# The NTB/HSRC Investigation into a National Training Strategy for the RSA

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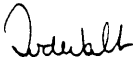
TO: THE CHAIRMAN OF THE NATIONAL TRAINING BOARD


Dear Dr Eksteen


I hereby take pleasure in submitting the report of the Work Committee: A National Training Strategy for the RSA which, at request of the National Training Board, was prepared for the main Committee of the HSRC Education Research Programme.

The Main Committee of the HSRC Education Research Programme, chaired by Prof. J.P. de Lange, approved the report at its meeting on 6 November 1990. The HSRC as well as the main committee subscribe to the findings and recommendations contained in the report. ..

The recommendations are included as a final chapter in the report.



TJAART VAN DER WALT
PRESIDENT
HUMAN SCIENCES RESEARCH COUNCIL

# TO THE PRESIDENT OF THE HUMAN SCIENCES RESEARCH COUNCIL

## THE REPORT OF THE NTB/HSRC INVESTIGATION INTO A NATIONAL TRAINING STRATEGY FOR THE RSA

The Work Committee: NTB/HSRC Investigation into a national training strategy for the RSA hereby submits its report which is based on the research and deliberations of the work committee as detailed in the report.

We, the undersigned, trust that this report will be of value in the realisation of a national training strategy and that it will make a contribution to the development of the labour force of the RSA.
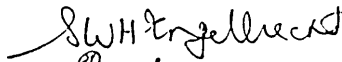
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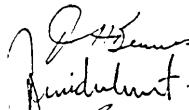
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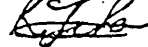
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# PREFACE

This document on a national training strategy for the RSA is the culmination of research which commenced in 1983 with the HSRC/NTB Investigation into the Training of Artisans in the RSA, later considered as a pilot study for the HSRC/NTB Investigation into Skills Training in the RSA which was completed in 1989 and which in turn became an interim report for the national training strategy investigation. Judging by the results of the investigation into the training of artisans, which, since the promulgation of the Manpower Training Amendment Act, 1990 (Act No. 39 of 1990), can now be fully implemented, these three reports have the potential to revolutionise training in the RSA and to lead to far greater co-ordination of effort on a voluntary rather than an enforced basis.

The report on the training strategy sets out to create TTP which will be a training partnership of all the principal players in the field of training, banded together on a voluntary basis to develop training strategies in the best interests of co-ordination of effort and avoidance of unnecessary duplication of courses, facilities and training investment. These partners include the State, employers' organisations, employees' organisations, individual employers and the vast range of training organisations and institutions with respect to their training activities.

In addition to creating the concept of TTP the report proposes a national convention of TTP on a regular basis at which strategies for a period of approximately five years can be planned. If this aspect of the report is accepted, a milestone in the history of training in Southern Africa will have been reached during 1991 by the achievement of the first national convention on training ever to be held in this country.
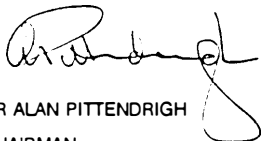
By putting the basis of corporate strategic planning into practice and applying it to a national training strategy, it is clear that strategy management requires strategy policy decisions such as would be determined at the national convention. However, the implementation stage requires a management structure, feedback and control mechanisms. Attention has also been given to these matters and the structure proposed in the skills training report has been refined so as to create the organisation necessary for the implementation stage.

This report also gives attention to some of the more important issues at present confronting the RSA such as the problems of the "lost generation" as well as the interface between the training and education systems. These issues will all appear on the agenda of the national training convention.

It must be stressed that the concept of the national training strategy is based entirely on the basis of voluntary acceptance by all the partners of TTP. It is conceived that under the umbrella of a national training strategy each industry is left free to determine its own industry national training strategy. Each employer, or any other partner of TTP would then be free to plan their own strategy in terms of the training strategy determined for their particular industry.

The concepts proposed In this report were well canvassed at the five training strategy seminars held In the main centres of the RSA which enabled those attending the seminars to make a contribution to the strategy before it was finalised. At these seminars It was most gratifying to receive positive support for our ideas as well as useful suggestions which we were able to Incorporate In the report.

I would like to express my sincere thanks to all the individuals who agreed to become members of the research work committee and to assist me in this important task as well as to the members of the executive committee, the employers, members of trade unions and other Institutions and all those who In some way assisted the researchers with their work. My thanks also go to the regional training committees who organised the seminars and the seminar participants who formed such an able sounding board for our ideas. I have no doubt that if due and timeous attention is given to the contents of this report, great advances can be made in the field of training in Southern Africa which in the long run can only contribute towards developing our economy and enhancing our present deplorably low levels of productivity.

DR ALAN PITTENDRIGH
CHAIRMAN

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# CHAPTER 1

# BACKGROUND TO THE INVESTIGATION INTO A TRAINING STRATEGY FOR THE RSA

## 1.1    THE REQUEST FOR THE INVESTIGATION

During the course of the HSRC/NTB Investigation into Skills Training in the RSA and the HSRC/NTB Enquiry into the Training and Placement of the Disabled Person it became increasingly apparent that there was a need for an overall national training strategy in the RSA. Individual industries would then be able to plan their training In terms of such a strategy while the state would be able to determine its training priorities and plan the allocation of funds in order to implement the strategy and address the priorities. The Chairman of the National Training Board (NTB) then entered into discussions with the Executive Director of the former Institute for Educational Research (now the Group : Education) of the Human Sciences Research Council (HSRC) on this topic which resulted in a research proposal being submitted to the NTB. The proposal was accepted with the intention of commencing the investigation in 1989 once the investigations into skills training and the training and placement of the disabled person had been concluded. The two reports were presented to the NTB on 28 April 1989 where they, as well as the research proposal on a training strategy, were accepted. This cleared the way for the commencement of the NTB/HSRC Investigation into a National Training Strategy for the RSA. It was subsequently decided to incorporate the recommendations of the Skills Training Report in the Report on a National Training Strategy.

## 1.2    THE NEED FOR A TRAINING STRATEGY FOR THE RSA

It is generally accepted today that investment in human capital by means of training plays an important role in the development of the economy and technology of a country. Vast sums of money are spent on training in the RSA by both the private sector and the state, while tax concessions for training were costing between R120 m and R500 m annually up to July 1990 when the tax concession system was discontinued. This enormous national training effort in the RSA is largely unco-ordinated and uncontrolled with regard to national training needs. The main reason for this lies in a shortage of skilled manpower which makes training pull-orientated in order to meet the short-term market needs rather than anticipating long-term trends In the market place. Should all interested parties, on the other hand, participate in designing, accepting and implementing a national training strategy, it would be possible for training in the RSA to change from reacting to trained manpower needs which already exist, to a system which would anticipate future manpower needs so as to assist the economy in developing.

The training effort is also sporadic as it is very sensitive to the economic or business cycle and studies have shown that the training cycle is out of phase with the business cycle (see the HSRC/NTB Investigation into the Training of Artisans in the RSA, Chapter 3, Par. 3.5). Training is curtailed in the economic downturn when in fact there could, and probably should be greater training efforts so as to meet the increasing manpower demands during the subsequent upturn phase of the economy. As training is pull-orientated and consequently responds mainly to shortages of skilled manpower, it is largely conducted for the needs of the formal economic sector, thus ignoring possibilities of the informal sector and tends in turn also to become cyclical in nature. This is likely to lead to neglect of certain areas of training which would be valuable in the longer term and even to neglect of important areas of general training such as training for literacy and numeracy. Furthermore no system of recognition or accreditation of training exists between employers in different industries or, in many cases, between employers in the same industry. This may lead to duplication of training, trainees being retrained in the same skills by different employers, or an inability of a person to obtain work demanding skills already acquired. There is also an absence of links between the training system and the formal education system and no accreditation system which would enable recognition by the formal education sector of qualifications obtained in the non-formal sector. The cost benefit of the total expenditure on training in the RSA would be considerably enhanced if the distribution and expenditure of training funds were done more effectively and according to a strategic plan.

It is stated In the Compendium of Training, published by the NTB in 1984, as a part of the national training policy, that

> [t]he national and general training objective is to develop to the optimum the country's entire workforce, regardless of race, colour or sex by means of continual upgrading, to the highest level, of the individual's skills bearing in mind his talents, interests and other personal characteristics. This process must take place with due regard to the present and future technological, economic and social needs of South Africa.
> (National Training Board, Department of Manpower. Compendium of Training p.8.)

The optimum use of the total training facilities in the RSA as well as training as an investment in human capital, is not possible due to the lack of co-ordination, clear-cut goals and objectives.

**A national training strategy which includes the identification of national training priorities is therefore essential to ensure that these objectives may be realised.**

## 1.3    THE WORK COMMITTEE (WC)


It was considered necessary to appoint a work committee consisting of experts from the many organisations Interested In and possibly influenced by a national training strategy that would be responsible for planning and monitoring the investigation and leading any research that was considered necessary.    Dr A. Pittendrigh was appointed to lead the investigation as chairman of the WC. Discussions then took place concerning the membership of the committee in order to ensure that no important interested parties would be overlooked and to identify individuals who would be capable of making a positive contribution to the investigation.    The persons identified in this manner were then invited to become members of the WC and to attend its first meeting which was to be held on 4 August 1989 at which the full background to the investigation was to be discussed.    At this first meeting of the WC the committee members suggested that additional persons be asked to join the WC and they also appointed an executive committee to deal with routine matters and assist in limiting the number of meetings of the WC.    It should be noted, however, that all committee members, although they were appointed because of their particular interests, were appointed in their personal capacities.    The WC members were:


| | |
|---|---|
| Dr A. Pittendrigh | Chairman of the Investigation |
| Dr S.W.H. Engelbrecht | General Manager : Group : Education, HSRC |
| Dr F.R.L.N. Eksteen | Chairman, National Training Board |
| Dr F.S. Barker | Acting Chairman, National Manpower Commission (NMC) |
| Mr L.P. Bartel | Afrikaanse Handelsinstituut (AHi) |
| Mr C.D. Beukes | Chief Director, Department of Education and Culture (House of Representatives) |
| Dr J.H. Beukes | General Manager : Group : Corporate Communication, HSRC |
| Mr G.W. Bezuidenhout | Labour Adviser, SA Chamber of Business (SACOB) |
| Mr G.B. Blain | Head of Distributed Training, First National Bank |
| Dr P.J. Britz | Group Manpower Manager, Transnet |
| Mr L.N. Celliers | General Secretary, SA Confederation of Labour |
| Mr K. Fisher | Group Training Manager, Small Business Development Corporation (SBDC) |
| Mr D.B. Gaynor | General Manager, Education Services, Chamber of Mines |
| Dr G.D. Haasbroek | Chief Director : Manpower Training, Department of Manpower |

| Mr P. Handlinger | Manager, Manpower Provision Action, Foundation for Research Development |
| Dr J.F. Hattingh | Director, Department of National Health and Population Development |
| Prof. P.G. Human | Faculty of Education, University of Stellenbosch |
| Mr M.J. Klopper | Chairman, Association of Technical Colleges |
| Dr R.S. Loubser | Vice-President, SA Council for Professional Engineers |
| Mr P.Z.G. Malimela | Chief Executive Officer, Malimela and Associates |
| Mr P. Naidu | Technical Education and Training Consultant |
| Dr G.A. Niebuhr | Chief Director, Education Policy, Department of National Education |
| Dr E. Orbach | Group Manager, Development Bank of Southern Africa (DBSA) |
| Prof. A.M. Reynolds | Chief Director, Institute for Training, Commission for Administration |
| Mr A.D. Riley | Manager, Human Resource Studies National Productivity Institute (NPI) |
| Prof. J.M. Schepers | Department of Psychology, Rand Afrikaans University (RAU) |
| Dr H.J. Smith | Chief Director, Technology Advancement, Department of Commerce and Industry |
| Dr I. Steyl | Rector, Vaal Triangle Technikon |
| Prof. F.G. Steyn | Department of Economics, University of Pretoria |
| Mr J.R. Tyers | Executive Director, Furniture Industry Training Board (FITB) |
| Mr T.G.J. van der Berg | Chairman, Private Sector Education Council (PRISEC) |
| Mr M.C. van Niekerk | Manager:Training, SA Agricultural Union |
| Mr H. van Schalkwyk | Co-ordinator, HSRC |
| Mr L.N. van der Schyff | Co-ordinator, NTB |
| Mr M.C. Edmunds | Co-ordinator, NTB |

The Executive Committee consisted of:

| Dr A. Pittendrigh | Chairman |
| Dr S.W.H. Engelbrecht | |
| Dr F.R.L.N. Eksteen | |
| Dr G.D. Haasbroek | |
| Dr R.S. Loubser | |
| Mr P.Z.G. Mallmela | |

| Mr H. van Schalkwyk | Co-ordinator |
| Mr L.N. van der Schyff | Co-ordinator |

At a later stage requests for WC membership were received from other organisations and the executive committee decided to offer observer status to the Southern African Society for Training and Development (SASTD) and the Institute of Personnel Management (IPM). This offer was accepted and Mr S. Fourie of the SASTD and Mr Tony Ansara of IPM were appointed as observers to the WC.

Dr D. Haasbroek was transferred from the NTB to the Department of Manpower as chief director and at that stage became an observer member instead of a full member as the Department of Manpower would eventually have to consider the final report officially.

The WC held five meetings and completed its work on 31 October 1990 while the Executive Committee held eight formal meetings and a number of ad hoc meetings.

## 1.4 RESEARCH METHOD

### 1.4.1 The first meeting of the WC

At the first meeting of the WC consideration was given to the cost of the research project in the light of experience gained in previous projects. The system of a number of project committees functioning under a WC had become expensive due to rising travel and accommodation costs and this system was no longer considered to be a cost-effective research method. Previous experience had also indicated that there was a shortage of competent research workers who could effectively contribute to the research process. In view of this and the fact that funds for the total research project were limited it was decided by the WC that the number of meetings should be reduced to the minimum so that the maximum amount would be available for high quality research. This in turn led to the appointment of the smaller Executive Committee (Exco) which could give direction to the research on a continuous basis.

### 1.4.2 Consideration of the research project

The WC then paid attention to the actual research project. The research brief, namely to formulate a national training strategy for the RSA was explored in order to identify a number of possible research topics as well as to build up a logical structure or framework for the research. Topics considered at that stage included:

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A philosophy of human resources development by means of skills training.

A national training policy.

The determination of a national training strategy.

The determination of national training priorities.

The implementation of a training strategy.

Feedback mechanisms on the implementation of the training strategy.

All topics covered in the discussion were then referred to the Exco for consideration and identification of suitable research workers. At subsequent Exco meetings a proposal was made that the discipline of corporate strategic planning or corporate strategic management should be considered as the basis of research.

### 1.4.3 Consideration of corporate strategic management

At the fourth meeting of the Exco, the chairman proposed a system of corporate strategic management and the various elements of the corporate strategic management process. This meeting was also attended by Professors S. Marx, M.J.C. van Vuuren and N.F. Alberts of the Department of Business Economics and the Graduate School of Management of the University of Pretoria. Their views were obtained on the feasibility of this approach being used in order to determine a national training strategy. At this meeting it was decided to make a similar presentation on strategic management to the WC. This was done at the second meeting of the WC which was also attended by Prof. M.J.C. van Vuuren and Prof. N.F. Alberts. The WC then agreed to this process being used as the basis for the research project and left negotiations with suitable and competent researchers to the Exco. The corporate strategic management process is described in detail in Chapter 2. In order to implement this process it became necessary for the WC to define certain terms.

### 1.5 DEFINITIONS

#### 1.5.1 Training

The Compendium of Training of the National Training Board defines training as

> the transfer or gaining of technical knowledge, related skills, values and attitudes in order to develop proficiency and to develop a person's natural aptitudes and other abilities to improve his capabilities as a worker. Training, which generally takes place outside formal educational Institutions, is more often than not directed towards the needs of a specific employer or group of employers.
> (Compendium of Training, pp. 3 - 4)

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The skills that are developed could be of a technical, human or conceptual nature and are needed to a varying degree in the various levels of occupation from the unskilled worker up to the highly skilled levels of senior management. This is illustrated in Figure 1.1.

FIGURE 1.1  THE RELATIVE IMPORTANCE OF TYPES OF SKILLS AT
             DIFFERENT EMPLOYMENT LEVELS

| Highly skilled/ Senior management | | Conceptual skills |
| Skilled/Middle management/Junior management | Human skills | |
| Semiskilled | Technical skills | |
| Unskilled | | |
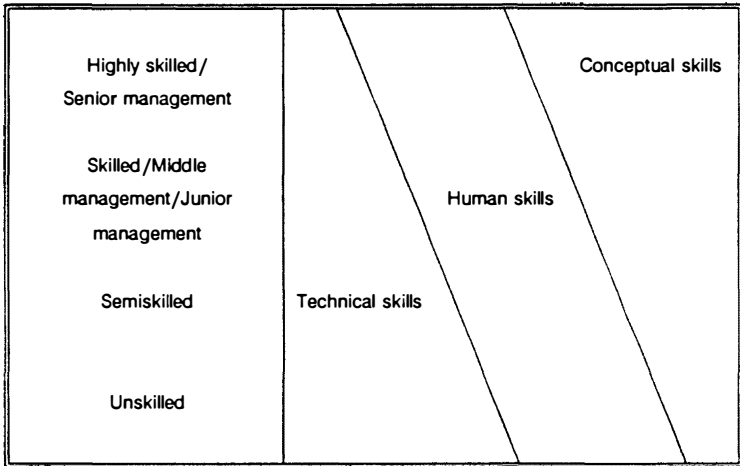
(Compendium of Training, p.3.)

1.5.2    Training strategy

Many authors have defined the word strategy in books on management, corporate strategic planning and corporate strategic management.  Examples of such definitions are repeated below in order to clarify what is intended by a national training strategy.

Strategy.  Generalship, the art of war, (lit. & fig.);  management of an army or armies in a campaign, art of so moving or disposing troops or ships or aircraft as to impose upon the enemy the place & time & conditions for fighting preferred by oneself, (of tactics) (Concise Oxford Dictionary).

Strategic.  Of great or vital importance within an integrated whole (Websters Third New International Dictionary).

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**Strategic Management.** Strategic management will be defined as the formulation and Implementation of plans and the carrying out of activities relating to matters which are of vital, pervasive or continuing Importance to the total organization (Arthur Sharplin. Strategic Management).

**Strategy.** The determination of the basic long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out these goals (Alfred Chandler. Strategy and Structure).

**Strategy.** The pattern of objectives, purposes or goals and major policies and plans for achieving these goals, stated in such a way as to define what business the company is in or is to be In and the kind of company it Is or is to be (Kenneth Andrews. Business Policy : Text and Cases).

**Strategies.** General programs of action and deployment of emphasis and resources to attain comprehensive objectives; the program of objectives of an organization and their changes, resources used to attain these objectives, and policies governing the acquisition, use, and disposition of these resources; the determination of the basic long-term objectives of an enterprise and the adoption of courses of action and allocation of resources necessary to achieve these goals (Koontz et al. Management).

**Strategic planning.** The careful, deliberate, systematic taking of decisions which affect, or are intended to affect the organization as a whole (as opposed to only parts of it) over long periods of time (John Argenti. Systematic Corporate Planning).

**Strategy.** Strategy is the match between an organization's resources and skills and the environmental opportunities and risks it faces and the purposes it wishes to accomplish (Charles W Hofer and Dan Schendel. Strategy formulation : Analytical Concepts).

By strategy, managers mean their large-scale, future-orientated plans for Interacting with the competitive environment to optimize achievement of organization objectives. Thus, a strategy represents an organizations "game plan". (John A Pearce II and Richard B Robinson, Jr. Strategic Management.)

After weighing up the implications of each definition a selection was made from those considered to be applicable and the WC arrived at the following definition of a national training strategy:

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The national training strategy is a plan of action, based on predetermined long-term goals and short-term objectives, to provide for the systematic structured training of manpower in skills at different levels in order to better match the supply of an appropriately trained and highly productive workers' corps required to match the present and future qualitative and quantitative needs of each production sector in the country's economy.

### 1.5.3 The training partnership (the acronym TTP will In future be used to represent the training partnership)

In order to apply the system of corporate strategic planning to the development of a national training strategy it became necessary to define the organisation for which the strategy was being planned. After a study of documents on training in other countries and particularly the report of Her Majesty's Stationery Office (HMSO) on Employment for the 1990s, it was considered essential to create the concept of the private sector and the state Interacting In an equal partnership In order to design a training strategy on a voluntary basis. If this could be achieved each Industry, as well as other partners In TTP, could be considered as a strategic business unit (SBU) and they could in turn design the strategy for their own industry on a voluntary basis under the umbrella of the national training strategy which they had helped to design.

The WC then decided that TTP includes all training initiatives of the state, organised industry, individual training employers as well as training initiatives of trade unions and they defined TTP as follows:

> The Training Partnership (TTP) Is all parties Involved In training policy formulation, planning, Implementation as well as the financing and provision of training for the world of work In the RSA.

### 1.5.4 The mission of TTP

It was also necessary for the WC to determine the mission of TTP as one of the first steps in corporate strategic planning. Most of the time of an Exco meeting was devoted to the formulation of a suitable mission statement which was further refined at the second WC meeting. It was then agreed that

> [t]he mission of TTP Is to concern itself with the provision of appropriate and adequate training for all the peoples of the RSA. While doing this TTP will bear In mind the economic and other needs of the country, the aspirations and the aptitudes of the Individual and the need to optimise the utilisation of the limited training facilities of the country.

## 1.6 APPOINTMENT OF RESEARCH WORKERS

After the WC had decided on the use of the system of corporate strategic management as the research method and the training strategy, TTP and mission statement had been defined, negotiations were entered into with potential research workers. It was decided that two main research projects were necessary, namely an internal organisational assessment and an external environmental assessment. These are described in detail in Chapters 2, 4 and 5.

### 1.6.1 The internal organisational assessment

This research project was designed to identify and describe TTP and its SBUs and identify the strengths and weaknesses of TTP. The research was undertaken by Dr Ros Hirschowitz and Mrs Susan Hayes of the former Institute for Labour Economics Research (presently Group : Human Resources) of the HSRC making use of staff and facilities of the institute.

### 1.6.2 The external environmental assessment

Research into the external environmental analysis was undertaken by a team of researchers under the leadership of Prof. N.F. Alberts of the Graduate School of Management of the University of Pretoria. This team consisted of Prof. N.F. Alberts, Prof. F.G. Steyn and Prof. A. de Villiers all of the University of Pretoria.

### 1.6.3 Commencement of research

These two research contracts were finalised by 30 November 1989 when formal agreements were entered into between the researchers and the former Institute for Educational Research (presently Group : Education) of the HSRC, after which research could commence.

## 1.7 INDUSTRY SEMINARS

The concept of the training partnership as a means to voluntary participation in the planning and implementation phases was considered as being of paramount importance. If the partners were able to play a positive role in formulating a training strategy they could be expected to associate themselves with it and adopt it as their own training strategy. For this reason it was decided to propagate the concept of TTP throughout the course of the investigation. It was also decided that once the research was completed and a draft report had been compiled, a series of seminars would be arranged in order to further refine and finalise the national strategy. These seminars were organised by the regional training

committees at five major centres as indicated in Table 1.1.

**TABLE 1.1 DATES AND VENUES OF SEMINARS**

| Date 1990 | Venue | Number of Persons |
|-----------|-------|-------------------|
| 27 September | Port Elizabeth | 74 |
| 2 October | Cape Town | 102 |
| 3 October | Bloemfontein | 34 |
| 4 October | Durban | 78 |
| 8 October | Johannesburg | 117 |
| | TOTAL | 405 |

In addition up to eight Exco members attended the seminars.

Discussion at these seminars was used as a further input in order to refine the goals, objectives, strategy and priorities and the report was finally accepted by the WC at its meeting on 31 October 1990.

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WEBSTERS THIRD NEW INTERNATIONAL DICTIONARY.

# CHAPTER 2

# THE SYSTEM OF CORPORATE STRATEGIC MANAGEMENT

## 2.1 INTRODUCTION

After the WC had decided that research into a national training strategy would be conducted by means of a system of corporate strategic planning, it became necessary for the elements of the system used to be defined. Since World War II a great deal of development in management theory and principles has evolved and in this process corporate strategic planning has become a well-trodden path in the business world and there have been numerous publications on this topic. As the business world represents a dynamic situation it was realised that strategies need implementation, assessment and adaptation in order to meet changing requirements and consequently the later publications have come to stress corporate strategic management rather than the planning function only. Corporate strategic management therefore needs to be an interactive and iterative process in order to adapt to changing circumstances.

As the present processes or steps which comprise strategic management have evolved in order to meet the needs of the business world they should be examined and adapted where necessary in order to meet the different requirements of the strategic management of training. In order to do this the basic elements of the strategic management process need to be described.

(Note : Paragraphs 2.2 to 2.7 deal with current thinking on corporate strategic management, while Paragraph 2.8 onwards deals with an adaptation of this theory to a national training strategy).

## 2.2 THE CORPORATE STRATEGIC MANAGEMENT PROCESS

The corporate strategic management process is illustrated by Figures 2.1 and 2.2.

Figure 2.1 illustrates that the organisation is central to the whole process but is surrounded by the environment which has an effect on all organisational activities. This environment may be considered from the standpoint of a number of different facets such as economic, political, social and technological. The organisation may in turn have some impact on the environment but this is usually of minor importance as indicated in Figure 2.2.

The management process may be split into two phases, namely strategy formulation and strategy implementation. The formulation phase consists of determining the mission of the organisation, assessment of the organisation and of its environment, strategic analysis leading to setting long-term

goals and short-term objectives and determining the grand and operating strategies. On the other hand the implementation phase consists of strategy activation and evaluation and control of the strategy. It must be realised that due to the dynamics of this process it should always be considered as interactive and iterative and consequently it is fundamental to the process that there should be continuous feedback to and reconsideration of all steps in the process.

