNING A SMALL BUSINESS

3.1 Please indicate in the table below:
(a) Whether or not you think that _each_ of the following skills is essential in order to run a small business
(b) If a particular skill is essential, what is the best way to acquire it?
(for example through schooling).

	(a) Is this skill essential?			(b) If yes: what is the best way to acquire it? (e.g. experience, exposure, education, training, learning from others)	Office use
	Yes	Sometimes	No		
3.1.1 Technical skills (e.g. manufacturing, maintenance, repair skills)	1	2	3		11 — 13
3.1.2 Financial and administrative skills (e.g. bookkeeping)	1	2	3		14 — 16
3.1.3 Management skills (e.g. planning, market analysis)	1	2	3		17 — 19
3.1.4 Entrepreneural skills (identifying business opportunies, generating business ideas)	1	2	3		20 — 22
3.1.5 Marketing and selling skills	1	2	3		23 — 25
3.1.6 Interpersonal skills (e.g. communication)	1	2	3		26 — 28
3.1.7 Other skills (Please specify) (1) _____	1	2	3		29 — 32
(2) _____	1	2	3		33 — 36
(3) _____	1	2	3		37 — 40

In this section we would like you to focus on the type
of trainee you would select for training to acquire
business skills.

. By training is meant <u>any</u> learning intervention tech-
nique including counselling and consulting, as well as
formal training to acquire business skills.

4.1   Do you think that candidates
should be selected for   Yes |1| Unsure |2| No |3|
business training?

41

Please give the main reason for your answer

_____

_____

42-43

4.2   <u>Suitable candidates</u>

4.2.1 What, if any, <u>personality characteristics</u> do you think
are important for candidates to have for business
training or learning interventions?

_____

_____

44-45

(a) Please give the main reason for your answer

_____

_____

46-47

4.2.2 What, if any, <u>basic knowledge and skills</u> do you think
are important for candidates to have for business
training or learning interventions?

_____

_____

48-49

(a) Please give the main reason for your answer

_____

_____

50-51

4.2.3 What, if any, <u>business background</u> do you think is
necessary for candidates to have for business training
or learning interventions?

_____

_____

52-53

(a) Please give the main reason for your answer

_____

_____

54-55

4.2.4 Please list any <u>other</u> characteristics that you think
should be taken into account for candidates to have for
business training.

(1) _____ (4) _____

56-57 58-59

(2) _____ (5) _____

60-61 62-63

(3) _____ (6) _____

64-65 66-67

726

MJ23B 76-80

5.1 The informal sector (a business which is not fully registered or licenced)
He would now like you to focus on the informal sector. In the table below please indicate
(a) To what extent each of the following should be included in a business training programme or learning intervention situation in the informal sector.
(b) Then give a reason for your answer.

Topic	(a) Extent to which this should be included in training for informal sector					(b) Reason for your answer
	Not at all				Very much	
5.1.1 Awareness training (benefits and pitfalls of small business)	1	2	3	4	5	
5.1.2 Inspirational training (encouragement to start business)	1	2	3	4	5	
5.1.3 Basic business concepts (e.g. supply, demand, free market)	1	2	3	4	5	
5.1.4 Technical training for manufacturing (e.g. carpentry)	1	2	3	4	5	
5.1.5 Administrative management training (e.g. bookkeeping, planning)	1	2	3	4	5	
5.1.6 Identifying the market	1	2	3	4	5	
5.1.7 Financial management training (e.g. investments of profits)	1	2	3	4	5	
5.1.8 Training to acquire entrepreneural characteristics (e.g. identifying business opportunities and business ideas)	1	2	3	4	5	
5.1.9 Legal training as it affects small business	1	2	3	4	5	
5.1.10 Training on how to acquire materials	1	2	3	4	5	
5.1.11 Training on methods of distribution	1	2	3	4	5	
5.1.12 Training to acquire interpersonal skills	1	2	3	4	5	
5.1.13 Marketing and selling training	1	2	3	4	5	
5.1.14 Training to prepare business proposal for consideration by financial institutions	1	2	3	4	5	

5 - 7

8 - 10

11 - 13

14 - 16

17 - 19

20 - 22

23 - 25

26 - 28

29 - 31

32 - 34

35 - 37

38 - 40

41 - 43

44 - 46

5.1.15 What, if any, other type of training should be included in such a programme for the informal sector?

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____ (6) _____

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5.2   _The formal sector:_ (a business which is fully registered or licenced)
We would now like you to focus on the _formal_ sector.
In the table below please indicate:

(a) To what extent _each_ of the following should be included in a business training
programme or learning intervention situation in the _formal_ sector.
(b) Then give a reason for your answer.

Topic	(a) Extent to which this should be included in training for formal sector					(b) Reason for your answer
	Not at all				Very much	
5.2.1 Awareness training (benefits and pitfalls of small business)	1	2	3	4	5	
5.2.2 Inspirational training (encouragement to start business)	1	2	3	4	5	
5.2.3 Basic business concepts (e.g. supply, demand, free market)	1	2	3	4	5	
5.2.4 Technical training for manufacturing (e.g. carpentry)	1	2	3	4	5	
5.2.5 Administrative management training (e.g. bookkeeping, planning)	1	2	3	4	5	
5.2.6 Identifying the market	1	2	3	4	5	
5.2.7 Financial management training (e.g. investment of profits)	1	2	3	4	5	
5.2.8 Training to acquire entrepreneural characteristics (e.g. risk taking, assuming responsibility)	1	2	3	4	5	
5.2.9 Legal training as it affects small business	1	2	3	4	5	
5.2.10 Training on how to acquire materials	1	2	3	4	5	
5.2.11 Training on methods of distribution	1	2	3	4	5	
5.2.12 Training to acquire interpersonal skills	1	2	3	4	5	
5.2.13 Marketing and selling training	1	2	3	4	5	
5.2.14 Training to prepare business proposal for consideration by financial institutions	1	2	3	4	5	

5.2.15 What, if any, other type of training should be included in such a programme for the _formal_ sector?

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____ (6) _____

5.3   At which stage in the business is training or a learning intervention technique most
important? Please circle only _one_ stage.

(a) When starting a business | 1 |

(b) When the business is running | 2 |

(c) When the business is expanding | 3 |

Please give the main reason for your answer

728

-144-

Please indicate in the table below
(a) The usefulness of each of the following methods of learning to acquire business skills
(b) Then give a reason for your answer

Method of learning	(a) Usefulness of learning method					(b) Reason for your answer	Office use
	Not at all useful				Very useful		
6.1.1 Formal classroom instruction	1	2	3	4	5		5 - 7
6.1.2 Participative workshops and small group discussions	1	2	3	4	5		8 - 10
6.1.3 Case studies	1	2	3	4	5		11 - 13
6.1.4 Visits to successful small businesses	1	2	3	4	5		14 - 16
6.1.5 Talks by small businessmen	1	2	3	4	5		17 - 19
6.1.6 Talks by suppliers and customers	1	2	3	4	5		20 - 22
6.1.7 Talks by bankers and financiers	1	2	3	4	5		23 - 25
6.1.8 Individual consultations	1	2	3	4	5		26 - 28
6.1.9 Individual counselling	1	2	3	4	5		29 - 31
6.1.10 Role playing situations	1	2	3	4	5		32 - 34
6.1.11 On the job advice and mentoring	1	2	3	4	5		35 - 37
6.1.12 Self instruction programmes	1	2	3	4	5		38 - 40
6.1.13 Videos depicting business situations	1	2	3	4	5		41 - 43
6.1.14 Other training methods Please specify							
(i) _____	1	2	3	4	5		44 - 48
(ii) _____	1	2	3	4	5		49 - 53
(iii) _____	1	2	3	4	5		54 - 58

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Office use

6 1

The term trainer refers to anyone who gives training, consultations or counselling to small businessmen as a paid service.

Please indicate in the table below:

(a) Whether or not _each_ of the following can be used as trainers.

(b) Then, if so, please indicate in what capacity they can be used.
    (for example as mentors, educators, or counsellors)

		(a) Can this group be used for training?			(b) If _yes_ or _uncertain_ in what capacity? (e.g. as a counsellor)	
		Yes	Uncertain	No		
7.1.1	School teachers	1	2	3		
7.1.2	University lecturers	1	2	3		5 – 7
7.1.3	People with artisan skills	1	2	3		8 – 10
7.1.4	People with small business experience	1	2	3		11 – 13
7.1.5	Retired businessmen	1	2	3		14 – 16
7.1.6	Bankers and financial experts	1	2	3		17 – 19
7.1.7	University students	1	2	3		20 – 22
7.1.8	Management consultants	1	2	3		23 – 25
7.1.9	Psychologists and sociologists	1	2	3		26 – 28
7.1.10	Other (Please specify) (1) _____	1	2	3		29 – 31
	(2) _____	1	2	3		32 – 36
	(3) _____	1	2	3		37 – 41
	(4) _____	1	2	3		42 – 46
						47 – 51

7.2 Can government officials be
trained to become facilita- Yes `1` Uncertain `2` No `3`
tors of small businesses?

Please give the main reason for your answer

_____

_____

_____

7.3 What formal qualifications, if any, do you think
trainers (including consultants and counsellors) should
have?

_____

_____

_____

7.4 What, if any, personality traits do you think these
trainers should have?

_____

_____

_____

7.5 What sort of business experience, if any, do you think
these trainers should have?

_____

_____

_____

7.6 Can people with fairly low education, but who are willing
and have the ability to interact with others be trained
as rural business counsellors?

Yes `1` Uncertain `2` No `3`

Please give the main reason for your answer.

_____

_____

_____

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8 TRAINING STANDARDS

8.1 *Does your organization evaluate the training that it offers?*   Yes [1] No [2]

If yes, how does it do so?

_____

_____

_____

8.2 *How, in your opinion can the quality of training be objectively assessed?*

_____

_____

_____

8.3 *Is it, in your opinion, desirable that training be standardised to set certain minimum requirements?*   Yes [1] No [2]

8.3.1 *Please give the main reason for your answer.*

_____

_____

_____

8.3.2 *Do you think that training standards should differ for those in the formal and those in the informal sector?*   Yes [1] No [2]

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If yes:
(a) How should they differ? _____

_____

(b) Why should they differ? _____

_____

8.4 *Should training courses be accredited?*   Yes $\boxed{1}$ No $\boxed{2}$

8.4.1 *Please give the main reason for your answer.*

_____

_____

_____

8.4.2 *If you answered yes to Question 8.4 (if you think that training courses should be accredited) who do you think should be responsible for accreditation? (e.g. committee of training centres, the universities, the public sector).* _____

_____

_____

9 **RECOGNITION FOR TRAINING**

9.1 *Do you think that people who have undergone entrepreneural training should receive a certificate?*

Yes $\boxed{1}$ Uncertain $\boxed{2}$ No $\boxed{3}$

9.2 *Please give the main reason for your answer.*

_____

_____

_____

733

10.1 In the table below please indicate:
(a) Whether or not you think training organizations should offer each service.
(b) Then give a reason for your answer.

	(a) Should train-ing organizi-tions offer this service?		(b) Reason for your answer
	Yes	No	
10.1.1 Facilitation of loans	1	2	
10.1.2 Facilitation of access to markets	1	2	
10.1.3 Facilitation of access to suitable business premises	1	2	
10.1.4 Facilitation of access to equipment, tools, machines, telephones, typing and office facilities	1	2	
10.1.5 Facilitation of access to transport or distribution facilities	1	2	
10.1.6 Facilitation of access to licences and legal requirements	1	2	
10.1.7 Facilitation of access to purchasing	1	2	
10.1.8 Any other service (Please specify)	1	2	
	1	2	
	1	2	

11 FUNDING OF TRAINING

11.1 What, in your opinion, should be the role of the public sector regarding funding for small business training (e.g. subsidies to training organization, cash grants to trainees, tax concessions).

_____

_____

_____

53-54

11.1.1 Who, (which department) should be responsible for the control of these funds? (e.g. Department of Manpower, National Education)

_____

55-56

11.1.2 Should there be a co-ordinating body for overseeing business Yes ⬜1 Unsure ⬜2 No ⬜3
development?

57

(a) Please give the main reason for your answer.

_____

_____

58-59

11.1.3 Should there be a national strategy for small business Yes ⬜1 Unsure ⬜2 No ⬜3
development?

60

(a) Please give the main reason for your answer.

_____

_____

61-62

11.2 The private sector

11.2.1 What, in your opinion should be the role of the private sector regarding funding for training? (e.g. sponsoring trainees, bursaries, subsidies for training centres).

_____

_____

_____

63-64

11.2.2 What, in your opinion should be the contribution of the trainee businessman towards payment for his or her training?

_____

_____

_____

65-66

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12 ADVANTAGES AND DISADVANTAGES OF SMALL BUSINESS TRAINING

12.1 The main advantage of small business training schemes is

_____

_____

_____

12.2 The main disadvantage of small business training schemes is _____

_____

_____

THANK YOU FOR YOUR CO-OPERATION

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*   *'n kontanttoelaestelsel in plaas van die huidige belasting-
    konsessies sal geadministreer word op 'n basis wat deur die
    Departement van Mannekrag vasgestel sal word (NOR 1988:35).*

Die vraag wat ontstaan is in hoe 'n mate kan die huidige struk-
ture wat binne die nuwe opleidingsbedeling figureer, uitgebrei
word om ook ander vaardighede buiten ambagsmanopleiding in te
sluit. Kan die huidige strukture bloot uitgebrei word om ook
hierdie ander vaardighede in te sluit, of moet ander strukture
ontwikkel word, om die totale spektrum van vaardigheidsopleiding
beter te kan akkommodeer?

--- oOo ---

AFDELING 3

EMPIRIESE ONDERSOEK: OPLEIDINGSRADE EN ANDER OPLEIDINGSINSTANSIES

3.1 INLEIDING

Die navorsers het 'n empiriese ondersoek onderneem waarin persoonlike onderhoude gevoer is met die voorsitters van opleidingsrade en hoofde van opleidingsinstansies; ten einde te bepaal wat die jongste tendens met betrekking tot opleiding in die RSA, is. Ook moes bepaal word hoe hulle die bestaande strukture van opleiding ervaar en hoe alternatiewe strukture van opleiding daar moes uitsien.

3.2 VRAELYS VIR PERSOONLIKE ONDERHOUDE

'n Vraelys is in albei landstale, Afrikaans en Engels opgestel aan die hand waarvan persoonlike onderhoude met voorsitters van opleidingsrade of hoofde van opleidingsafdelings gevoer is. Die vraelys is na samesprekings met Dr D Haasbroek van die NOR en mnr J Tyers verfyn met die oog op toepassing.

* *Afrikaanse vraelys - Bylae A*
  Engelse vraelys   - Bylae B

3.3 PERSOONLIKE ONDERHOUDE

* *Besonderhede van die persoonlike onderhoude is vervat in Bylae C.*

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OPLEIDINGSRAAD/INSTELLING	PERSOON	DATUM
1. First National Bank Ltd	Mr E Blaine	05.09.88
2. The Development and Trai- ning Fund for the Electri- cal Contracting Industry	Mr B Parken	06.09.88
3. The Motor Industry Deve- loping Fund	Mnr J H van Huyssteen	07.09.88
4. Metal and Engineering in- dustries Education and Training Board	Miss J Lopez	07.09.88
5. Textile Federation	Mr S Shlagman	08.09.88
6. The Training Scheme for the Retail Industries of Accommodation, Catering and Liquor	Mnr J H Fourie	08.09.88
7. Direktoraat: Mannekragop- leiding	Mnr D R Pretorius	09.09.88
8. Training Board, National Clothing Federation	Mnr W H van Zyl	09.09.88
9. Road Transport Training Scheme	Mnr N Baxter	09.09.88
10. Training Scheme for the Building Industry	Mnr J A Vorster	06.09.88
11. Iscor Training and De- velopment	Mnr E Ferreira	12.09.88

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12.	Furniture Industry Train- ing Board	Mr J Tyers	13.09.88
13.	Eskom	Dr R Verster	13.09.88
14.	Kommissie vir Administra- sie Instituut vir Op- leiding	Mnr Niemand	14.09.88
15.	Volkskas Opleidingsentrum	Mnr Nicol	15.09.88
16.	Streekdienste Opleidings- raad	Mnr K Venter	22.09.88

3.4 BELANGRIKSTE TENDENSE UIT ONDERHOUDE

3.4.1 Vaardigheidsopleiding

(1) Die meerderheid van die opleidingsrade/opleidingsinstansies maak voorsiening vir die opleiding van mense in 'n groot verskeidenheid van vaardighede soos operateurs, toesighouers, bestuurders, kwekelinge, klerke, tiksters, spyseniers, bankpersoneel, voormanne ensovoorts wat buite ambagsmanopleiding resorteer.

(2) Breedweg kan die vaardighede geklassifiseer word onder menslike, konseptuele of intellektuele, manipulatiewe en tegniese vaardighede of kombinasies hiervan.

(3) Opleidingsrade/opleidingsinstansies neem die individuele behoeftes van die lede van hulle industrie of bedryf wel deeglik in ag by die strukturering van opleidingsprogramme en kursusse.

(4) Die meerderheid van die respondente is van mening dat daar wel raakvlakke met ander industrieë of bedrywe bestaan waar

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DANKBETUIGING

Dit is vir ondergetekende 'n behoefte van die hart om die volgende persone en instansies te bedank vir hulle bydrae tot die suksesvolle afhandeling van die navorsingsprojek:

Projekkomitee 6: STRUKTURE VIR VAARDIGHEIDSOPLEIDING:

1. Dr Ilze van der Stoep (Instituut vir Nie-formele Onderwys, RGN) - vir toedeling van navorsingsopdrag en koördineringstake wat sy verrig het.
2. Mnr John Tyers (projekleier vir projekkomitee 6) - vir insette gelewer by die opstelling van die vraelys en koördinering van die navorsing.
3. Lede van die projekkomitee - vir hulle bydraes en wenke tot die navorsing.
4. Dr Anina Maree (Unisa) - vir haar besondere aandeel as navorsingsgenoot en vir haar aktiewe deelname aan die navorsing.
5. Dr Chris van Wyk en mnr Bernie Parken wat as medenavorsers tot die totale projek bygedra het.
6. Voorsitters van Opleidingsrade en Opleidingsinrigtings wat tyd afgestaan het vir persoonlike onderhoude.
7. Prof M J Bondesio (UP) - vir sy positiewe gesindheid en die akademiese vryheid aan my vergun om die navorsing te kan voltooi.
8. Mev Rina Conradie (Unisa) - vir die netjiese tik van die verslag.
9. Die Raad vir Geesteswetenskaplike Navorsing vir finansiële ondersteuning om die projek te kan voltooi.

---

* *Menings in hierdie verslag uitgespreek is dié van die skrywer en nie noodwendig van die RGN nie.*

Prof L P Calitz (UP) - Navorser: *Pretoria*
                                                03.11.88

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INHOUDSOPGAWE

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DENKSTRUKTURE

Denkstrukture is nie opsigself die werklikheid nie, maar verteen- woordig wel die realiteit of werklikheid vir diegene wat hierdie strukture ontwikkel. In die proses om 'n beter begrip van die wêreld te kan verkry, word strukture of modelle ontwikkel.

'n Goed ontwikkelde struktuur of model kan 'n gekompliseerde proses vereenvoudig. Die volgende voordele van 'n denkstruktuur word deur Nadler (1982:5) geïdentifiseer:

*   *verskeie aspekte van menslike gedrag en interaksie word verduidelik;*

*   *inligting wat reeds deur navorsing en observasie geïdentifi- seer is, word geïntegreer;*

*   *komplekse denkprosesse word vereenvoudig; en*

*   *observasie word gerig.*

Lippitt (1982) konstateer dat *"any model is valuable when it improves our understanding"*, met ander woorde dit stel die mens in staat om 'n beter begrip te hê van 'n proses of situasie waarmee die mens gemoeid is.

Die volgende soorte strukture word deur Nadler (9182) geïdentifi- seer:

a) **Die Oop model**

In hierdie soort model of struktuur word aanvaar dat daar eksterne faktore bestaan wat 'n impak op die ontwikkeling van die model kan hê. Aangesien die aanname gemaak word, moet hierdie eksterne faktore in die ontwerpproses in aanmerking geneem word.

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b) **Die geslote model**

Daar word aanvaar dat alle insette wat 'n uitwerking op die struktuur mag hê, identifiseerbaar is. In hierdie geval kan alle gevolgtrekkings en uitkomstes vooraf bepaal word.

Vir die doeleindes van hierdie navorsing word 'n struktuur soos volg gedefinieer:

Determinante wat vanuit die reg (statutêr of algemeen) voort-vloei, en wat die voorsiening van opleiding in die RSA orden. Hierdie stru kture is identifiseerbaar op makro (staatsvlak); meso (industrievlak) en mikro (maatskappyvlak). Vir die doel-eindes van hierdie navorsing word daar net op strukture wat op makrovlak voorkom, gefokus (Tyers 1988).

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NAVORSINGSPROGRAM: VAARDIGHEIDSOPLEIDING IN DIE RSA

PROJEKTITEL: STRUKTURE VIR VAARDIGHEIDSOPLEIDING

I   INLEIDING:

In die onderhawige navorsing sal daar veral ondersoek ingestel word na die bestaande strukture vir vaardigheidsopleiding in die RSA. Daar word veral gefokus op daardie vaardighede wat buite ambagsmanopleiding lê, waarin mense opleiding moet ontvang. Hier word gedink aan die opleiding van bestuurders, operateurs, sjefs, restauranteurs, bankpersoneel, verkoopsbestuurders, pakhuisbe- stuurders, bemarkers, rekeningkundiges, toesighouers, klere- ontwerpers, rekenaarkundiges, modelleerders, masjiniste, kleri- kale werkers, dataverwerkers, tiksters, kabinetmakers, stoffeer- ders ensovoorts om maar enkeles te noem.

Hieruit is dit duidelik dat die opleiding van hierdie mense in die nywerheid en ander bedryfsektore 'n wye spektrum van vaardig- hede behels wat strek vanaf intellektuele deur manipulatiewe en tegniese vaardighede tot menslike vaardighede. Die opleidingsin- sentief is tans geleë by verskeie nywerhede of bedryfsektore wat in baie opsigte selfvoorsienend vir die opleiding is.

Die navorsing word onderneem deur 'n literatuurstudie sowel as 'n empiriese ondersoek om die bestaande opleidingstrukture vir vaardigheidsopleiding in die RSA te bepaal en om aan te toon watter faktore opleiding sal steun en watter dit sal vergemaklik. Sou vaardigheidsopleiding buite ambagsmanopleiding in die RSA aan die hand van bepaalde strukture kan geskied, wat die opleiding sal orden, behoort dit tot groter ekonomiese ontwikkeling te lei, indiensnemingsgeleenthede te verhoog en produktiwiteit in die algemeen te bevorder.

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AFDELING 1

VAARDIGHEIDSOPLEIDING

I   **SOORTE VAARDIGHEDE:**

Opleiding word gedefinieer as "enige opleiding waarvan die besondere oogmerk is om enige persoon beter te bekwaam vir werk wat in verband met 'n nywerheid verrig word, en ook opleiding in arbeidsverhoudinge". 'n Nadere beskrywing van die opleidingsproses sou egter wees, om opleiding as die oordrag of verwerwing van vakkennis, verwante vaardighede, waardes en gesindhede te beskou. Dit is veral die verwerwing en ontwikkeling van sekere vaardighede waarop die fokus veral geplaas moet word (Kompendium van Opleiding 1984:2). Vaardighede is in 'n mindere of meerdere mate ontwikkel by 'n persoon wat 'n bepaalde beroep beoefen. Die vlak waarop 'n persoon werksaam is, bepaal grootliks die belangrikheid van die vaardighede.

Breedweg beskou kan die volgende tipes vaardighede onderskei word, naamlik:

- *tegniese vaardighede;*
- *mensvaardighede; er*
- *konseptuele vaardighede.*

Dit wil voorkom asof die genoemde vaardighede binne 'n onderneming of selfs binne 'n bepaalde nywerheid figureer.

Die onderskeibare vaardighede, te wete tegnies-, mens- en konseptuele vaardighede kan soos volg kortliks omskryf word:

a)   *Tegniese vaardighede:*

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Hierdie soort vaardighede hou verband met die effektiwiteit en bekwaamheid waarop 'n individu 'n bepaalde taak verrig. Die woord 'tegnies' moet nie verkeerdelik net met ambagsman- tipe vaardighede in verband gebring word nie, maar moet breedweg beskou word as vaardighede wat vereis word om 'n bepaalde taak ten uitvoer te kan bring.

b) *Mensvaardighede:*

Mensvaardighede daarenteen dui op die vermoë waaroor 'n persoon beskik om mense te kan hanteer.

c) *Konseptuele vaardighede:*

Hierdie soort vaardighede stel 'n persoon in staat om abstrak te kan dink en afleidings en interpretasies te kan maak.

Guglielm (1979:12) maak die volgende skematiese voorstelling, waarin die verhouding tussen en die voorkoms van bogenoemde vaardighede in 'n organisasie voorgestel word.

Soort vaardigheid wat benodig word:

	Konseptueel %	Mens %	Tegnies %
Topbestuur	47	35	18
Middelbestuur	31	42	27
Aanvang	18	35	47

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Die afleiding kan dus gemaak word dat die vlak van vaardigheid wat benodig word, 'n ooreenkoms toon met die posvlak wat 'n individu in 'n organisasie beklee.

Die tegniese vaardighede waaroor 'n persoon moet beskik ten einde 'n taak te kan uitvoer, verg vervolgens ook 'n kombinasie van tegniese sowel as mensvaardighede.

Hierdie ander vaardighede buiten die tegniese vaardighede behoort dus ontwikkel te word, ten einde 'n persoon in staat te stel om optimaal binne 'n bepaalde organisasie of industrie te kan funksioneer.

<u>Organisasies as sosiale stelsels</u>:

Hersey en Blanchard (1982:6) beskou 'n organisasie as 'n stelsel van subsisteme wat almal verwant is en mekaar onderling beïn- vloed. Die onderlinge verwantskap tussen die onderskeie subsis- teme word soos volg voorgestel:

```
┌─────────────────────┐        ┌─────────────────────┐
│ Administratiewe/    │        │ Ekonomiese/         │
│ strukturele         │        │ tegnologiese        │
│ subsisteem          │        │ subsisteem          │
└─────────────────────┘        └─────────────────────┘

                    Doelwitte

┌─────────────────────┐        ┌─────────────────────┐
│ Inligting/          │        │ Menslike/           │
│ besluitnemings-     │        │ sosiale             │
│ subsisteem          │        │ subsisteem          │
└─────────────────────┘        └─────────────────────┘

                  Eksterne kragte
```

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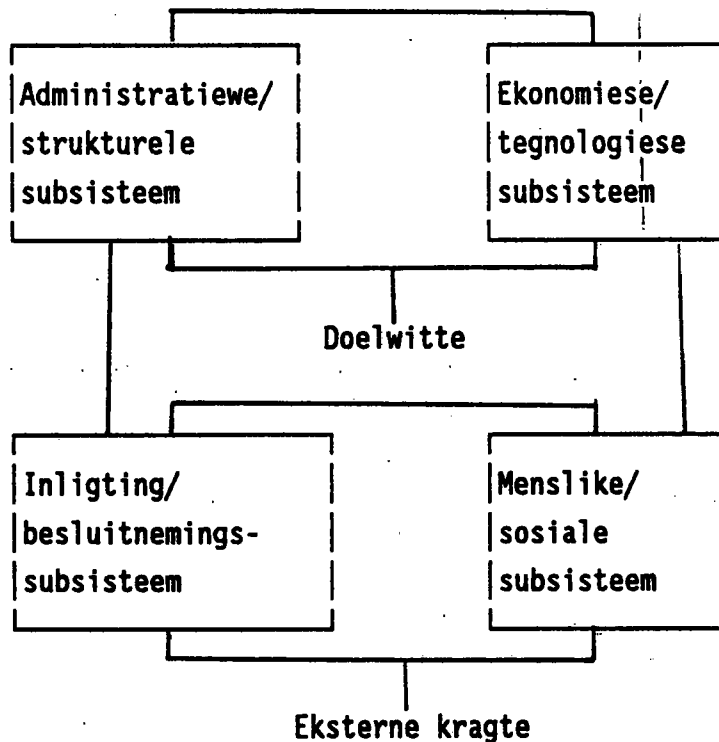
Binne elk van die afsonderlike subsisteme bestaan bepaalde
behoeftes rakende die effektiewe funksionering van elke onder-
skeidende subsisteem.

Die optimale funksionering van elke subsisteem verg die bemees-
tering van bepaalde vaardighede.

II **MARKVERWANTE BEHOEFTES EN EFFEKTIEWE VAARDIGHEIDSOPLEIDING**

Die effektiwiteit van opleiding hou verband met die kwaliteit
sowel as die markwaarde van opleiding. Die vaardighede wat deur
die opleiding voortgebring word, moet oor die nodige gehalte
beskik, maar moet die behoeftes van die mark bevredig. Opleiding
in geheel gesien is 'n strategiese belegging vir die land in die
geheel gesien. Vir die werkgewer het die opleiding van vaardig-
hede implikasies met betrekking tot die produksieproses (NOR
1988:37).

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AFDELING 2

I   BESTAANDE STRUKTURE VIR VAARDIGHEIDSOPLEIDING

II   BESTAANDE STRUKTURE VIR VAARDIGHEIDSOPLEIDING

In die Witskrif oor die ondersoek na die opleiding van ambags-
manne in die RSA word 'n bepaalde struktuur voorgestel, wat in 'n
nuwe opleidingsbedeling moet funksioneer. Die doel van die
opleidingstruktuur is om skakeling tussen die Minister van
Mannekrag en die Departement van Mannekrag aan die een kant en
die betrokke onderwysdepartement en die privaatsektor aan die
anderkant te bewerkstellig en te koördineer. Die struktuur sien
soos volg daaruit:

Die volgende struktuur beeld die NOR se rol in die nuwe oplei-
dingsera uit:
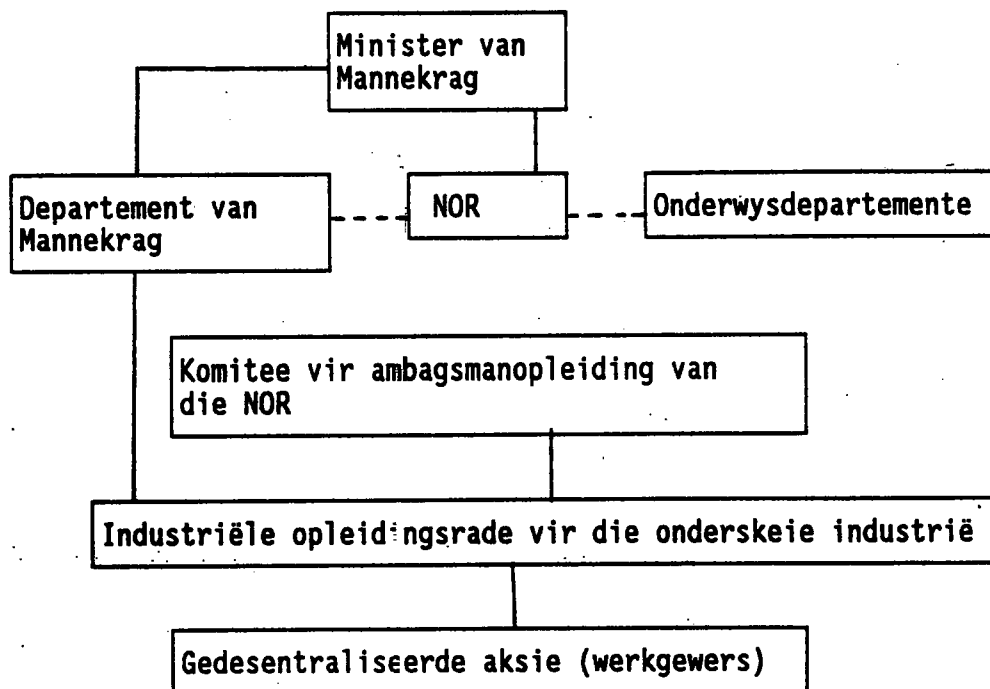
Witskrif (1988:4)

Elke afsonderlike raad of departement het sekere funksies om te
vervul. Daar sal nou vervolgens gekyk word na die doel en
funksionering van elk van die afsonderlike strukture. Die

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funksionering van die ambagsmanopleidingskomitees sal vir die doel van hierdie verslag nie ingesluit word nie.

III **DIE NASIONALE OPLEIDINGSRAAD**

Die Wet op Mannekragopleiding 1981, het die totstandkoming van die Nasionale Opleidingsraad gemagtig. Die doel en funksie van die Raad is om werksaamhede te verrig "...*met die oog op die koördinering, aanmoediging en vergemakliking, of die bevordering op enige wyse van opleiding en kan .... stappe doen vir die totstandbrenging van eenvormige standaarde van opleiding met die oog op die beheer en bevordering van die doeltreffendheid van opleiding*" NOR (1988:15).

Dit blyk uit die bogaande formulering dat daar sekere verwagtinge met betrekking tot die stimulering van opleidingsaksies gekoester word. 'n Verdere belangrike doelwit van die Raad is ook om die Minister van Mannekrag oor opleiding en verwante sake as sodanig te adviseer, met die inagneming van die Regering se mannekrag- en verwante beleide (NOR 1988:15).

Om die funksionering van die Raad te vergemaklik is verskeie advieskomitees in die lewe geroep om die Raad van advies te bedien.

Die organisatoriese struktuur van die NOR.