FIGURE 2.1 :   THE BASIC STRATEGIC MANAGEMENT PROCESS
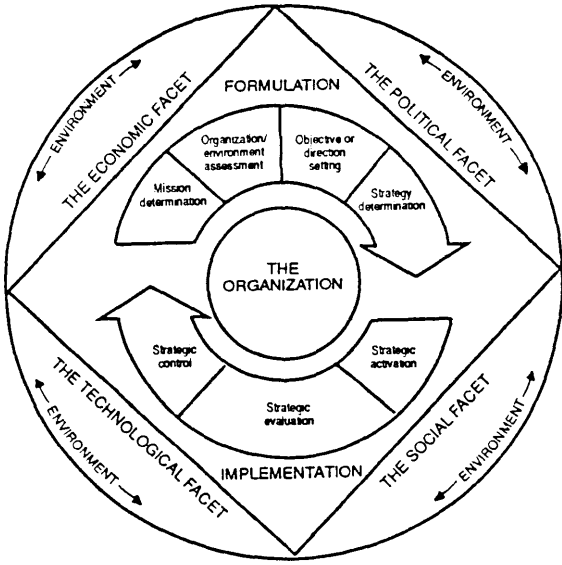


(According to  *Strategic Management*  Arthur Sharplin p.9)

## 2.3    DIFFERING LEVELS OF STRATEGIC MANAGEMENT

It is generally accepted that strategic management may take place at three differing levels. These are the corporate, the strategic business unit (SBU) and the functional level. The corporate level consists of the board of directors and the top executives of the organisation and their main strategic function is to formulate and implement a strategy which will ensure that the organisation accomplishes its mission.

The second level consists of persons such as second-tier executives, business managers and division heads and their responsibility is to translate the mission and first-level strategy into functional business terms in order to enable the business to realise its mission. The SBU is any part of the organisation which is dealt with as a single unit in the strategic management process. It may be a separate subsidiary company, a separate department in an organisation or other cost centre. Each SBU is in turn split into functional, geographic or product sub-divisions such as personnel, marketing, branch offices and

FIGURE 2.2 : STRATEGIC MANAGEMENT MODEL
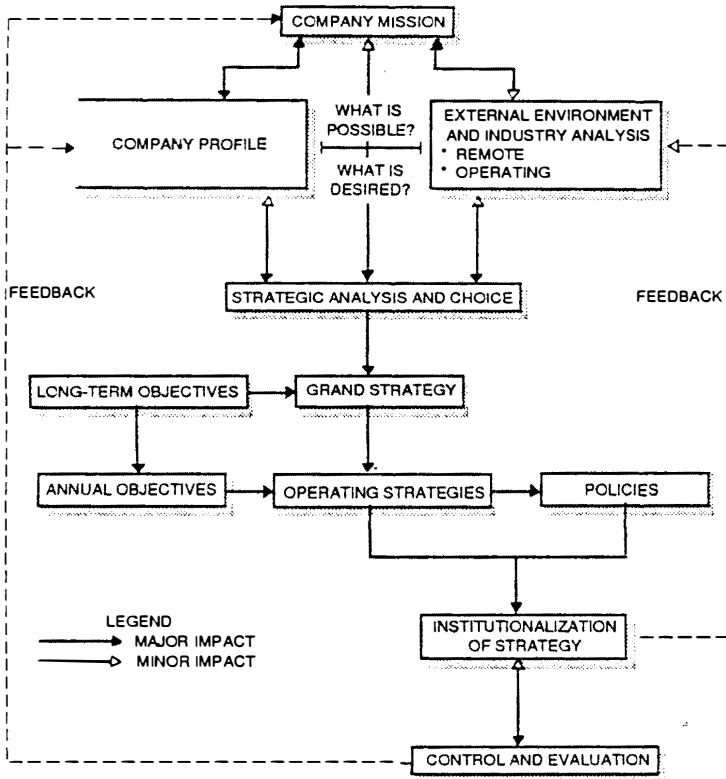


(According to  *Strategic Management*   Pearce en Robinson, p. 54)

sections manufacturing a specific product.  At this level strategic management is involved in the execution of second-level strategic planning in order to ensure that the organisation effectively achieves its objectives.  Strategic management is, however, not merely a three-step process as there should be continuous interaction between the strategies at different levels.

## 2.4    THE MISSION STATEMENT

The mission statement should indicate the purpose and nature of the organisation in broad terms, including what the organisation does and where and why it is done.  However, the mission statement must also include the organisation's philosophy and aspirations as well as its ethos.  The ethos indicates how the organisation reacts to people, the shareholders, customers and employees as well as other groups in society.  A clearly stated mission not only helps to create a positive public image for the organisation but also gives direction to its strategy, as the strategy should be aimed at the achievement of the mission.  The determination of the mission may be a time-consuming process, but it is an essential first step in the strategic management process and it needs to be set out in concise and clear terms if it is to succeed in permeating all the organisation's activities.

## 2.5    THE ORGANISATIONAL AND ENVIRONMENTAL ASSESSMENT

The next steps in the process, after determining the mission, are the organisational and environmental assessments.   As these processes are independent of one another they may be carried out simultaneously or in any sequence.  Both, however, consist of information gathering and evaluation.

### 2.5.1   The organisational assessment

The purpose of organisational assessment is to identify the strengths and weaknesses of the organisation so that they can be taken into account when designing the strategy.  Reliable information on the organisation is normally readily available.  It is not considered necessary to review every aspect of an organisation during the organisational assessment.  There will be certain strategically important aspects of the organisation which will give to it a unique set of strengths and weaknesses and these need to be identified and assessed.  Most corporate organisations are profit or at least cost centred, and are involved in strategic planning in order to maximise their profits and ensure a healthy growth rate.  For this reason corporate planners tend to look carefully at financial factors such as profitability, shareholders returns, return on investment or long-term earning capacity.  What is necessary, however, is to identify the characteristics of the organisation and its key factors which result in its potential for development as well as factors leading to its limitations.  Various authors have given lists of factors which may be considered and some are listed below:

| Pearce & Robinson - | Marketing, finance and accounting, production/operations/technical, personnel, organisation and general management. |
| Argenti - | Financial, productive, marketing and distribution, buying, research, employees, management, position in industry. |
| Sharplin - | Finance, marketing, production, personnel. |
| Peters and Waterman - | McKinsey's Seven S's. Structure, strategy, systems, staff, skills, style, shared values. |

It appears from the above that the organisational assessment needs to consider at least the following factors which could reveal strengths and weaknesses : financial, marketing and distribution aspects which include the market share, production (including the provision of a service where this is the product of the organisation), staff and their skills or lack of them, management and organisational ability.

It is not sufficient to identify key factors which will influence the strategy. It is necessary to evaluate them in order to identify the strengths and weaknesses. Various means are used in this process some of which are a formal questionnaire circulated to staff at the corporate, SBU or functional level, informal interviews conducted by planners, top executives going into seclusion for regular planning sessions or the Delphi method of arriving at consensus. Use is also made of external consultants acting as facilitators and leading the management team through the assessment process.

### 2.5.2   The environmental assessment

An organisation exists within a particular environment which acts on it and causes it to respond to the environment. The reaction to the environment may become critical to the success or failure of the organisation. Consider for example the present-day concern of the growing conservation lobby, its reaction to nuclear power generation, the greenhouse effect or beauty without cruelty. Certain factors within the environment need to be identified as they may either present unexploited opportunities or unrealised threats to the organisation. A great deal of information on the environment is available in a variety of forms and the greatest difficulty in an environmental assessment may well be the selection of the most relevant information and the rejection of that which is irrelevant to the strategic process. It must be stressed, however, that environmental factors cannot be controlled by the organisation and that the latter is unlikely to have much more than a marginal impact on its total environment. There is reasonable consensus on the headings under which the environment may be assessed and these are economic, social, political, technological and competitors. It is necessary, however, for such factors to be considered at a local, national, regional and international level. Some aspects of each of these factors are listed below:

## Economic

Financial markets, availability of credit, interest and inflation rates, supply of and demand for labour, goods and services in local and international markets. Demographic trends. Changes, trends and cycles in the economy. International economic co-operation. Purchasing patterns, disposable income and savings patterns. Wage levels and the changing role of organised labour.

## Social

Social facets relate to the relationships of the organisation with the individual, groups in society and society at large. These include the ethical and moral responses to society. Changing social behaviour and attitudes to work and leisure. Work preferences. Attitudes of society to pollution and aesthetics. Rejection of nuclear materials and noxious chemicals. Noise control. Changing levels and forms of education and reactions to specific training. Attitudes to race, colour, religion, sex, quality of life.

## Political

Laws, regulations, statutes, ordinances and bye-laws and their impact on the organisation. The law courts, groups and individuals responsible for enforcing and interpreting laws and their attitudes. Decentralisation, deregulation and privatisation. Taxation, safety regulations, labour relations regulations, tariff agreements, etc. The influence of political change.

## Technological

The effect of technological change on the organisation needs to be assessed by means of technological forecasting. Changing technology can create new products, substitute products, new materials or techniques which have an impact on the market. Technological innovation is necessary in the modern changing world as market share may be influenced by producing the same product at a reduced price or a better product at the same cost. In the modern world many examples can be seen of how new technologies influenced market relationships and the interface between the business and wider society as well as the environment.

## Competitors

Competitors form part of the external environment but are in much closer contact with the organisation and consequently are likely to have a greater effect on it. By the same token the organisation can exert more influence on competitors as an environmental factor than it can on other environmental factors. Competitors can influence the market share, size of market, supplies, movement of trained and competent employees as well as research and product development. In a study of competitors it is useful to draw up a profile of the competitors who have the greatest impact on the organisation at local, national and international levels. Such profiles when measured against the organisation's own profile can be used to indicate threats to and opportunities for the organisation. This assessment may also include

a study of geographic, demographic and educational levels as well as customer patterns and preferences.

## 2.6 ANALYSIS; GOALS, OBJECTIVES AND STRATEGY

Although consideration will be given to the following steps in the process as though they are always performed sequentially, they are in fact so interwoven that they take place concurrently. The reason for this is that it is necessary to consider the results of the organisational and environmental analyses, to think of goals (long term) and objectives (short term) and of strategies for achieving goals and objectives. In this process it becomes apparent that certain goals and objectives are not practicable and they must be rejected before final decisions can be taken. This process is illustrated by Pearce and Robinson as indicated in Figure 2.3.

FIGURE 2.3 :  STRATEGIC ANALYSIS AND CHOICE
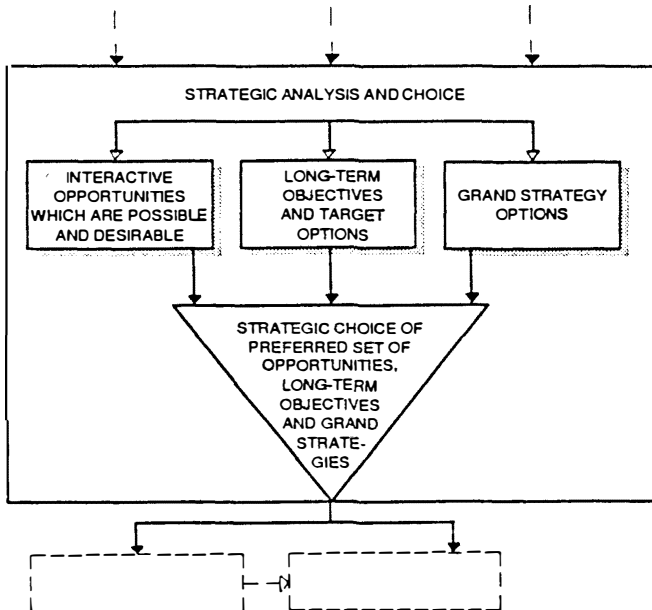


(According to *Pearce en Robinson*, p. 232)

A large number of systems for analysis and for deciding on strategic options have been evolved. These include the Boston Consulting Group Matrix which uses market share and relative sales growth, the GE Planning Grid which uses multiple factors contributing to business strength and long-term product/market attractiveness and the Hofer Matrix which uses competitive position and stage of product/market evolution. In this Investigation, however, it was decided at an early stage that the SWOT analysis technique would be used and consequently this system will be discussed.

### 2.6.1 Strengths, weaknesses, opportunities and threats

A SWOT analysis consists of a consideration of the organisation's strengths (S) and weaknesses (W) as revealed by the organisational assessment and its opportunities (O) and threats (T) as they emerged from the environmental assessment.

Strengths are internal competencies possessed by the organisation which are unique to it in comparison with those of its competitors. For this reason strengths are seen as relative rather than absolute properties. They must also be seen as strengths relative to the needs of the market place or potential market. Strengths also arise from within the organisation because of its intrinsic properties and not from the environment. It is not a strength of an organisation that it happens to supply a product to a rapidly growing market. Strengths arise from factors such as the organisation's personnel, physical facilities, location relative to supplies and markets, organisational ability, financial resources, contacts, image and position In the market.

Weaknesses are also Internal characteristics of an organisation and they may tend to make the organisation less effective than its competitors. Consequently weaknesses are also relative rather than absolute. Weaknesses are to be found In the organisation's financial, distribution, marketing, manufacturing, buying, product development, market share, diversification, management and personnel factors. Weaknesses may be more difficult to identify objectively than strengths and their accurate identification may be most important in determining the strategy.

Opportunities are external to the organisation and are identified by means of the environmental assessment. An opportunity is a combination of external circumstances which could be of benefit to the organisation if future action is designed to make use of them. Opportunities may already exist In which case they need to be identified and acted upon. They may also be created as the result of research and development, or the creation of new technologies. This Is one of the reasons for technology forecasting In the ert,'ir nmental assessment.

Threats are situations and events which have already happened or which may reasonably be expected to occur and which may do significant harm to the organisation. Threats always exist and need to be identified as soon as possible so that action can be taken to avoid them or to minimise their effect. The recognition of and action taken on a threat, may even enable it to be converted into an opportunity. Threats are usually associated with competitors but may also result from the emergence of public awareness of conservation and pollution, the economic cycle and its influence on the market, the effects of inflation or growing militancy of trade union action.

### 2.6.2 SWOT analysis

The process up to this stage has consisted of determining the organisation's mission, the organisation and environmental analysis and identification of strengths, weaknesses, opportunities and threats. The strengths, weaknesses, opportunities and threats must now be carefully examined in order to determine the ones that are likely to have the greatest influence on the organisation and its mission. It is useful if these principal factors are then set out in a cruciform chart for analysis purposes. The form of this chart is illustrated in Figure 2.4.

**FIGURE 2.4 THE SWOT CRUCIFORM CHART**

| Strengths | Weaknesses |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
|    | 4. |

| Opportunities | Threats |
|---|---|
| 1. | 1. |
| 2. | 2. |
|    | 3. |
|    | 4. |
|    | 5. |

The cruciform chart is valuable when moving on to the stage of determining goals, objectives and strategies. At this stage it is also useful if all factors are examined separately with a view to grading them in order of importance. Figure 2.5 from Argenti illustrates this, the figures in brackets indicate the degree of importance of the factor. A figure of 10 indicates an item of paramount significance which must be

taken into full account in any proposed strategy. The chart refers to the wine marketing firm of Delibes, Latour et Cie of which Louis was one of the founders.

FIGURE 2.5   CRUCIFORM CHART FOR LOUIS

| Strengths | Weaknesses |
|---|---|
| Louis, Francois and Georges as a marketing team (8) | Louis, Francois and Georges untried as autonomous business team (3) |
| Their very considerable knowledge of the French alcohol market (8) | No knowledge of the physical side of business (6) |
| Well connected in financial circles (7) | No control over Fr 180m in Delibes, Latour (10) |
| Well known in alcohol industry (7) | |
| Slight knowledge of alcohol industry in Spain (2) | Paladin and Ostienne very small (3) |
| Links with Delibes, Latour (9) | Only Fr 10m available for investment (8) |
| **Threats** | **Opportunities** |
| Future domination by a few large companies (8) | Many family firms will disappear (6) |
| Increasing rate of mergers among competitors (6) | Only a few competitors really understand modern marketing methods (5) |
| Acquisitive American conglomerates (5) | Acquisitive American conglomerates (5) |
| Delibes, Latour as a merger victim (9) | Delibes, Latour as merger partner (9) |
| Profit margins under strain (7) | Prolonged period of economic growth in E.E.C. (6) |
| Anti-capitalist legislation (10) | |
| Anti-alcohol taxes and legislation (6) | Demand for high margin consumer products may grow by 7% p.a. (6) |
| Economic and business cycle (5) | |
| Demand for alcohol reduced by drugs (1) | Ditto - may grow very much faster (3) |
| Synthetic alcohol products (4) | Exports (5) |
| All other technological changes (0) | Internationalization of tastes and drinking habits (7) |
| Imports (5) | |
| Reduction of tariff and quotas (3) | Reduction of tariffs and quotas (3) |

(Argenti, p.170.)

Once these key areas have been identified it is possible to proceed to goals, objectives and strategies which are designed to avoid threats, minimise weaknesses and make use of strengths in order to utilise opportunities. Such actions should, however, be designed in order to realise the organisation's mission. It must also be stressed that the process being described is not a one-off exercise but part of an iterative process.

### 2.6.3   Goals and objectives

Goals have been taken to be the long-term objectives of an organisation. Normally these are planned on a five to ten year basis and form the foundation of mai 't ement by objectives.

Objectives, on the other hand, are taken to be short term, typically determined on an annual basis.

Goals and objectives may be determined at a number of levels from the top corporate level, through SBUs and departments down to the operational level. At the corporate level they will cover all aspects of the organisation and tend to be more generalised and less specific. At lower levels they deal with that section of the organisation only and tend to become less generalised and more specific. All levels of goals and objectives, however, must lead towards the achievement of corporate level goals and objectives. As has been previously stated, goals, objectives and strategies are in fact dealt with simultaneously and for the sake of clarity it should be borne in mind that objectives are the "what" while strategies are the "how".

Objectives should be challenging and therefore able to motivate employees while at the same time being attainable and consequently acceptable to them. Bearing in mind the above differences between goals and objectives, they should be specific, quantifiable and measurable. This aspect is important for follow-up purposes and the exercise of strategy control. Objectives should also be suitable and consistent with the mission, ethos and long-term goals of the organisation.

Goals normally deal with aspects such as the organisation's profitability; returns on investment, shareholders' capital, capital employed; share of the market; position in technology leadership; improvement in productivity; improvement in employee relations; social responsibility; and employee career and personal growth prospects.

Objectives usually deal with the same areas but by nature form the basis of annual budgets, are consequently more specific and directed at targets for smaller units in the organisation. This, however, calls for the integration of objectives so that the results of each section's objectives lead to achievement of the overall goals. If individual managers become involved in the planning of their objectives they are more likely to accept them and understand how they will contribute to the achievement of the overall goals. At the same time objectives form the basis for strategic control, serve as an early warning system and enable periodic review of the goals to take place.

### 2.6.4  Strategy formulation

The strategy is a plan of action designed to lead to the achievement of the organisation's goals and objectives.

Once the mission, ethos and SWOT analysis have been completed and goals and objectives are under consideration, attention should be given to strategies. Goals and objectives are the "what" while strategies are how the objectives will be achieved. Strategies also have to be planned for different levels in the organisation and some corporate planners refer to grand strategies at corporate level while

referring to goals and business strategies at other levels.

Numerous analytical systems have been evolved to assist in the solution of a strategy, some of which were listed at the beginning of Paragraph 2.6 of this work. One system from Pearce and Robinson is illustrated in Figure 2.6 as it indicates a further use of the SWOT analysis.

FIGURE: 2.6 SWOT ANALYSIS DIAGRAM
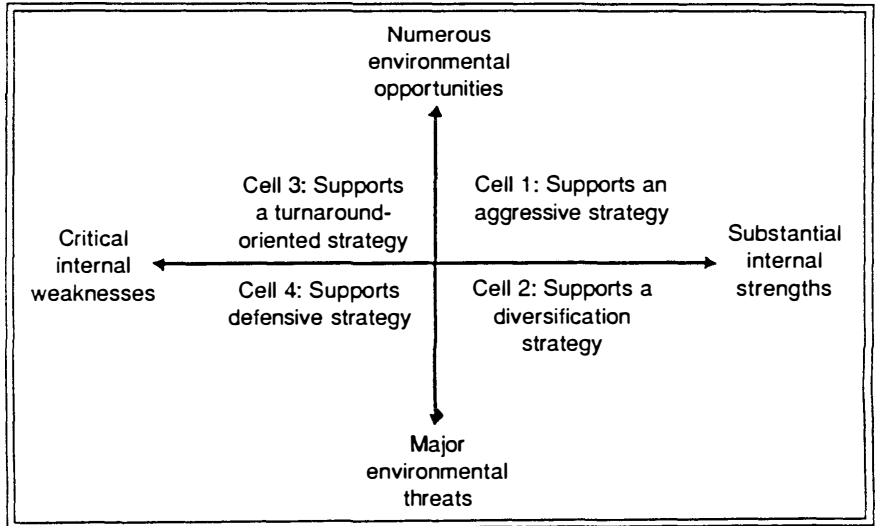


( Pearce and Robinson, p.259)

This system enables a systematic approach to the analysis of strengths and weaknesses against opportunities and threats. The analysis illustrates four patterns in the SWOT match. Cell 1 is the most favourable, being based on strengths and opportunities while Cell 4 is the least favourable as it means the organisation faces internal weaknesses and external threats.

A limitless number of strategies are possible and it is important that it should be realised that each strategy must be planned specifically by an organisation in order to meet its unique circumstances. Strategies may include one or more of the following, or many other approaches : horizontal or vertical integration; diversification; retrenchment; concentration; market or product development; improvement in earnings, profitability, cash flow; sales growth or stabilisation; and product/industry life cycle.

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The following criteria suggested by Argenti may be useful in evaluating specific strategies :

For the overall strategies :

1.  Is this structure likely to result in the target performance risk curve being achieved for (a) the financial and (b) the ethological objectives?
2.  Does it make use of the company's corporate strengths and does it do anything to reinforce these strengths?
3.  Does it rely upon a corporate weakness and does it do anything to reduce these weaknesses?
4.  Are all the major threats avoided or mitigated? If not, are there adequate contingency plans?
5.  What major opportunities are exploited?
6.  Are any ethological constraints infringed?
7.  Are the strategies called for or implied really capable of being carried out in practice?

For individual strategy :

1.  Does it contribute to the proposed strategic structure or to a proposed primary strategy?
2.  Is it likely to show a return on investment that exceeds the company's cut-off rate?
3.  Is its risk profile acceptable?
4.  Does it make use of or reinforce strategic strengths?
5.  Does it rely on weaknesses or do anything to reduce them?
6.  Does it exploit major opportunities?
7.  Does it avoid, reduce or mitigate the major threats? If not, are there adequate contingency plans?
8.  Does it accord with company morals?
9.  Is it consistent with other primary or secondary strategies?
10. Are the managers fully confident that this strategy is capable of being carried out in the real practical world?

(Argenti, pp. 266 - 268.)

Once the strategies have been determined the process of corporate strategic planning has been completed and the process of implementation should commence. It should be borne in mind, however, that corporate strategic management is a continuous process requiring feedback and continuous review of all steps in the process.

## 2.7 STRATEGY IMPLEMENTATION

The process of strategy Implementation consists of activation, evaluation and control.

### 2.7.1 Activating the strategy

Once the strategies have been determined they need to be translated into annual targets, functional strategies and policy decisions which have to be communicated to all levels in the organisation. They need to be understood and accepted and have to permeate all activities of the organisation if they are to succeed. The means adopted for this process will vary considerably between organisations, depending on the management style, structure of the organisation, the ethos, the organisational culture and the leadership ability.

The structure of the organisation may vary from simple to complex, centralised to decentralised authority and decision making, and formal to informal policies and directives. These factors all have a bearing on how the strategy Is made known down to the operational levels. It may well be that experience in reviewing progress in implementing the strategy leads to an adjustment of the organisational structure.

Once functional strategies have been set, consideration has to be given to the commitment of resources in order to realise the objectives. These resources may be financial, the physical resources of buildings, equipment or materials or the provision of human resources.

Apart from the organisational structure and allocation of resources the corporate culture plays a major role in the means used to activate the strategy. This culture is a complex climate created by the business politics of the organisation, the persons who wield power because of their positions, personalities or other connections and the leadership abilities of the chief executive officer and persons in senior managerial and supervisory positions.

### 2.7.2 Evaluation and control

Evaluation and control constitute a continuous process aimed at ensuring that the organisation's activities conform to the strategy, measuring the degree of success in achieving the strategy and evaluating the strategy in the light of changing circumstances so as to make adjustments to the strategy where necessary. In order to do this, performance standards, as demanded by the strategy, have to be set. Performance may then be evaluated by monitoring it against the performance standards which have been set. In addition to monitoring the performance against standards it Is also necessary to exercise strategy control. This entails setting strategy standards, which come from key elements of the strategy, and then

monitoring the success in such elements as a measure of the success of the strategy.

As the corporate strategy was devised using the process already described, it is necessary for a periodic review of this process to take place. This entails determining the extent to which the strategy avoided weaknesses, utilised strengths, minimised threats and exploited opportunities. The annual strategy review process enables the strategy to be tested against the company realities and capabilities. Not only does this ensure that the strategy is realistic, particularly in a dynamic situation, but it also ensures a greater understanding and acceptance of the strategy by all levels of staff engaged in the review process. Tilles and Learned have suggested that the strategist ask the following questions in the review process :

1.    Are the mission, objectives, and plans internally consistent?
2.    Do the strategies fit the current environment?
3.    Are the strategies consistent with the internal resources which are available?
4.    Is the amount of risk appropriate?
5.    Is the time horizon of the strategic plan an appropriate one?
6.    Is the total integrated strategy workable?
7.    Does the strategy accord with the personal values and aspirations of organizational strategists?
8.    Is the strategy socially responsible?

(Tilles, pp. 111-121; Learned, pp. 22-25; Sharplin, p.168.)

In the final analysis the review of the strategy which is an integral part of the total process of corporate strategic management, is designed to bring about a regular re-assessment of the strategy and its adjustment to meet the needs of a dynamic situation, both internal and external to the organisation, in order to enable it to accomplish its mission.