Die NOR bestaan huidiglik uit die volgende subkomitees:

RAAD
|
UITVOERENDE KOMITEE
|

```
+------------+  +------------+  +------------+  +------------+
| Komitee    |  | Komitee    |  | Komitee    |  | Komitee vir|
| vir in-    |  | vir am-    |  | vir Na-    |  | koördinering|
| diensop-   |  | bagsman-   |  | vorsing &  |  | van aktiwi-|
| leiding    |  | opleiding  |  | Ontwikke-  |  | teite van  |
|            |  |            |  | ling       |  | opleidings-|
|            |  |            |  |            |  | rade       |
+------------+  +------------+  +------------+  +------------+
```

```
+------------------+  +----------------------------+  +-----------+
| Streeksoplei-    |  | Mannekrag opleidingskomitees|  | Projek-   |
| dingskomitees    |  | Hierdie komitees sal in oor-|  | komi-     |
|                  |  | eenstemming met die Witskrif|  | tees(24)  |
|                  |  | geleidelik in industriële   |  +-----------+
|                  |  | opleidingsrade omskep word  |
+------------------+  +----------------------------+
```

In die Witskrif (1988:3) word daar veral melding gemaak van die
feit dat so 'n verbeterde struktuur voorsiening moet maak vir die
grootste mate van devolusie van gesag en gevolglik verantwoorde-
likheid. 'n Beginsel wat ook in die Witskrif aangespreek word,
is dat die maatreëls vir skakeling tussen die nywerhede en die
Nasionale Opleidingsraad as mondstuk van die georganiseerde
arbeid en die onderwysowerhede verstewig word. Aangesien die NOR
die liggaam is wat die minister van advies bedien, kan die
besondere onderwysbehoeftes aan die nywerhede oorgedra word.

IV **NYWERHEIDSOPLEIDINGSRADE (OPLEIDINGSRADE)**

Die Witskrif het vervolgens ook die weg gebaan vir die ontwikke-
ling van Nywerheidsopleidingsrade wat die verantwoordelikheid vir
alle soorte indiensopleiding binne 'n tweedevlakstelsel van
akkreditering sal aanvaar (NOR 1988:44).

Een van die aanbevelings van die Witskrif is dat die Nywerheids-
rade voorsiening moet maak vir die daarstelling van opleidings-
rade en/of fondse. Sommige werkgewersorganisasies het reeds

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opleidingskemas ingestel, met die doel dat daar na die opleiding van die werkerskorps omgesien sal word. 'n Nywerheidsopleidings-raad sal onder die nuwe bedeling dié liggaam wees waarna die Departement van Mannekrag sekere van sy funksies en gesag afwentel. Só 'n raad sal verteenwoordigend van 'n spesifieke nywerheid wees en as spreekbuis vir die bepaalde nywerheid dien. Die primêre funksies van 'n nywerheidsopleidingsraad is om naas die administrasie van vakleerlingopleiding by die Departement van Mannekrag, ook toe te sien dat die standaard van opleiding in daardie spesifieke nywerheid van hoë gehalte is (Eksteen 1988:35).

Die instelling van die nywerheidsopleidingsrade moet deur die Departement van Mannekrag, in oorleg met die Nasionale Opleidingsraad gemagtig word. Dit moet geskied nadat daar met die betrokke instansies onderhandel is, aangaande die instelling van die nywerheidsopleidingsrade (Witskrif 1988:3).

Die volgende aspekte rakende die stigting en totstandkoming van nywerheidsopleidingsrade is deur die Hoofdirektoraat: Mannekrag-opleiding uiteengesit:

Gesagsposisie

Die opleidingsrade is 'n beheerliggaam wat oor die gesag beskik rakende alle opleidingsaksies binne bepaalde industrieë.

Die Rade sal ook in staat wees om die fondse te hanteer en toe te ken ooreenkomstig die behoeftes wat in 'n bepaalde sektor identifiseerbaar is. Ook is die opleidingsrade in staat om kontrakte te sluit en ander aktiwiteite wat in die wetgewing uiteengesit is, te mag uitvoer, as beheerliggaam.

Die doelwitte van die Nywerheidsopleidingsrade:

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(a) *aanvaar gesamentlik met die onderskeie werkgewers verantwoordelikheid vir die opleidingsbehoeftes van werkne- mers in die industrie, die verbetering van opleiding asook die stimulering van opleiding en die handhawing van kwali- tatiewe en effektiewe opleiding;*

(b) *die identifisering van opleidingsbehoeftes in die industrie;*

(c) *die ontwikkeling en totstandkoming van 'n sisteem van mannekragbeplanning asook opleidingstrukture vir die indus- trie;*

(d) *die stimulering en finansiëring van navorsing wat sou lei tot die verbetering van opleiding en die ontwikkeling van sisteme en tegnologie wat die opleidingsvereistes binne 'n bepaalde sektor sal verminder;*

(e) *die skakeling met ander rade en opleidingsinstansies om te verseker dat die opleiding in die industrie 'n ooreenkoms toon met die tempo van nuwe ontwikkelings binne die oplei- dingsterrein.*

Ander doelwitte van die Nywerheidsopleidingsrade kan vervolgens soos volg uiteengesit word:

- om die ontwikkeling van opleidingsinstansies aktief aan te moedig deur 'n proses van leiding maar ook bekenstelling en bemarking;

- om ook opleidingsentra tot stand te bring en leiding in die verband te verskaf;

- die leen, en belegging van fondse om die doelstellings van die Raad te help uitvoer;

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- die stimulering van opleiding binne die industrie sodat werkgewers met bepaalde vaardighede toegerus sal word om hulle werknemers op te lei;

- die bemarking en bekendstelling van die nodige aksies sodat opleidingsinstansies geakkrediteer kan word op die tweede vlak;

- die ontwikkeling van 'n toetsisteem en die monitering van opleidingskursusse om te verseker dat kursusse aan bepaalde standaarde sal voldoen om sodoende standaarde binne die industrie te handhaaf.

V AKKREDITERING EN EVALUERING:

Die doel met akkreditering volgens die NOR (1988:36) kan kortliks beskryf word as:

Die evaluering van 'n opleidingsinstansie aan die hand van spesifieke kriteria. Daardeur kan dan bepaal word of 'n instansie as volwaardige opleidingsliggaam kan optree en opgeleide persone wat aan bepaalde standaarde voldoen, te kan lewer. Deur die stelsel van akkreditering word individue teen uitbuiting beskerm en word die gehalte van opleiding verhoog.
In die nuwe opleidingsbedeling kan akkreditering op twee vlakke gedoen word, naamlik:

- op die eerste vlak stel die Departement Mannekrag spesifieke standaarde en vereistes waaraan nywerheidsopleidingsrade moet voldoen. Rade wat aan die vereistes voldoen kwalifiseer vir akkreditering en kan dan opleiding binne 'n betrokke nywerheid reguleer en standaarde vasstel.

- Op die tweede vlak word nywerheidsopleidingsrade in staat gestel om vereistes en standaarde neer te lê waaraan 'n

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betrokke nywerheid moet voldoen, voordat akkreditering kan plaasvind.

Voorheen moes elke opleidingskursus met die oog op belastingkonsessies by die Departement van Mannekrag geregistreer word. Die nuwe opleidingsbedeling stel werkgewers in staat om op grond van 'n akkrediteringsverklaring, uitgereik deur die betrokke nywerheidsopleidingsraad op finansiële insentiewe aanspraak te maak.

'n Volgende doelwit van die opleidingsrade is om die akkreditering van verskeie opleidingsinstansies tot op tweede vlak te kan doen. Ook om 'n sisteem van toetsing en evaluering te ontwikkel om sodoende in staat te wees om alle opleiding te kan evalueer en te monitor om te verseker dat bepaalde standaarde in die industrie gehandhaaf word.

VI   DIE FUNKSIONERING VAN NYWERHEIDSOPLEIDINGSRADE:

Komitees van die Raad

Die Raad word gemagtig om van tyd tot tyd sekere komitees saam te stel en dan 'n bepaalde gesagsposisie aan die komitee toe te dien. Die voorwaarde is egter dat die Raad by magte is om besluite wat deur so 'n komitee geneem is, te veto of te verander. Die opleidingsraad het ook die magtiging om die komitee saam te stel (indien so 'n komitee die effektiewe funksionering) van die Raad kan bevorder, maar kan ook die komitee ontbind indien die funksie van so 'n komitee uitgedien is.

Die nywerheidsopleidingsrade sal in die nuwe bedeling die liggaam wees waarna die Departement van Mannekrag sekere van sy funksies en gesag afwentel. Hierdie rade verteenwoordig 'n spesifieke nywerheid.

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Die primêre funksie van die Nywerheidsopleidingsraad is dat buiten die administrasie van vakmanopleiding dit ook betrokke sal wees by die bepaling van standaarde.

VII EFFEKTIEWE OPLEIDING BINNE DIE NUWE OPLEIDINGSBEDELING

(a) Groepopleidingsentrums

Hierdie soort opleidingsentrum is 'n opleidingsentrum wat deur 'n groep of vereniging van werkgewers in 'n bepaalde nywerheid en gebied ingestel is. Die doel van hierdie opleidingsentrums is om werknemers en ander persone op te lei om hulle in staat te stel om hul vaardighede in goedgekeurde werkkategorieë te verhoog (NOR 1988:31).

(b) Private opleidingsentrums

Hierdie soort opleidingsentrums word deur werkgewers of ander instansies bedryf om hulle eie werknemers asook dié van ander werkgewers op te lei (NOR 1988:31).

Die belangrikste beginsels wat die basis sal vorm van die nuwe bedeling is, onder andere, die volgende:

* *die private sektor, sal by wyse van nywerheidsopleidingsrade oor sy eie opleiding insluitend opleidingstandaarde, beheer uitoefen;*

* *nywerheidsopleidingsrade sal deur die Departement van Mannekrag vir opleiding, finansiële en administratiewe doeleindes geakkrediteer word;*

* *op hulle beurt, sal nywerheidsopleidingsrade opleidingsinstansies wat aan spesifieke standaarde voldoen, akkrediteer;*

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Dit word aanvaar dat die Regering 'n belangrike rol te speel het ten opsigte van die regulering en evaluering van opleiding. In die verband word daar sterk in die volgende rigting beweeg:

* Erkenning word gegee aan werkgewer-gebaseerde ondervinding as deel van akkreditasie in die veld van bestuursopleiding (koöperatiewe onderwys).

* Werkgewers word op 'n meer formele wyse betrek om standaarde te beoordeel.

* 'n Groter verskeidenheid verskaffers van opleiding word in die sisteem betrek.

4.3.2.3.3 Aksies wat geloods of ondersteun word

Die Regering (d.m.v. die MSC) het 'n wye verskeidenheid inisiatiewe op die terreine van volwasse-opleiding, jeugopleiding en beroepsopleiding geneem. Daarby word privaatinisiatiewe soos leerkontrakte in bestuur, ook ondersteun. Hier word egter net by wyse van voorbeelde, verwys na twee inisiatiewe wat hoofsaaklik op die verwerwing van hoëvlakvaardighede gerig is, naamlik die Open Tech (OT) program en die Industrial Relations Training Resource Centre (IRTRC).

a) Die Open Tech (OT) program

Die OT-program is gebaseer op die "Open University" styl en gerig op die verwerwing van toesighouers- en bestuursvaardighede. Die OT-program word gedefinieer as "bringing learning to the learners when they want it, and in a method and-presentation similar to their normal pattern of daily communication and domestic routine" (Worthington 1986:8). Dit hou in dat daar swaar gesteun word op tegnologiese hulpmiddels en op handboeke wat aksiegerig en op 'n werkomgewing ingestel is.

Tans is daar sowat 100 lopende projekte aan die gang om vaardighede deur middel van OT-verwante programme te ontwikkel (Beck 1987:22). Die ITB's wat nog funksioneer, speel 'n belangrike rol in dié verband en sien ook toe dat klein firmas daarby baat vind. So berig die Konstruksie ITB (1987:6) byvoorbeeld dat hulle benewens hulle "Site Management Open Tech Programme" ook besondere aandag gee aan die behoeftes van klein firmas. Bestuursevalueringskursusse, inligtingsgidse oor opleiding, gevallestudies en opleiding in verband met veiligheidsaangeleenthede word op 'n gereelde basis aan dié firmas voorsien. Op hierdie wyse word 129 GTA's ook betrek by die opleiding van opleidingspersoneel.

b)   "Industrial Relations Training Resource Centre" (IRTRC)

Die MSC het reeds in 1975 bevind dat industriële verhoudinge 'n veld is waarin baie bestuurders nie oor die nodige vaardighede beskik nie. Daar is toe 'n tender van die Ashridge Management College aanvaar waarvolgens die sentrum by hulle gehuisves is. Die MSC betaal die bedryfskoste (bv. salarisse van die personeel) sowel as 'n bedrag vir die bestuur- en ondersteunings- dienste aan die Kollege (Wright 1977:358).

Die IRTRC het 'n bestuursraad en 'n uitvoerende komitee en verskaf hoofsaaklik inligting aan organisasies oor industriële verhoudinge. Die sentrum verskaf dus nie self opleiding nie maar werk deur en saam met kundiges op die gebied van industriële verhoudinge (Wright 1977:359).

4.3.2.4   Positiewe Gevolge

Die volgende kan as positiewe gevolge van die MSC se betrokkenheid by opleiding bestempel word.

*   Die MSC het vanuit sy posisie 'n makro-perspektief oor opleidingsaangeleenthede en kon daarom in nasionale belang optree. Op die wyse is daar veral aandag gegee aan die sosiale en ekonomiese behoeftes van 'n groot deel van die bevolking.

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* Belanghebbende persone en maatskappye se houding in verband met opleiding is verander in die sin dat die ou "apprenticeship" sisteem nou 'n "traineeship"-sisteem geword het. Daarmee gepaardgaande was daar 'n klemverskuiwing van ambagsmanopleiding na 'n groter verskeidenheid vaardighede.

* Met die klemverskuiwing na moderne vaardighede en sogenoemde "multi-skilling" is die moontlikheid verbeter om deur middel van effektiewe ekonomiese groei te verhoog en werkloosheid te verlaag.

4.3.2.5   Probleme

Die volgende sake kan vanuit bepaalde persone se perspektiewe as probleme rondom die MSC se betrokkenheid by vaardigheidsopleiding uitgewys word.

* Die afwaartse (top-down) styl van beleidmaking het tot gevolg gehad dat daar nie altyd kennis geneem is van die opleidingsbehoeftes van individue en maatskappye nie. Plaaslike nywerhede en ITB's is van mening dat hulle nie voldoende geraadpleeg word oor beleidsveranderings nie. Laasgenoemde groepe is gewoonlik in die posisie geplaas dat hulle moes reageer op sogenaamde "Consultative Documents" en dan het hulle standpunte nie in die finale beleidsdokumente weerspieëling gevind nie.

* Die kwessie dat die MSC in teëstelling met die oorspronklike bedoeling, 'n groot en magtige burokratiese struktuur geword het, het belanghebbende persone vanuit die privaatsektor teen die bors gestuit. Hulle was van mening dat die kostes wat aangegaan moes word om die administratiewe struktuur van die MSC tot stand te bring en in stand te hou, verkieslik aan opleiding bestee kon word.

* Benewens die kostes verbonde aan die instandhouding van 'n groot staatsdepartement is daar ook die gevoel in Brittanje dat die MSC (vanweë die feit dat dit as 'n afsonderlike staatsdepartement

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ontwikkel het) gesien moet word as 'n instrument van die regerende party. Dit hou in dat die tradisionele ondersteuners van die Arbeidsparty (vakbonde) beswaarlik hulle steun en samewerking .aan die MSC kon gee.

*   Die beswaar dat die hele kwessie van vaardigheidsopleiding met die stigting van die MSC deur beroepstaatsamptenare uit die hande van ervare en kundige opleidingspersoneel en instansies geneem is, verdien ook weer vermelding.

4.3.3   Opleiding in die nie-ITB sektore

Soos hierbo vermeld (par 4.3.1.3), het opleiding wat nie meer onder die ITB se invloedsfeer val nie in die jongste tyd aansienlik toegeneem. In die verband moet die bedrywighede van vrywillige opleidingsinstansies pertinent vermeld word. Vir doeleindes van hierdie studie kan daar egter nie verder aandag aan die funksionering van sulke organisasies gegee word nie. Die klem val dus enersyds op die opleiding wat deur die sentrale staatsektor verskaf word en daarnaas op die betrokkenheid van plaaslike owerhede by vaardigheidsopleiding. Met so 'n afbakening moet daar in gedagte gehou word dat die institusionele raamwerk waarbinne hierdie soort opleiding geskied, wyd uiteenlopend van aard is. Die verskillende staatsdepartemente aanvaar byvoorbeeld verantwoordelikheid vir die spesifieke opleidingsbehoeftes van hulle werknemers, terwyl opleiding in generiese vaardighede by die "Civil Service College" geskied. Wat die plaaslike sektor betref, is die saak nog meer uiteenlopend van aard. In Engeland en Wallis word die opleiding byvoorbeeld deur 'n nie-statutêre "Local Government Training Board" (LGTB) gereguleer en daarby word verskeie vorme van plaaslike opleidingsreëlings aangetref. Die klem sal egter hoofsaaklik op die werksaamhede en funksionering van die LGTB geplaas word.

4.3.3.1   Vaardigheidsopleiding van staatsamptenare

4.3.3.1.1 Inleiding

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Die volgende uiteensetting word hoofsaaklik onderneem aan die hand van die 1987-Jaarverslag en die Prospektus van die "Civil Service College" (CSC).