## 2.8    ADAPTING CORPORATE STRATEGIC MANAGEMENT TO FORMULATE A NATIONAL TRAINING STRATEGY

The first part of this chapter has detailed a system or process of corporate strategic management which is used, in the form described or in similar forms by many business undertakings in the Western world. These undertakings are profit motivated and consequently all facets of the system are not necessarily applicable to a training strategy. On the other hand a training strategy should be cost conscious and aim at effective and efficient use of available facilities. On this basis the Exco and WC decided to adapt and use this system to determine the training strategy.

The elements of the system are consequently:

1. The organisation - TTP
2. The mission statement
3. The organisational assessment
4. The environmental assessment at national, regional and international levels
5. The SWOT analysis
6. Goals, objectives, strategies and priorities
7. The strategic planning structure
8. Feedback and strategy review mechanisms.

Figure 2.1, the basic strategic management process by Sharplin, has been amended as shown in Figure 2.7 in order to illustrate the national training strategic management process.

FIGURE 2.7 :  THE NATIONAL TRAINING STRATEGIC MANAGEMENT
PROCESS
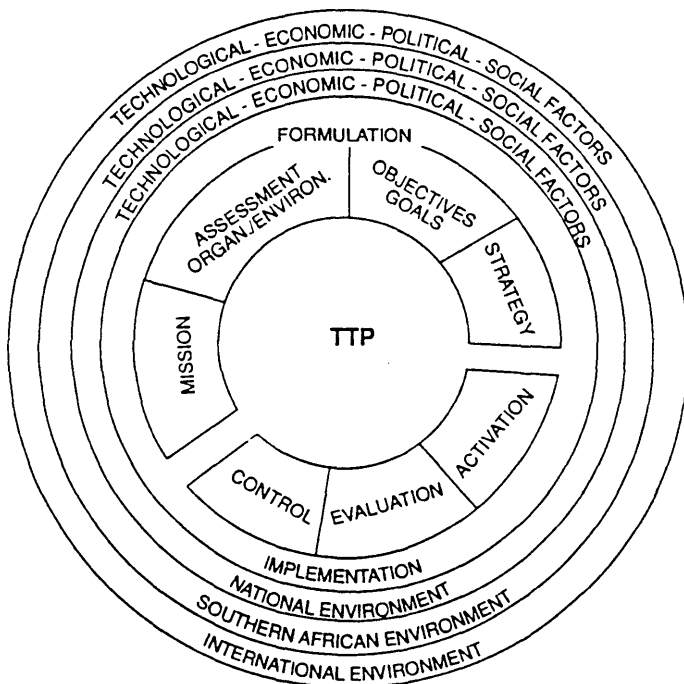
FIGURE 2.8 : VARIOUS ELEMENTS OF TTP
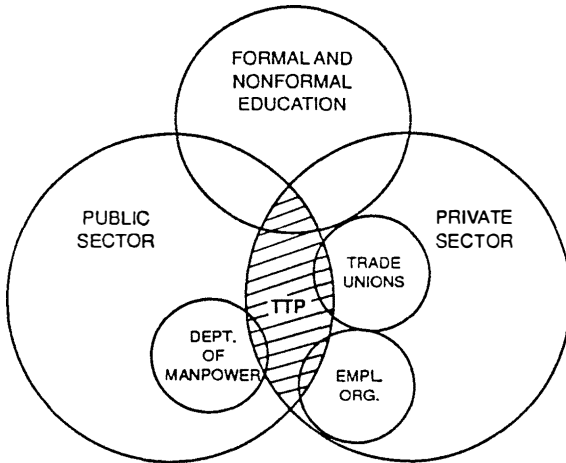


### 2.8.1   The Training Partnership (TTP)

TTP was dealt with in Chapter 1 which stated that TTP Includes all training initiatives of the state, employers and employees.   The implication of this is that all parties involved in training policy formulation, planning, implementation as well as the financing and provision of training for the world of work in the RSA are part of TTP.   These parties include government, organised industry, individual training employers as well as trade unions and their training initiatives.

This concept is shown in Figure 2.8 which illustrates how the public and private sectors, employers' and employees' organisations and training activities of the total education and the training sectors are visualised as forming a training partnership.   The training strategy would direct, on a purely voluntary basis, all training initiatives in the best interests of manpower development in the RSA.

Figure 2.9 indicates how various educational and training institutions are able to make a greater or smaller contribution to training for TTP.
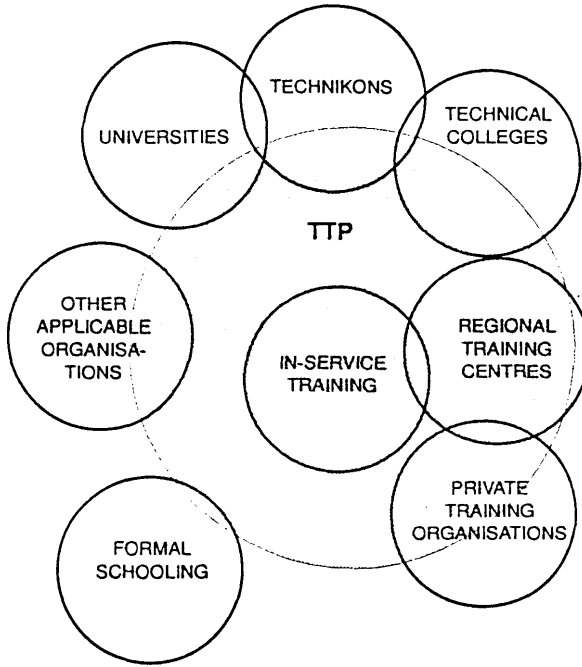
As the basic description of TTP as adopted by the WC is very broad and general and is inadequate from a research and structural point of view, it becomes necessary to provide a more detailed description of TTP, its SBUs and the interrelationships between SBUs. For this reason it was decided that the description of TTP would form part of one of the research projects. This research will identify TTP in terms of its SBUs, how the SBUs function as well as their aims and target groups.

The formal education system, consisting of schools, technical colleges, technikons and universities forms part of TTP only in those sections, courses and subjects specific to job training and the balance of such institutions fall outside the scope of TTP. In addition to the formal sector there are correspondence colleges, private colleges and a wide variety of other organisations offering training which forms part of TTP in their job training activities. This information concerning TTP and its SBUs is provided in Chapter 4.

**2.8.2   The mission statement**

The mission statement has also been dealt with in Chapter 1 and is repeated here for the sake of completeness:

> The mission of TTP is to concern itself with the provision of appropriate and adequate training for all the peoples of the RSA.   While doing this TTP will bear in mind the economic and other needs of the country, the aspirations and the aptitudes of the individual and the need to optimise the utilisation of the limited training facilities of the country.

**2.8.3   The organisational assessment**

The organisational assessment forms part of a research project which includes the following objectives:

1.   To give an overview of employment and productivity in South Africa at present.
2.   To analyse the various SBUs in terms of
   (a)   the ways in which they are involved in training,
   (b)   their registration status with the Department of Manpower and the proportion of their courses that are registered, if applicable,
   (c)   their approach to accreditation and the extent to which courses are nationally recognised,
   (d)   whether or not there is an existing or a planned official training board in the industry.
3.   To give an overview of the activities of specific SBUs according to each industry.
4.   To examine the value of training and the way in which existing training facilities are being utilised in the country.
5.   To suggest factors that may be hindering and factors that may be promoting the development of TTP.
6.   To suggest the strengths and weaknesses of TTP.

The organisational assessment will be dealt with in Chapter 4.

**2.8.4   The environmental assessment**

The environmental assessment also forms one of the research projects which covers the following topics:

1.   Economic factors
    Allocation

Production

Distribution

Growth

Policy

International conditions

Financing of training


2.      Demographic factors

Composition of the population of the RSA as well as the economically active population

Population distribution - geographic, age and sex

Growth rates and their effects on the demand for labour

Levels of literacy


3.      Supply of and demand for labour

The supply of specific categories of labour

The demand for specific categories of labour

Determination of the gap between supply and demand and its training implications

The nature and extent of manpower planning - macro, meso and micro

Economic and social factors influencing supply and demand

Attempts at and processes for reconciling supply and demand


4.      Technology and productivity


5.      Acts, statutes and political factors (excluding the Manpower Training Act)

The effects of legislation which facilitates or inhibits training

Other important statutory determinations

Political influences on training


6.      Formal and non-formal education

Role and input of formal education in training

Contribution of non-formal education to training

Vocational education and its present position

Policy with respect to formal and non-formal education


7.      National service system

General considerations

Economic considerations

Labour requirements of the South African Defence Force

Sources of National Servicemen

8.      National and international labour matters

        International trends in training

        Aspects of manpower and training internationally and in the RSA

The environmental analysis will be dealt with in Chapter 5.

### 2.8.5    SWOT analysis, goals, objectives, strategies and priorities

The first phase of the SWOT analysis consisted of submitting the research reports to the Exco and WC to ensure that they had adequately covered all pertinent aspects of TTP and organisational and environmental analysis and adequately identified the strengths, weaknesses, opportunities and threats. After refining these factors they were circulated to all WC members for them to indicate which were the most important and the most urgent. These responses were then totalled in order to arrive at weighted factors which could be presented in a cruciform chart such as given in Figure 2.5.

At a subsequent WC meeting the cruciform chart was used to carry out a SWOT analysis. Prof. M.J.C. van Vuuren acted as the facilitator and carried out the SWOT analysis which arrived at the goals, objectives, a strategy and listed priorities.

These topics are covered in Chapter 6.

### 2.8.6    Activation, evaluation and control

In order to activate, evaluate and control the strategic process as well as review the strategy itself, an organisational structure is required. The establishment of this strategic planning organisational structure, because of the iterative nature of strategic management, may well be considered to be one of the major recommendations which will emerge from this research. There would be little point to the provision of a training strategy in the absence of an organisation capable of activating, evaluating and controlling the strategic management process. Attention will also be given to the nature of the information required for evaluation to take place and to the forms of persuasion and the motivational factors that will be necessary to ensure the participation of all parties involved as well as acceptance and adoption of the national strategy.

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# CHAPTER 3

# PREVIOUS INVESTIGATIONS INTO TRAINING

## 3.1 GENERAL

The HSRC/NTB Investigation Into the Training of Artisans was conducted during the period 1983 to 1985 and after public comment on this report had been considered, the White Paper (WPO-86) on the report was submitted to Parliament by the Minister of Manpower and Public works. The decisions contained in the White Paper finally led to the publication of the Manpower Training Amendment Act, 1990 (Act No. 39 of 1990) on 23 May 1990. The effects of Act 39 of 1990 In areas such as the training of artisans, accreditation of training boards, accreditation of training by accredited training boards, devolution of responsibility for training In a specific Industry to its accredited training board, development of regional training centres and training of the unemployed, to mention only some areas, will take a while to be felt but they must be taken into account in developing a national training strategy. The Investigation into the Training of Artisans may be regarded as a pilot study for the further investigations into training.

## 3.2 THE HSRC/NTB INVESTIGATION INTO SKILLS TRAINING IN THE RSA

The skills training investigation was conducted during the period May 1987 to March 1989 and the report was released for public comment in September 1989. All comments were received by 31 January 1990 and as the state has not yet stated its Intentions In the form of a white paper, no implementation of the bulk of the report has taken place. Announcements have been made on the termination of income tax concessions and the introduction of cash incentives for training although at this stage the details of these measures are not yet known. The present investigation into a training strategy, however, Is a result of the skills training report and consequently the skills training report may be considered to be an interim report in the process of developing a national training strategy.

In view of the foregoing it is essential that in the present Investigation into a training strategy the findings, proposals and recommendations of the skills training report should be borne in mind. Consequently it was considered advisable to restate these in this report before proceeding with the organisational and environmental analyses in order to ensure that they were taken into account during the SWOT analysis. There are, however, 92 findings, 79 proposals and 27 recommendations, and this volume of thought might tend to confuse rather than clarify the Issue. Only those findings which could be Interpreted as a strength, weakness, opportunity or threat were restated In order to minimise the volume. It must be stressed, however, that the findings In the skills training report were not expressed as strengths,

weaknesses, opportunities or threats and consequently it is not easy to categorise them in this way. In Chapter 10 of the skills training report the 79 proposals were grouped under 11 headings and were then refined into the 27 recommendations, consequently the proposals have been omitted and all recommendations have been repeated as they either refer to the need for the training strategy or else may have an important bearing on a future strategy.

## 3.3  FINDINGS OF THE SKILLS TRAINING REPORT (STR)

### 3.3.1  Strengths

(a)  **Chapter 4 - The various industry sectors**

General

(i)  Many large industries have a positive and dynamic manpower development policy based on sound principles and continual research. In such industries management is dedicated to structured training programmes and large sums of money are spent annually on the training of employees (STR, p.101, F4.1).

(ii)  It is clear that the professionally trained, dedicated and enthusiastic training director plays an important role in the training policy of a company and its execution. In companies with such staff there consequently are no serious problems in training their employees and the development of careers is set as a goal for trainees (STR, p.101, F4.2).

(b)  **Chapter 8 - Costs, benefits and financing of training**

Costs and benefits of skills training

(i)  It can be concluded that skills training is at present cost-effective, based on the extent of training in the RSA, the reduction of immigration of low and middle-level manpower, the extent of state financing of training and the slow positive growth in productivity (STR, p.219, F8.6).

The financing of skills training

(ii)  The state realises that there are important social benefits in skills training which is confirmed by the substantial support that it provides. This financing is also able to influence the extent, direction and rate of skills training (STR, p.219, F8.7).

(c)     **Chapter 9 - Structures for skills training**

(i)     Skills training:  Most training boards make provision for training their people in a wide variety of skills at all levels of manpower and in combinations of human, conceptual, intellectual and manipulative skills.  This training is designed by taking the industries' needs into consideration and concentrating on universal skills.  Needs that cannot be met are most often contracted out, often to group training centres.  Training is most often stimulated by newsletters and seminars on the introduction of new courses (STR, p.242, F9.1).

(ii)    Existing training structures:  The majority of respondents believe that proposed legislation concerning manpower training should be extended to include all skills training.  This legislation should not, however, be prescriptive but rather allow for flexibility and adaptation.  The training board was the most favoured instrument proposed to achieve this.  However, some organisations felt it would be unnecessary to create new infrastructures where adequate facilities already existed (STR, p.243, F9.2).

(iii)   Administrative structures:  The majority of respondents indicated a sound relationship with the Department of Manpower and the National Training Board, with the qualification, however, that full participation was not possible owing to the lack of representation on the National Training Board and its various committees.  A similar reservation was expressed regarding the National Manpower Commission and as a possible alternative a consultative committee representing all training boards and co-ordinating their actions was suggested.  It was furthermore suggested that the Department of Manpower could act as arbitrator in case of any disputes (STR, p.243, F9.3).

3.3.2   Weaknesses

(a)     **Chapter 3 - Agriculture**

(i)     Skills training in agriculture is offered by a large variety of organisations with a wide range of objectives, content and standards.  Consequently it has become unco-ordinated and fragmented with a lack of uniformity in certification and recognition given to completed training.  This points to the need for a body to plan, develop strategies, integrate and set standards for agricultural training on a broad overall basis (STR, p.72, F3.4).

(ii)    While centralisation of skills training in agriculture may be attractive from a cost-effective point of view, it is considered that training, particularly that of farm workers, needs to be decentralised

to take it as near as is feasible to their place of work and residence. This also implies a form of in-service training especially within co-operatives and control boards, but such training should be under the auspices of the central training body with regard to its standards, etcetera (STR, p.73, F3.5).

(iii)     At present there is a great deal of fragmentation of training not only between the different sectors of agriculture but also within any one sector. This fragmentation has led to duplication of effort in designing and implementing different courses often having similar objectives and common content but differing standards. This also points to the need for overall planning at central and regional levels (STR, p.73, F3.6).

(iv)     There is a need for alternative forms of training to be made available particularly for the farmer and staff of co-operatives or control boards. Distance learning coupled with a minimum course attendance could be an effective answer to training for people widely dispersed and not able to leave their place of work for protracted periods. At present, institutions such as the Technikon RSA or Technisa (Technical College of South Africa) have not become involved in any such training efforts (STR, p.73, F3.8).

(v)     There is a real need for the employer, particularly the farmer, to have an insight into the content of training courses and to accept what is being taught and the skills required. Frustration and waste of effort are caused at present when the worker is not able to practise the newly learned skills on returning to his work place because his employer is not aware of, or does not agree with, skills which have been newly acquired by his workers (STR, p.74, F3.9).

(vi)     There is a need for a uniform structuring of all courses in agriculture with respect to matters such as admission standards, duration, objectives, content and evaluation. It seems that in agriculture generally good use could be made of a well-planned system of modular competency-based training (STR, p.74, F3.10).

(vii)     There is a particular need for well-planned training and certification of staff members of the co-operatives and control boards (STR, p.74, F3.11).

(b)     **Chapter 4 - The various industry sectors**

Skills

(i)     It is clear that there is a great need for training in skills such as thinking, communication, human

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relations and management. The first three of these do not receive sufficient attention, particularly at the lower employment levels. This type of training should be integrated into handling and skills training (STR, p.101, F4.3).

(ii)     Many companies depend on good labour relations for their survival and at all levels there is a shortage of manpower with communication and human relations skills. It has been found that more attention by way of the provision of facilities and the training of trainers for the management levels is given to industrial relations than to thinking skills. A healthy balance between training for the various skills should be maintained if one skill is not to be favoured at the cost of others, thus leading to problems for the company (STR, p.102, F4.4).

(iii)    Little attention is given to technical skills relevant to a particular firm for top and middle management. In this technological age where the whole industry has come under the influence of the computer and other technological developments, it seems that companies have not always realised the importance of management also acquiring some measure of technical knowledge and skills (STR, p.102, F4.5).

Facets of training

(iv)     The most striking shortcomings in the various facets of training are the absence of a follow-up and an evaluation of training. Top and middle management are sent on external courses but very little follow-up on this training takes place. The result is that companies do not pay ongoing attention to the cost of training and what it means to the company and the individual. Because many skills are difficult to measure in the short term, employees are not evaluated after training (STR, p.102, F4.6).

(v)      There is a serious shortage of trainers at every level and particularly with respect to thinking, communication and human skills. There is also a great need for professional training of trainers at all levels (STR, p.102, F4.7).

(vi)     The shortage of qualified trainers has led to a lack of properly structured training programmes (STR, p.103, F4.8).

(vii)    In most companies, people with the required skills are not readily available for the managerial ranks (STR, p.103, F4.10).

(c)     **Chapter 5 - Training of the workseeker and the unemployed**

(i)     There is a need for greater differentiation with respect to course costs, length of courses and course content in order to meet employers' actual needs (STR,p.132, F5.7).

(ii)    There is a need for attention to be given to the quality of trainers who are available and the institution of accredited training programmes at various levels in order to develop a professional corps of trainers (STR, p.132, F5.8).

(d)     **Chapter 6 - Training for small business development**

(i)     The sociocultural, economic and political environment in which businesses develop, needs to be taken into account in the formulation of any small business training programme (STR, p.167, F6.3).

(ii)    Entrepreneurship is not a characteristic which is absent or present in an individual. It is in fact a continuum between non-entrepreneurial and entrepreneurial activity. This means that some persons, particularly those having achievement motivation, and who are eager to learn, are more likely to benefit from training (STR, p.167, F6.4).

(iii)   Training courses need to be geared to the specific needs of each business owner and classroom teaching is the method which is least likely to produce results. Individual counselling is a more effective method but on account of costs, group methods of training should be used together with active participation by the trainees. Practical applications and not theoretical concepts should be taught (STR, p.168, F6.5).

(iv)    The contents of training need to be such as to enable the trainee to plan ahead, to use more efficient record-keeping methods and to improve his interpersonal skills. Therefore general managerial, administrative, marketing and interpersonal skills should form part of small business training (STR, p.168, F6.6).

(v)     A different emphasis in training is needed during the starting, running and expanding phases of a business but of these the most important stage for training is when the business is started (STR, p.168, F6.8).

(vi)    The basic technical skills needed in certain types of businesses are not considered as part of business training but are essential skills that should be acquired before business training is

received. Training to up-grade skills, however, could form part of a business training programme (STR, p.168, F6.10).

(e)     **Chapter 7 - Factors that facilitate and inhibit training**

(i)     There is a danger that the accreditation of the training boards of large national firms would make it impossible for smaller firms in the same economic sector, to form or belong to an industry training board and enjoy its benefits (STR, p.192, F7.8).

(ii)    It can lead to an atmosphere of suspicion if an accredited training board conducts its own train-ing courses in addition to having the power to accredit training courses of training institutions with which it is in competition (STR, p.192, F7.10).

(iii)   Too little attention is given to evaluation of training In terms of better work performance after training. Training should set clear goals such as higher productivity and increased profitability (STR, p.193, F7.16).

(iv)    The training profession does not enjoy a high status and needs to develop a more professional approach and attitude towards training (STR, p.193, F7.22).

(f)     **Chapter 8 - Costs, benefits and financing of training**

Costs and benefits of skills training

(i)     There is a general lack of awareness of costs among most trainers as they seem to know little about gross and net training costs. There are, however, signs that because of inflation and the sharp rise In wages and salaries, they are becoming more cost conscious (STR, p.218, F8.1).

(ii)    Trainers and the authorities are at present unsure about measuring and evaluating the benefits of training. At present such evaluations are largely subjective (STR, p.219, F8.5).

The financing of skills training

(iii)   Section 18A of the Income Tax Act, 1962 (Act No. 58 of 1962) should be applied to donations made to accredited training boards in the same manner as applied to donations for educational purposes (STR, p.220, F8.10).

(iv)     Special attention should be given to the establishment of accredited training boards on an industry basis which will operate on a levy system in order to spread the cost of training over all employers in the industry concerned (STR, p.220, F8.12).

### 3.3.3     Opportunities

(a)     **Chapter 3 - Agriculture**

(i)     Agriculture, as one of the economic sectors, is of particular strategic value to the RSA both as a producer of food and fibre and as an employer of labour, especially black labour, in a period of rapid population growth and growing unemployment. In view of this its manpower development needs require special consideration (STR, p.72, F3.1).

(ii)     Agriculture is unique in the sense that it not only provides employment opportunities but also housing and a community life for its employees and their dependents. This places a major responsibility on agriculture not only for skills training but also for socio-economic upliftment which represents a financial responsibility beyond the means of agriculture (STR, p.72, F3.2).

(b)     **Chapter 5 - Training of the workseeker and the unemployed**

(i)     In the training of the unemployed there is a need to address certain problem areas such as:

1.     Basic and job literacy;
2.     Basic management training;
3.     Entrepreneurial training;
4.     Cultural transition from a traditional culture to an industrial culture.

These matters seem to call for the establishment of national priorities in unemployment training which will lead to clear training strategies (STR, p.131, F5.1).

(ii)     It would seem that accredited training boards could play a role in the establishment of priorities in training for the formal sector as well as accreditation of training facilities for the unemployed (STR, p.132, F5.5).

(c)     **Chapter 6 - Training for small business development**

(i)     In view of the high levels of unemployment in the RSA at the present time and the apparent in-

ability of businesses in the formal economy to give employment to all workseekers, particularly the unskilled worker, ways and means need to be found to create more jobs. A much greater public awareness is required of the need to develop small businesses and to create the symbiotic relationship between the first and second logic economies (STR, p.167, F6.1).

(ii)     It seems that small businesses in both the formal and informal sectors of the economy have the potential to create more jobs in the future since they are more likely to be labour intensive. To ensure that these businesses are efficiently run, so that they can realise their potential to create more jobs, effective training is required (STR, p.167, F6.2).

(iii)    Co-ordination, funding, setting of standards and accreditation are interlinked and it seems that a body is needed to oversee training for small business development. For such a body to succeed a national training strategy is necessary (STR, p.168, F6.12).

(d)     **Chapter 7 - Factors facilitating and inhibiting training**

(i)      Youth training programmes in countries such as England, Australia and Germany which equip the school-leaver with job-related skills have been successful in preparing the youth and placing them in commerce and industry (STR, p.192, F7.11).

(ii)     The attitude of management to training can develop a training culture within an industry which helps to make training more successful. Trainers can help in this process by measuring the cost-effectiveness of training in order to convince management of its value (STR, p.192, F7.12).

(iii)    Rationalisation of training courses and training facilities could result in considerable financial savings (STR, p.192, F7.14).

(iv)    Greater selection testing including trainability tests could do a great deal to enhance the effectiveness of training (STR, p.192, F7.15).

(v)     There is a need to provide skills training in rural areas and good use is being made of mobile training facilities particularly in the case of the training of the unemployed (STR, p.193, F7.17).

(vi)    The elimination of restrictive regulations in order to enable small businesses to develop also generates a need for more training (STR, p.193, F7.19).

(vii)   Certification after successful completion of a course is a powerful motivation to learn, particularly

where the certificate is a guarantee of quality of training and is recognised as such by employers (STR, p.193, F7.21).

(e)     **Chapter 8 - Costs, benefits and financing of training**

Costs and benefits of skills training

(i)     The largest section of the potential labour force in the RSA is only now entering the labour market and current training initiatives will have advantages in the long term (STR, p.219, F8.4).

(f)     **Chapter 9 - Structures for skills training**

(i)     General trends: All those consulted favoured cash grants over the existing system of tax concessions, but any new system should not favour any party unfairly. It was further indicated that training boards should not be completely dependent on this source of finance but should aim at self-sufficiency. The amount of state funding to be spent on cash grants should not be less than that currently spent on tax concessions. Not all parties consulted were in favour of the present system of unemployed training and felt it should be clearly directed at the specific needs of industry and in line with their capacity for employment. The general consensus was that a partnership between formal education, especially on a technical college and technikon level, and training bodies representing the needs of industry would benefit the manpower training field in the RSA (STR, p.243, F9.4).

(ii)    The basis of financing a training board should be a levy on the employers in the industry but it is not desirable that such a levy should exceed 1 % of the employers' payroll. The overseas experience shows that once the employer's payment into a training fund exceeds 1 % it causes resentment and default which is harmful to the training fund (STR, p.244, F9.5).

(iii)   As accredited training boards are established the functions of the present manpower training committees will fall away and such committees will need to be abolished. Each accredited industry training board will need to decide what committee structure is required to perform the localised functions at present carried out by the manpower training committees (STR, p.244, F9.6).

(iv)    The main finding concerns the positive effect that decentralisation and privatisation can have on the efficient and effective provision of training. This must, however, not be confused with an abdication of State responsibilities. Success has only been achieved where the State accepts

an on-going responsibility for the stimulation of training (generally through financial incentives and the definition of the parameters for permissible training expenditure) especially where sociocommunity benefits are desired (STR, p.245, F9.10).

(v)     The third consensus factor is the emphasis on the principle of voluntarism. Industry sectors that were forced into certain structures seldom made a success of these. There is, however, still a need for a national strategy, which should be guided and supported by the State. What is necessary is achievement of a balance between voluntarism and sufficient prescription in order to eliminate any "log-jam" in the training process (STR, p.245, F9.12).

(vi)    The UK White Paper entitled Working Together - Education and Training, developments have already arisen therefrom, as well as the establishment of the Training Council with a national training strategy, training initiatives under one "umbrella", the pursuit of uniform standards and nationally recognised training qualifications, as laid down by the NCVQ, contain aspects which can possibly advantageously be considered and adapted in the RSA (STR, p.245, F9.13).

(vii)   It is desirable that the conventions and recommendations of the ILO be investigated to determine what steps the RSA could take, within the framework of Government Policy, to align its labour legislation and practices to the fullest possible extent with labour conventions, recommendations and other international instruments (STR, p.245, F9.14).

### 3.3.4   Threats

(a)     **Chapter 3 - Agriculture**

(i)     Unless agriculture receives financial and other assistance in the process of upliftment and the creation of career structures within agriculture, the move from the farms to the cities will continue, creating greater urban unemployment with consequent social problems. At the same time manpower shortages on the farms could become worse thus resulting in greater mechanisation and loss of job opportunities (STR, p.72, F3.2).

(ii)    Subsistence agriculture for people in a traditional culture does not at present make them self-sufficient for a large variety of reasons beyond the control of the individual. These include land tenure, lack of skills and insufficient capital which do not enable them to provide for their own needs let alone move to a cash crop basis (STR, p.72, F3.3).

(iii)   There is generally a lack of appreciation of the merits of skills training, particularly among

farmers, and consequently the lack of motivation for the farmer to ensure that his farm workers are adequately trained. Therefore there Is a great need to propagate a positive climate In agriculture in which skills training can become fully developed (STR, p.73, F3.7).

(b)     **Chapter 4 - The various industry sectors**

Employment categories

(i)     Although large numbers of operative and support staff are generally available the following shortcomings exist:

   1.     Technical support staff are not readily available.
   2.     Employees do not meet the needs of Industry with regard to human skills.
   3.     Mainly on account of educational shortcomings, employees do not generally have the potential to be trained In the relevant skills (STR, p.103, F.4.9).

(c)     **Chapter 5 - Training of the workseeker and the unemployed**

(i)     The background of training of the workseeker and the unemployed lies in structural and cyclical unemployment (STR, p.131, F5.2).

(ii)    There will be a growing need to consider training for the formal and Informal sectors separately, the latter being a specific form of response to structural unemployment (STR, p.132, F5.4).

(d)     **Chapter 6 - Training for small business development**

(i)     Basic literacy and numeracy are essential for any business training (STR, p.168, F6.9).

(e)     **Chapter 7 - Factors facilitating and inhibiting training**

(i)     International politics can reduce funds available for training and withhold knowledge, skills and technological development (STR, p.191, F7.2).

(ii)    The evolution of the black community results in more demands being made on skills training (STR, p.191, F7.3).

(Iii)   Technological advancement results in a shift in emphasis from manipulative to cognitive skills

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(STR, p.191, F7.4).

(iv)  There is a strong tendency in the community, and particularly among black persons, to choose academic courses in preference to career skills. Complaints about blue-collar workers being functionally illiterate and about the lack of a command of language among clerical workers are commonplace (STR, p.191, F7.6).

(v)  Piracy of staff by non-training firms does not advance the training cause and is inflationary (STR, p.192, F7.9).

(vi)  Greater demands will be made on employment and skills training as the supply of labour will be increasing by 430 000 persons p.a. 87 % of these persons will be black entrants (STR, p.193, F7.20).

(f)  Chapter 8 - Costs, benefits and financing of training

Costs and benefits of skills training

(i)  Employers still see training in relation to short-term profit goals and not as a long-term investment in human capital. This makes training sensitive to the business cycle which leads to an imbalance between supply and demand and encourages piracy (STR, p.218, F8.2).

(ii)  The private sector has regarded skills training as being a responsibility of the State and is now realising that it will have to make a greater financial contribution to training. This has brought the realisation that costs and benefits of training require greater attention (STR, p.219, F8.3).

The financing of skills training

(i)  The manpower policy should require the training of local labour to be a prerequisite before any immigration applications from employers are favourably considered (STR, p.220, F8.13).

(g)  Chapter 9 - Structures for skills training

(i)  The second major factor influencing the success of structures is the need for simplicity, flexibility and rapid decision making. The creation of bureaucracies and excessive State intervention have proved to be one of the most common inhibiting factors (STR, p.245, F9.11).

## 3.4 RECOMMENDATIONS OF THE SKILLS TRAINING REPORT - CHAPTER 10

On 8 September 1989 a notice was published in Government Gazette No 12082 releasing the skills training report and calling for public comment within eight weeks, i.e. by 3 November 1989. At a later stage this date was extended to 31 January 1990. As the skills training report is now considered to be an interim report only it is necessary to take such comment into account in formulating the national training strategy. Details of the number and nature of the parties who responded are given in table 3.1.

TABLE 3.1 THE NUMBER OF RESPONSES TO THE SKILLS
TRAINING REPORT

| RESPONSES | |
|---|---|
| Universities and research institutions | 5 |
| Central and local authorities | 8 |
| Training boards | 2 |
| Training centres and schemes | 6 |
| Employers' organisations | 4 |
| Employees' organisations | 2 |
| Individual employers | 6 |
| Others | 4 |
| Total | 37 |

The number of responses received with respect to each recommendation is given in Table 3.2.

TABLE 3.2 RESPONSES TO EACH RECOMMENDATION IN THE SKILLS TRAINING REPORT

| Recomm. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No of resp. | 7 | 10 | 3 | 15 | 10 | 4 | 7 | 6 | 3 | 2 | 10 | 6 | 1 | 1 | 3 | 10 | 4 |
| Recomm. | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | |
| No of resp. | 8 | 6 | 6 | 6 | 3 | 8 | 5 | 3 | 4 | 9 | | | | | | | |

### 3.4.1 Policy and strategy

(a) It Is recommended that the national training board test the existing national training policy against the priorities which this Investigation has highlighted, make the necessary adjustments and periodically review them. A national training strategy must be designed to give effect to the national training policy (STR, p.253, R.1).

C1 The seven responses received all favoured a national training strategy. Provisos to the support included:

Individual industries must play a role in determining this strategy.

The NTB should only play a co-ordinating role and the strategy should be finalised by the Department of Manpower.

The formulation of a national training strategy should not lead to a further series of investigations and unnecessary expenditure.

There should be links between the national strategy and the Economic Community of Southern African States (ECOSA), accreditation across state borders and recognition of the education and training offered In such states.

(b) It is recommended that all manpower training matters should fall under one state department, namely the Department of Manpower, and In this way promote and administer all training of manpower In a co-ordinated manner (STR, p.253, R.2).

C2 Ten responses supported the recommendation while a further five opposed it. Those supporting it had the following reservations :

The involvement of the Department of Manpower should not lead to overregulation or non-privatisation.

Centralisation of the training functions would be more effective under an independent body.

Entrepreneurial training should also be brought under the control of the Department of Manpower.

The following points were made by those opposing the recommendation:

There is already one department for manpower development as the National Education for General Affairs Act, 1984, (Act No 76 of 1984) makes the Department of National Education responsible for non-formal education.

The Commission for Administration is responsible for training at central and provincial government levels.

Co-ordination can be effected by interaction between training boards, which has already been achieved through the NTB.

Training for small business development cannot be separated from small business development programmes as the two actions go hand in hand.

(c)     It is recommended that the national manpower policy should determine that the training of local labour should be a prerequisite before the favourable consideration of employers' applications for trained immigrant labour (STR, p.253, R.3).

C3      The three reactions to this recommendation gave it full support.

(d)     It is recommended that the National Training Board should formulate and regularly update a national strategy for the development of human resources in the RSA. This strategy must address the following matters:

A.      The responsibility of the State, employers, employers' organisations, employees, employees' organisations and the formal education sector with regard to manpower training.

B.      Regularly ascertain manpower and training requirements in consultation with, among others, the Department of Manpower, the National Manpower Commission, the proposed Association of Accredited Training Boards, an Advisory Committee for Regional Training Centres and a National Co-ordinating Body for Training for the Informal Sector.

C.      The closer integration of formal education and training initiatives and actions with a view to the eventual formation of a nationally integrated vocational education and

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training system.

D.    The development of suitable courses to provide for the identified training needs in consultation with, among others, accredited training boards, employers' and employees' organisations and formal education.

E.    A survey of all vocational education and training facilities in the private and public sectors as well as in formal education with a view to their optimum utilisation.

F.    The inclusion of all training initiatives and actions of the Department of Manpower in one national strategy so that manpower training funds can be utilised by the State on a selective basis, in order to achieve training, economic and social priorities. These initiatives and actions may include rebate training, tax concessions, cash grants, subsidies, training of the unemployed and workseekers, special building projects, entrepreneurial training, training for the informal sector and small businesses.

G.    Promotion of manpower training by means of financial support, encouragement and advice on a continuous basis.

H.    Guidance, training and placement.

I.    Decentralisation and devolution of responsibility for training to accredited training boards, supported by a system of cash grants.

J.    Accreditation of training institutions and/or courses by accredited training boards.

K.    Accreditation of sectors where no accredited training board exists.

L.    The development of a professional training corps.

M.    The design of a training qualification structure according to levels of complexity, recognised by the private, public and the formal education sectors for the purposes of exemption, accreditation and equivalence.

N.    The formation of a training certification body by the Department of Manpower under the auspices of the National Training Board, equivalent to the formal education

sectors' South African Certification Council, in order to ensure acceptable standards in the training sector.

O. The provision of equal training opportunities.

P. Quality of training rather than mass training.

Q. Publicising available training facilities, courses, qualifications and financial aid.

R. The guidance, training and placement of disabled persons (STR, pp.255-257, R.4).

C4 All respondents (17) were in favour of a national strategy for human resources development although some pointed out that the scope of this needed to be curtailed as it went beyond the training field. Warnings were sounded that a strategy should not be prescriptive and should allow for individual industry strategies. It was also stressed that a strategy should take into account the ECOSA States. Respondents also appealed for a closer relationship between education and training in any future national strategy. Warnings were sounded on the need for financial control in any future systems.

### 3.4.2 The Manpower Training Act

(a) It is recommended that the Manpower Training Act, 1981, should make provision for a National Co-ordinating Body for Training for the Informal and Small Business Sector (NCBIS) which will help in the planning and implementation of the national strategy in this regard. The NCBIS would consist of representatives of: the NTB, SBDC, associations looking after the interest of small businesses, small business development agencies, the private sector and interested public sector departments.

The functions of the NCBIS would be to

1. decide, in conjunction with the NTB, on the strategy for the promotion and development of training for the informal sector;

2. decide on funding of training for the informal sector in terms of decisions of the committee for the training of the unemployed·

3. function as the accreditation board for informal sector training and represent the

NCBIS on the Association of Accredited Training Boards; and

4.    consider the development of modular training programmes as well as giving guidance to trainers and facilitators operating in the informal sector.

As the activities of the NCBIS should lead to more effective training for the informal sector, this body should receive funds from the State and donations from the private sector (STR, p.260, R.5).

C5    Of the eleven responses four had reservations while the others supported the recommendation. The main reservations centred on the existence of the Priorities Committee, set up as the result of a Cabinet decision, which was considering small business development. Others were that small business development should not be encompassed in the same structure as skills training (it would duplicate the work of the SBDC) and that the proposed committee should be combined with the committee for the training of the unemployed.

(b)    It is recommended that provision be made in the Manpower Training Act, 1981, for accredited training boards which will take all responsibility for co-ordinating and stimulating manpower training within their industry in terms of the national policy, strategy and priorities. The course approval function of the Registrar and the training advisers would then be altered to a consulting role and responsibility for those sectors for which there is no accredited training board (STR, p.260, R6).

C6    Of the four comments received two were strongly opposed to the concept of accredited training boards (ATB) for all training for an industry, both objections coming from the same industry sector while they indicated their acceptance of an ATB for artisan training. These respondents plus a third feared that the State might act prescriptively or coercively. The other respondent wanted it to be made clear that the ATB would deal with a greater spectrum than artisan training.

(c)    The Manpower Training Act, 1981, should be amended to make provision for a body, designated as the Association of Accredited Training Boards (AATB). The main functions of this body would be to act as a forum for discussion between accredited boards and liaison between the State and industry. It must be stressed that this would be a purely voluntary advisory body that would create a shorter communication line between industry and the Minister of Manpower. This body would have no scope to exercise authority over any individual training board and its main functions would be as follows:

A. Act as a forum for discussion between accredited boards who could share expertise and work on mutual problems such as the rationalisation and designation of trades and training courses

B. Act as a direct communication link with the Minister on problems that are common to the accredited training boards

C. Suggest areas of research and possible priorities to be considered by the National Training Board and conduct research and investigations on its own behalf through its members

D. Co-ordinate areas such as training for top management, where these areas are seen as of national strategic importance

E. Negotiate core syllabi for trades, preferably using a co-ordinated national job analysis and task listing approach

The association of accredited training boards would consist of representatives of each accredited training board or grouping of training boards who have the necessary expertise in matters affecting training as well as representatives of the NTB. The Association of Accredited Training Boards should make a conscious effort to liaise with organised labour, formal education and all other parties concerned with the development of the nation's human resources. It should also include representation of the proposed accredited training board established under the local Government Training Act, 1985 (Act No. 41 of 1985), the Agricultural Training Board and the co-ordinating body for training for the informal sector. The amendment of the Act should provide for the association to formulate its own constitution (STR, p.261, R.7).

C7 All comments (7) supported the AATB but with reservations such as that the AATB should act impartially, it should not be able to control ATBs, it should not co-ordinate core syllabi for artisan training or top management training, it should link with the ECOSA States, there should be three representatives for each ATB, there should be membership of the Regional Training Centres (RTCs) and it should combine with the Advisory Committee for the RTCs.

### 3.4.3 Other State departments

(a) All recommendations in this report which refer to other State departments should be seen

as recommendations to the National Training Board for consideration and discussion between the Board and the State departments concerned (STR, p.264, R.8).

C8  None of the six comments opposed this recommendation. Comments were that training for local authorities took place under its own act and department, there was the need for better links between training and formal education. The fact that no specific recommendations on the formal sector were made is seen as a weakness in the report and racially segregated technical colleges are not acceptable to the industry.

(b)  It is recommended that consideration be given to the placing of all skills training, including that which presently falls under other State departments, under the Department of Manpower within the framework of accredited training boards and a cash grant system for accredited training (STR, p.264, R.9).

C9  Of the three comments received one supported the replacement of tax concessions by cash grants and emphasised the need to determine what tax concessions had cost the state in order to utilise this amount for cash grants. There was one comment opposing a compulsory levy on employers, while one supported all training being on an accredited basis and the third was concerned about possible unnecessary state intervention in industry's affairs.

(c)  It is recommended that the Department of Manpower in co-operation with the Department of Finance should establish the actual annual cost to the State of tax concessions for training (STR, p.264, R.10).

C10  Both comments supported this and one expressed surprise that the state did not know what tax concessions were actually costing it.

### 3.4.4  Financial matters

(a)  It is recommended that the training tax concessions system should be phased out by a date to be determined by the State, and be replaced by a system of permanent cash grants to accredited training boards. These cash grants may be funded out of the savings to the State on the abolition of tax concessions (STR, p.266, R.11).

C11  All comments (10) supported phasing out of tax concessions and introducing cash grants. Two drew attention to the unique position of the mining industry and appealed for them also to be accepted for cash grants. One favoured a compulsory levy/grant system. There was an appeal

for a transition period in phasing out tax concessions and one referred to a possible clash between cash grants and the recommendations of the Margo Commission.

(b)    It is recommended that the State, in addition to financial support for training in general, should also give particular consideration to financial support to skills training in

    1.    the agricultural sector, and
    2.    the informal and small business sector in order to address national priorities as set out in a national strategy (STR, p.267, R.12).

C12    Five of the six comments supported this recommendation, while one considered that where there was a training levy all training for that industry should be supported from the levy. One respondent expressed concern that this training would have to be financed by the private sector.

(c)    It is recommended that exemption from import duty and the 60 % surcharge be granted on major items of equipment used on accredited training programmes (STR, p.267, R.13).

C13    The only comment was strongly in favour of this recommendation.

(d)    It is recommended that section 18A of the Income Tax Act, 1962 be applied to donations made to accredited training boards and accredited training programmes (STR, p.267, R.14).

C14    The one comment supported this with the proviso that donations to technical colleges should also be tax free.                                              *

### 3.4.5    Industry sectors

(a)    It is strongly recommended that agriculture, under the guidance of the South African Agricultural Union (SAAU) and the Forestry Council, should establish an accredited training board or boards for skills training of labourers, farmers, staff of co-operatives, directors of co-operatives and staff of marketing boards by means of which inter alia specific regional and sector training needs can be identified.

It is further recommended that in planning the recommended training board or boards' particular attention be given to:

A.    The responsibility of the State, employers, undertakings, boards, employees,

training bodies and the formal education sector with regard to agricultural training

B.  Determination of manpower and training requirements and the training and upliftment of the farm and forestry worker

C.  The closest integration of formal agricultural education and skills training for agriculture

D.  Determination and development of courses and the design of a training qualification structure according to levels of complexity linked to similar structures in other industry sectors

E.  The training needs to enable subsistence farmers to be upgraded to net producers

F.  Accreditation of training bodies and/or courses for agriculture

G.  Guidance, training and placement in agriculture

H.  Vocational planning within agriculture, for example, standardised courses, post nomenclatures and job descriptions universally acceptable to the various agricultural sectors

I.  Trainers for the various courses and levels of agricultural training

J.  Financing an agricultural training board

K.  Establishment of training opportunities by means of distance instruction in co-operation with Technikon RSA, the Technical College of South Africa and other correspondence colleges

L.  Active steps to promote effectiveness, co-operation, continuity and co-ordination of all agricultural training actions

M.  Recognising the urgent necessity for agricultural training and the creation of a favourable climate therefore

N.  Publicising available training facilities, courses, training qualifications and financial

C15     The three respondents supported the recommendation.

(b)     It is recommended, as training generally within all industries is not of the desired standard.

     A.     that large companies with proven success in the field of training should take the lead in this regard by helping in the formation of training structures such as training boards, In order to assist smaller companies and businesses.

     B.     that industry should take cognisance of the matrix described in Chapter 4 in order to assess the degree of skills training within a particular industry/undertaking.

     C.     that Industry should continuously investigate the training needs in order to develop effective training programmes.

     D.     that industry should emphasise thinking, communication, human and management skills in addition to technical skills during the training process.

     E.     that Industries should consider training levies when establishing training boards, but that smaller or new undertakings should be exempt from such levies for a period of time.

     F.     that all parties concerned with training will actively strive for a higher utilisation rate of existing training facilities before new facilities are created (STR, p.271, R.16).

C16     The recommendations were supported by the ten respondents. Two comments doubted whether large employers would help the small operator to train either because they would lose their competitive edge or because it would be an extra burden on them. Two respondents underlined the need for training in thinking, communication, management and human skills. One supported the concept of a compulsory levy for training, another opposed it in favour of cash grants while a third criticised the report for lack of detail on training levy systems.

### 3.4.6    The workseeker, unemployed and job creation

(a)     It is recommended that the cabinet give consideration to a national year for the promotion of the activities and potential of the informal and small business sector in the RSA, during

which a co-ordinated appeal may be made by the Department of Manpower and the Small Business Development Corporation, to all forms of the media for their support in bringing home to the greater public the importance of developing this sector (STR, p.273, R.17).

C17    While the four respondents supported the recommendation one advised that before a national year for small business development was launched there should be a national strategy for small business development.

(b)    Regarding the training of workseekers and the unemployed it is recommended that

A.    their training continue to be funded separately by the Department of Manpower, since the training of the workseekers refers to structural and that of the unemployed to cyclical unemployment and the separate administrative structures already established.

B.    an ad hoc investigation be launched by the NTB to determine the socio-economic, financial feasibility and other implications of a possible reintroduction of funding of accommodation of workseekers on a limited and selective basis.

C.    the NTB will provide guidelines for the offering of follow-up and refresher courses for those trainees who, after a stated period of time, still cannot find work, thereby risking the loss of their newly acquired skills.

D.    the Department of Manpower pays attention to the improvement of training, concentrating on quality rather than quantity, in accordance with the manpower training needs of industry (STR, p.274) R.18).

C18    Of the eight responses one did not support the recommendation while the others were in favour. There were reservations about the source of financing and support for accreditation as it would lead to acceptance of the trainees for that industry. There were comments that a longer period of training and a better instructor/trainee ratio was necessary. The need for and cost of management training for the unemployed was also stressed.

(c)    It is recommended that youth and related training programmes, similar to those successfully implemented overseas, be put into effect by the Department of Manpower as part of a more comprehensive training programme for workseekers and the unemployed and as a part of the proposed national training strategy (STR, p.274, R.19).

C19   Three commentators supported this and one drew attention to pre-employment courses at technical colleges.

(d)   **It is recommended that**

   A.   training courses and programmes aimed at job creation in the informal and small business sectors be developed by the proposed National Co-ordinating Body for Training for the Informal Sector (NCBIS) following the lines set out in Chapter 6 which includes the use of a modular training system.

   B.   basic trainability selection be administered by training institutions, after trainees have successfully completed the present skills training courses for workseekers and the unemployed, in order to ensure successful completion of follow-up courses for training for small business development.

   C.   the proposed NCBIS investigate the possibility of utilising on-the-job counsellors and mentors, as well as retired businessmen and staff that may be seconded by industry, for training in the informal and small business sector (STR, p.274,R.20).

C20   There was no outright support for this from the six respondents. Three saw it as a duplication of R5 or R18.

### 3.4.7   Accredited training boards

(a)   It is recommended that the establishment of accredited training boards (ATB) for all industries be encouraged by the Department of Manpower and the National Training Board. Once such industry training boards have received accreditation they should take over all responsibility for training in their industry, and

   1.   accreditation of industry training centres (at present private training centres) and private training centres (at present training schemes) will replace the present registration by the Registrar of Manpower Training.

   2.   accreditation of courses conducted by regional training centres (at present group training centres) for their Industry will require accreditation by the ATB before qualifying for a rebate, and

3.  courses for workseekers and the unemployed conducted by contractors for their industry will require accreditation by the ATB before such contracts are awarded (STR, p.277. R.21).

C21  Of the six comments received four supported the recommendation, one on the basis that this should be entirely voluntary for an industry. One felt that at present the new artisan training scheme should first be launched, while two from the same industry re-stated their stand that ATBs should only apply to artisan training.

(b)  It is recommended that, among other things, accredited training boards should give attention to the following matters:

1.  The acceptance of full responsibility for all levels of training within a specific industry, including the need to achieve higher labour productivity.

The determination of training needs
The formulation of training standards
The accreditation of training institutions undertaking training for the industry
The encouragement of employers to invest in training
The development of techniques with a view to the evaluation and validation of training
The implementation of cost-benefit analyses in order to increase the cost effectiveness of training
The promotion of training in thinking, communication and human skills.

2.  Consideration of a training levy in order to distribute training costs among users of trained manpower in the industry.

3.  The introduction of a uniform management information system in order to operate a cash grant system.

4.  The encouragement of a more positive approach by management towards training.

5.  Consideration of the accreditation of the training boards of major national employers in their industry rather than the accreditation of individual courses conducted by such employers (STR, p.278, R.22).

C22     Two of the three respondents restated their stand against ATBs other than for artisan training, while the third pointed out that certain training boards would continue to be directly involved in the actual training process.

### 3.4.8   The training profession

(a)     It is recommended that the National Training Board proceed urgently with its present action to establish a professional training corps to operate within a professional training structure. Courses and manuals for trainers for levels such as instructors, senior instructors, training officers and training managers must be made available immediately. The National Training Board must give particular attention to these matters in consultation with accredited training boards, industries, individual employers, employers' and employees' organisations, and in co-operation with technical colleges, technikons and universities (STR, p.280, R.23).

C23     Eight respondents supported this recommendation of whom one felt that this and the next two recommendations were the most important in the report. Two misunderstood the concept of a "training corps" and saw it as a new body being proposed, while two were concerned that the NTB might play a prescriptive role in this regard.

(b)     It is recommended that the NTB and the proposed National Co-ordination Body for the Informal Sector (NCBIS), together with the training institutions, attend particularly to the training of trainers for the development of the informal and small business sector (STR, p.280, R.24).

C24     This recommendation was supported and attention drawn to training organisations already existing for the training of trainers for the small business and informal sectors.

### 3.4.9   Training systems

(a)     It is recommended that training systems introduced by accredited training boards should be based on cost-benefit studies, be directed towards higher productivity and the application of modular competency-based training. There should further be a system of qualifications recognised nationally and based on the completion of a series of accredited training modules in which certification depends on the actual measured work performance in an environment which duplicates as closely as possible the work environment and not only on the success achieved in the training course. The NTB and proposed Association of Accredited Training Boards (AATB) should give attention to these matters (STR, p.281,

R.25).

C25     Three comments were received of which two gave outright support for the recommendation while the third, in supporting the concept, warned against thinking only in terms of modular competency-based training.