Ter inleiding kan ook vermeld word dat dit die doel is van die CSC om die werksuitsette van werknemers te verbeter en om sodoende aan staatsamptenare die geleentheid te bied om hulle potensiaal vir bevorderingsposte ten volle te verwerklik.

4.3.3.1.2 Finansiering

Ten opsigte van die 1986/87 boekjaar word daar vermeld dat bo en behalwe die £1,9 miljoen wat deur die Sentrale Regering vir die huur van die CSC se geboue betaal is, alle uitgawes deur departemente namens hulle werknemer-studente betaal word. Hierby moet egter net genoem word dat Staatsdeparte-mente nie verplig is om van die dienste van die CSC gebruik te maak nie. Hulle kan hulle werknemers uit vrye keuse ook op ander wyses laat oplei.

4.3.3.1.3 Die aard en inhoudelike van die opleiding

Die opleiding van die CSC neem hoofsaaklik drie vorms aan naamlik induksie-opleiding, werkverwante opleiding en ontwikkelingsopleiding.

a) Induksie-opleiding moet deur nuwe werknemers binne die aanvangsjare van hulle diens deurloop word en is veral gerig op 'n breë bekendstelling van en inlywing in die Staatsdiens.

b) Werkverwante opleiding

Onder werkverwante opleiding word gedink aan die verkryging van vaar-dighede deur werknemers wat hulle in staat sal stel om hulle huidige werk op 'n meer effektiewe wyse te verrig. Die CSC konsentreer byvoorbeeld in die verband op vaardighede (vakke) soos Inligtingstegnologie en Indiensnemingswetgewing wat vir alle departemente relevant is, maar so 'n mate van gespesialiseerde onderrig vereis dat dit makliker is om hoogs gespesialiseerde opleidingspersoneel

by die CSC saam te trek, as om opleiding by individuele sentrums te laat plaasvind.

c) . Ontwikkelingsopleiding

Hieronder ressorteer daardie opleiding wat werknemers voorberei vir veranderde omstandighede. Dit dui dus hoofsaaklik op kursusse vir topbestuur, middelbestuur en personeelbestuur.

4.3.3.1.4 Die vorm van opleiding

. Die vorm van opleiding verskil in 'n groot mate vir die verskillende soorte opleiding. Wat induksie-opleiding betref, moet studente byvoorbeeld twaalf modules neem wat vanaf een tot drie weke elk kan duur terwyl die gemiddelde tydsduur van ander kursusse veel korter is ($\pm$ 4$^{1/2}$ dae per kursus). Hierby word opleiding ook deur middel van afstandsonderrig aangebied en dan verleen die CSC ook bystand aan studente wat vir kursusse by onderwysinstansies ingeskryf is. Verder word 'n sesweke-kursus vir topbestuur aangebied.

4.3.3.1.5 Die aanbieding van kursusse

Met die aanbieding van kursusse is 'n groot mate van buigbaarheid duidelik te bespeur. Die volgende variasies kom voor:

* Die CSC bied self kursusse, soos byvoorbeeld vir departementele opleidingsbeamptes, by die "Training Resources Centre" van die Kollege aan.

* .Die CSC reël intensiewe kursusse vir beamptes by onderwysinstansies wat in staat is om sulke opleiding aan te bied.

* Opleidingspersoneel van die CSC verleen bystand aan beamptes met werkopdragte en eksamenvoorbereiding vir kursusse wat deur middel van afstandsonderrig geneem word.

* Na voltooiing van bestuurskursusse word beamptes op 'n individuele konsultasiebasis by hulle standplase bygestaan ten einde die kursusmateriaal in die praktyk toe te pas.

* Sogenaamde "tailor-made" kursusse word deur die CSC by departemente aangebied om in behoeftes van spesifieke departemente te voorsien.

4.3.3.2 <u>Vaardigheidsopleiding in die plaaslike sektor</u>

4.3.3.2.1 <u>Inleiding</u>

Breedweg gesien, funksioneer opleiding in die plaaslike sektor binne die strukture en organisasies wat deur die Sentrale Regering neergelê is. Ons vind dus byvoorbeeld dat die opleiding van plaaslike amptenare ook in 1964 onder die soeklig gekom het na aanname van daardie jaar se wet. Dit het dan ook daartoe gelei dat 'n "Local Government Training Board" (LGTB) in 1967 in die lewe geroep is as 'n instelling wat op <u>vrywillige samewerking</u> tussen plaaslike owerhede berus. Behalwe vir die nie-verpligtende aard van deelname aan die aktiwiteite van die LGTB, funksioneer dit op dieselfde wyse as die ander ITB's (Cloete 1969:241). Verder het die Opleidingskommissie (MSC) ook op dieselfde basis inspraak in die opleiding wat deur die LGTB aangebied word as in die opleiding van die ander ITB's. Hierby is daar ook voorbeelde waar die MSC die inisiatief geneem het om opleidingsgeleenthede tussen die privaatsektor en die plaaslike sektor te koördineer (Chandler & Lawless 1985:202).

Dit blyk verder dat die vaardigheidsopleiding wat deur die LGTB onderneem word 'n baie pragmatiese karakter vertoon. So vind ons dat die LGTB telkens die soort opleiding wat onder spesifieke omstandighede nodig was, ondersteun het, en dat daar byvoorbeeld van die dienste van universiteite, "polytechnics" en professionele institute gebruik gemaak word om bestuurs- vaardighede te onderrig. Hierdie twee aspekte word vervolgens verder uitgelig.

4.3.3.3.2 <u>Opleiding in spesifieke vaardighede na gelang van omstandighede</u>

Gedurende die tydperk (1963-1976) toe die hele stelsel van plaaslike bestuur in Brittanje gereorganiseer is, met die daarmee gepaardgaande verskuiwing van sowat twee miljoen werknemers, is daar hoofsaaklik gekonsentreer op nuwe of veranderde vaardighede wat benodig sou word. Die LGTB het by- voorbeeld gedurende 1972 'n klein groepie opleidingspesialiste aangestel wat 'n ondersoek moes doen na die opleidingsbehoeftes wat as gevolg van die reorganisasieproses ontstaan het. Daar is bevind dat die volgende vaardighede beklemtoon moes word:

* interne kommunikasie

* keuring en toewysing van personeel

* bekendstelling aan die publiek

* algemene toesig en bestuur

* veranderingsbestuur.

Ten einde in die behoeftes van plaaslike owerhede te voorsien, het die LGTB 'n program bestaande uit generiese vaardighede saamgestel wat deur middel van seminare en opleidingspakkette aan plaaslike besture oorgedra is. Die LGTB het egter besef en voorsien dat individuele owerhede se behoeftes verskil en die opleidingspakkette so saamgestel dat dit redelik buigsaam was en sodat besondere behoeftes ook deur middel van die pakkette aangespreek kan word (Pettman 1978:97).

4.3.3.2.3 Opleiding in bestuursvaardighede

Soos vermeld, het plaaslike besture 'n pragmatiese houding oor vaardigheidsopleiding ingeneem. Toe dit dus duidelik geword het dat die noodsaaklikheid vir heropleiding as gevolg van reorganisasie afgeneem het, het die klem al meer geval op die volgende belangrike prioriteit naamlik, bestuursopleiding. Die LGTB het verder besef dat dit die aangewese weg is om gebruik te maak van instansies soos professionele institute, "polytechnics" en universiteite, wat oor die nodige spesialiteitskennis beskik om hierdie

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vaardighede te onderrig. Die volgende twee voorbeelde hiervan kan aangedui word.

a) "The London Borough of Bromley" (LBB)

Volgens Coates (1986:23-27) het die LBB in samewerking met die "International Management Centre from Buckingham" (IMCB) besluit om vaardigheidsopleiding vir sommige van hulle bestuurspersoneel aan te bied met die uitsluitlike doel dat dit gebruik sou word

> "for assisting the process of improving the way managers managed and not for any other purpose" (Coates 1986:23)

'n Verdere belangrike aspek wat in verband met hierdie projek uitgelig moet word, is dat daar bevind is dat die personeel van die LBB opleiding in professionele vaardighede in terme van kursusse gesien het. 'n Poging is aangewend om hierdie houding te verander deur die klem te verplaas na toepaslike leerwyses van individue. Die klem val verder op sogenaamde "action learning" wat daarop neergekom het dat daar geleer word deur te doen.

b) "North Yorkshire County Council" (NYCC)

Volgens Brown (1988:10-12) het die NYCC 'n soortgelyke bestuursopleidingsprojek as in die geval van die LBB, in samewerking met die "University of Bradford Management Centre" (DUBS) van stapel laat loop. Hierdie projek is gebaseer op klaskamer onderrig gekombineer met "action learning" waardeur die aanpak van praktiese probleme deur groepe onderneem word. Hierdie projek

> "enables the participant to practice unfamiliar skills in a low-risk environment; it requires him to develop inter-personal

skills in order to make his group function as a team; it enhances his skills of data-collection and handling; it introduces him to unfamiliar areas of his own and other organisations; and finally, it demands a coherent presentation of his work, both verbally and in writing." (Brown 1985:10).

5. Samevatting: Tendense en neigings

5.1 Inleiding

In hierdie afdeling word hoofsaaklik gelet op die breë waarneembare denke oor vaardigheidsopleiding in Brittanje. Die idee is egter nie om net die onderliggende gedagtes agter die huidige strukture te probeer beskryf nie maar om ook 'n aanduiding te gee van die rigting waarin beweeg word. Die hele saak rondom vaardigheidsopleiding is immers nie 'n statiese aangeleentheid wat sonder verandering kan bly voortbestaan nie. Die volgende waarneembare neigings kan aangetoon word.

5.2 Die klem-verskuiwing vanaf onderrig na leer

Met die skepping van strukture vir vaardigheidsopleiding blyk dit in 'n al groter mate dat die klem moet val op spesifieke vaardighede wat vir 'n werk benodig word. 'n Taak behoort dus in vaardighede ontleed te word om sodoende 'n kursus saam te stel word wat aan die leerbehoeftes van studente voldoen. Die klem val dus op die leerder en is werkgerig in teëstelling met ouer benaderings waar kursusse saamgestel is vanuit 'n onderrig-oogpunt sonder om genoeg of enige klem te plaas op leerbehoeftes.

5.3 Konsultasie met alle belanghebbendes

Met die skepping van strukture blyk die belangrikheid om vooraf met alle belanghebbende partye te konsulteer, baie duidelik uit die Britse situasie. Dit hou in dat veral werkgewers maar ook werknemers, sowel as vakbonde en politieke partye geraadpleeg moet word ten einde die aanvaarding en suksesvolle implementering van die stelsel te verseker. Hierby moet ook in

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gedagte gehou word om nie net individue nie maar beslis ook verteenwoordigers van alle sektore wat geraak kan word deur veranderings, te raadpleeg.

5.4 Verandering in vraag na vaardighede

Uit die Britse situasie blyk dit duidelik dat daar met die skepping van strukture deeglik kennis geneem moet word van die feit dat daar 'n verandering in die vraag na vaardighede plaasgevind het. Hierdie verandering is sigbaar in die sin dat

* daar 'n klemverskuiwing vanaf ambagsmanvaardighede na hoërvlak-vaardighede voorkom.

* daar sprake is van sogenaamde "multi-skilling" eerder as om net een vaardigheid aan te leer.

* daar met aanvangsopleiding verkieslik 'n breë basis gelê moet word bo 'n te eng spesialisasie in 'n sekere vaardigheid.

* daar sprake is van generiese vaardighede wat op verskeie verwante beroepsrigtings van toepassing is.

* geleenthede vir werknemers geskep moet word om nie net tydens aanvangsonderrig nie maar op 'n deurlopende basis nuwe en veranderde vaardighede aan te leer en nie net met aanvangsonderrig nie.

* alle vaardighede bevoegdheidsgerig moet wees en dat opleiding dus hand in hand met sertifisering moet geskied.

* klem gelê word op 'n kwaliteitsbenadering bo 'n kwantiteitsbenadering

5.5 Soepelheid en eenvoud van strukture

Uit die situasie in Brittanje blyk dit as gevolg van 'n verskeidenheid redes dat strukture 'n kenmerk van soepelheid en eenvoud moet vertoon. Sodoende kan daar tred gehou word met korttermyn-veranderings. Dit kom dus daarop neer dat daar in die makrostruktuur voorsiening gemaak moet word vir die devolusie van opleidingsverantwoordelikheid aan instansies soos plaaslike owerhede. Hierdie soort beleid is duidelik sigbaar uit die feit dat daar byvoorbeeld op die gebied van landbou-opleiding in Brittanje sowat 700 verskillende GTA's werksaam is. Dit word dan ook duidelik gestel dat "the trends are quite clear. Small is not only beautiful, it is practical, cost-effective and controllable" (Davies 1982:345).

In hierdie soort situasie kan die regering se rol gesien word as synde een wat moet

* leiding neem;
* as katalisator optree;
* voorsien in infrastrukture en sisteme en
* optree as reguleerder van standaarde.

Dit kom dus eintlik neer op 'n beleid van geleidelike privatisering van opleiding.

5.6 Finansiering van opleiding

Uit die veranderings wat tussen 1964 en 1981 op die gebied van die finansiering van opleiding plaasgevind het, kan afgelei word dat:

* Redelike heffings (± 1% van diensstate) nie net wenslik is nie maar selfs as essensieel beskou kan word.

* Vrystellings 'n baie sensitiewe aangeleentheid is wat blykbaar nie altyd effektief werk nie en moontlik bygedra het tot die feit dat die meeste van die ITB's moes ontbind.

* Toekennings (grants) soos in die geval van die YTS-skema blykbaar meer kwaad as goed kan doen en dus werklik selektief aangewend moet

word in sektore (bv landbou en kleinsake) waar groei dringend aangemoedig moet word.

5.7 Werkervaring en opleiding

Met die gebruik en bedryf van die YTS-skema het dit blykbaar gebeur dat ervare werkers afgedank moes word om vakleerlinge te akkommodeer. Hierdie praktyk kan kontra-produktief wees en gevolglik blyk dit asof werkervaring slegs as 'n wenslike komponent van koöperatiewe onderwys beskou kan word. In die praktyk word dus besef dat werkervaring as deel van die opleidings-komponent nie altyd haalbaar is nie en dat aanvanklik opleidinge in sy geheel by 'n onderwysinrigting kan plaasvind.

5.8 Die koste-effek van opleiding

In die jongste tyd het koste-effektiwiteit seker een van die belangrikste faktore geword wat oorweging verdien rondom die instelling van strukture vir vaardigheidsopleiding. In dié verband kan dit nie oorbeklemtoon word nie dat die gemeenskap verwag dat sy belastingbydraes op 'n sinvolle en ekonomiese wyse bestee moet word. In Brittanje het hierdie saak veral aandag geniet as daar gelet word op die belangrike plek wat OT-programme (afstandsonderwys) in die stelsel van vaardigheidsopleiding inneem. Hierby moet groepsopleidingskemas en die sogenaamde "multiplier effect" van opleiding ook as koste-effektiewe wyses van opleiding vermeld word.

III. VAARDIGHEIDSOPLEIDING IN AUSTRALIë

1. Algemeen

Die rede waarom die navorser besluit het om enkele aspekte van die Australiese stelsel van vaardigheidsopleiding uit te lig kan kortliks soos volg gestel word:

* Die Australiese sisteem is gebou op die patroon van die stelsels wat in enkele Duitssprekende lande gevolg word, en soos algemeen bekend, is laasgenoemde stelsels uitstekend gestruktureer.

* Dit blyk verder asof 'n bespreking van die Australiese sisteem dalk van meer belang kan wees as byvoorbeeld die Duitse sisteem aangesien ons vind dat daar onlangs dieselfde soort van veranderings in die struktuur aangebring is as wat daar nou in Suid-Afrika in die vooruitsig gestel word.

* Dan is dit ook belangrik om te vermeld dat die Australiese sisteem nou verwant is aan die Britse YTS-skema en soos in die vorige hoofstuk vermeld is daar ook tussen die Suid-Afrikaanse en die Britse stelsels 'n noue ooreenkoms. In aansluiting hierby gaan aspekte van vaardigheidsopleiding wat in die Australiese stelsel voorkom, maar wat reeds met die bespreking van die Britse stelsel ter sprake gekom het, nie weer vermeld word nie.

2. Kenmerke van die "Australian Traineeship System" (ATS)

* Die enkele uitstaande kenmerk van dié stelsel word soos volg gestel: "the centrepiece ... is the development of a new system of traineeships for young people. These traineeships are to be in non-trade occupations" (Kirby 1985:6). Dit beteken dat daar met die ATS voorsiening gemaak is daarvoor om die opleiding in ander vaardighede op dieselfde vlak te plaas as dié van vakmanne. Dit word dan ook gestel dat, volgens die ATS (sj:4) die doelstellings met die sisteem die volgende is:

* to provide a new form of quality training for young people entering the workforce, thereby improving the skills of the Australian youth labour force;

* to provide increased employment and training opportunities for youth;

* to extend the provision of quality on- and off-the-job taining of relevance to industry and to young people;

* to provide trainees with qualifications that are recognised by industry and education bodies, and which can be used as a step to permanent employment and a worthwhile career, and or further education and training;

* to provide equal access to employment and training opportunities for young men and women.