3.4.10  Further research

(a)     The following areas have been identified for further research:

1.     The training needs of subsistence agriculture

2.     The follow-up, evaluation and cost-benefit of skills training

3.     A micro-analysis of the cost and structure of skills training and evolution of standardised accounting procedures

4.     That there should be ongoing study into the relevancy of financing of training by the State

5.     The relationships between skills training, labour productivity, social stability and equitability and the financial role to be expected of the State

6.     The co-ordination of efforts between skills training and the formal education system. For example, the Australian Traineeship System and its linking of training and education within a single State Department

7.     The development of guidelines with a view to the application of the matrix described in Chapter 4 in order to enable individual employers to determine the level of skills training in their various undertakings (STR, p.283, R.26).

C26     The three respondents supported the further research and two stressed both the need for cost/benefit analysis and for closer links between training and the formal education sector.

3.4.11  Training structures

(a)     Figure 10.1 illustrates the recommended structure arising out of these recommendations.

FIGURE 10.1
THE STRUCTURE FOR SKILLS TRAINING
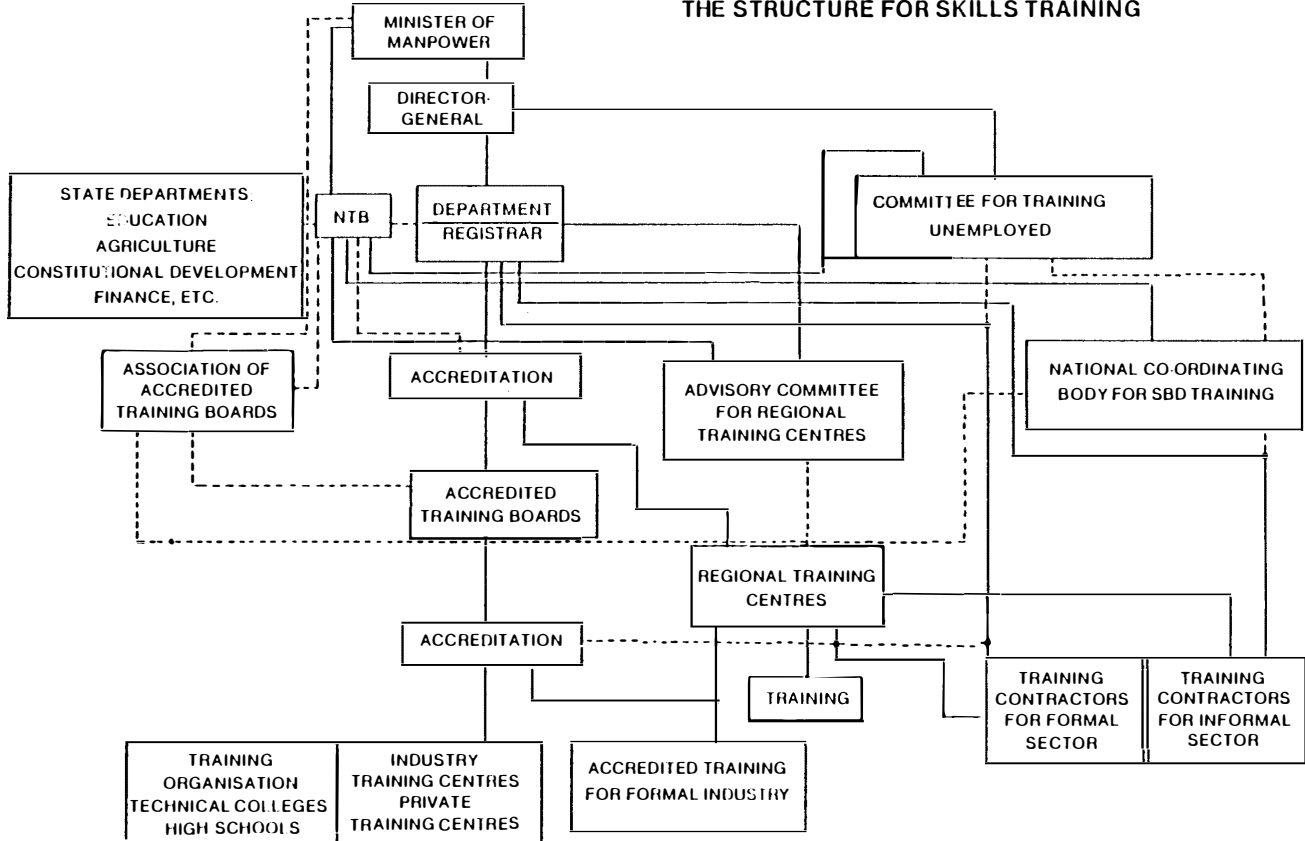
C27    There were only nine responses to the recommendation on proposed structures for training, which is probably the most important of the recommendations. These varied from considering such structures as essential to views that the structure was too involved. Generally there was agreement on the creation of a "voluntary" Association of Accredited Training Boards (AATB), which was in fact the essence of the recommendation. There were appeals for deregulation, self-regulation and avoidance of bureaucracy. One respondent agreed on the need to co-ordinate training for the small business and non-formal sector but wanted it separated from other training and under a different state department. There was an appeal for representation of the regional training centres on the AATB as well as for the Committee for the Training of the Unemployed and the Committee for Regional Training Centres to report direct to the Minister of Manpower.

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# CHAPTER 4

# AN ORGANISATIONAL ASSESSMENT OF THE TRAINING PARTNER-SHIP

## 4.1    INTRODUCTION

A national training strategy is essential for South Africa at the  present time because it is the only way in which the training needs  of the country as a whole can be addressed.   A successful national  training strategy can make a significant contribution towards ensuring that all the training that is available and that is being offered countrywide, will be as effective as possible. A strategy can ensure better co-ordination between training initiatives. The training being offered can then be systematised and integrated.

For a national training strategy to succeed, the development of the Training Partnership (TTP) between the private sector and the state, including   education and training bodies, is of the utmost importance.   The basis on which such a partnership is to be built is the existing legislation with regard to training.   Two Acts, namely the Manpower Training Act of 1981 and the Manpower Training Amendment Act  of 1990, are applicable.

The Manpower Training Act was promulgated to make provision   for the promotion and regulation of training. In terms of the Act a  specific statutory body to encourage, co-ordinate and facilitate   manpower training, the National Training Board, and a fund to provide loans for the capital development of training centres, the   Manpower Development Fund, were established.   The Act also allowed  for the appointment of a registrar of manpower training to register  apprentices.

The need to decentralise training and to give each industry the opportunity to co-ordinate and set standards for its specific training requirements led to the realisation that certain amendments to this Act were necessary.

The Manpower Training Amendment Act was introduced to amend aspects  of the law affecting not only artisan but also other types of manpower training, to enable industries to establish their own training boards, and to allow for the accreditation of these boards.  Each accredited training board would in turn be required to assume   responsibility for co-ordinating training within a particular industry and  with giving recognition to training organisations within  that industry.

Two further important issues that were addressed by the Manpower Training Amendment Act were those of improved co-ordination of training within and between industries and the setting of uniform training standards.

Two new bodies, namely an advisory committee for regional training centres and an advisory committee for a fund for the training of the unemployed were also established in terms of the Amendment Act.

This new legislation opens exciting possibilities for the development of training in South Africa. However, legislation on its own does not guarantee success. Again, it needs to be emphasised that the success of training efforts in the country will depend on the extent to which all the possible participants are committed to the establishment of a training partnership and the way in which they contribute towards its functioning.

A starting point in developing a national training strategy is an examination of the types of organisations that can form part of the proposed training partnership (TTP). Once this is done, an understanding of the contribution that each organisation can make to this partnership can be gained.

This partnership, as outlined in Chapter 2, aims to encourage a variety of organisations to participate in the formulation and implementation of a clearly defined national training strategy. TTP implies a symbolic taking of hands of all those involved in training on a voluntary basis, in the interests of developing a skilled labour force for the country.

Figure 2.8 of Chapter 2 is one way of describing TTP. The contribution that the public and the private sectors (including employers' and employees' organisations) and the non-formal and formal education bodies can make to training, is illustrated. The total training initiatives of both the public and the private sectors (including public corporations) are the foundations on which a TTP can be built. For a national training strategy to be effectively implemented, co-operation between all these bodies will be essential. One weak link in the partnership can have negative repercussions on the entire strategy.

Figure 2.9 of Chapter 2 is another way of describing TTP in terms of the contributions that can be made by the various education and training organisations in the country. This diagram illustrates that all in-service training and almost all training offered by the regional training centres at present fall directly within the ambit of TTP, whereas almost all formal schooling falls

outside its ambit.   A relatively large proportion of the training that   is offered by technical colleges and technikons and a small part of   the training that is offered by universities, also fall within its   scope.

This is the present situation as far as educational institutions   are concerned, but the question needs to be raised as to whether or not this is the most desirable state of affairs.   The contribution   that educational institutions can make to TTP and the further links that can be established between education and training need   careful examination.

Potentially, technical colleges are very important contributors to the TTP because their main purpose is to serve the   various industries of the country by supplying them with trained   staff. However, they are at present classified as educational institutions, which means that they tend to be segregated on a racial   basis. Problems are created for employers and for trainees because it becomes difficult for all staff members of an organisation to   receive training at the nearest or the most convenient college, even though this is now becoming more possible. One of the consequences of racial segregation in   technical colleges is that the contribution they make to training is not as significant as it could be.

## 4.2    DEFINITION OF TERMS AND DESCRIPTION OF THE RESEARCH

At this point, it is important to redefine the terms "training   partnership" and "strategic business units" because they form the   framework in which to place the national training strategy.   It is also important to restate the mission of TTP and to indicate the classification system that was used to describe   the various industries because this information will give the   reader an indication of how the rest of this chapter is organised.

### 4.2.1    The Training Partnership

In Chapter 1 TTP was described as an interaction between the private sector and the state in an equal and   voluntary partnership in order to design a training strategy for   the country. All parties involved in training policy formulation,   planning, implementation, financing and in the provision of training form part of it.

The mission of TTP, as outlined in Chapter 2, is the provision of appropriate and adequate training for all   the people of the country, taking into account the economic and other

needs of the country, the aspirations and aptitudes of the individual and the need to optimise the use of existing training facilities.

To succeed in this mission, strategies are needed. All the partners of TTP will need to participate in a dual level strategy, namely

(a) the development of a national training strategy for the RSA and

(b)     the development of a training strategy for the various industries through the industries themselves.

### 4.2.2   The strategic business units

The building blocks of TTP are the strategic business units (SBUs). Each organisation involved in training in the country can become part of an SBU if it forms links with TTP. Such links can be formed through becoming part of an industry training board, which would form part of the structure of a  national training strategy, or else through direct links with the  National Training Board.

### 4.2.3   Economic sectors

To describe each organisation and what it does regarding training would be a formidable task. Instead in this chapter a macro view  of training was taken. The various industries in the country were  classified according to the following economic sectors:

(a)     Agriculture, hunting, forestry and fishing

(b)     Mining and quarrying

(c)     Manufacturing, including the food, beverage, tobacco, textile,  clothing, leather, wood and furniture, paper and paper products,  printing and publishing, chemical products, pharmaceutical products, non-metallic mineral products, basic metal and metal manufacturing, and machine manufacturing industries

(d)     Electricity, gas and water supply

(e)     Building and construction

(f)     Wholesale and retail trade, catering and accommodation services

(g)     Transport, storage and communication

(h)     Financial, insurance, real estate and business services

(i)     Community, social and personal services, including the civil service and services offered
        by local authorities

Once this was done, the macro training initiatives in each industry were described.    If an
industry training board existed within an industry in each sector at the time of the study, the
work done by  that board was described. If no board existed, the training done by larger
organisations and any co-ordination taking place between them were described.

## 4.3    AIMS OF THE ORGANISATIONAL ASSESSMENT

In relation to Chapter 2, the aims of the organisational assessment can be formulated as
follows:

4.3.1   To give an overview of employment and productivity in South  Africa at the present time.

4.3.2   To analyse the various SBUs in terms of

(a)     the ways in which they are involved in training,

(b)     their registration status with the Department of Manpower and the  proportion of their
        courses that are registered, if applicable,

(c)     their approach to accreditation and the extent to which courses   are nationally
        recognised,

(d)     whether or not there is an existing or a planned official training board in the industry.

4.3.3   To give an overview of the activities of specific SBUs according to each industry.

4.3.4    To examine the value of training and the way in which existing training facilities are being utilised in the country.

4.3.5    To suggest factors that may be hindering and factors that may be promoting the development of TTP.

4.3.6    To suggest the strengths and weaknesses of TTP.


4.4    METHOD

To achieve these aims, the following methodology was used.

Firstly, a broad picture of the South African economy was obtained to describe the employment and productivity trends in each sector.

The industry training boards and the other main organisations who offer training within each industry were identified as being possible SBUs. A list of organisations that were approached to participate in the study is given in Table 4.21.

A questionnaire was drawn up to obtain information from training  managers or other representatives of these bodies on the various aspects of training in which each organisation is involved.  A summary of this questionnaire appears in Table 4.22.

Telephone interviews were then held with respondents in each organisation that was identified as being a possible SBU of TTP during which the questionnaire was administered.   These interviews  lasted approximately 45 minutes.

The information received from each organisation was analysed and  presented in the form of descriptive case studies.  Before they  were finalised, a copy of each description was posted to the relevant organisation to ensure that the respondents felt that what they had said telephonically was accurately reflected in the report.


4.5    LIMITATIONS OF THE STUDY

The study  is descriptive in nature and it tries to give an overview of TTP. It was not possible to contact each organisation involved either directly or indirectly in training, because the universum

of organisations that could form part of TTP is not known and because it would not have been feasible in the short time available for the research to be completed to contact all organisations. Representative SBUs in each industry were selected on the basis of known information. This may mean that the description of the SBUs and hence of TTP is incomplete. Even the actual number of registered industry training boards has increased since commencement of the study and is still increasing. The description of the training boards themselves may therefore be incomplete. This is not necessarily a disadvantage because a strategy is an ongoing process and the organisation contributing to TTP are also undergoing change. The need to update information on the SBUs on a regular basis has to be kept in mind.

## 4.6  EMPLOYMENT, PRODUCTIVITY AND TRAINING IN SOUTH AFRICA

Strategic business units form part of the total economy of the country. A starting point in describing them is to examine each sector's contribution to employment, to the gross national product, to productivity of labour and of capital and to the capital : labour ratio.

### 4.6.1  An overview of employment and productivity in South Africa

Table 4.1 describes the employment trends in the country over a five-year period (1984 to 1988) according to economic sector. This table shows the following trends:

(a)     The employment situation in the country as a whole is relatively static. Overall, there are extremely few new employment opportunities being created.

(b)     There are three sectors in which the overall number of available jobs has actually increased, namely (i) financial, real estate, assurance and business services sector, (ii) non-government personal and community services sector and (iii) government services. There is however only one sector in which the proportion of jobs has increased significantly, namely the government services sector.

(c)     In (i) agricultural, forestry and fisheries, (ii) mining, (iii) manufacturing and (iv) transport, storage and communication sectors, the total number of available jobs has actually decreased. A fluctuating pattern is however sometimes evident regarding the number of jobs in these sectors.

**TABLE 4.1**

**EMPLOYMENT ACCORDING TO INDUSTRY (in thousands)**[*]

| Industry | YEAR | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1984 | % | 1985 | % | 1986 | % | 1987 | % | 1988 | % |
| Agriculture, hunting, forestry and fishing | 959 | 12,3 | 948 | 12,2 | 937 | 12,0 | 927 | 11,7 | 868 | 11,2 |
| Mining and quarrying | 815 | 10,4 | 833 | 10,7 | 870 | 11,2 | 877 | 11,1 | 756 | 9,7 |
| Manufacturing | 1 507 | 19,3 | 1 461 | 18,7 | 1 455 | 18,7 | 1 476 | 18,6 | 1 445 | 18,6 |
| Electricity, gas and water supply | 92 | 1,2 | 93 | 1,2 | 95 | 1,2 | 95 | 1,2 | 96 | 1,2 |
| Building and construction | 373 | 4,8 | 361 | 4,6 | 358 | 4,6 | 368 | 4,6 | 393 | 5,1 |
| Trade, catering and accommodation | 925 | 11,8 | 915 | 11,7 | 905 | 11,6 | 910 | 11,5 | 924 | 11.9 |
| Transport, storage and communication | 547 | 7,0 | 545 | 7,0 | 522 | 6,7 | 509 | 6,4 | 500 | 6,4 |
| Finance, assurance, real estate and business services | 380 | 4,8 | 396 | 5,1 | 397 | 5,1 | 399 | 5,0 | 405 | 5,2 |
| Non-government, community and personal services | 156 | 2,0 | 162 | 2,1 | 166 | 2,1 | 170 | 2,1 | 163 | 2,1 |
| Government services | 1 190 | 15,2 | 1 198 | 15,4 | 1 197 | 15,4 | 1 313 | 16,6 | 1 350 | 17,4 |
| Domestic services | 877 | 11,2 | 878 | 11,3 | 877 | 11,3 | 878 | 11,1 | 878 | 113 |
| TOTAL | 7 821 | 100 | 7 790 | 100 | 7 779 | 100 | 7 922 | 100 | 7 778 | 100 |

[*]SOURCE: Central Statistical Services (1989)
South African Labour Statistics
pp. 250 - 252
(See also explanatory notes, pp. 16 - 17.)

From this table one can deduce that there is a relatively static employment creation situation which is not keeping abreast with the growth of the demand for jobs among the economically active population. Central Statistical Services (CSS) calculations indicate that in June 1988, there were 10,7 million economically active people in South Africa, and that the growth rate of the economically active population is 3,5 % per annum. More and more people are competing for relatively fewer job opportunities. In this competitive labour market environment the trained person is highly likely to be the one who will obtain work.

Table 4.2 focuses on the manufacturing sector and it describes the number of employees in each type of industry over the same five-year period as that given in Table 4.1. This table shows that the following industries were the largest employers offering employment to more than 90 000 people in 1988:

- the food processing industry, offering employment to more than 170 000 people
- the metal products industry, offering employment to more than 124 000 people
- the clothing industry, offering employment to more than 112 000 people
- the basic metals industry, offering employment to more than 109 000 people
- the textile industry, offering employment to more than 103 000 people
- the transport equipment industry, offering employment to more than 98 000 people and
- the chemical manufacturing industry, offering employment to more than 93 000 people.

This table shows that in most industries there was a decrease in the total number of jobs during 1985, 1986 and 1987, indicating the sensitivity of this sector to employment creation in relation to political tensions. However, in 1988 an overall increase in employment opportunities had occurred in manufacturing. In this fluctuating employment pattern, the trained worker is likely to make a more significant contribution to productivity than the untrained worker.

Table 4.3 describes the relative contribution of each sector to the Gross Domestic Product (GDP) over the same five-year period. The importance of manufacturing is well illustrated in this table as almost a quarter of the total GDP is generated in this sector. It is interesting to note that during the period when there was a decrease in the number of job opportunities in this sector the proportion of its contribution to the GDP also decreased.

Contribution to the GDP is in part influenced by productivity. During less active times in this sector, attention should be focused on training so that when activity in the sector increases, a trained, more productive workforce will be available.

**TABLE 4.2**

**NUMBER OF PEOPLE EMPLOYED IN MANUFACTURING INDUSTRIES, 1984-88**

| Year | Food | Beverage | Tobacco | Textiles | Clothing | Shoes | Leather | Wood | Furniture | Paper and paper products | Printing and publishing | Chemicals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1984 | 172 787 | 36 667 | 4 567 | 103 767 | 112 442 | 27 508 | 9 267 | 52 692 | 31 108 | 36 833 | 44 933 | 97 250 |
| 1985 | 170 475 | 36 067 | 4 450 | 101 675 | 112 417 | 26 342 | 8 942 | 50 875 | 29 467 | 36 125 | 45 500 | 95 200 |
| 1986 | 169 576 | 35 400 | 4 400 | 101 791 | 110 316 | 26 758 | 9 041 | 50 392 | 29 858 | 35 492 | 44 700 | 93 741 |
| 1987 | 172 667 | 35 817 | 4 450 | 102 375 | 112 225 | 28 275 | 10 108 | 50 467 | 30 650 | 35 617 | 45 383 | 92 892 |
| 1988 | 174 342 | 36 442 | 4 667 | 103 425 | 112 408 | 28 883 | 10 842 | 50 925 | 31 550 | 36 100 | 46 250 | 93 017 |

| Year | Rubber products | Plastic products | Non metal mineral products | Basic metals | Metal products | Non-electric machinery | Electrical machinery | Transport equipment | Professional and scientific equipment |
|---|---|---|---|---|---|---|---|---|---|
| 1984 | 17 858 | 24 950 | 84 617 | 109 742 | 130 042 | 70 625 | 71 067 | 106 567 | 5 225 |
| 1985 | 17 658 | 23 100 | 79 300 | 108 725 | 123 808 | 67 708 | 66 567 | 99 700 | 5 083 |
| 1986 | 18 242 | 22 925 | 77 908 | 110 000 | 123 567 | 65 775 | 65 617 | 95 892 | 5 300 |
| 1987 | 18 867 | 24 067 | 79 433 | 109 675 | 123 783 | 64 917 | 66 942 | 93 550 | 5 508 |
| 1988 | 19 567 | 25 367 | 80 967 | 109 167 | 124 150 | 66 108 | 67 450 | 98 067 | 5 717 |

Source: National Productivity Institute, 1989.

The fluctuating contribution of the mining sector to the GDP is indicative of the sensitivity of its products to price structures that are controlled by world economic trends. The possibility of focusing on training during those times when production is not as economically profitable as it could be again, needs to be considered. Investment in a well-trained workforce which could work very productively during more profitable periods could be worthwhile.

**TABLE 4.3**

**THE RELATIVE CONTRIBUTION OF EACH SECTOR TO THE GDP, 1984 - 88**

| Year | Total (R m) | THE RELATIVE CONTRIBUTION TO THE GDP (5 %) | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | Agricul- ture, forestry and fishing | Mining and quarrying | Manufac- turing | Electricity gas & water | Construc- tion | Trade, catering and accommo- dation | Transport and commu- nication | Finance, real estate | Community services | Less imputed financial services | General govern- ment | Other pro- ducts |
| 1984 | 100 330 | 5,4 | 13,4 | 23,8 | 3,9 | 3,8 | 12,4 | 9,3 | 13,4 | 1,7 | 2,3 | 12,6 | 2,5 |
| 1985 | 114 960 | 5,8 | 15,3 | 22,7 | 4,2 | 3,7 | 11,8 | 8,8 | 13,9 | 1,7 | 2,8 | 12,5 | 2,5 |
| 1986 | 132 543 | 5,7 | 16,1 | 22,9 | 4,2 | 3,5 | 11,7 | 8,9 | 12,9 | 1,7 | 2,8 | 12,8 | 2,4 |
| 1987 | 152 955 | 6,3 | 13,4 | 23,4 | 4,4 | 3,3 | 12,5 | 8,9 | 13,3 | 1,7 | 2,9 | 13,3 | 2,5 |
| 1988 | 179 972 | 5,8 | 12,9 | 24,1 | 4,3 | 3,3 | 12,8 | 8,9 | 13,6 | 1,7 | 2,8 | 13,1 | 2,4 |

**TABLE 4.4**

**GDP PER SECTOR (EXCLUDING AGRICULTURE) - 1985**

| Sector | GDP 1985 prices R million | 1980 constant prices R million | Remuneration of employees R million | GDP % dis- tribution | Change 1950-1985 |
|---|---|---|---|---|---|
| Mining | 17 287 | 12 909 | 5 812 | 15,7 | 2,4 |
| Manufacturing | 24 453 | 11 883 | 14 283 | 22,3 | 3,9 |
| Electricity | 4 136 | 2 577 | 1 078 | 3,8 | 2,1 |
| Construction | 3 959 | 1 940 | 3 159 | 3,6 | 0,5 |
| Trade | 12 536 | 8 074 | 8 906 | 11,5 | -3,3 |
| Transport | 9 568 | 5 248 | 6 188 | 6,7 | -0,5 |
| Finance | 16 146 | 7 498. | 5 589 | 15,0 | 5,7 |
| Services | 1 831 | 1 067 | 840 | 1,7 | -0,1 |
| Government | 14 205 | 6 275 | 13 480 | 13,0 | 5,3 |
| Other | 2 378 | 1 414 | 2 313 | 2,2 | -2,1 |

Source: <u>SA Statistics.</u> Tables 21.6, 21.9, 21.10, 21.11

Table 4.4 describes the percentage that each sector, excluding the agricultural sector, contributed to the GDP in 1985, in 1980 constant prices. It also indicates the remuneration of employees in each sector. The manufacturing sector not only contributed the largest amount to the GDP in comparison with all the other sectors, but the total amount of money paid out in remuneration of employees was also more than in any other sector.

In view of the contribution that each sector makes to the GDP, to employment creation and to the remuneration of employees, it is useful to consider the productivity indices of each sector. Table 4.5 describes the productivity of labour according to each economic sector over the five-year period from 1984 to 1988 taking 1985 as the baseline of 100 % productivity. The productivity of community services figures are not available.

Table 4.6 describes the productivity of capital according to each economic sector over the same period, taking the same year as baseline.

The ratio of capital : labour inputs over the same time period is shown in Table 4.7.

As far as labour productivity is concerned (Table 4.5), the electricity, gas and water supply, the transport and communications, the agricultural and the manufacturing sectors show significant improvements in productivity. The relatively low labour productivity of the mining sector can be partly explained by the grade of ore that is being mined as well as the depths at which mining takes place. Calculations are based on gold produced and not on ore mined.

As far as productivity of capital is concerned (Table 4.6), more improvements are apparent in the manufacturing and the agricultural sectors than in the other sectors, with mining again showing a decline.

An examination of the capital : labour ratios (Table 4.7) indicates that in mining input of capital in relation to labour is increasing. There is also an overall increase in the capital : labour ratio in the electricity, gas and water supply and the transport and communication sectors. In manufacturing and in construction, however, the input of capital in relation to labour is actually declining.

In view of the large size and the diverse activities taking place within manufacturing industries, it is necessary to examine the productivity indices and input ratios in each type of manufacturing sector separately. In Tables 4.8, 4.9 and 4.10, the productivity indices and input ratios are repeated for each industry within the manufacturing sector over the same five-year period. Figures for professional and scientific equipment are not available.

TABLE 4.5

PRODUCTIVITY OF LABOUR ACCORDING TO ECONOMIC SECTOR, 1984-1988 (1985-100)

| Year | Agri-culture | Mining | Manu-facturing | Electri-city | Construc-tion | Trade | Trans-port | Finance |
|------|--------|--------|---------|---------|---------|-------|-------|---------|
| 1984 | 81,2 | 104,0 | 102,5 | 97,1 | 99,9 | 103,2 | 96,1 | 1004, |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 109,5 | 93,6 | 101,5 | 106,4 | 95,3 | 97,8 | 103,0 | 102,8 |
| 1987 | 117,6 | 89,4 | 104,0 | 122,5 | 90,1 | 99,3 | 110,2 | 105,0 |
| 1988 | 117,2 | 92,1 | 108,8 | 128,8 | 91,0 | 99,5 | 116,8 | 100,1 |

Source: Productivity Statistics, National Productivity Institute 1989.

TABLE 4.6

PRODUCTIVITY OF CAPITAL ACCORDING TO ECONOMIC SECTOR, 1984-1988 (1985-100)

| Year | Agri-culture | Mining | Manu-facturing | Electri-city | Construc-tion | Trade | Trans-port | Finance |
|------|------|------|------|------|------|------|------|------|
| 1984 | 81,4 | 104,9 | 104,7 | 99,6 | 103,0 | 109,0 | 100,7 | 101,5 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 110,1 | 92,9 | 104,0 | 101,2 | 97,3 | 96,3 | 97,8 | 100,4 |
| 1987 | 119,1 | 84,9 | 110,9 | 104,5 | 97,1 | 99,5 | 98,5 | 102,2 |
| 1988 | 119,5 | 82,1 | 119,5 | 111,0 | 103,8 | 101,3 | 102,5 | 100,6 |

Source: Productivity Statistics, National Productivity Institute 1989.

TABLE 4.7

CAPITAL: LABOUR RATIO ACCORDING TO ECONOMIC SECTOR, 1984-1985 (1985-100)

| Year | Agri-culture | Mining | Manu-facturing | Electri-city | Construc-tion | Trade | Trans-port | Finance |
|------|------|------|------|------|------|------|------|------|
| 1984 | 99,7 | 99,2 | 97,9 | 97,4 | 97,0 | 94,7 | 95,4 | 98,9 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 99,4 | 100,8 | 97,6 | 105,1 | 98,0 | 101,5 | 105,2 | 102,3 |
| 1987 | 98,7 | 105,3 | 93,8 | 117,2 | 92,8 | 99,8 | 111,9 | 102,7 |
| 1988 | 98,1 | 112,1 | 91,1 | 116,1 | 87,7 | 98,3 | 114,0 | 99,5 |

Source: Productivity Statistics, National Productivity Institute 1989.

As far as labour productivity is concerned Table 4.8 indicates that this type of productivity had increased significantly in the paper and paper products, the electrical machinery, the plastic products and the rubber products industries, while it had diminished significantly in the leather, shoe manufacturing and the metal products industries over the five-year period indicated in the table.

On the other hand, the productivity of capital (Table 4.9) in the non-mineral products, the plastic products, the chemical, the tobacco, the timber and the transport equipment industries had also significantly increased during this period. However, in the shoe and leather industries, the rubber products and the metal products industries it had decreased over time.

**TABLE 4.8**

**PRODUCTIVITY OF LABOUR IN MANUFACTURING. 1984-1988 (1985=100)**

| Year | Food | Beverage | Tobacco | Textiles | Clothing | Shoes | Leather | Wood | Furniture | Paper and paper products | Printing and publishing | Chemicals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1984 | 93.9 | 98.3 | 100.1 | 101.3 | 116.3 | 100.2 | 104.8 | 102.6 | 102.8 | 95.3 | 110.3 | 101.1 |
| 1985 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1986 | 100.2 | 102.8 | 106.0 | 100.1 | 96.8 | 94.3 | 108.8 | 108.3 | 102.2 | 116.6 | 96.2 | 103.0 |
| 1987 | 102.7 | 111.0 | 119.1 | 105.6 | 101.0 | 89.1 | 94.9 | 109.7 | 92.5 | 118.2 | 94.0 | 105.0 |
| 1988 | 105.6 | 117.5 | 113.1 | 115.0 | 103.3 | 92.5 | 85.4 | 118.2 | 98.5 | 126.1 | 91.9 | 111.2 |

| Year | Rubber products | Plastic products | Non-metal mineral products | Basic metals | Metal products | Non-electrical machinery | Electrical machinery | Transport equipment |
|---|---|---|---|---|---|---|---|---|
| 1984 | 105.9 | 89.5 | 108.6 | 97.5 | 95.3 | 119.3 | 105.2 | 131.6 |
| 1985 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1986 | 100.3 | 103.2 | 98.6 | 106.3 | 91.8 | 102.7 | 99.0 | 93.2 |
| 1987 | 102.9 | 113.3 | 100.3 | 105.8 | 90.0 | 100.3 | 106.7 | 108.8 |
| 1988 | 122.0 | 122.0 | 111.3 | 105.0 | 92.20 | 103.5 | 124.8 | 122.3 |

Source: Productivity Statistics, National Productivity Institute 1989.

**TABLE 4.9**

**PRODUCTIVITY OF CAPITAL IN MANUFACTURING, 1984-1988 (1985=100)**

| Year | Food | Beverage | Tobacco | Textiles | Clothing | Shoes | Leather | Wood | Furniture | Paper and paper products | Printing and publishing | Chemicals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1984 | 96,8 | 104,7 | 100,6 | 100,6 | 119,9 | 98,8 | 101,6 | 107,7 | 110,3 | 90,6 | 101,5 | 100,3 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 98,6 | 99,9 | 108,9 | 106,7 | 103,7 | 92,2 | 110,0 | 110,8 | 102,6 | 126,3 | 99,0 | 106,0 |
| 19&7 | 107,0 | 106,2 | 132,0 | 96,3 | 103,4 | 80,5 | 98,8 | 123,7 | 98,6 | 108,3 | 87,0 | 122,3 |
| 1988 | 106,1 | 103,6 | 135,6 | 102,4 | 110,4 | 78,8 | 89,7 | 129,8 | 103,6 | 121,0 | 79,4 | 137,3 |

| Year | Rubber products | Plastic products | Non-metal mineral products | Basic metals | Metal products | Non-electrical machinery | Electrical machinery | Transport equipment |
|---|---|---|---|---|---|---|---|---|
| 1984 | 129,9 | 112,7 | 119,9 | 95,4 | 96,5 | 121,7 | 116,1 | 145,6 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 113,2 | 98,2 | 110,2 | 97,9 | 100,1 | 100,1 | 94,0 | 92,0 |
| 1987 | 122,0 | 88,3 | 116,0 | 112,5 | 95,3 | 98,5 | 95,1 | 106,4 |
| 1988 | 92,2 | 139,8 | 139,8 | 115,4 | 96,4 | 104,9 | 106,2 | 128,6 |

Source: Productivity Statistics, National Productivity Institute 1989.

**TABLE 4.10**

**INPUT OF CAPITAL: LABOUR IN MANUFACTURING, 1984-1988 (1985-100)**

| Year | Food | Beverage | Tobacco | Textiles | Clothing | Shoes | Leather | Wood | Furniture | Paper and paper products | Printing and publishing | Chemicals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1984 | 97,1 | 93,9 | 100,6 | 100,6 | 104,0 | 101,5 | 103,1 | 95,3 | 93,2 | 105,2 | 108,7 | 100,8 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 00,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 101,5 | 102,9 | 108,9 | 93,8 | 93,3 | 102,3 | 98,9 | 97,7 | 99,7 | 92,3 | 97,1 | 97,1 |
| 1987 | 96,0 | 104,5 | 132,0 | 109,6 | 97,7 | 110,7 | 96,1 | 88,7 | 93,8 | 109,2 | 107,9 | 86,1 |
| 1988 | 99,5 | 113,4 | 135,6 | 112,4 | 93,5 | 117,4 | 95,3 | 91,1 | 95,1 | 104,3 | 115,6 | 81,0 |

| Year | Rubber products | Plastic products | Non-metal mineral products | Basic metals | Metal products | Non-electrical machinery | Electrical machinery | Transport equipment |
|---|---|---|---|---|---|---|---|---|
| 1984 | 81,5 | 79,4 | 90,6 | 102,2 | 98,9 | 98,0 | 90,6 | 90,4 |
| 1985 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 | 100,0 |
| 1986 | 88,6 | 105,1 | 94,4 | 96,5 | 93,7 | 102,5 | 105,3 | 101,3 |
| 1987 | 84,3 | 128,3 | 86,5 | 94,0 | 94,5 | 101,8 | 112,3 | 102,3 |
| 1988 | 75,6 | 132,4 | 79,6 | 91,0 | 95,7 | 98,7 | 117,4 | 95,1 |

As far as the capital : labour inputs within manufacturing industries are concerned Table 4.10 indicates that the inputs of capital in relation to labour is increasing most in the tobacco, the electrical machinery and the shoe manufacturing industries.

Training and increasing both labour and capital productivity go hand in hand. The trained worker can help to increase not only his own output but also the effective use of machinery or capital productivity, because training enables people to use capital goods more efficiently and effectively.

Productivity in one country cannot be seen in isolation from that in other countries; international comparisons are necessary. Table 4.11 compares the gross domestic product generated per worker at constant 1980 prices and exchange rates in rands in seven other countries in addition to South Africa, between 1981 and 1987. This table shows that the GDP per worker in South Africa was relatively low compared to that in the other countries. It also shows that the annual growth rate was relatively low, although annual growth rates generally tended to be low.

A well-trained workforce is one way in which we can improve our annual growth rate in relation to other countries.

TABLE 4.11

**PRODUCTIVITY INTERNATIONAL COMPARISON**
Gross domestic product per worker at constant
1980 prices and exchange rates in rand

| Period | United States | Canada | Japan | France | Germany | Italy | United Kingdom | South Africa |
|--------|--------|--------|-------|--------|---------|-------|--------|--------|
| 1981 | 21 292 | 19 315 | 15 336 | 25 154 | 24 801 | 17 526 | 17 163 | 10 409 |
| 1982 | 20 939 | 19 306 | 15 612 | 25 240 | 25 098 | 17 715 | 17 566 | 10 339 |
| 1983 | 21 478 | 19 756 | 15 837 | 25 536 | 25 791 | 17 754 | 18 481 | 10 308 |
| 1984 | 22 101 | 20 499 | 16 536 | 26 154 | 26 480 | 18 319 | 18 479 | 10 555 |
| 1985 | 22 409 | 20 776 | 17 194 | 26 624 | 26 835 | 18 739 | 18 881 | 10 731 |
| 1986 | 22 574 | 20 865 | 17 468 | 27 125 | 27 250 | 19 155 | 19 356 | 10 823 |
| 1987 | 22 642 | 21 100 | 18 005 | 27 621 | 27 529 | 19 779 | 19 679 | 11 062 |
| Average annual growth rate 1980-1987 | 1,4 | 1,7 | 2,9 | 1,7 | 1,9 | 2,1 | 2,3 | 1,1 |

Source: NPI, Productivity Statistics, 1988, Section C.

## 4.6.2   Training taking place at technical colleges

This background indicates that it is essential for the country as a whole to have a well-trained workforce. In particular the acquisition of technical skills is essential.  The number of people receiving training countrywide in technical colleges will now be examined.

As far as technical college training is concerned Table 4.12 gives  the number of students who were enrolled at these colleges during   1989. This table shows that relatively few black, coloured and  Asian students were registered at technical colleges, compared with the number of white students. Among the males, almost two-thirds and among the females, almost three-quarters of students were  white.   There are also relatively few people generally being trained at technical colleges in relation to the size of the workforce.

**TABLE 4.12**

**NUMBER OF STUDENTS WHO WERE ENROLLED IN TECHNICAL COLLEGES IN 1989**

| | Males N | % | Females N | % | TOTAL N | % |
|---|---|---|---|---|---|---|
| White students | 24 098 | 66,3 | 21 596 | 74,5 | 45 694 | 69,9 |
| Asian students | 2 777 | 7,6 | 3 105 | 10,7 | 5 882 | 9,0 |
| Coloured students | 2 624 | 7,2 | 1 536 | 5,3 | 4 160 | 6,4 |
| Black students: | | | | | | |
| National States | 2 093 | 5,8 | 437 | 1,5 | 2 530 | 3,9 |
| Rest of RSA | 4 778 | 13,1 | 2 330 | 8,0 | 7 108 | 10,9 |
| TOTAL | 36 370 | 100 | 29 004 | 100 | 65 374 | 100 |

Source: Department of National Education  NATED 02-214 (89/07).

**TABLE 4.13**

**THE NUMBER OF TECHNICAL COLLEGES IN SOUTH AFRICA - 1989**

| Department and province | | N | % |
|---|---|---|---|
| Education and Culture: | Assembly Cape | 21 | 16,4 |
| | Natal | 9 | 7,0 |
| | OFS | 5 | 3,9 |
| | Transvaal | 35 | 27,3 |
| Education and Culture: | Delegates Cape | - | |
| | Natal | 3 | 2,3 |
| | OFS | - | |
| | Transvaal | - | |
| Education and Culture: | Representatives:Cape | 12 | 9,4 |
| | Natal | 1 | 0,8 |
| | OFS | - | |
| | Transvaal | 1 | 0,8 |
| Education and Training: | Cape | 3 | 2,3 |
| | Natal | 2 | 1,6 |
| | OFS | 3 | 2,3 |
| | Transvaal | 12 | 9,4 |
| National states | Gazankulu | 1 | 0,8 |
| | KaNgwane | 1 | 0,8 |
| | KwaZulu | 10 | 7,8 |
| | Lebowe | 6 | 4,7 |
| | Qwaqwa | 2 | 1,6 |
| | KwaNdebele | 1 | 0,8 |
| | TOTAL | 128 | 100 |

Source: Department of National Education
          NATED 02-214 (89/07).

Table 4.13 indicates the number of technical colleges in the country. This table shows that while there are relatively few (N = 128) technical colleges that have been established in the country, they are administered by at least 10 different education departments (white, coloured, Asian and "general" affairs education departments within the RSA and the separate education departments within each independent state). The efficiency of such a system needs to be seriously questioned.

### 4.6.3   Training taking place at registered training organisations

In addition to the training of indentured apprentices, other types of training have been registered with the Department of Manpower.

Table 4.14 focuses on the regional training centres. It indicates the number of employees that were trained at these centres according to type of course and the total duration of each course between 1985 and 1989. This table indicates that increasing numbers of people are being trained at regional training centres.

In Table 4.15, the number of courses run by and the number of people trained by private training centres between 1985 and 1989 are indicated, while in Table 4.16, the number of courses and the number of people trained in terms of training schemes are shown. The increasing amount of training taking place at these centres and through these training schemes is very noteworthy.

A summary of all persons trained according to the various training programmes registered with the Department of Manpower is indicated in Table 4.17. The increasing numbers of people receiving training is again evident, indicating the importance of having a co-ordinated national training strategy.

TABLE 4.14: TRAINING BY REGIONAL TRAINING CENTRES *

| Courses in which training was provided | 1985 Employees trained | 1985 Duration (weeks) | 1986 Employees trained | 1986 Duration (weeks) | 1987 Employees trained | 1987 Duration (weeks) | 1988 Employees trained | 1988 Duration (weeks) | 1989* Employees trained | 1989* Duration (weeks) |
|---|---|---|---|---|---|---|---|---|---|---|
| Labour relations | 60 | 60 | 18 | 18 | 408 | 408 | 7 715 | 2 340,8 | 4 692 | 1 460,6 |
| Business administration | . | . | 1 | 3 | 1 036 | 310,8 | 1 380 | 414 | . | . |
| Building operations | 2 753 | 10 280 | 1 058 | 2 532 | 968 | 2 254,8 | 1 695 | 4 066,3 | 10 733 | 25 650.6 |
| Electrical operations | 541 | 2 673 | 193 | 1 023 | 136 | 445 | 167 | 674 | 278 | 2 162 |
| Domestic work | 324 | 1 373 | 519 | 517,8 | 2 008 | 5 613,4 | 691 | 793 | 1 495 | 4 010,2 |
| Engineering operations (excluding welding) | 636 | 2 041 | 208 | 668 | 226 | 591,6 | 644 | 1 635 | 390 | 1 095 |
| Business equipment | . | . | . | . | . | . | . | . | . | . |
| Clerical work | 47 | 148 | 2 | 5 | 61 | 65 | 194 | 361 | 159 | 163,8 |
| Agriculture | 652 | 1 418 | 869 | 2 002,6 | 3 363 | 4 289,8 | 6 147 | 10 078 | 5 144 | 9 482,8 |
| Motor repair work and maintenance | 1 007 | 4 397 | 302 | 1 019 | 241 | 640 | 568 | 1 304 | 763 | 2 375 |
| Motor vehicle driving and related work | 3 021 | 6 044.8 | 3 034 | 5 828 | 2 866 | 5 754,4 | 4 092 | 8 808 | 4 254 | 7 079,8 |
| First aid | 43 | 32.9 | . | . | 124 | 116,8 | 198 | 126,4 | 13 | 7,8 |
| Mobile plant operators | 1 142 | 1 591,4 | 1 698 | 2 968,8 | 2 501 | 4 726,2 | 2 095 | 2 887 | 3 776 | 5 778,8 |
| Pump attendants | 376 | 425 | 359 | 359 | 1 687 | 2 052 | 1 405 | 1 455 | 2 189 | 2 189 |
| Accounting | . | . | . | . | . | . | . | . | 36 | 37,6 |
| Security work | 1 751 | 5 580 | 551 | 1 087 | 1 317 | 2 629 | 2 566 | 5 094 | 4 132 | 8 249 |
| Civil engineering work | 190 | 481,4 | 33 | 33 | 71 | 86 | 137 | 137 | 23 | 23 |
| Catering | 202 | 751 | 588 | 1 599 | 169 | 700 | 1 475 | 2 550 | 2 058 | 4 775 |
| Welding | 1 247 | 3 423 | 990 | 2 033 | 1 028 | 2 136 | 1 039 | 1 721 | 1 785 | 4 815,8 |
| Instructional techniques | 111 | 98 | 84 | 84 | 15 | 15 | . | . | 42 | 42 |
| Supervision and leadership | 616 | 1 332,6 | 943 | 1 704,4 | 1 440 | 2 553 | 1 663 | 2 429 | 1 550 | 2 061,2 |
| Tractor repair work and maintenance | 575 | 1 154 | 1 040 | 2 061 | 1 325 | 2 641 | 1 770 | 3 257 | 1 211 | 2 804 |
| Safety | 83 | 189 | . | . | . | . | 188 | 113 | . | . |
| Salesmanship | 34 | 35 | . | . | 981 | 987 | 160 | 160 | 468 | 468 |
| Storekeeping | 328 | 1 247 | 108 | 181 | 124 | 222 | 169 | 279 | 1 315 | 2 604 |
| Other | 11 | 2,2 | 1 | 3 | 943 | 1 285 4 | 3 503 | 10 509 | 8 168 | 12 053.6 |
| TOTALS | 15 750 | 44 777,3 | 12 599 | 25 729 6 | 23 038 | 40 522 2 | 39 661 | 61 191,5 | 54 674 | 99 388,6 |

* 1989 = 1/11/88 - 31/10/89   Source: Department of Manpower, Annual Report 1989.

**TABLE 4.15: TRAINING BY PRIVATE TRAINING CENTRES**

| Industry in which training was provided | Courses in which training was provided | | | | |
|---|---|---|---|---|---|
| | 1985 | 1986 | 1987 | 1988 | 1989* |
| Architects | 1 | 1 | 1 | - | 1 |
| Banking and finance | 15 | 1 | - | - | 46 |
| Business equipment | 98 | 9 | 9 | 3 | 12 |
| Building and construction | 83 | 62 | 47 | 48 | 24 |
| Breweries | 2 | 36 | 50 | 20 | - |
| Chemicals and explosives | 1 178 | 492 | 415 | 397 | 255 |
| Diamonds | 1 | 1 | 9 | 10 | 17 |
| Services | 399 | 251 | 237 | 234 | 382 |
| Liquor manufacturing | 14 | 8 | 6 | 2 | - |
| Printing industry | 33 | 10 | 3 | 4 | 7 |
| Pharmaceutical and medical | 43 | 28 | 53 | 47 | 45 |
| Chartered accountants and auditors | 171 | 125 | 105 | 101 | 81 |
| Glass | 29 | 10 | 19 | 5 | 22 |
| Hairdressing | 1 | 1 | - | 2 | 4 |
| Hotel | 3 | 11 | 4 | - | 2 |
| Timber | 93 | 45 | 35 | 36 | 70 |
| Clothing and footwear | 37 | 44 | 30 | 54 | 34 |
| Commercial distributive | 109 | 70 | 19 | 36 | 60 |
| Agriculture | - | - | 43 | 78 | 92 |
| Carpeting and textiles | 82 | 39 | 46 | 66 | 38 |
| Furniture | 28 | 22 | 165 | 181 | 68 |
| Motor essembly | 405 | 140 | 61 | 149 | 97 |
| Oil refining | 473 | 37 | 43 | 38 | 6 |
| Paper and packaging | 64 | 67 | 46 | 16 | 26 |
| Local authorities | 19 | 11 | 7 | 16 | 18 |
| Computer | 513 | 150 | 106 | 57 | 130 |
| Rubber | 37 | 28 | 12 | - | 19 |
| Security work | 17 | 14 | 28 | 15 | 37 |
| Cement | 17 | 84 | - | 59 | 66 |
| Civil engineering | 71 | 28 | 2 | 26 | 51 |
| Sugar | 88 | 59 | 49 | 42 | 68 |
| Dairy | - | - | - | - | - |
| Heavy clay and ceramics | 7 | 6 | 5 | 5 | 2 |
| Tobacco | - | 3 | - | 18 | 27 |
| Insurance | 21 | 21 | 20 | 31 | 39 |
| Transport | 113 | 94 | 78 | 48 | 82 |
| Food, confectionary and sweets | 93 | 74 | 31 | 38 | 63 |
| Iron, steel, engineering Metallurgical | 605 | 475 | 429 | 412 | 362 |
| Other | - | - | - | - | 6 |
| TOTAL | 4 963 | 2 557 | 2 213 | 2 294 | 2 359 |

**TABLE 4.15: TRAINING BY PRIVATE TRAINING CENTRES**

| Industry in which training was provided | Employees trained | | | | |
|---|---|---|---|---|---|
| | 1985 | 1986 | 1987 | 1988 | 1989 |
| Architects | 2 | 4 | 4 | - | 3 |
| Banking and finance | 187 | 14 | - | - | 5 147 |
| Business equipment | 3 636 | 61 | 46 | 25 | 58 |
| Building and construction | 1 111 | 3 820 | 907 | 1 981 | 1 682 |
| Breweries | 100 | 605 | 635 | 494 | - |
| Chemicals and explosives | 7 903 | 8 791 | 9 966 | 6 805 | 13 657 |
| Diamonds | 88 | 5 | 33 | 20 | 336 |
| Services | 32 659 | 40 749 | 35 105 | 46 921 | 56 658 |
| Liquor manufacturing | 89 | 32 | 347 | 299 | - |
| Printing industry | 427 | 93 | 43 | 56 | 116 |
| Pharmaceutical and medical | 1 765 | 1 133 | 2 093 | 4 094 | 1 954 |
| Chartered accountants and auditors | 6 763 | 6 696 | 3 094 | 3 962 | 3 784 |
| Glass | 1 086 | 138 | 531 | 194 | 1 189 |
| Hairdressing | 163 | 265 | - | 219 | 400 |
| Hotel | 295 | 615 | 54 | - | 671 |
| Timber | 1 717 | 745 | 588 | 1 153 | 2 718 |
| Clothing and footwear | 3 003 | 4 493 | 1 308 | 2 425 | 1 656 |
| Commercial distributive | 4 155 | 5 257 | 2 943 | 3 531 | 4 263 |
| Agriculture | - | - | 3 648 | 6 317 | 6 170 |
| Carpeting and textiles | 2 216 | 1 958 | 1 150 | 3 995 | 645 |
| Furniture | 835 | 892 | 5 714 | 4 418 | 2 489 |
| Motor assembly | 13 064 | 2 863 | 3 339 | 4 866 | 3 379 |
| Oil refining | 952 | 234 | 344 | 608 | 341 |
| Paper and packaging | 3 500 | 3 235 | 1 129 | 214 | 933 |
| Local authorities | 691 | 306 | 183 | 918 | 280 |
| Computer | 10 273 | 4 797 | 3 686 | 2 342 | 5 322 |
| Rubber | 574 | 469 | 177 | - | 740 |
| Security work | 1 238 | 1 585 | 4 113 | 5 262 | 6 943 |
| Cement | 752 | 3 502 | - | 2 172 | 1 555 |
| Civil engineering | 1 527 | 1 681 | 994 | 886 | 1 877 |
| Sugar | 5 152 | 4 748 | 3 906 | 5 031 | 5 035 |
| Dairy | - | - | - | - | - |
| Heavy clay and ceramics | 202 | 363 | 188 | 212 | 12 |
| Tobacco | - | 25 | - | 751 | 1 064 |
| Insurance | 9292 | 1 038 | 614 | 1 246 | 1 401 |
| Transport | 4 218 | 5 631 | 4 804 | 3 854 | 4 462 |
| Food, confectionery and sweets | 3 552 | 4 265 | 2 765 | 4 351 | 3 703 |
| Iron, steel, engineering Metallurgical | 14 933 | 15 239 | 16 466 | 10 913 | 13 822 |
| Other | - | - | - | - | 98 |
| TOTAL | 129 759 | 126 347 | 110 917 | 130 535 | 154 553 |