* Die ATS was oorspronlik daarop gemik om die elfdejaar skoolverlaters (± St. 9) 'n minimum opleidingstyd van een jaar te laat deurloop. Die jaar word verdeel in twee afdelings naamlik 'n minimum buite-werkverwante (off-the-job) tydperk van dertien weke formele opleiding by 'n TAFE (die Suid-Afrikaanse ekwivalent van 'n tegniese kollege) of ander goedgekeurde onderwysinstansie, en daarnaas 'n binne-werkverband (on-the-job) tydperk wat by 'n goedgekeurde werkgewer deurloop word. Dit is verder belangrik om daarop te let dat die opleiding by die TAFE beroepsgerig is sonder om te eng te wees, en dat daar nie noodwendig 'n verbintenis aan 'n spesifieke werkgewer is nie (Hermann 1987:95).

* Die inhoudelike van die ATS berus volgens Kirby (1985:115) op 'n sogenaamde familie-van-vaardighede wat aan die een kant opleiding van geestes- en sosiale wetenskappe insluit, en aan die ander kant ook poog om kommunikasie-, rekenaar-, visuele-, beplannings-, besluitnemings- en probleemoplossingsvaardighede te verbeter. In dié verband is dit vir die Suid-Afrikaanse situasie van belang om daarop te wys dat die Australiese ATS-stelsel blykbaar besondere toepassingswaarde het vir die bankwese; vir assuransiemaatskappye en vir enigiemand wat in 'n verkoopshoedanigheid werksaam is (Hermann 1987:97).

* 'n Volgende belangrike kenmerk is die feit dat 'n toelae van $1000 betaal word vir elke vakleerling wat deur 'n firma ingevolge die ATS-stelsel

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ingeneem word. Hierby ontvang TAFE-kolleges ook 'n bedrag van $1700 vir die instelling van ATS-kursusse. Laasgenoemde bedrag word in paaiemente betaal en hang dus nou saam met die suksesvolle aanleer van vaardighede soos gemonitor deur die betrokke opleidingsowerheid.

* 'n Laaste belangrike kenmerk van die ATS-sisteem is dat daar 'n kontrak gesluit word tussen die vakleerling en werkgewer. Dit is verder vasgestel dat 'n verslagboek deur die vakleerling gehou moet word en dat behoorlike sertifisering na voltooiing van die vakleerlingskap gedoen word. Die sertifisering word deur die betrokke "State Training Authority" gedoen. Dit is dus logies dat die "State Training Authorities" die buite-werksverband komponente van die vakleerlingskappe goedkeur en dat hulle saam met werkgewers verantwoordelikheid aanvaar vir die binne-werksverband komponente.

3. Implikasies van die ATS-sisteem wat van belang is vir die Suid-Afrikaanse stelsel

* In Australië val die nuwe wetgewing vir vakleerlinge (ATS) onder die "Minister for Employment and Industrial Relations" en aanvaar "Industrial and Commercial Training Commissions" die verantwoordelikhed "to have a specific occupation proclaimed as a 'declared vocation' subject to the authority of the State Training Authority; declared vocations could include professionals as well as paraprofessionals and operative occupations" (Hermann 1987:97).

In die Suid-Afrikaanse situasie kan die tradisionele onderwysdepartemente en werkgewers wat nie onder Opleidingsrade val nie, met soortgelyke reëlings voel dat daar op hulle terrein oortree word. Dit kan dus tot ernstige wrywing aanleiding gee.

* Bostaande feite het 'n direkte invloed op die funksionering van sekondêre skole en die TAFE-kolleges in Australië.

Wat sekondêre skole betref, is daar die gevoel dat fondse ingeboet moet word as gevolg van die feit dat dit aan ATS-kursusse bestee word.

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Vir die TAFE-kolleges is dit 'n wesenlike probleem dat studente kan verkies om ATS-kursusse bo hulle gewone voltydse kursusse te volg. Dit is so vanweë die koppeling wat daar tussen ATS-kursusse en werkgeleenthede is. Dit blyk dus asof 'n oplossing vir hierdie probleem moontlik daarin geleë kan wees dat studente maklik moet kan oorskakel vanaf 'n gewone TAFE-kursus na 'n ATS-kursus.

* In Australië bestaan daar ook die situasie dat die instelling van ATS-kursusse as werkskeppingsgeleenthede gesien word. Dit kom daarop neer dat geld wat voorheen vir werkskeppingsprogramme gebruik is, in 'n al groter wordende mate aangewend word vir hierdie gekombineerde opleiding/werkskeppingsprogramme.

IV.   VAARDIGHEIDSOPLEIDING IN WES-DUITSLAND

1.   Inleiding

Soos bekend, is die Wes-Duitse stelsel besonder goed gestruktureer. Hierby moet ook genoem word dat skoliere tot 18-jarige ouderdom skoolpligtig is en dat belangrike aspekte van vaardigheidsopleiding gevolglik binne die Berufschule geakkommodeer word. In die verband. moet die rol van die beroepskole (Berufschule) vermeld word. Leerlinge kan as 'n deel van hulle verpligte skoolloopbaan by een van hierdie "deeltydse" skole inskryf. Dit hou in dat daar een of twee dae per week skool bygewoon word (8-12 uur per dag) as deel van 'n koöperatiewe onderwysprogram, of op 'n voltydse basis in welke geval dit as basiese beroepsonderrig gesien word.

Vir doeleindes van hierdie navorsingsopdrag word egter verderaan net gelet op die aspekte van vaardigheidsopleiding wat in Wes-Duitsland onder die Federale regering val en gereël word deur spesifieke wette wat vir die doel daargestel is.

Hieronder blyk die volgende aan die hand van 'n publikasie van die Departement van Buitelandse Sake (FRG 1982) belangrik te wees.

* Die verskeidenheid van vakleerlingskappe.

*. Opleidingsinstansies en opleidingspersoneel.

* Die opleidingskontrak.

* Die voorsiening van verdere en veranderende vaardigheidsopleiding.

2. Die verskeidenheid van vakleerlingskappe

In gevolge die Wet op Beroepsopleiding van 1969, soos gewysig, is daar reeds meer as 500 verskillende beroepe as vakleerlingskappe geïdentifiseer. Dit hou in dat die volgende sake onder meer per verordening (regulasie) vir elk van die verskillende vakleerlingskappe vasgestel is.

* Die opleidingstyd.

* Die vaardighede en kennis wat benodig word.

* Die opleidingsplan.

* Die verslagboek.

* Toetsing en sertifisering.

Wat laasgenoemde aangeleentheid betref, is dit belangrik om te noem dat daar beide 'n intermediêre toets (aan die einde van die eerste jaar) en 'n finale eksamen afgelê word waarin kandidate hulle vaardighede moet bewys. Dit beteken dat daar naas teoretiese eksamens ook 'n praktiese intermediêre toets van agt uur en 'n praktiese finale eksamen van sestien uur afgelê word. 'n Vakleerling moet gedurende hierdie praktiese eksamens bewys toon dat hy/sy die nodige vaardighede bemeester het deur byvoorbeeld self 'n produk te vervaardig.

Die eksamens waarna hierbo verwys word, val na gelang van die betrokke vaardigheid onder die jurisdiksie van <u>Die Kamer van Handel en Nywerheid, Die Kamer van Landbou</u> of die <u>Kamer van Kunste en Handwerk</u> (Chamber of Arts and Crafts). Genoemde Kamers is dan ook verantwoordelik vir die administrasie en afneem van die eksamens.

3. <u>Opleidingsinstansies en opleidingspersoneel</u>

In terme van die <u>Wet op Beroepsopleiding</u> word sekere kriteria vermeld waaraan 'n instansie moet voldoen om te kwalifiseer as <u>opleidings</u>instansie. Hierdie kriteria word saamgestel rondom sake soos die tipe werksgeleenthede wat beskikbaar is, die opleidingsfasiliteite en die aantal vakleerlinge wat geakkommodeer kan word (FRG 1982:28).

Wat opleidingspersoneel betref, word die vereistes gestel dat so 'n persoon self 'n vakleerlingskap moes geslaag het; minstens 24 jaar oud moet wees en daarby verskeie jare relevante werkservaring opgedoen het (FRG 1982:28). Hierby word ook sekere teoretiese kennis vereis wat ingevolge regulasies vir opleidingspersoneel saamgestel is.

4. <u>Die opleidingskontrak</u>

Volgens Bernem (1983:91) is die eerste stap van suksesvolle vakleerlingskap in Wes-Duitsland die verskaffing van beroepsvoorligting. Dit word op skool en/of deur 'n Arbeidskantoor gedoen. Sodoende verkry 'n voornemende vakleerling duidelikheid oor sy toekomstige beroep en kan daar voortgegaan word om 'n opleidingskontrak te sluit. 'n Belangrike aspek van die kontrak is dat daar per wet voorsiening gemaak word dat die eerste drie maande 'n proeftydperk is, waartydens enige van die partye die kontrak kan kanselleer. Wat ook hierby genoem moet word is die belangrike voordeel van vakleerlingkontrakte naamlik, dat dit die vakleerling in staat stel om vir drie jaar onder behoorlike toesig te werk.

5. <u>Die voorsiening van opleiding in verdere en veranderde vaardighede</u>

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In die Wes-Duitse stelsel word voorsiening gemaak dat vakleerlinge met voldoende praktiese ervaring deur middel van die formele stelsel (Fachschulen) kan vorder of andersins slegs spesiale eksamens kan aflê waarvoor daar in die Wet op Beroepsopleiding voorsiening gemaak word. Hierdie eksamens word deur die betrokke Kamers (vgl. par. 2) afgeneem. Persone wat van beroep wil verander, kan benewens sekere vereistes waarvoor in die Wet op opleiding vir Volwassenes voorsiening gemaak word, ook langs bogenoemde weg 'n ander vakleerlingskap bekom.

6. **Samevatting en aanbeveling**

Die Wes-Duitse stelsel van vaardigheidsopleiding is besonder ordelik en sistematies en daarby word belangrike aspekte eksplisiet deur wetgewing bepaal. Hierby is daar 'n noue ooreenkoms tussen opleiding en werk wat besonder sterk beklemtoon word deur die feit dat daar selfs in die formele stelsel voorsiening gemaak word vir 'n belangrike komponent van vaardigheidsopleiding.

Die werking van die Wes-Duitse stelsel kan as 'n ideaal vir die medium tot langtermyn in Suid-Afrika beskou word vanweë die feit dat daar tans nog geen strukture vir vaardigheidsopleiding (in nie-ambagsrigtings) in die Republiek van Suid-Afrika bestaan nie. Dit blyk dus asof daar tans 'n baie groot, selfs dalk onoorkomelike, verskil tussen die Suid-Afrikaanse en Wes-Duitse stelsels is.

V. **ASPEKTE VAN VAARDIGHEIDSOPLEIDING IN ENKELE ANDER LANDE**

1. **Inleiding**

In hierdie hoofstuk word gepoog om aspekte van vaardigheidsopleiding uit te lig wat nie met die bespreking van die Britse, Australiese of Duitse sisteme na vore gekom het nie. Uiteraard is die doel dus nie om 'n volledige bespreking van vaardigheidsopleiding in dié lande wat hier ter sprake kom, te doen nie. Die mikpunte is slegs om aspekte aan te toon wat moontlik oorweging

verdien in die Suid-Afrikaanse situasie. Sulke aspekte kan uit die sisteme van die volgende lande aangetoon word:

* Frankryk.

* Japan.

* Hong Kong.

* Nederland.

2. <u>Frankryk</u>

Die Franse stelsel van vaardigheidsopleiding is gebaseer op die idee dat daar nie <u>amptelik</u> van firmas verwag word om vaardigheidsopleiding te onderneem nie. Tog toon die praktyk dat daar wel 'n groot mate van die opleiding deur hulle onderneem word. In elk geval bestaan daar nie wetgewing wat dit verpligtend maak vir firmas om byvoorbeeld vakleerlingskappe aan te bied nie.

'n Volgende belangrike kenmerk van die Franse stelsel is dat daar uitstekende <u>beplanning</u> van vaardigheidsbehoeftes gedoen word. Alhoewel dit aanvaar word dat sulke pro-aktiewe beplanning nooit 100% akkuraat kan wees nie, lewer dit tog baie effektiewe resultate op, wat as <u>riglyne</u> vir opleidingsbeleid geld. In die verband het sulke beplanning byvoorbeeld getoon dat

"apprenticeship, a longstanding form of vocational training which might otherwise prove effective in meeting the needs of the young and of enterprises, is regarded in France - in contrast to neighbouring countries - as outdated and is more or less confined to a few traditional and declining trades" (Oechslin 1987: 662).

Die klem val dus op nie-ambagsmanvaardighede en daarby word dit ook gestel dat daar gekonsentreer moet word op bemarkbare (marketable) en aanpasbare vaardighede.

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'n Laaste belangrike kenmerk van die Franse stelsel is dat daar met die skepping van strukture vir vaardigheidsopleiding sterk gebruik gemaak word.van die sogenaamde "mutualising" begrip.. Dit hou in dat die onderskeie belangegroepe (met insluiting van vakbonde) deur middel van 'n proses van mede-besluitneming en konsultasie inspraak kry voordat wetgewing en/of regulasies uitgereik word. Daar is verskeie liggame op nasionale en plaaslike vlak wat juis vir hierdie doel (sosiale dialoog) daargestel is en alhoewel ons hier met 'n tydrowende proses te doen het, beteken dit dat vakbonde byvoorbeeld hulle volle gewig ingooi om maatreëls effektief te laat funksioneer. (Oechslin 1987: 653-657; Dundas - Grant 1985:257).

3.   Japan

In aansluiting by die Wette op Beroepsonderwys het Japan sedert 1970 drie sogenaamde "Basic Vocational Training Plans" geformuleer. In al hierdie planne kom die gedagte van werkverwante opleiding baie sterk na vore. Die onderneming word inderdaad beskou as die mees geskikte opleidingsplek vir aanvanklike sowel as voortgesette vaardigheidsopleiding. In die praktyk kom dit daarop neer dat dit maklik is om in Japan werk te kry met 'n gewone skoolsertifikaat aangesien die vaardigheidsopleiding in elk geval binne organisasie-verband gedoen word.

Dit is ook opmerklik dat daar nie in Japan 'n noue onderskeid gemaak word tussen geskoolde, half-geskoolde en ongeskoolde werkers nie. Hiermee saam hang die feit dat daar veral in die jongste tyd baie aandag gegee word aan opleiding in bestuursvaardighede. Dit is moontlik hierdie beklemtoning wat baie met die skouspelagtige ontwikkeling van die Japanese ekonomie te doen het (Thorgood 1982b:374; McCormick 1988:38-42).

4.   Hong Kong

In Hong Kong was die situasie tot en met 1982 so dat die privaatsektor 'n baie lae en swak betrokkenheid by vaardigheidsopleiding getoon het. Dit was hoofsaaklik te wyte aan die feit dat die oorgrote meerderheid besighede

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bestempel kon word as kleinsake-ondernemings. Hierdie sektor was net doodgewoon nie in staat om fondse vir opleiding te bewillig nie.

Die gevolg was dat die regering 'n baie sterk <u>gesentraliseerde</u> opleidingsbeleid aanvaar het waarin onder meer voorsiening gemaak word vir direkte finansiering (uit regeringsfondse) van vaardigheidsopleiding, en nie uit heffings nie. Dié gesentraliseerde beleid reël onder meer ook eksplisiet

* die bepaling van mannekragbehoeftes en opleidingsbehoeftes in elke sektor.

* die ontwikkeling en modernisering van werkspesifikasies en -standaarde.

* modelopleidingsprogramme en riglyne vir vaardigheidstoetse.

* die vereistes waaraan firmas moet voldoen om as opleidingsinstansie te kan kwalifiseer.

Hierby hou die "Vocational Training Council" (vgl. Britse MSC) feitlik op 'n direkte wyse toesig oor die werksaamhede van die 19 ITB's deur middel van komitees wat met spesifieke funksies gemoeid is (Sek-Hong 1987:468-476).

5. <u>Nederland</u>

Die stelsel van vaardigheidsopleiding in Nederland verskil radikaal van al die ander stelsels waarna hierbo verwys is. In Nederland verlaat slegs 3% van die skoliere die skool op skoolverlatingsouderdom (vgl bv Switzerland se 60%) om vakleerlinge te word. Dit beteken dat vaardigheidsopleiding feitlik in sy totaliteit in skole verskaf word. Indien verdere of nuwe vaardighede deur werkers vereis word, kan dit ook weer deur middel van die formele onderwysstelsel opgedoen word.

'n Belangrike konsekwensie van hierdie stelsel is dat firmas maar moet aanvaar dat nuwe werkers nie presies gaan inpas in spesifieke poste nie. Alhoewel sulke persone nie in terme van die stelsel verplig kan word om 'n vakleerlingskap te deurloop nie, blyk dit tog duidelik dat een of ander vorm van werkverwante opleiding gedoen moet word (De Forge 1980:72-73).