**TABLE 4.16: TRAINING BY TRAINING SCHEMES**

| Industry in which training was provided | Courses in which training was provided | | | | |
|---|---|---|---|---|---|
| | 1985 | 1986 | 1987 | 1988 | 1989* |
| Architects | 1 | - | - | - | - |
| Banking and finance | 294 | 184 | 190 | 215 | 327 |
| Business equipment | 7 | 13 | - | 19 | 2 |
| Building and construction | 107 | 53 | 35 | 23 | 20 |
| Building soc. | 85 | 59 | 51 | 59 | 47 |
| Breweries | 33 | 1 | 2 | - | - |
| Chemicals and explosives | - | - | - | - | - |
| Diamonds | 6 | 9 | 8 | 9 | - |
| Services | 118 | 76 | 77 | 62 | 96 |
| Liquor | 9 | 9 | 8 | 8 | 10 |
| Printing industry | 47 | 30 | 19 | 20 | 41 |
| Pharmaceutical and medical | 98 | 38 | 48 | 40 | 48 |
| Chartered accountants and auditors | 73 | 17 | 36 | 21 | 34 |
| Glass | 10 | 1 | 1 | - | 2 |
| Hairdressing | 5 | 6 | 5 | 4 | 4 |
| Hotel | 27 | 5 | 4 | 1 | 5 |
| Timber | 89 | 73 | 54 | 48 | 69 |
| Clothing and footwear | 76 | 125 | 108 | 146 | 224 |
| Commercial distributive | 340 | 201 | 170 | 174 | 173 |
| Agriculture | - | - | 27 | 67 | 71 |
| Carpeting and textiles | 153 | 90 | 90 | 93 | 70 |
| Furniture | 5 | 9 | 6 | 5 | 7 |
| Motor assembly | 14 | 7 | 7 | 12 | 10 |
| Oil refining | 145 | 29 | 10 | 3 | 4 |
| Paper and packaging | 122 | 41 | 34 | 32 | 50 |
| Local authorities | - | - | - | 1 | - |
| Computer | 38 | 9 | - | 3 | 1 |
| Rubber | 36 | 29 | 23 | 23 | 10 |
| Security work | 3 | 4 | 6 | 5 | 6 |
| Cement | 6 | 4 | 1 | 2 | - |
| Civil engineering | 160 | 35 | 24 | 16 | 34 |
| Sugar | 107 | 5 | 15 | 17 | 18 |
| Dairy | 3 | 11 | 3 | 6 | 11 |
| Heavy clay and ceramics | 52 | 9 | 2 | 7 | 3 |
| Tobacco | 98 | 36 | 18 | 9 | 14 |
| Insurance | 35 | 34 | 22 | 13 | 24 |
| Transport | 85 | 30 | 26 | 29 | 33 |
| Food, confectionary and sweets | 296 | 170 | 98 | 133 | 124 |
| Iron, steel, engineering Metallurgical | 389 | 300 | 211 | 185 | 230 |
| Other | - | - | - | - | 3 |
| TOTAL | 3 412 | 1 848 | 1 467 | 1 546 | 1 8: |

**TABLE 4.16: TRAINING BY TRAINING SCHEMES**

| Industry in which training was provided | Employees trained | | | | |
|---|---|---|---|---|---|
| | 1985 | 1986 | 1987 | 1988 | 1989 |
| Architects | 3 | - | - | - | - |
| Banking and finance | 21 272 | 28 997 | 28 249 | 34 698 | 64 701 |
| Business equipment | 74 | 440 | - | 188 | 42 |
| Building and construction | 6 569 | 2 785 | 2 228 | 3 674 | 1 620 |
| Building soc. | 9 440 | 7 903 | 5 831 | 2 888 | 4 393 |
| Breweries | 736 | 4 | 7 | - | - |
| Chemicals and explosives | - | - | - | - | |
| Diamonds | 15 | 19 | 21 | 131 | - |
| Services | 4 195 | 5 057 | 5 768 | 6 319 | 7 128 |
| Liquor manufacturing | 152 | 180 | 63 | 83 | 172 |
| Printing industry | 761 | 408 | 508 | 485 | 2 075 |
| Pharmaceutical and medical | 2 442 | 2 060 | 2 809 | 2 034 | 1 869 |
| Chartered accountants and auditors | 1 445 | 108 | 600 | 339 | 1 043 |
| Glass | 329 | 94 | 10 | - | 36 |
| Hairdressing | 177 | 179 | 127 | 92 | 77 |
| Hotel | 2 233 | 360 | 1 087 | 6 | 347 |
| Timber | 2 728 | 3 750 | 2 907 | 2 010 | 2 487 |
| Clothing and footwear | 3 624 | 3 284 | 5 641 | 6 309 | 7 478 |
| Commercial distributive | 41 355 | 31 608 | 49 915 | 33 189 | 25 725 |
| Agriculture | - | - | 6 895 | 4 877 | 4 859 |
| Carpeting and textiles | 3 991 | 3 295 | 2 514 | 1 985 | 1 272 |
| Furniture | 82 | 188 | 20 | 227 | 222 |
| Motor assembly | 483 | 213 | 189 | 393 | 158 |
| Oil refining | 857 | 556 | 95 | 90 | 150 |
| Paper and packaging | 1 044 | 729 | 030 | 1 013 | 1 696 |
| Local authorities | - | - | - | 301 | - |
| Computer | 100 | 83 | - | 39 | 2 |
| Rubber | 1 528 | 1 222 | 516 | 1 334 | 901 |
| Security work | 222 | 1 613 | 1 738 | 1 531 | 2 196 |
| Cement | 494 | 237 | 165 | 250 | - |
| Civil engineering | 1 930 | 775 | 752 | 369 | 1 066 |
| Sugar | 3 041 | 497 | 809 | 446 | 654 |
| Dairy | 90 | 1 167 | 365 | 708 | 1 470 |
| Heavy clay and ceramics | 2 212 | 261 | 139 | 792 | 50 |
| Tobacco | 1 004 | 853 | 386 | 151 | 535 |
| Insurance | 3 935 | 4 394 | 3 583 | 1 695 | 7 933 |
| Transport | 4 542 | 2 753 | 1 114 | 2 396 | 1 577 |
| Food, confectionary and sweets | 14 720 | 11 912 | 4 412 | 10 649 | 10 175 |
| Iron, steel, engineering Metallurgical | 11 241 | 11 538 | 9 017 | 6 963 | 10 400 |
| Other | - | - | - | - | 83 |
| TOTAL | 155 562 | 132 968 | 140 201 | 129 270 | 165 196 |

* 1989 = 1/11/88 - 31/10/89

Source: Department of Manpower, Annual report 1989.

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TABLE 4.17

PERSONS TRAINED ACCORDING T O VARIOUS PROGRAMMES

| Type of training | 1985 | 1986 | 1987 | 1988 | 1989** |
|---|---|---|---|---|---|
| Apprentices in training | 33  752 | 29  826 | 25  689 | 23  416 | 2 6  941 |
| Trainees in training (Section 30) | 523 | 1  038 | 838 | 629 | 429 |
| Group training centres (Section 31) | 15  750 | 12  599 | 23  038 | 39  661 | 54  674 |
| Private training centres (Section 32) | 129  759 | 126  347 | 110  917 | 130 535 | 154  553 |
| Training schemes (Section 34) | 155  562 | 132  968 | 140  201 | 129  270 | 165  196 |
| Work-seekers (Section 36) | 12  748 | 10 3 11 | * | * | * |
| Unemployed persons (Section 39) | 5 3  091 | 407  259 | 258  517 | 242  893 | 198  915 |
| Training schemes (Section 39) | 14  197 | 7  149 | 5  679 | 13  680 | 22  552 |
| Training schemes (Section 48 of the Labour Relations Act) | 9  040 | 9  570 | 9  982 | 4  879 | 8  518 |
| TOTAL | 424  422 | 737  067 | 574  861 | 584  963 | 631  848 |

* Included under unemployed persons.
**1989 = 1/11/88 - 31/10/89.
Source: Department of Manpower. Annual Report 1989.

## 4.7   AN OVERVIEW OF THE PARTICIPATION IN TRAINING OF THE SBUs

Having described the overall picture of employment, productivity  and training in the country, attention will now be focused on the  responses given by the organisations that participated in this  study.  In Table 4.18 an overview of the participation in training  of each SBU is given. This table indicates

(a)    the ways in which each SBU is involved in training, namely  through running training courses, through co-ordination of training, through setting syllabi, standards or examinations, through  the training of trainers or instructors and/or through the financing of training.

(b)    whether or not the organisation is registered with the Department  of Manpower as a training organisation, and if so, the type of registration (as a group training centre, a private training centre or  an industry training board or scheme).

(c)    The percentage of courses, if any, that are registered with the  Department of Manpower.

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(d)    whether or not the respondent is satisfied with the accreditation  system, as set out in the Manpower Training Amendment Act, 1990 and whether or not the organisation has applied for or intends applying for accreditation.

(e)    whether or not there is an industry training board for the industry and if not whether or not plans are under way to form one.

It is intended to publish a separate report in which the information given in Table 4.18 is expanded on. It will give a description of each  SBU and the role it plays in training.  The details of this involvement will be spelt out. In addition, the type of training facilities that are available to each organisation will be discussed.

## 4.8    REGIONAL  TRAINING  CENTRES,  INDUSTRIAL  TRAINING  BOARDS  AND PROFESSIONAL BOARDS

A detailed description of the regional training centres will be given in the intended separate report mentioned above. These training centres  share many common features and, with the exception of one, they  give training to a variety of industries.  As a result of the diverse types of training undertaken by these organisations they cannot be classified as meeting the training needs of any specific  economic sector.

A list of industry training boards that were accredited or were considering accreditation as at August 1990, is given in Table 4.19. This indicates that the possibility of becoming part of TTP is becoming feasible for a growing number of SBUs.

A list of professional boards is also included in Table 4.20. People in each of these professions are required to register with or become members of these boards before they can practice their professions. The list does not necessarily cover all professional boards. Some professions have been excluded because they fall under a larger board. For example, the Occupational Therapists Board is part of the Medical and Dental Council. Details regarding the role of these boards in training are not given because they do not form part of the Manpower Training Act or its amendment. However, the list is included because the in-service training requirements for registration as a professional forms an important part of the total training picture.

TABLE 4.19


REGISTERED TRAINING BOARDS


Aerospace Industry Training Board

Anglo Alpha Technical Training Centre

Automobile Industry Training Board

Building Industry Training Board

Chemical Industry Training Board

Chemical and Allied Industry Training Board

Civil Engineering Industry Training Scheme

Clothing Industry Training Board

Electrical Contractors' Association Training Board

ESKOM

Furniture Industry Training Scheme

Hotel and Catering Industry Training Board

Information Technology Industry Training Board

ARMSCOR

Maritime Industry Training Board

Metal and Engineering Industries' Artisan Training Board

Mining Industry Training Board

Motor Industry Training Board

Printing, Newspaper and Packaging Industries' Training Board

Plastics Federation of SA

Road Transport Industry Training Board

SA Hairdressers' and Cosmetologists' Industry Training Board

Security Industry Training Board

Textile Industry Training Board

TRANSNET

Training Board for Local Authorities

Apprentice Training Board for Local Authorities

Wesco-Metair Training Board

TABLE 4.20

PROFESSIONAL BOARDS

South African Medical and Dental Council

Association of Law Societies

The separate law societies of each province

The Bar Council

Public Accountants and Auditors' Board

SA Institute of Chartered Accountants

South African Council for Natural Scientists

South African Council for Professional Engineers

South African Council for Architects

South African Pharmacy Council

South African Veterinary Council

South African Council for Professional Land Surveyors and Technical Surveyors

South African Council for Quantity Surveyors

South African Council for Town and Regional Planners

South African Council for Social Work

South African Dental Technicians Council

South African Institute of Chartered Secretaries and Administrators

South African Council for Valuers

Teachers' Federal Council

South African Nursing Council

Occupational Board for Psychologists

Public Relations Institute of South Africa

Estate Agents Board

FIGURE 4.1: THE EXTENT TO WHICH THE
EXISTING TRAINING FACILITIES IN THE
COUNTRY ARE UTILISED
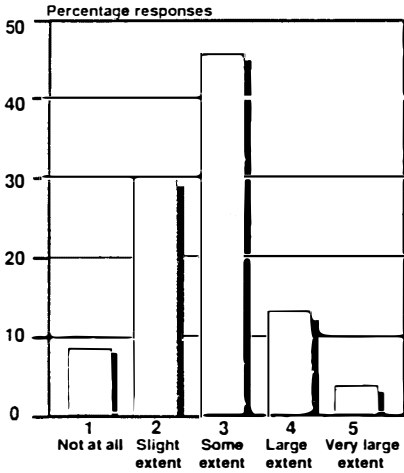
FIGURE 4.2: THE EXTENT TO WHICH
TRAINING PROVIDES TRAINED WORKERS
FOR THE INDUSTRY
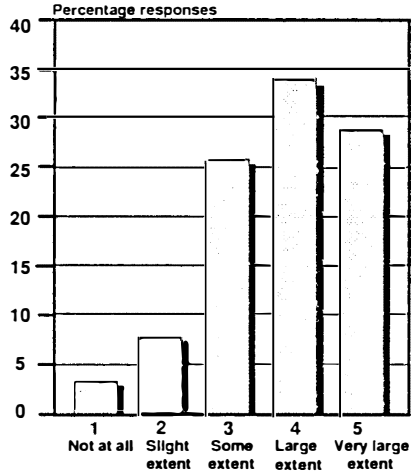


FIGURE 4.3: THE EXTENT TO WHICH TRAINING
OPENS DOORS FOR TRAINEES TO WORK
FOR THEMSELVES
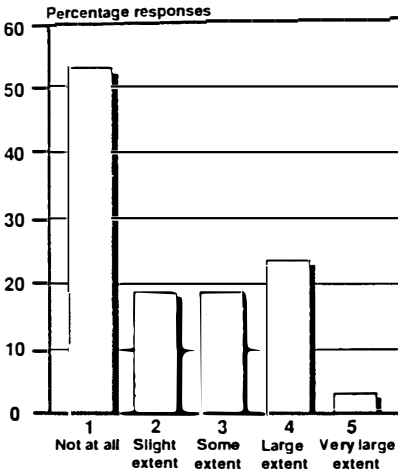
## 4.9    THE VALUE OF TRAINING

Figures 4.1, 4.2 and 4.3 indicate the respondents' opinions regarding three issues relevant to training.

Figure 4.1 indicates the respondents' opinions regarding the extent  to which existing training facilities in the country are being utilised. The table shows that almost half the respondents  felt that the facilities were being utilised to some extent. Ways in which facilities can be shared for similar courses is  however a matter that requires urgent attention.

Figure 4.2 gives the respondents' opinions regarding the extent to  which training provides trained  workers  for  each  industry.  In  general  the  respondents  were  positive  about  the effectiveness of  training for an employer within a specific industry.  The benefits  of training are obvious to those directly involved in it.

On the other hand the findings depicted in Figure 4.3 give reason  for concern. This figure indicates that more than half the respondents felt that most training was industry specific. It did not open doors for people to work for themselves. In view of the large number of unemployed people in the country at present, and in view of the apparent inability of existing organisations to absorb  an expanding workforce, this aspect of training demands urgent attention.

## 4.10    REASONS WHY TRAINING FACILITIES ARE NOT OPTIMALLY UTILISED

When the respondents were asked to indicate the reasons why training facilities in the country were  not  optimally  utilised,  their  responses  could  be  grouped  into  five  main  categories  as indicated below.    These categories are listed in the order of  importance according to the respondents.

### 4.10.1.    Under present circumstances facilities cannot be fully utilised

Respondents indicated that it was not always possible to optimally utilise training facilities in the present circumstances, because

(a)    many organisations built training facilities for their own specific training purposes.  They
       were not concerned about optimal utilisation.

(b)     training facilities were sometimes built without proper planning, thus failing to take the actual training needs of the industry or the company into account.

(c)     training facilities were built without taking the supply and demand factors of labour into account.

(d)     duplication of training facilities often took place as a result of such factors as empire building and the need for prestige among some companies.

(e)     usually there was rather limited co-operation between organisations regarding the sharing of facilities.

(f)     training facilities were underutilised as the value of training was not always recognised by employers generally and by top management in particular.

(g)     facilities were inadequately utilised since a gap existed between the actual training that was done and the need for training.

### 4.10.2.    Expense of facilities

Some respondents said that training facilities were not optimally used because the actual facilities were inadequate, since it was expensive to provide adequate facilities that met actual training needs. It was expensive to ...

(a)     build the required type of training facilities.
(b)     equip training facilities.
(c)     keep up and maintain training facilities.
(d)     retain training staff.

### 4.10.3.    Training facilities and economic factors

Some respondents indicated that training facilities could not be optimally utilised all the time, because there was a relation between the economic conditions of the country and the emphasis placed on training.

(a)     Companies could not afford to train during economic recessions.

(b)     Many facilities were also not fully used when the economy was static.

(c)     Training could not take place all the time.

### 4.10.4.     Problems of trainees affecting underutilisation of facilities

Some respondents mentioned that training facilities were underutilised because of the difficulties experienced by trainees in attending them and because the attitudes of trainees towards training were not always positive.

(a)     Transport problems of trainees were mentioned as a factor preventing optimal utilisation of training facilities.

(b)     Accommodation problems of trainees were also mentioned.

(c)     The low status of blue collar work discouraged some people from   participating in this type of training, thus resulting in underutilised facilities.

### 4.10.5.     Differences in training needs of different population groups

The last group of responses focused on perceptions that different training facilities were provided for different population groups,   which negatively affected the extent to which they could be utilised.

(a)     The gulf between black and white education mean that different training facilities were needed for these groups.

(b)     Blacks did not have access to all training facilities countrywide.

### 4.11   FACTORS THAT HAMPER TRAINING

Strengths and weaknesses of TTP can in part be determined by the perceptions of respondents regarding factors that hamper and factors that promote training.

The factors that the respondents identified as hampering training can be divided into seven broad categories as listed in order of importance below.

**4.11.1** <u>Financial constraints</u>

The respondents singled out the expense of training and other financial constraints as the most important factors that were hampering training at present.

(a)     Providing training by employers for employees involved a high capital outlay. Training material, equipment and other aids were expensive.

(b)     It was expensive to provide the necessary trainers and instructors.

(c)     The expense of training was mentioned as being particularly problematic for smaller companies.

(d)     In the present economic climate, many companies had to cut down on expenses. This often meant that less money was available for training.

(e)     State financial aid, either through tax incentives or through direct grants, went only some way towards solving the problem.

(f)     Ideally, it would be better if training could enjoy priority at times when the economic situation in the country was unfavourable to production. However, the opposite seemed to happen; when the economy of the country was static or depressed, companies found it more difficult to finance training and cuts in training expenditure were more likely to occur.

**4.11.2.**     <u>The attitude of employers in the private sector towards training</u>

A second important factor hampering training mentioned by the respondents was the negative attitude of some employers towards training.

(a)     There was a lack of commitment to training among many employers.

(b)     Many employers were production orientated. They felt that training employees meant that less production would take place.

(c)     A lack of awareness among employers of the benefits of training made them reluctant to send workers for training.

(d)     Employers had problems in identifying the actual training needs in their companies.

(e)     When employers evaluated training, they often thought it had been ineffective because they confused training and what it was worth with issues related to poor management, supervision and planning.

(f)     It was possible to poach trained workers from other companies, thus making some employers reluctant to train their workers.

(g)     It seemed to the respondents that in many companies the development of human resources enjoyed a low priority.

### 4.11.3.    Poor education hampers successful training

In the opinion of the respondents the low level of education among trainees was another important factor that hampered training.

(a)     The fragmentation of educational services in the country meant that there were different standards among people with the same qualifications. This made training difficult.

(b)     Lack of literacy and numeracy among some workers made training difficult.

(c)     The low level and the poor quality of education among black workers made it difficult to train them.

(d)     Poor science and mathematics teaching at schools hampered training.

(e)     School education focused on academic rather than on vocational subjects which negatively influenced approaches to vocational training.

### 4.11.4.    The state's policy towards and regulations affecting training

The respondents expressed the opinion that certain aspects of the state's policy towards

training and certain of the laws and regulations affecting training actually hampered it. Some of these problems have already been addressed in the Training Amendment Act, but delays in implementing the proposals of the Act and the possibility that some of the respondents had not actually read it, may have led to some misunderstandings. The following opinions were expressed.

(a) There was a need for the government to develop a long-term training plan and a long-term training strategy.

(b) There was a need for the government to improve training infrastructure through making more training facilities, more equipment and materials for training and more training personnel available.

(c) Delays in implementing the registration and the accreditation system negatively influenced the co-ordination of training in the various industries.

(d) There was sometimes a lack of clear differentiation between education and training. This meant that some important aspects of training fell under education departments. Education was often inadequate, so trainers often needed to augment aspects in training which should have been dealt with by education.

(e) Sometimes two different acts affecting training made conflicting demands which could hamper training. For example, training done by local authorities is regulated by two different acts.

(f) Sometimes, there could be overlapping functions of training boards and the training that was done in an industry could fall within the ambit of two different boards. For example, South African Airways fell under TRANSNET while the other aircraft transport companies formed part of another board. This situation could hamper effective training.

(g) The fear was expressed that the system of industry training boards could lead to increased bureaucracy and to less effective training.

(h) Because participation in training schemes was voluntary, some smaller companies could avoid their training responsibilities.

(i)     Tax concessions for training were generally less favourably regarded than direct cash grants.

(j)     The need was mentioned to give individual trainees attending training courses tax concessions for doing so.

### 4.11.5.    Training infrastructure

The next group of factors identified by the respondents as hampering training concerned training infrastructure. The following responses were given.

(a)     There was a shortage of qualified and adequately trained instructors.

(b)     Qualified people in a technical field were not always able to put their knowledge across to others.

(c)     There was a need for more on-the-job trainers, since many companies found it difficult to spare staff to attend training courses.

(d)     Sometimes trainers found it difficult to identify training needs because they had had no instruction in how to do so.

(e)     The need to establish more training facilities where standardised training and testing could take place was also expressed.

(f)     The difficulties trainees experienced in relation to finding suitable accommodation at or near training centres were linked to the need for more trainers to do on-the-job training.

### 4.11.6.    Co-ordination within and between the various industries

The following were mentioned as factors hampering training as far as co-ordination within and between the various industries were concerned.

(a)     In some industries, there was a total lack of co-ordination of training.

(b)     In some industries, due to the diverse activities carried out by  different companies or else due to the high degree of specialisation required to perform certain tasks, co-ordination of training was difficult to accomplish.

(c)     Competition between companies could sometimes negatively affect co-ordination of training within an industry.

(d)     The need to replace the old system of apprentice training and centralised testing with a more decentralised approach was also expressed.

(e)     Negative attitudes among the general population regarding blue-collar work negatively influenced the co-ordination of training.

(f)     International isolation of South Africa negatively influenced the  co-ordination of training with what was being done in other countries.

## 4.12   FACTORS PROMOTING TRAINING

The respondents' opinions regarding factors that promoted training in South Africa at present could be grouped into  the following categories, listed in order of importance.

### 4.12.1.   The increased willingness of employers to train their employees

As a result of the skills shortage and the low productivity in  South Africa at present, the respondents felt that there was a greater willingness to train people than there had been previously.  The following responses were grouped in this category.

(a)     Skills shortages were forcing employers to train the workforce.

(b)     An increasing number of employers were prepared to train their employees.

(c)     An increasing number of employers were becoming directly involved in training and they were becoming more committed to training.

(d)     Particularly in larger organisations, there was a more positive  attitude to training among top managers.

(e)     The effects of training in terms of better productivity and more effectiveness were being experienced by some employers.

(f)     The introduction of new technology in the workplace was often accompanied by the realisation that trained people were required to use it.

(g)     Training based on a thorough needs analysis played its role in convincing managers of its usefulness.

(h)     Trained workers had demonstrated to management that they were more motivated and enthusiastic.

**4.12.2.    The expertise that exists in certain industries**

The opinion was also expressed by some respondents that the high    level of expertise among some staff members promoted training.  The following responses indicated the contribution that expertise made to the promotion of training.

(a)     Employers had access to highly skilled people who could encourage the training of others.

(b)     Experts in an industry were more able to accurately identify training needs.

(c)     Successful or strong companies were more likely to train their    workers than other companies. This realisation encouraged all companies to train their workers.

(d)     Expertise in an industry led to an increased demand for the product and a need for more expertise, which in turn encourages training.

**4.12.3.    Concern with the image**

(a)     Another group of respondents indicated that employers were training their staff in order to improve their image or reputation. This   desire for better social standing or prestige for a company promoted training. The culture of some organisations also promoted training, in that an environment favou_ able to training was created.

### 4.12.4.    Infrastructure

(a)    The improved quality of trainers in many industries promoted training.

(b)    The participation of management in participatory management training involved them in the training process and made them co-responsible for the training of the workforce.

(c)    Training programmes which were specifically directed to a particular group of trainees, or focused training promoted the better quality of training.

(d)    Streamlining of courses to the specific needs of an industry promoted training by cutting out unnecessary learning that was not relevant to the job being done.

(e)    The ability of some organisations to provide very good training facilities geared to the needs of a particular industry also promoted training.

(f)    The introduction of diverse training methods and a move away from lectures to interactive learning and hand-on techniques promoted training success.

(g)    Better communication between training centres promoted better training in the country as a whole.

### 4.12.5.    Co-ordination between employers, other organisations and industrial training boards

Some responses indicated that the training board system was beginning to show better results.

(a)    There was improved co-operation between the employers and the industry training boards.

(b)    There was also better co-operation as far as training was concerned, between employees, employers and trade unions.

(c)    This better co-operation and co-ordination applied particularly to the well-established industry training boards and the larger companies.

**4.12.6.** The state and the new training policy

Among the responses that indicated that training was being promoted through various factors the role of the state was also mentioned.

(a)     The industry training board system promoted effective training.

(b)     Each industry assumed responsibility for its own training taking   the specific needs of the industry into account.

(c)     The cash grant system would go a long way towards promoting training in the industries.

(d)     The levy system also promoted training as more funds became available for training within an industry.