VI.   GEVOLGTREKKINGS EN AANBEVELINGS

1.   Gevolgtrekkings

Alhoewel dit nie op die weg van hierdie navorser gelê het om 'n ondersoek na die filosofiese grondslae van vaardigheidsopleiding te doen nie blyk dit tog relevant te wees om daarop te wys dat die hele kwessie van vaardigheidsopleiding in verskeie lande op twee belangrike uitgangspunte steun naamlik, SOSIAAL/MAATSKAPLIKE oorwegings en EKONOMIESE oorwegings.

In die praktyk funksioneer die verskillende stelsels op grond van 'n kombinasie van ekonomiese en sosiaal/maatskaplike faktore. Dit is verder ook duidelik dat daar telkens in 'n spesifieke land swaarder aangeleun word teen een van die twee genoemde uitgangspunte. Dit gee aanleiding tot die voorkoms van spesifieke kenmerke in 'n bepaalde stelsel. Hierdie kenmerke sal vanselfsprekend nie dieselfde beklemtoning ontvang in 'n ander stelsel wat op ander uitgangspunte gebou is nie.

Ten spyte van die feit dat lande se stelsels van vaardigheidsopleiding in die praktyk op 'n kombinasie van sosiaal/maatskaplike en ekonomiese faktore gebou is, kan die volgende hipotetiese onderskeid gemaak word tussen stelsels van vaardigheidsopleiding wat slegs op die een of die ander van genoemde faktore gebou is.

Figuur 1. Grondslae van vaardigheidsopleiding gebaseer op verskillende uitgangspunte

	SOSIAAL/MAATSKAPLIKE	EKONOMIESE
A	Opleiding word verskaf aan minder-bevoorregtes, bv. jeugdiges en werkloses	Opleiding word verskaf op grond van die behoefte aan vaardighede ten einde produksie te verhoog
B	Die klem val op kwantiteit (soveel as moontlik opleiding moet gedoen word)	Die klem val op kwaliteit (hoë gehalte van opleiding)
C	Klem op buite-werksverband oplei-ding (opleiding in formele onder-wysinstansies)	Klem op binne-werksverband op-leiding (opleiding in die praktyk)
D	'n Breë basis word vir vaardig-heidsopleiding verskaf (bv. vakke uit geesteswetenskappe as deel van aanvanklike opleiding)	Eng spesialisasie in vaardig-heidsopleiding (Pasklaar 'tailor-made' vakke)
E	Beklemtoon generiese vaardighede (oordraagbaar van een beroep na 'n ander)	Beklemtoon spesifieke vaardighede (bv. slegs as bouer of loodgieter)
F	Vakleerlingsisteem (traineeship) word verkies met klem op moont-like verandering in belangrik-heid van vaardighede	Ambagsmansisteem (tradisionele 'apprenticeship' word verkies met klem op ambagsvaardighede)

SOSIAAL/MAATSKAPLIK	EKONOMIESE
G Algemene onderwys is belangrik vir breë ontwikkeling van leerder	Opleiding wat bevoegdheidsgerig is, is van belang vir leerder
H Burokratiese beleidmaking geskied (afwaartse strategie 'top-down' word gebruik)	Demokratiese beleidmaking geskied (opwaartse strategie 'bottom-up' word gebruik)
I Vaardigheidsopleiding moet op so 'n laat moontlike ouderdom begin	Vaardigheidsopleiding moet op die vroegs moontlike ouderdom begin
J Die klem val op leer	Die klem val op onderrig
K Opleidingsbeleid is goed ge- struktureer en gekoördineer	Beleid is fragmentaries en word op 'n lukrake manier saamgestel
L Die klem in denke val op kursusse	Die klem in denke val op vaardig- hede
M Daar is 'n sterk sentralisasie van mag (bv. in die hande van die MSC)	Daar is desentralisasie van mag (bv. in hande van die ITB's)

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SOSIAAL/MAATSKAPLIKE	EKONOMIESE
N Besluitnemingsbevoegdheid is in die hande van die staat deur middel van wetgewing	Mede-besluitneming vind plaas deurdat verskeie belangegroepe inspraak het
O Koste word hoofsaaklik deur die staat gedra	Koste word deur werkgewers en werknemers gedra.

Ter verduideliking van bostaande diagram moet net weer beklemtoon word dat die wyse waarop die verskillende aspekte van vaardigheidsopleiding hierbo beklemtoon is, nie direk gekoppel kan word aan die praktyk in een of ander land nie. Verskillende lande maak nou eenmaal gebruik van kombinasies uit die genoemde kenmerke. Dit is dus logies dat die verskillende kenmerke in 'n groter of kleiner mate in die Suid-Afrikaanse sisteem aangetref sal word.

2. **Aanbevelings**

2.1 Voortvloeiend uit die gevolgtrekkings wat hierbo verskyn, word hiermee aanbeveel dat daar 'n pragmatiese beleid vir vaardigheidsopleiding in die Republiek van Suid-Afrika daargestel word. Dit beteken dat hierdie beleid op beide ekonomiese en sosiaal/maatskaplike faktore gebaseer moet word. Verder hou dit ook in dat die vyftien sake waarna hierbo verwys is (sien fig. 1), almal in 'n groter of kleiner mate in die beleid sal figureer.

Die besondere kombinasie van eienskappe moet na gelang van Suid-Afrikaanse omstandighede uitgewerk word.

In die algemeen kan dit egter gestel word dat die Staat 'n permanente betrokkenheid by vaardigheidsopleiding moet hê. Dit is so omrede dit vir

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hom op grond van sosiale en maatskaplike oorwegings voordelig is om sy burgers te laat oplei.

Aan die ander kant moet die privaatsektor vanuit ekonomiese motiewe ook op 'n deurlopende basis by vaardigheidsopleiding betrokke wees.

2.2 Daar word in die besonder aanbeveel dat 'n nuwe vakleerlingstelsel "traineeship system", die huidige stelsel sal vervang. In hierdie stelsel moet voorsiening gemaak word vir opleiding in <u>bemarkbare</u> vaardighede wat veral tred hou met tegnologiese ontwikkelings.

2.3 Daar word voorgestel dat die regering die inisiatief moet neem om die huidige stelsel deur middel van wetgewing te wysig, maar dat daar soos in die Franse sisteem gebruik gemaak sal word van mede-besluitneming en konsultasie waarvolgens belanghebbende groepe (ook vakbonde) by beleidmaking betrek sal word.

2.4 'n Volgende aanbeveling is dat daar soos in die geval van Wes-Duitsland slegs deur middel van wetgewing die <u>moontlikheid geskep moet word</u> om 'n beroep tot 'n vakleerlingskap te verklaar. Daar behoort dus nie gepoog te word om die volledige detail rondom alle moontlike vakleerlingskappe by wyse van wetgewing te reël nie. Laasgenoemde sake kan per regulasie gereël word.

2.5 Dit word ook belangrik geag om aan te beveel dat die instelling van 'n nuwe stelsel hand aan hand moet gaan met <u>behoorlike beplanning.</u> Aan die een kant moet die behoeftes van werkgewers vir besondere vaardighede bepaal word maar daarby moet ook vasgestel word wat die leerbehoeftes van sekere sektore (bv. kleinsakesektor) is.

2.6 'n Verdere aanbeveling is dat daar behoorlike voorligting en/of bekendstelling van vakleerlingskappe gedoen sal word. Vir die doel kan beroepsvoorligting op skool en voorligting deur middel van databasisse by die Departement Mannekrag gebruik word. Brosjures soos dié wat gebruik word vir die ATS-en YTS-skemas behoort ook vrylik beskikbaar te wees.

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2.7 'n Volgende aanbeveling is dat daar op een of ander wyse reeds in die formele onderwyssektor met vaardigheidsopleiding 'n aanvang gemaak word. Hierby behoort daar ook oorgange geskep te word tussen die nie-formele en formele onderwyssektor. Sodoende behoort daar die moontlikheid geskep te word vir iemand wat 'n vakleerlingskap deurloop het om verder te bou op dié kwalifikasie.

Die beginsel dat sekere modules van vaardigheidsopleiding reeds op skool geneem word word dus ondersteun. Soos in Nederland moet hierdie modules egter voldoen aan die kriteria wat deur die onderskeie Opleidingsrade gestel word.

2.8 Ten opsigte van die finansiering van opleiding blyk dit dat heffings nie net wenslik is nie maar selfs as essensieel beskou moet word. Die bedrag wat aan heffingsgeld betaal word behoort egter nie meer as 1% van die totale diensstaat te wees nie. Klein besighede of nuwe besighede behoort egter vir 'n tydperk vrygestel te word van heffings sodat hulle eers 'n lewensvatbare situasie kan opbou.

Wat toekennings betref wil dit voorkom asof dit slegs op 'n selektiewe basis aangewend moet word in sektore waar groei dringend aangemoedig moet word.

2.9 Opleidingsrade behoort aangemoedig te word om hulle aktiwiteite hoofsaaklik te beperk tot die gebiede van akkreditering, koördinering en bemarking van opleiding. Opleidingsrade behoort dus nie self opleiding te verskaf nie.

2.10 Verder word aanbeveel dat daar soos in die Australiese sisteem groter gebruik gemaak word van tegniese kolleges in Suid-Afrika.

2.11 'n Laaste aanbeveling is dat die stelsel waarna in paragraaf 2.2 verwys word in terme van die Suid-Afrikaanse beleid van deregulering en privatisering ingestel sal word. Dit beteken dat individuele opleidingsrade aangemoedig moet word om hulle opleidingsbehoeftes deur middel van eie-opleidingskemas aan te spreek.

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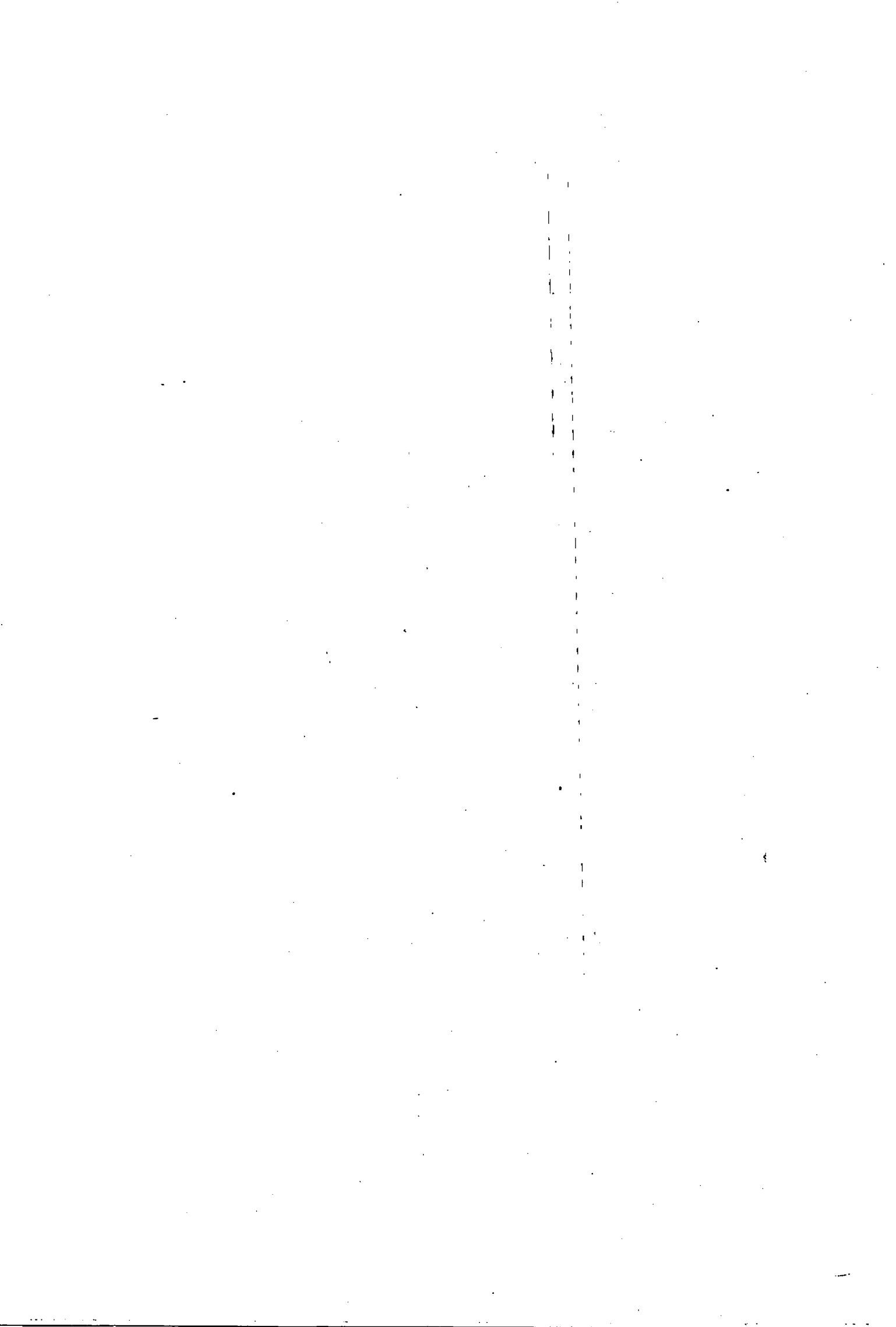
NAVORSINGSPROGRAM: VAARDIGHEIDSOPLEIDING

IN DIE RSA .

PROJEKKOMITEE 6 : STRUKTURE VIR VAARDIGHEIDS —

OPLEIDING:

NAVORSERS: PROF L.P. Calitz (UP)

                             DR A Maree (UNISA)

NAVORSINGSASSISTENTE: Mej H. Marais (UP)

TIKSTER: Mev R Conradie (Unisa)

PRETORIA: Sept. 1988

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DIE STRUKTURE VIR VAARDIGHEIDSOPLEIDING IN
BRITTANJE EN ENKELE OORSESE LANDE

PROJEKKOMITEE 6

Dr. C. van Wyk

UNISA

1988

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DIE STRUKTURE VIR VAARDIGHEIDSOPLEIDING IN

BRITTANJE EN ENKELE OORSESE LANDE

I.   ORIëNTERING

Soos uit die titel blyk, handel hierdie verslag oor strukture vir vaardigheidsopleiding in Brittanje en enkele oorsese lande. Dit beteken in dat die navorser die hele saak vanuit 'n makro-perspektief benader het. Relevante wetgewing en daarmee samehangende meganismes, sowel as beleidsontwikkelings word dus sterk onder die soeklig geplaas. Hiermee saam hou die navorsingsondersoek in dat die hele saak van vaardigheidsopleiding in terme van die volgende definisie benader word.

" Skills training is any training which improves the effectiveness of the trainee in performing his work. This includes manipulative as well as intellectual skills at all levels. For the purpose of this investigation any training taking place in the formal educational system is excluded as well as any formal training in the recognised professions leading to certification or registration in the profession. As an investigation has recently taken place into the Training of Artisans in the RSA all training in a "designated" trade is also excluded from this investigation." (RGN 1988:12)

In aansluiting by hierdie definisie blyk dit sinvol te wees om terwille van eenvormigheid verderaan te verwys na die terme ambagsopleiding wanneer hoofsaaklik verwys word na die bekende Engelse term "apprenticeship", terwyl die begrip vakleerlingskap dui op die meer omvattend term "traineeship" waaronder ook opleiding in vaardighede anders as die tradisionele vakmanopleiding ingesluit.

Verderaan moet net vermeld word dat die navorser in terme van 'n opdrag van die komitee genoem PC 6 (RGN 1988) gepoog het om 'n volledige uiteensetting van die Britse stelsel te doen, terwyl daar slegs gewys word op enkele belangrike aspekte van strukture in ander oorsese lande.

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II. VAARDIGHEIDSOPLEIDING IN BRITTANJE

1. Inleiding

In ooreenstemming met die komitee (PC 6), wat die hele saak van strukture vir vaardigheidsopleiding aanspreek, is besluit om die Britse stelsel volledig te bespreek aangesien die Suid-Afrikaanse stelsel tot 'n groot mate daarop gebou is. Met die oog hierop word die volgende aspekte van die Britse stelsel vervolgens uitgelig.

* Beleidsontwikkelings op die gebied van vaardigheidsopleiding.

* Oorsake vir beleidsveranderings.

* Strukture en meganismes.

* Samevatting: Tendense en neigings.

2. Beleidsontwikkelings op die gebied van vaardigheidsopleiding

2.1 Algemeen

Beleidsontwikkelings op die gebied van vaardigheidsopleiding het die afgelope twintig jaar insiggewende veranderings ondergaan. Soos verwag kan word, openbaar persone uit die owerheid- en privaatsektore verskillende perspektiewe oor hierdie saak. So sien verteenwoordigers van die privaatsektor bepaalde wetgewing byvoorbeeld as blatante staatsinmenging terwyl regeringsverteenwoordigers dit slegs as rigtinggewende maatreëls beskou. Objektief gesien, kan egter beweer word dat alle wetgewing en regulasies steeds in die lig van die breë Britse filosofie van beïnvloeding en aansporing eerder as dwang, gedoen is. Hierby moet in gedagte gehou word dat veral die huidige regering 'n besonder pragmatiese houding in verband met opleiding aan die dag lê. Ekonomiese en sosiale oorwegings lê vir hulle na aan die hart en wysigings in wetgewing kan dus telkens na hierdie faktore

teruggevoer word. Vervolgens word op spesifieke beleidsontwikkelings gelet
wat ten nouste verband hou met wetgewing wat op bepaalde tye ingestel is.

2.2   Die Laissez-Faire beleid (± 1950-1964)

Gedurende hierdie tydperk is opleiding gesien as 'n saak wat geheel en
al in die hande van die privaatsektor was. Verder was werkgewers van mening
dat die opleiding van ambagslui in feitlik alle opleidingsbehoeftes sou
voorsien. Opleiding het dus gedurende hierdie tyd hoofsaaklik bestaan uit die
voorsiening van praktiese opleiding deur individuele werkgewers wat aangevul
is deur kursusse aan tegniese kolleges (Greig 1988a:18).

2.3   Die Sinkroniese beleid (1964-1973)

Hierdie tydperk is hoofsaaklik daardeur gekenmerk deur die poging om
bestaande probleme, wat veral ten opsigte van die privaatsektor se houding in
verband met opleiding gemanifesteer het, die hoof te bied. Die "Industrial
Training Act" is in 1964 hoofsaaklik in die lewe geroep om toe te sien dat die
kwantiteit en kwaliteit van opleiding verhoog word (BIS 1977:4). Die stigting
van die "Industrial Training Boards" ingevolge bogenoemde wet moes hierdie
probleme aanspreek en het ook saamgeval met die samestelling van 'n "Central
Training Council" wat die mag ontvang het om die opleidingsrade se aktiwiteite
te koördineer en om die betrokke minister te adviseer.

2.4   Die Pro-aktiewe beleid (1973-1981)

Hierdie beleid is ingelui met die aanvaarding van "The Employment Act"
in 1973. Ten spyte van die feit dat dié wet daarop gemik was om deur middel
van die "Manpower Services Commission" (MSC), wat die "Central Training
Council" vervang het, probleme soos vaardigheidstekorte en werkloosheid aan te
spreek, het dit hoofsaaklik ten doel gehad om verandering te inisieer deur te
konsentreer op

"major issues, particularly on the forward programme of work and
budgets" (Lockwood 1979:467).

Meer spesifiek wat opleiding betref, het 1973 se wet ook meer spesifiek voorsiening gemaak vir die stigting van die 'Training Services Agency' wat die volgende ten doel gehad het:

"To help through training to secure the efficiency and effective performance of the country's manpower. To help individuals through training to fulfil the needs and aspirations they have for their own employment" (Lockwood 1979:458).

2.5 Die Desentralisasie beleid (1981-)

Gedurende hierdie tydperk het die regering sy rol as leier, deur middel van die MSC, gekombineer met 'n beleid van desentralisasie. Ten spyte van inisiatiewe wat in die "Employment and Training Act" van 1981 na vore kom, was daar dus 'n houding van buigbaarheid te bespeur. Hierdie beleid is deels genoodsaak deur die feit dat die behoefte aan sekere vaardighede voortdurend verander tesame met 'n sosiale bewustheid om in die opleidingsbehoeftes van jeugdiges en volwassenes te voorsien.

3. Oorsake vir Beleidsveranderings

3.1 Inleiding

As grondslag van die beleidsontwikkelings waarna hierbo verwys is, moet daar eerstens gewys word op ekonomiese en sosiale faktore wat op verskillende tye as redes vir veranderinge aangetoon kan word. Hiermee saam is daar ook sekere oorsake wat nou verwant is aan vaardigheidsopleiding en dus meer direk gesien kan word as redes vir die veranderinge van strukture op hierdie gebied. Hierdie sake word vervolgens net genoem aangesien 'n bespreking daarvan nie vir doeleindes van hierdie verslag tot nut sal wees nie.

3.2 Ekonomiese en Sosiale Faktore

* Lae produktiwiteit.

* Vaardigheidstekorte tesame met algemene werkloosheid.

* Die lae ekonomiese groeikoers in vergelyking met Europese lande (Chapman & Tooze 1987:25).

3.3 Faktore op die gebied van vaardigheidsopleiding

* Die rigiditeit van die vakleerlingstelsel.

* Die neiging om eerder vaardighede te 'koop' as om self opleiding te doen.

* Die gebrek aan koördinasie in die opleidingsveld.

* Die gebrek om aan te pas en voorsiening te maak vir nuwe en veranderde vaardighede. (BIS 1977:4; Greig 1988C:16).

4. Strukture en meganismes

4.1 Inleiding

In hierdie afdeling word hoofsaaklik gewys op die wyses en funksionering van wetgewing wat vaardigheidsopleiding in Brittanje moontlik gemaak het, en op die daarmee gepaardgaande meganismes ingevolge waarvan die wetgewing tot uitvoering gebring is.

4.2 Wetgewing

4.2.1 Die "Industrial Training Act" van 1964

Die belangrikste beginsel wat in hierdie wet in terme van opleiding gestel is, is dat alle werkgewers, of hulle opleiding doen of nie, 'n verpligte bydrae tot 'n opleidingsfonds moes maak (Kemp 1983:368). Die "Industrial Training Boards " (ITB) wat ook ingevolge hierdie wetgewing in die lewe geroep is, moes die opleidingsheffings in hulle betrokke nywerhede insamel en dié fondse dan weer toeken aan maatskappye wat voldoen het aan bepaalde opleidingstandaarde (Lomax 1982:21).

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'n Verdere uitvloeisel van 1964 se wet was die stigting van "Group Training Associations" (GTA) wat in die opleidingsbehoeftes van kleiner maatskappye kon voorsien. Deur die GTA's vir opleiding te gebruik kon sulke maatskappye met min of geen opleidingspersoneel nie dus verseker dat hulle weer hul heffings in die vorm van toekennings sou terug ontvang (Davies 1986:14).

Benewens die <u>voordele</u> wat reeds by implikasie hierbo genoem is, kan die volgende ook as <u>positiewe gevolge</u> van 1964 se wet genoem word.

* Die privaatsektor se hele houding teenoor opleiding het insiggewend verander.

* Opleiding het van 'n lukrake na 'n gestruktureerde en gekoördineerde aktiwiteit verander.

* Die koste verbonde aan opleiding is meer eweredig tussen firmas verdeel.

* Die instelling van modulêre opleidingsprogramme het tot gevolg gehad dat opleiding meer buigbaar en selektief toegepas kon word volgens behoeftes en geleenthede wat bestaan het.

Die belangrikste <u>nadele</u> van 1964 se wet kan soos volg saamgevat word.

* Die heffings was besonder hoog.

* Dit was baie moeilik om toekenningskemas te ontwikkel wat op 'n regverdige wyse rekening gehou het met die gespesialiseerde behoeftes van individuele firmas sowel as met die meer algemene behoeftes van ander firmas.

* Deur middel van die wet is heffings en toekennings <u>aan werkgewers</u> gemaak en daar is nie rekening gehou met die feit dat sommige werknemers self betaal vir die verkryging van vaardighede wat van 'n meer algemene aard is nie.

4.2.2 Die "Employment and Training Act" van 1973

Ingevolge hierdie wet is belangrike wysigings aan die heffing-toekenningskema aangebring. Dit het onder meer voorsiening gemaak vir sekere _vrystellings_ en vir bydraes vanaf regeringskant tot die administratiewe kostes (bedryfskoste) van die ITB's. As gevolg van hierdie bydrae kon klein maatskappye vrygestel word van heffings terwyl hulle nogtans gebruik kon maak van die adviserende dienste wat deur die ITB's gelewer is. Ander firmas wat uit eie fondse kon voldoen aan die opleidingskriteria wat deur die pas gestigde "Manpower Services Commission" (MSC) neergelê is, kon ook vrygestel word van heffings.

Die maksimum bydraes van firmas is beperk tot 1% van hulle diensstate met die ooglopende voordeel dat hulle nie 'n uitermate groot bedrag aan heffing hoef te betaal nie. Daar benewens moedig dit hulle ook aan om slegs behoeftegerigte opleiding te verskaf.

Die _voordele_ wat in 1973 se wet opgesluit lê, hang vanselfsprekend saam met die feit dat die regering self 'n aansienlike bydrae tot die befondsing van ITB's gedoen het. Hierdie bydrae het gelei tot:

* Die verhoging in kwaliteit en kwantiteit van algemene opleiding.

* Die verhoging in aantal en status van opleidingspersoneel wat 'n belangrike bydrae tot vaardigheidsopleiding gelewer het deur middel van die sogenaamde "multiplier" effek.

Verder het die wet ook die _positiewe gevolge_ gehad dat vaardigheidsopleiding deur middel van die MSC ook in sektore wat nie deur ITB's bedien was nie, gestimuleer kon word. Hiermee saam hang die feit dat daar aandag gegee kon word aan nasionale opleidingsprioriteite wat nou saamgehang het met sosiale behoeftes (bv. opleiding vir jeugdiges en volwassenes).

Aan die _negatiewe kant_ moet egter vermeld word dat 1973 se wet die klem nog hoofsaaklik laat val het op ambagsmanopleiding wat deur sommige skrywers as "the great irrelevance for the future", bestempel is (Wellens 1980:358). Hiermee saam hang die feit dat min ruimte gelaat is vir innovasie ten opsigte

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van opleiding in ander soorte vaardighede. Alle opleiding is dus in terme van
die sistematiese metodes van ambagsmanopleiding beskou. Dit hou in dat daar
nie voorsiening gemaak is vir nuwe en veranderde vaardighede wat vanself-
sprekend met die ontwikkeling van die tegnologie geoaard gaan nie.

'n Volgende belangrike punt van kritiek wat teen 1973 se wet ingebring
kan word, is dat die moontlikheid vir vrystellings hoofsaaklik verband gehou
het met die opleidingsmaatreëls van firmas en nie noodwendig met die resultate
en kwaliteit van opleiding nie (Chapman & Tooze 1987:30). Die ITB vir die
konstruksiebedryf is byvoorbeeld van mening dat hierdie gebruik daartoe gelei
het dat verskeie ITB's finansiële probleme ondervind het en dus nie met hulle
bedrywighede kon voortgaan nie (Kemp 1983:368). Dié betrokke ITB het trouens
nog nooit die vrystellingskema in werking gestel nie (slegs klein firmas met
'n diensstaat van minder as £15000 betaal nie heffings nie).

4.2.3   Die "Employment and Training Act. 1981" en daarna

Teen omstreeks 1980 was twee van die belangrikste probleme in Brittanje
die steeds stygende werkloosheidsyfer aan die een kant, en die tekort aan
opgeleide persone in sekere vaardighede (veral in nie-ambagsmanopleiding) aan
die ander kant. Hierby was daar die besef dat nasionale opleidingsbe-
behoeftes teen so 'n tempo verander het, dat dit nie altyd deur middel van 'n
noodwendige uitgerekte wetgewingsproses opgelos kon word nie.

Die wet van 1981 moet saamgelees word met 'n dokument getiteld "The New
Training Initiative: A Consultative Document" van dieselfde jaar wat deur die
MSC opgestel is en waarin die mikpunte vir die dekade 1980-1990 soos volg
uiteengesit word:

(1) to enable every young person to remain as a learner up to the age
     of 18 at least - whether in full-time education or outside;

(2) to establish an education and training system built on standards of
     competence and

(3) to open up wider opportunities for adults in the course of their working lives (Holland 1987:27).

Hierby moet in gedagte gehou word dat 1981 se wet op die grondliggende gedagte van desentralisasie gebou is met die daarmee gepaardgaande moontlikheid om op 'n vinniger en meer buigsame wyse op probleme te reageer. In die lig van hierdie gedagte is bepaal dat firmas weer self verantwoordelikheid moes aanvaar vir die bedryfskoste van hulle eie ITB's, behalwe in die geval waar 'n ITB bereid sou wees om as agent van die MSC op te tree. Hiermee het die doodsklok vir 16 van die 23 ITB's gelui en is hulle vervang met sowat 100 nie-statutêre opleidingsinstansies.

Die voordele verbonde aan 1981 se wet lê hoofsaaklik daarin dat

*   die moontlikheid geskep is om aan sosiale opleidingsbehoeftes te voldoen. Hierdie opleiding is dan ook intensief vanuit die staatskas gefinansier.

*   firmas verbonde aan bepaalde nywerhede, as gevolg van groter bydraes, 'n groter seggenskap in hulle eie sake gekry het en gevolglik sou toesien dat hulle ITB (of ander opleidingsorganisasie) effektief bedryf sou word.

*   'n meer stimulerende klimaat vir opleidingsinisiatiewe geskep is as gevolg van die verwydering van burokratiese inmenging.

As nadele van 1981 se wet kan genoem word dat

*   daar 'n groter finansiële las op die skouers van individuele firmas gelaai is.

*   die belangrike monitor-funksie wat deur ITB's vervul is, nou in baie gevalle nie meer bestaan het nie.

* opleidingsbehoeftes soos gesien deur die Regering (hoofsaaklik sosiaal van aard) nie noodwendig ooreengestem het met die siening van die privaatsektor nie (hoofsaaklik vaardigheidsgerig).

4.3 Meganismes

Onder meganismes vir vaardigheidsopleiding word daar veral gelet op die funksionering van die "Industrial Training Boards" (ITB); die "Manpower Services Commission" (MSC) en op opleiding wat in die sektore geskied wat nie onder die ITB's val nie. Dit moet egter in gedagte gehou word dat sekere aspekte van hierdie liggame se werking reeds onder punt 4.2 ter sprake gekom het. Hier word dus slegs beoog om op op 'n meer volledige wyse na die werksaamhede van die genoemde liggame te let.

4.3.1 Die "Industrial Training Boards" (ITB)

4.3.1.1 Algemeen

Die ITB-stelsel is ingevolge 1964 se wetgewing op die been gebring. Die veronderstelling was dat die betrokke sekretaris met werkgewers en werknemers in 'n bepaalde nywerheid moes konsulteer oor die instelling van 'n ITB. Elke ITB het bestaan uit verteenwoordigers van werkgewers en werknemers en uit opvoedkundiges.

4.3.1.2 Funksies

Die ITB's het die volgende funksies gehad:

* Om opleidingskursusse te reël vir werknemers en voornemende werknemers by bepaalde nywerhede.

* Om kursusse wat by ander ITBs gevolg is, goed te keur.

* Om aanbevelings te doen oor die aard en duur van kursusse en verdere opleiding benodig vir 'n bepaalde nywerheid.

* Om standaarde en metodes te bepaal waarmee meting kan plaasvind.

* Om toekennings te maak of lenings te gee aan persone te doen wat goedgekeurde kursusse aanbied.

* Om reis- en verblyfkoste aan persone te betaal wat goedgekeurde kursusse bywoon.

* Om keuringstoetse vir voornemende werknemers te ontwerp.

* Om bystand te verleen aan persone wat op soek is na geskikte opleidingsfasiliteite.

* Om navorsing te doen.

* Om dienskontrakte met vakleerlinge te sluit.

* Om inligting oor opleiding te versamel en te vertolk.

* Om opleidingsbeamptes op te lei.

4.3.1.3 Funksionering

In die algemeen gesien, is die ITB's in die lewe geroep om die agterstand wat die Britse ekonomie in vergelyking met dié van Europa getoon het, te probeer inhaal. Dit moes veral gedoen word deur die opleidingsbehoeftes van individuele werkgewers te koördineer en sodoende beide die kwaliteit en kwantiteit van opleiding te verhoog. 'n "Central Training Council" was gemagtig om die ITB's se aktiwiteite te koördineer en die betrokke minister te adviseer. Die ITB's het egter feitlik direk na hulle totstandkoming in die midde van die hele twispunt rondom die kwessie van heffings, al dan nie, beland en na 1973 se wet was daar 'n duidelik spanning te bespeur tussen die MSC en die ITB's. Hiermee saam het dit duidelik geblyk dat die aantal werkgewers en werknemers wat buite die invloedsfeer van die ITB's geval het, besig was om veel meer te word as dié wat daarbinne geval het. Die grootte van die "vrywillige" sektor was een van die belangrikste

redes wat uiteindelik daartoe gelei het dat slegs 7 ITB's behou is terwyl daar sowat 100 nie-statutêre opleidingsinstansies (NSTO) tot stand gekom het.

Uit die 1987-Jaarverslae van die 7 bestaande ITBs blyk die volgende belangrike inligting:

* Dié ITB's het hoofsaaklik bly voortbestaan as gevolg van die feit dat daar 'n sterk gevoel in dié betrokke nywerhede was dat vrywillige opleidingsorganisasies nie sou kon voldoen aan hulle spesifieke opleidingsbehoeftes nie.

* Die grootste deel van die ITB's se fondse kom vanaf die Regering vir die bedryf van Youth Training Schemes (YTS).

* Behalwe in die gevalle van die konstruksienywerheid, en tot 'n mindere mate in die Ingenieursnywerheid het die ITB's nie stewige surplusse (opgehoopte fondse) nie en kan daar dus twyfel uitgespreek word oor die feit of hulle op die lang duur sal bly voortbestaan (elke ITB word na 'n tydperk van 3 jaar hersaamgestel).

* Die meeste ITB's verleen tans heelwat aandag aan bestuursopleiding en die opleiding van opleidingspersoneel en maak hoofsaaklik hiervoor gebruik van die sogenaamde "Open tech" programme. In die Ingenieursnywerheid word werknemers ook op 'n sogenaamde "fellowship" sisteem (koöperatiewe onderwys) in bestuurswetenskappe opgelei.

Ten spyte van die feit dat daar tans nog slegs 7 ITB's in Brittanje werksaam is, kan die volgende as die belangrikste voordele van dié sisteem beskou word.

* Alhoewel sommige "Group Training Associations" (GTA) van hulle oorspronklike doel afgewyk het (sien par. 4.2.1), kan hulle ontstaan bestempel word as een van die belangrikste voordele van die ITB-sisteem. Tans funksioneer sommige GTA's as beperkte

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maatskappye maar hulle werksaamhede is nog steeds gekoppel aan bepaalde nywerhede. Om hierdie rede is werkgewers baie positief ingestel teenoor GTA's. Die meeste werkgewers is van mening dat aangesien GTA's direk gemoeid is met die dag-tot-dag bedrywighede van 'n bepaalde nywerheid, hulle die beste daartoe in staat is om advies te lewer en bystand te verleen in verband met opleidingsaangeleenthede.

* Die ITB's het die kwaliteit van vakleerlingopleiding verhoog deur dit te sistematiseer en belangrike veranderings soos die modulêre stelsel te implementeer.

* Ook die kwantiteit van dié soort opleiding is verhoog as gekyk word na die feit dat die aantal tegnici vanaf 1965-68 met sowat 100 000 toegeneem het (Pettman 1978:56).

* Die hele saak van opleiding het aansien gekry in die nywerheidswêreld en in belangrikheid toegeneem. Dit blyk duidelik dat die ITB's baie te doen gehad het met die feit dat opleiding 'n agendapunt geword het op die raadsvergaderings van maatskappye.

As nadele verbonde aan die ITB-stelsel kan die volgende genoem word:

* Die ITB's het 'n eng beskouing oor opleiding gehad omdat hulle slegs bereid was om volgens die behoefte van hulle eie nywerhede op te lei. Dit het ingehou dat daar min vernuwing en verandering van hulle kant af was en dat hulle 'n saak soos die opleiding van volwassenes agterweë gelaat, terwyl hulle tog veronderstel was om hieraan aandag te gee.

* Die ITB's het min of selfs geen aandag gegee aan die gedagte van opleiding in oordraagbare vaardighede (ontwikkeling) nie. Dit kan dus selfs gestel word dat hulle houding ingestel was op 'n basiese en statiese beskouing oor tegnologie wat die vakleerling in 'n hokkie geplaas het waaruit dit feitlik onmoontlik was om te ontsnap terwyl hulle hom na regte in 'n voortdurende en ontwikkelende

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werk-leersituasie moes geplaas het. Vanuit so 'n situasie sou dit moontlik wees om opwaarts na meer uitdagende betrekkings te kon beweeg.

* Verskeie van die ITB's het in eie reg, tot frustrasie van hulle eie lede, sterk burokratiese instellings geword.

4.3.2 Die "Manpower Services Commission" (MSC), tans genoem "Training Commission"

4.3.2.1 Algemeen

Met die "Employment and Training Act" van 1973 is voorsiening gemaak vir die instelling van die MSC wat bestaan het uit 10 onafhanklike lede wat sou funksioneer deur middel van die "Training Service Agency" (TSA) en die "Employment Service Agency" (ESA), met die verantwoordelikheid om die hele veld van openbare indiensneming en opleiding te betree, en om industriële opleiding te koördineer. Struktureel het hierdie besluit daarop neergekom dat die adviserende "Central Training Council" omskep is in 'n beleidmakende-en uitvoerende liggaam met uitgebreide magte om opleiding in alle ekonomiese sektore te bevorder (Greig 1988a:24). Dit beteken dat die MSC sy werksaamhede ook kon uitbrei tot daardie sektore wat tradisioneel nie deur ITB's bedien kon word nie. Dit het natuurlik ook ingehou dat die magte van die ITB's aan bande gelê is. Trouens die MSC is deur middel van hierdie stap in 'n posisie geplaas dat fondse deur hom na die ITB's gekanaliseer moes word. Dit is juis hierdie stap wat die MSC in 'n uitvoerende posisie geplaas het en dan ook aanleiding gegee het tot hewige kritiek (sien nadele).

Nogtans was die oorspronklike bedoeling agter die stigting van die MSC dat hy hoofsaaklik deur middel van oorreding en beredenering te werk moes gaan om sodoende 'n hele houdingsverandering ten opsigte van opleiding teweeg te bring (Lockwood 1979:46). Hierby is dit belangrik om te onthou dat die parlement in 1973 aanvaar het dat die MSC 'n klein kommissie sou wees wat hom, benewens die genoemde funksies, veral ook daarop moes toespits om veranderings op die gebied van die opleiding van jeugdiges en volwassenes teweeg te bring.

Ten spyte van die oorspronklike bedoeling (om 'n klein kommissie van kundiges tot stand te bring) het die MSC in 1974 begin funksioneer met 17 000 staatsamptenare wat vanaf opleidingsposte in die "Department of Employment" na die MSC oorgedra is. Die TSA en ESA het verder in 1978 hulle relatiewe onafhanklikheid verloor deurdat hulle opgeneem is as departemente van die MSC. Die MSC kan dus inderwaarheid beskou word as 'n onafhanklike staatsdepartement en dit is geen wonder nie dat iemand soos Wellens (1983:113) beweer het dat "bureaucrats have taken over the training business in the UK".

Desnieteenstaande bostaande stelling het die MSC prysenswaardige werk op die gebied van vaardigheidsopleiding in Brittanje verrig, en word sy werksaamhede vervolgens onder die volgende hoofde bespreek:

* Die voorsiening van laevlakvaardighede;

* Die voorsiening van hoëvlakvaardighede;

* Positiewe gevolge en

* Probleme.

4.3.2.2 Die voorsiening van laevlakvaardighede

In terme van die doelstellings met die. "New Training Initiative: A Consultative document" (sien par. 4.2.3) kon die verskaffing van laevlak-vaardighede veral gesien word in die lig van aktiwiteite rakende volwassenes, aan die een kant en aksies vir die opleiding van jeugdiges aan die ander kant.

Wat volwassenes betref, het van die belangrikste MSC aksies rondom die "Skill Centres" gesentreer. Hierdie sentrums was 'n uitbouing van die ou "Government Training Centres" (GTC) en is ook uitgebrei na die Kolleges vir Verdere Opleiding wat onder die plaaslike owerhede geressorteer het. , Die gedagte met die "Skill Centres" was hoofsaaklik om aanvullende opleiding te verskaf tot dit wat reeds deur werkgewers en die ITB's gedoen is. In die praktyk het dit egter so gewerk dat dit hoofsaaklik werkloses was wat hulle by dié sentrums aangemeld het vir opleiding. Verder was dit ook so dat daar

hoofsaaklik handvaardighede by die ou GTC aangebied is terwyl klerikale en handelsvaardighede by die Kolleges vir Verdere Opleiding aangebied is. Aangesien die Kolleges onder beheer van plaaslike owerhede ressorteer, is daar verder toegesien dat daar voldoen is aan die opleidingsbehoeftes van spesifieke plaaslike gemeenskappe.

Van die belangrikste vaardighede wat by "Skill Centres" ingevolge die "Training Opportunity Scheme" (TOPS) aangebied word, lê op die terreine van kleinsakebedryf, kantoororganisasie en rekenaartegnologie (Bacon 1985:9). Ten einde steun te kry vir bogenoemde en ander kursusse het die MSC verskeie toekenningskemas geloods. Hiervan is die "National grants for priority skills" en die "Local grants to employers" van die belangrikste.

Wat die opleiding van jeugdiges betref is daar in 1983 'n "Youth Training Scheme" (YTS) ingestel met die doel om 'n beroepskwalifikasie aan sestien- en sewentien jariges wat tot die arbeidsmark toetree 'n beroepskwalifikasie te verskaf. Die skema is werkgerig (employment based) en daar word van opleidingsvoorsieners verwag om 'n tweejaarprogram saam te stel, wat minstens twintig weke opleiding buite werksverband insluit om vakleerlinge in staat te stel om 'n beroepskwalifikasie te verwerf wat sterk bevoegdheidsgerig is. In die praktyk kom dit gewoonlik hierop neer dat daar gedurende die eerste jaar algemene beroepsopleiding aangebied word terwyl die tweede jaar se opleiding meer werkverwant is.

Die omvang van die YTS-skema het alle verwagtings oortref en gedurende 1985 was daar byvoorbeeld reeds sowat 5 500 organisasies wat op een of ander wyse daarmee gemoeid was. In dieselfde jaar was daar reeds 55 geakkrediteerde sentrums waar sowat 11 000 verskillende programme aangebied is. Soos reeds voorheen genoem (par. 4.3.1.3),1 word hierdie skema vanselfsprekend intensief deur die regering gefinansier.

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4.3.2.3   Die voorsiening van hoëvlakvaardighede

Die voorsiening van hoëvlakvaardighede word in Brittanje hoofsaaklik deur werkgewers op eie inisiatief gedoen. Met die stigting van die MSC het die gedagte dat die regering (d.m.v. die MSC) 'n groter rol in dié verband behoort te speel egter momentum gekry. Dit blyk dan ook uit die feit dat daar sedert 1973 verskeie direktorate by die MSC gestig is wat aandag aan hierdie saak gegee het. Benewens die "Directorate of Occupational Training", wat die hele strategie vir die opleiding van volwassenes geïnisieer het, word daar in hierdie verband ook gedink aan die "Directorate of Manpower Services". Hierdie direktoraat het dan ook byvoorbeeld by monde van sy voorsitter 'n tien punt plan in terme van die "New Training Initiative" gepubliseer waarin sekere doelwitte vir bestuursopleiding gestel is, wat teen 1995 bereik behoort te word (Holland 1987:30-31). Hierbenewens kan ook nog verwys word na

*   navorsing en ondersoeke wat gedoen word,

*   beleidsuitsprake wat gelewer word en

*   aksies wat geloods word om die opleiding in hoëvlak vaardighede te bevorder.

4.3.2.3.1 Navorsing en ondersoeke

Die MSC het reeds verskeie ondersoeke oor bestuursvaardighede geïnisieer en finansieel ondersteun. Van die belangrikste is dié van Constable & McCormick (1987), Handy (1987) en Mumford (1987). In eersgenoemde verslag word klem gelê op die vermeerdering in die kwantiteit van formele bestuursopleiding deur die toekenning van subsidies. Soos Mumford (1987:19) dit stel, berus hierdie soort opvatting op die beginsel van "management education is good for you" wat heeltemal uitgedien is. Hierteenoor word daar in die verslag getiteld Developing Directors van Mumford (1987)en in The Making of Managers van Handy (1987) klem gelê op die volgende belangrike aspekte van hoëvlakvaardigheidsopleiding:

* Dit moenie ingestel wees op die beginsel van "educational good" nie maar bestuursvaardighede moet aangeleer word wat 'n direkte bydrae kan maak tot die oplossing van probleme en die vermoë om geleenthede (opportunities) te kan aangryp.

* Leer deur middel van werkservaring en deur middel van opleiding moet geïntegreer word en mag nie meer as losstaande sake gesien word nie.

* Bestuursopleiding moet meer besigheidsgeoriënteerd wees en reeds vanaf die begin van 'n werknemer se loopbaan aangebied word.

4.3.2.3.2 Beleidsuitsprake

Verskeie beleidsuitsprake is reeds deur die MSC in verband met opleiding in hoëvlakvaardighede gemaak. Hieronder word die uiteensetting van Beck (1987:21-26) wat voorsitter van die bestuursontwikkeling beleidsafdeling by die MSC is, aangedui. Hy het in 'n insiggewende artikel getiteld Positioning Managers for the Future - The Role of Government onder die volgende vier opskrifte, na die rol van die Regering wys.

* Die Regering as leier.

* Die Regering as katalisator.

* Die Regering as voorsiener van infrastrukture en sisteme.

* Die Regering as reguleerder van standaarde.

a) Die Regering as leier

Die belangrikste leierskapfunksies van die Regering is om die verskillende belangegroepe soos byvoorbeeld die Departement van Handel en Nywerheid; die Departement Mannekrag; die MSC en die Departement Onderwys en Wetenskap (DES), deur middel van onderlinge gesprekvoering sover te kry om te konsentreer op spesifieke bestuursvaardighede. Nou samehangend hiermee is

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natuurlik die feit dat slegs sekere opleidingsaktiwiteite van regeringskant af gefinansier en gemonitor sal word.

b)   Die Regering as katalisator

As katalisator is dit vir die Regering belangrik dat idees bemark sal word. Dit word gedoen deur byvoorbeeld publisiteit en erkenning te verleen deur middel van publikasie (Managing booklets) en die "National Training Award Scheme". In terme van hierdie skema word werkgewers beloon wat hulle byvoorbeeld daartoe verbind om die doelwitte waarna hierbo verwys is, na te streef.

As katalisator staan die Regering 'n projekbenadering tot vaardigheidsopoleiding voor. Dit hou in dat indiwiduele opleiers/fasili-teerders aangemoedig word om spesifieke besigheidsprobleme te identifiseer om te bepaal of die maatskappy se werknemers oor die nodige vaardighede beskik om die probleme op te los en om dan presies aan te dui hoedanige opleiding verskaf moet word om die probleme op te los.

c)   Die Regering as voorsiener van infrastrukture en sisteme

Die eerste saak wat hieronder vermeld kan word, is die sogenaamde "Open Tech" en "Open College" ontwikkelings wat hieronder meer volledig bespreek word.

Daar word egter ook beplan om "Training Access Points" te stig wat neerkom op 'n volledige databasis betreffende inligting oor opleidings-programme in dele van die land waar die programme gevolg kan word.

d)   Die Regering as reguleerder van standaarde

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VOORWOORD

Die RGN-/NOR-ondersoek na ambagsmanopleiding wat gedurende 1984 voltooi is, het aanleiding gegee tot die RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA.

Dr. A. Pittendrigh is aangewys as voorsitter van laasgenoemde ondersoek. Daar is verder ook besluit om dieselfde navorsingsmodel as dié met die ondersoek na ambagsmanopleiding te volg. 'n Werkkomitee bestaande uit 28 persone en 7 projekkomitees wat uit 43 persone bestaan het, is saamgestel.

Elk van die sewe projekkomitees het een of meer navorsers aangestel, wat verantwoordelik was vir die skryf van 'n kort navorsingsverslag. Die projekkomiteelede het die navorser met raad gedien en die verslag geëvalueer. Hierdie verskillende navorsingsverslae van die projekkomitees is in verkorte vorm as hoofstukke in die hoofverslag ingesluit terwyl die vernaamste voorstelle van elke navorsingsverslag asook die aanbevelings van die werkkomitee in die laaste hoofstuk vervat is.

Die volgende projekkomitees is geïdentifiseer:

1. Die huidige posisie van vaardigheidsopleiding in elk van die verskillende nywerheidsektore.

   Navorser: Dr. G. Cilliers, RGN

2. Die huidige posisie van vaardigheidsopleiding in landbou, bosbou en visserye.

   Navorser: Dr. L. Pienaar, RGN

3. Die huidige posisie van vaardigheidsopleiding vir werksoekers en werkloses.

   Navorser: Mnr. W.F. Pienaar, RGN

4. Die koste, voordele en finansiering van vaardigheidsopleiding.

   Navorsers: Mnr. E.T. Basson
   Prof. G.L. de Wet
   Mnr. C. Harmse
   Mnr. B.G. Rousseau   } Universiteit van Pretoria
   Prof. N.J. Schoeman
   Prof. F.G. Steyn
   Mnr. J.H. van Heerden

5. Faktore wat vaardigheidsopleiding bevorder of strem.

   Navorser: Dr. D.L. Hattingh, RGN

6. Die strukture vir vaardigheidsopleiding.

   Navorsers: Prof. L.P. Calitz   Universiteit van Pretoria
   Dr. A. Maree   UNISA
   Mnr. B. Parkin   Cntwikkeling- en Opleidingsfonds vir die
                      Elektrotegniese Aannemingsnywerheid
   Dr. C. van Wyk   UNISA

7. Vaardigheidsopleiding vir die ontwikkeling van kleinsake, insluitende die informele sektore.

Graag wys ek die leser daarop dat hierdie navorsingsverslae slegs konsep-verslae is en dat geen tegniese- of taalversorging van die verslae plaas-gevind het nie.

(handgeskrewe handtekening)

A. Vermaak
Sekretaresse
RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA

INHOUD

RGN-onderwysnavorsingsprogram

RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA:
Ongepubliseerde navorsingsverslae

Deel II

Pretoria

Julie 1989