(e)     Industry training boards were being more widely recognised as providing solutions to training problems and they encouraged employers and employees alike to participate in training.

**4.12.7.** The trainees' attitude to trainers

Among the responses grouped in this category were those that indicated that workers were motivated to work well after they had received training.

(a)     Workers were enthusiastic about training.

(b)     Self-esteem of workers was improved through training.

(c)     Workers became more confident when they felt that they were performing tasks better after completing training.

**4.12.8.** Changing political and economic climate

The final group of responses indicated that the time was now ripe   in the country to pr... ote changes.

(a)        The economic downswing meant that there was more time for both the state and the employers to focus on training the workforce.

(b)        The changing political situation in the country favoured the promotion of training.

(c)        The need for upliftment programmes, one way of redistributing wealth, also promoted the need to train people in the opinion of some respondents.

(d)        The change in attitude at present favoured the promotion of training.

## 4.13    CONCLUSIONS

(1)        In general, training as a partnership between employer and the state is beneficial to the training process. This partnership should be encouraged.

(2)        The decentralisation of training so that each industry or each SBU takes responsibility for its own training is an important step towards promoting more efficient, streamlined training provided that sufficient overall incentives to co-ordination are maintained.

(3)        The two-tier accreditation system should promote uniform standards of training and raise standards generally. However the danger of increased bureaucracy needs to be guarded against.

(4)        The co-ordinating role that is played by the training boards can also make a significant contribution to more effective training because people will no longer have to work in isolation and training ideas can be shared.

(5)        Planning of training so that it is effective and goal directed according to the needs of the industry and of the country as a whole, can only improve the effectiveness of training.

(6)        The competency-based modular training system enables people to gain qualifications in a stepwise fashion which gives more people the opportunity to improve their skills.

(7)     However, negative attitudes towards training need to be overcome. Employers need to be encouraged to take a long-term view. Productivity improvements can only take place if they are underpinned by a well-trained, efficient and skilled workforce.

(8)     The role of the state as an overall co-ordinating body rather than as a regulatory or controlling body is an important step towards the promotion of more autonomous training in the country.

(9)     The financial incentives of the state encourage employers to train their workforces.

(10)    The way in which the state allocates financial resources to training should however be based on priorities as identified by the industries themselves and the priorities of the country as a whole.

(11)    As far as infrastructure is concerned there is a need to ensure that trainers are adequately trained and capable of offering a high standard of training.

(12)    Regarding facilities, the better co-ordination of training should lead to the more effective sharing and use of facilities. If facilities are better utilised, the necessity for creating new and expensive facilities can be minimised.

(13)    The emphasis in training at the moment is on handling and manipulative and technical skills. Training in cognitive, communication, human relations and management skills tends to be neglected.

(14)    In general, management training to enable those in executive positions to plan, co-ordinate and form strategies while taking training needs of the organisation into account, is an important priority.

(15)    There is a need for nationally recognised certificates for training that has been successfully completed. However, certificates that are not nationally recognised, but which are specific to certain industries, should not be denigrated because they indicate that the person has acquired a specific skill.

(16)    Better linking between education and training is needed.

**4.14    STRENGTHS AND WEAKNESSES OF THE TRAINING PARTNERSHIP**

**4.14.1    Strengths**

The strengths of the training partnership as identified in this section were based not only on the research findings of this chapter but also on the findings in the skills training report.

(a)        Increasing employment opportunities in tertiary industries

Data bases of the Department of Manpower and the Central Statistical Services indicate that there is an increase in employment opportunities in tertiary industries such as finance, insurance, real estate and business services, non-government community and personal services and government services. A knowledge of trends in employment is a strength because it enables trainers to plan ahead.

(b)        Increasing employment opportunities in certain manufacturing industries

Despite the overall trend for a decrease in employment opportunities in manufacturing, within this sector, certain industries, for example food, beverage, printing and publishing, and the basic metal industries show an increase in employment opportunities. Knowing these trends means that planning of training can be more effective.

(c)        The formation of training boards

In industries such as the mining industry, the baking, dairy, textile, clothing, printing and publishing industries where an industry training board exists, the goal of developing a well-co-ordinated training system becomes more attainable. Many industries, such as the plastics, diamond cutting and base metals ones, are in the process of forming industry training boards, thus opening up channels for better co-ordination of training. The existence of or the planning of training boards also opens up avenues for standardisation of training for these industries and the setting of higher standards.

(d)        The co-ordination of training where no training board exists

In certain industries co-ordination takes place as far as training is concerned, in spite of the lack of a training board registered with the Department of Manpower. In these industries, such as

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the timber industry, there is a co-ordinating body to oversee training standards for the industry, but the informal ties within the training partnership have not been established.

(e)      The decentralisation of training

Through the formation of industry training boards and through granting these boards the power to accredit the training given by the various organisations that form part of a specific industry, training can become more decentralised. In-service training and on-the-job training methods can become important ways of acquiring skills for which recognition can be given on a national level.

(f)      The involvement of industries in their own training

By decentralising training, while at the same time co-ordinating training through the industry training boards, more employers can become directly involved in seeing that employees receive suitable training for the industry. Each industry becomes involved in defining its own training needs and in ensuring that the type of skills that they require are actually taught.

(g)      Training schemes for the unemployed and for workseekers

The increasing numbers of people who are being trained under schemes for training of the unemployed and for workseekers mean that more people are being given opportunities to enable them to find employment or else to start their own businesses in either the formal or the informal sectors.

(h)      The use of a competency-based modular training system

The increasing use that is being made of a competency-based modular training system means that more people can receive recognition for completing part of a course in which  they have acquired skills which allow them to perform certain tasks. People can systematically extend their skills and qualifications, without restrictions being imposed on the amount of time they can take to do so. Flexibility can also be introduced into the training, so that each individual can have a choice in his or her qualification package.

(i)      The introduction of a levy system and cash grants

The financing of training through a levy system for training boards and direct cash grants means that more cost-effective funding of training can occur. Money can be spent on training as and when it is needed.

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(j)     The setting of syllabi based on a needs analysis

Increasing numbers of organisations are basing the contents of training on an actual analysis of the tasks that constitute the job. The critical skills and performance levels that are necessary to successfully perform the task are also being studied. Committees are being formed in industries to help to determine contents of training and outside experts are being brought in to help ensure that high standards are set. This more scientific approach to training should mean that better trained workers will emerge who can make a more significant contribution to the industry.

(k)     A network of training facilities

A large number of organisations indicated that they had their own training facilities which they were willing to share with other organisations. In this way a network of training facilities can be established throughout the country, cutting out duplication and ensuring that they are well utilised.

(l)     A variety of organisations are offering training

Not only large organisations but also regional and private training centres and other training shemes are in existence. There is an increasing realisation among employers that there is a need to have well-trained workers if productivity is to improve and if the work is to be done more efficiently.

(m)     Integration of training efforts

The Training Act and the Training Amendment Act go a long way towards integrating training efforts nationwide by creating channels for forming training boards, for accreditation of training at two levels, for setting training standards and for allowing each industry to decide on its own training needs. It also allows for co-operation of training organisations between industries and for the training of the unemployed and of workseekers.

(n)     Economic downswings and training

At times when there is an economic recession in the country, an opportunity is created for companies to plan long term. If this planning includes training of staff to ensure the future viability and progress of the company, economic downswings must be seen as times of strength for training. It is important for companies to take a long-term view and to think of ways in which their people can be best equipped for a future boom, rather than to think of retrenchments and to take a short-term view of organisational development.

(o)     The trainees and their desire for training

In view of the problems that unskilled people experience in obtaining employment there is an enthusiasm to be trained among both employed and unemployed people. This willingness to learn is a real strength in the training partnership.

4.14.2 Weaknesses

In the same way that strengths are based not only on the research findings reported in this chapter but also on the skills training report, so are the weaknesses.

(a)     Decreasing employment opportunities in primary and secondary industries

Data bases of the Department of Manpower and the Central Statistical Services indicate that fewer employment opportunities are being created in agriculture, forestry and fishing, in mining and quarrying and in manufacturing. These industries have traditionally absorbed many lower level workers. Training which focuses on skills acquisition for these industries without taking declining trends into account could be a weakness.

(b)     Decreasing employment opportunities in manufacturing

Although there is a general trend for employment opportunities to decrease in the manufacturing sector, this trend is particularly evident in certain industries such as the chemical and transport equipment manufacturing industries. Training without taking these trends into ac.. unt could be a weakness.

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(c)     The absence of training boards in certain industries

In certain industries where there is no training board and where there are no plans for developing a training board in future, it will be difficult to co-ordinate training and to set training standards for the industry. The absence of a training board in an industry is therefore a weakness.

(d)     Co-ordinating bodies that are not registered with the Department of Manpower as training boards

Even though it is possible for training among organisations within an industry to be well co-ordinated without a training board being established, the weakness of this scheme is that co-ordination of training for similar skills between industries cannot take place.

(e)     The fear that training boards can become bureaucratic and control rather than co-ordinate training

The fear of some participants in the training partnership that training boards can become bureaucratic must be seen as a weakness because these fears prevent people in certain industries from forming training boards. Steps need to be built into the system to ensure that this does not occur.

(f)     Training boards which focus on certain skills

In certain industries training boards focus on the acquisition of artisan skills, for example, while they do not focus on the acquisition of other skills. This may mean that large areas of training remain unco-ordinated and that standards are not set for all types of training within an industry. Perhaps in certain industries the need for the establishment of two training boards should be investigated. This may be a practical way of addressing the problem.

(g)     The need for co-ordination of training between industries

Training boards which focus on the needs of a specific industry may not realise that in other industries similar skills are needed. Duplication of training efforts and lack of mobility of trained personnel may then occur. Also the needs of the small business

owner or the person who wishes to start his or her own business in either the formal or the informal sector may be neglected if training boards focus on only a specific industry and its training needs without co-ordination of training between industries.

(h)    The lack of competency-based modular training systems in certain industries

The absence of a system of modules for training in certain industries means that if a person is not qualified as an artisan or technician, no recognition is given nationally for the skills he or she has acquired. Under these circumstances the individual's talents may not be optimally utilised at work in terms of what he can do. Without completing all aspects of a boilermaker's trade for example, a person may be competent at completing certain aspects of the task. A modular system encourages recognition of competence in these tasks.

(i)    Financial constraints

Training is expensive and many firms are unable or unwilling to pay for training, particularly if they take a short-term view of productivity and profits. Although cash grants and a levy system will go a considerable way towards improving these problems, it is highly likely that many employers will still not be prepared to train their employees. An education programme for employers that points out the advantages of having competent staff is essential.

(j)    Lack of planning in setting syllabi

In firms or industries where there is a lack of skilled training staff, or where training takes place without taking the needs of the organisation into account, training is likely to be less successful. This may apply particularly when trainees are sent to outside organisations, or to tertiary institutions (technical colleges and technikons for training) and these institutions do not take the needs of the industry or the specific firm into account. Close co-operation between trainers and training organisations and employers is needed to ensure that the training that is given is relevant and can be applied in a work situation.

(k)     Underutilised training facilities

Many organisations build training facilities which are not well utilised and which they do not share with other organisations. This may mean that expensive facilities stay empty for at least part of the year. Ways in which to share facilities and to utilise them more fully need to be found so that duplication can be avoided and costs can be decreased.

(l)     The lack of linkages between education and training

School education, if it is to be cost effective, needs to take the pupils' future work situation into account. At present, the large numbers of people who are illiterate and innumerate, make training very difficult because methods have to be found to teach skills without resorting to writing. Even among people who have been educated, the lack of science and mathematics in their education, or the poor quality of teaching in these subjects gives reason for concern. The need for more technical training at schools is also important, although technical training on its own, without a solid underpinning of a good language background and mathematics and science teaching, will not ensure that the future workforce will be able to solve problems at work and adapt to technological advances.

(m)     Fragmentation of education and training

Some organisations, for example municipalities, are affected by at least two different sets of legislation regarding training. Conflicting demands that are made on trainers by these different sets of laws can cause problems. The technical colleges in particular are affected by different sets of legislation, as they are regarded as educational institutions. Problems occur when trainees of different population groups are required to study at a college which falls under the control of an "own affairs" education authority. Even though exemptions are granted, the time and effort wasted must be avoided. Work and economic activity are integrated, so all training for work should be integrated. A clear differentiation of what is education and what is training should be made and all training efforts should become the responsibility of one department. The ways in which education can be made uniform for all population groups also obviously requires urgent attention.

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(n)     Failure to train during an economic downswing

Unfortunately too few companies think in terms of training their staff members or planning for training if a recession occurs. The pattern is to retrench people during recessions and then to complain that there are not enough skilled people to do the work when the economy of the country improves. Obviously there are financial implications if people are to be trained at a time when the company may be losing money. But proactive planning can help to overcome these problems since recessions are part of a modern economy.

(o)     Difficulties that trainees experience

Distances from training centres, an education that does not equip trainees with the ability to benefit maximally from training and the preference for academic courses rather than vocational training can be seen as a weakness in the training partnership.

# TABLE 4.21: LIST OF SBUs THAT WERE CONTACTED

1. AGRICULTURE, HUNTING, FORESTRY AND FISHING

1.1 AGRICULTURE

   (a) The South African Agricultural Union
   (b) The Wheat Board

2. MINING AND QUARRYING

   (a) Mining Industry Engineering Trades Training Board
   (b) A Mining Training Centre

3. MANUFACTURING

3.1 FOOD

   (a) SA Chamber of Baking
   (b) SA Fruit and Vegetable Canners' Association
   (c) The Meat Board
   (d) Dairy Industry Training Board

3.2 BEVERAGES

   (a) SA Tea, Coffee and Chicory Association
   (b) Transvaal Soft Drink Manufacturers' Association
   (c) A beverages company

3.3 TOBACCO

   (a) A tobacco company
   (b) Transatlantic
   (c) Tobacco Employers' Organisation

3.4 TEXTILES

   (a) Textile Industry Training Board

3.5 CLOTHING

   (a) Clothing Industry Training Board
   (b) SA Wool and Textile Council

3.6 FOOTWEAR AND LEATHER PRODUCTS

   (a) The National Industrial Council for the Leather Industry
   (b) SA Tanners Employment Association
   (c) Leather Industries Research Institute

3.7   WOOD PRODUCTS AND FURNITURE

    (a)  Timber Industry Manpower Services (TIMS)
    (b)  Furniture Industry Training Board

3.8.  PRINTING AND PUBLISHING

    (a)  Printing, Newspaper and Packaging Industry Training Board

3.9   PAPER AND PAPER PRODUCTS

    (a)  Association of Pulp, Paper and Board Manufacturers

3.10  CHEMICALS

    (a)  SENTRACHEM
    (b)  AECI
    (c)  SASOL
    (d)  UNILEVER

3.11  PHARMACEUTICAL PRODUCTS

    (a)  SA Pharmaceutical and Chemical Association

3.12  RUBBER PRODUCTS

    (a)  None

3.13  PLASTIC PRODUCTS

    (a)  Plastics Federation of South Africa

3.14  NON-METALLIC MINERAL PRODUCTS

    (a)  Diamond Cutters Association
    (b)  SA Flat Glass
    (c)  Institute of Plumbing (SA)
    (d)  The Motor Glass Association

3.15  BASIC METALS

    (a)  ISCOR

3.16  PRECIOUS METAL

    (a)  Training Board for the Precious Metal Manufacturing Industry

3.17  METAL AND ENGINEERING

    (a)  Metal and Engineering Industries Education and Training Board
    (b)  SEIFSA
    (c)  SA Institute of Welding
    (d)  Wesco Group Training Board (Toyota)
    (e)  Automobile Motor Industry Training Board
    (f)  ARMSCOR

3.18 PROFESSIONAL, SCIENTIFIC AND BUSINESS EQUIPMENT

    (a)   Business Equipment Association


4. ELECTRICITY, GAS AND WATER

    (a)   ESKOM
    (b)   A major water board


5. CONSTRUCTION

    (a)   Civil Engineering Industry Training Scheme
    (b)   Building Industries Training Board
    (c)   BIFSA
    (c)   SA Brick Industries Employers' Association


6. WHOLESALE AND RETAIL TRADE, CATERING AND ACCOMMODATION

    (a)   Hotel and Catering Training Council/Hospitality Industry Training Board
    (b)   SBDC


7. TRANSPORT, STORAGE AND COMMUNICATION

    (a)   TRANSNET
    (b)   Aerospace Training Board
    (c)   Post and Telecommunications
    (d)   Road Transport Industry Training Board


8. FINANCE, INSURANCE, REAL ESTATE AND BUSINESS SERVICES

    (a)   Building Society Officials Association of SA
    (b)   SA Institute of Bakers
    (c)   SA Institute of Estate Agents
    (d)   Private organisation for estate agents' training
    (e)   SA Institute of Personnel Management
    (f)   Institute of Industrial Relations
    (g)   A large commercial bank
    (h)   A large bank
    (i)   Insurance company (2)
    (j)   Insurance Institute
    (k)   "Die Afrikaanse Handelsinstituut"


9. COMMUNITY, SOCIAL AND PERSONAL SERVICES

    (a)   Commission for Administration
    (b)   Training Board for Local Authorities
    (c)   Apprentice Training Board for Local Authorities
    (d)   SA Hairdressers and Cosmotologists' Association
    (e)   Security Industry Training Board
    (f)   SA National Security Employers' Association
    (g)   Government department (2)
    (h)   Municipality (2)
    (i)   Association of Correspondence Colleges

(j)   Association of Private Colleges
(k)   Technical Colleges (Department of Education and Culture)
(l)   Transvaal Nurseries Association
(m)  Unemployment Insurance Fund

10.     THE GROUP TRAINING CENTRES

   (a)   Apex
   (b)   Boskop
   (c)   Central District
   (d)   Chamdor
   (e)   Eastern Cape
   (f)   Natal
   (g)   Northern
   (h)   Vaal Triangle
   (i)   Western Cape

# TABLE 4.22:  SUMMARY OF QUESTIONNAIRE

## BIOGRAPHICAL INFORMATION

Information was collected with regard to the name of the organisation, the telephone number, the name and job description of the contact person, whether or not the organisation was involved in training (if not, names of people in the industry involved in training were asked for) and whether an industrial training board for that industry existed.

## THE EXTENT TO WHICH THE ORGANISATION IS INVOLVED IN TRAINING

Information was collected with regard to the way in which organisations were involved in training - the running of courses, the co-ordination of training, setting of syllabi, setting of training standards, setting examinations, training of instructors and financial assistance.

## RUNNING OF TRAINING COURSES

Information was collected with regard to the industry(ies) for which training was presented, the main fields of training, target groups, skills levels to be addressed, duration of courses, training methods, the use of the competency-based modular training system, the issuing of certificates and the recognition these certificates enjoy.

## CO-ORDINATION OF TRAINING

Information was collected with regard to actual co-ordination of functions, the industries for which training was co-ordinated, the types of training institutions used, target groups and types of skills, duration of courses, training methods, co-ordinating the use of competency-based modular training courses, issuing certificates and the recognition thereof.

## SETTING OF SYLLABI

Information was collected with regard to the setting of syllabi, the industries in which syllabi were used, target groups and types of skills for which syllabi were set.

## COMPILATION OF TRAINING STANDARDS

Information was collected with regard to the compilation of training standards, the industries which endorse standards, target groups and types of skills for which standards are set.

## EXAMINATION

Information was collected with regard to the examination of trainees, the industries for which examinations are set, personnel levels and types of skills for which examinations are set.

## TRAINING OF INSTRUCTORS

The involvement of organisations in the training of instructors was determined, as well as the industries for which instructors are supplied, personnel levels and types of skills for which instructors are trained.

## FINANCIAL ASSISTANCE

The methods of financing, the industries that are financed, the personnel levels and types of skills for which training is financed, were determined.

## REGISTRATION

Information was collected with regard to registration with the Department of Manpower, type of registration and registration of courses.

## ACCREDITATION

It was determined whether organisations were satisfied with the accreditation system, whether application had been made for accreditation and whether accreditation status had been gained.

## TRAINING FACILITIES

It was determined whether or not organisations had their o vi training facilities, whether they were satisfied with these facilities, whether any other organisation shared the facilities with them and in which way the facilities could be better utilised.

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It was determined whether organisations which did not have their own facilities, had access to training facilities and to what extent these facilities meet the needs of the organisation. The opinions of respondents were determined on the extent to which training institutions in South Africa were utilised.

## EVALUATION OF TRAINING

The opinions of respondents were determined with regard to the extent to which training meets the following aims.

- To supply trained workers to the industry
- To offer possibilities to entrepreneurs for self-employment

The factors which hamper training in the industry/ies which serve the organisation, the solutions presently applied and the long-term solutions were determined. Finally, organisations were requested to name the factors that promote training in the industry/ies which serve the organisation.

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# CHAPTER 5

# AN ANALYSIS OF THE EXTERNAL ENVIRONMENT

## 5.1    INTRODUCTION AND BACKGROUND

The National Manpower Commission's 1981 investigation of in-service training indicated that training was one of the most important processes in South Africa, not only for the promotion of economic growth, but also for the prevention of relative regression from taking place in this country.

Three more recent studies, namely on the training of artisans, skills training and the placing of the handicapped, have, once again, stressed the need for the further stimulation and structuring of training.

Previously the focus was on the stimulation of training by means of financial support (tax concessions and cash grants). Now it is being increasingly recognised that the problem must be approached from another angle. The above studies show that, among other things, training appears to be done in a relatively unco-ordinated and arbitrary manner. Most organisations train people mainly for their own specific needs, while those organisations which do not undertake their own training simply "buy" trained personnel by offering them better salaries and bigger perks.

It has become clear that a national training strategy will probably be the only approach which could lead to an improvement in the current situation. In order to bring about such an improvement the National Training Board requested the Human Sciences Research Council to create such a national training strategy.

One of the most important aspects of the creation of a strategy and policy with regard to an organisation or a process is the nature, extent and influence of environmental factors. In this chapter, the main elements of the environment of the field concerned will be identified and analysed. In the light of the analysis, the role in and the influence of each factor on training will be determined.

## 5.2    OBJECTIVE

One of the most important aspects of the creation of a strategy and policy with regard to an organisation or a process is the nature, extent and influence of environmental factors.  In this chapter, the main elements of the environment of the field concerned will be identified and analysed.  In the light of the analysis, the role and the influence of each factor on training will be determined.

## 5.3    MODUS OPERANDI

The first phase of the investigation consisted of interviews with a number of specialists and people concerned with this field.  In these discussions, relevant facets were identified and specified.

Phase two consisted of an analysis and a synthesis of the relevant information from the various available sources in order to determine the relative importance and the role of each.  Only currently available sources were used, and specialists from the various fields were involved.  The strengths, weaknesses, threats and opportunities in each field were identified and were selected by the work committee and the executive and were arranged in order of importance.  On the grounds of strengths, weaknesses, opportunities and threats, action plans were drawn up to serve as one of the basic elements for the execution of the National Training Strategy.

## 5.4    AREAS OF ANALYSIS

### 5.4.1    Economic

The interface between a training strategy and the external environment is to be found in the main functions of an economic system.  These functions can be summarised as follows:

(a)    The economic system should allocate available resources (e.g. labour) to the various competing application possibilities (the so-called allocation issue).

(b)    The economic system should determine the level and composition of wealth (the production problem).

(c)    The economic system should determine the distribution of wealth among the members of the community (the distribution problem).

(d)    The economic system should ensure that the economic growth rate demanded by the community is reached (the growth problem).

Changes in the economic structure and in economic trends have a particular influence on the demand

for and supply of manpower and therefore also on training. The following trends are relevant to this study:

Low economic growth trends can lead, *inter alia*, to the following:

(a)    A greater need for training for the unemployed

(b)    A decrease in support from the authorities for training

(c)    The reduction of training activities by the private sector

(d)    The occurrence of unused or underutilised training capacity

(e)    A rise in training unit costs

(f)    A geographically poor distribution of labour surplus/shortage positions

High economic growth trends can lead, *inter alia,* to the following:

(a)    A demand for trained manpower which greatly exceeds the supply and a resultant increase in labour costs

(b)    The creation of new production possibilities and technology which increases the demand for certain types of manpower.

Changes in financial and financing circumstances have the following in common with a national training strategy:

(a)    The availability and cost of capital have a direct influence on training decisions. The private sector currently bears the greatest responsibility for training and as the state reduces its support of training, this responsibility will increase. Employers must ultimately choose between using capital for short-term survival or for training, which is a long-term investment in human resources.

(b)    Interest rates have been rising more or less consistently since 1975. This means that the costs of funds spent on training are becoming steadily higher and consequently, the nature and extent of training have been adversely affected.

(c)    As a result of disinvestment and the sanctions campaign conducted against South Africa, international financial support for training has consistently decreased. Changes on the political and constitutional levels could lead to an increase in future. In fact, several overseas companies have already pledged their support for literacy programmes.

International trends in trade are a further factor playing a role, in the economy. The pattern of world

trade has undergone important structural changes over the past few years. The growing position of secondary and tertiary production at the cost of primary products is the most noticeable change. South Africa's export consists mainly of primary raw materials and is therefore not completely up to date with world market trends.

The recently announced export promotion policy is basically aimed at providing selective structural aid to exporters on the basis of criteria such as income and production creation abilities, the ability to employ people and to improve productivity. This approach will therefore make more and new demands with regard to training.

Economic policy trends are another important factor. In terms of world norms, the relative share of the authorities in the South African economy is not unduly high, but in view of the dualistic nature of the economic system, this share creates certain problems. General education and training as a community need must compete on a priority basis with a multitude of other demands made on the authorities' limited resources. Not only the rapidly growing population, but also the demand for a qualitative improvement in collective services place great pressure on the tax resources and bases of the economy. In view of purposeful attempts by the government to reduce its relative share, for example by means of privatisation, the private sector will have to accept an even greater responsibility for training in future. In the 1990 budget, there was a noticeable restructuring of government spending and the emphasis has clearly moved to those communities which experience backlogs in various areas.

Training and, in particular, its financing responsibility, are currently still hampered by a large degree of uncertainty. The responsibilities of the private and public sectors must be clearly defined. The phasing out of the tax concessions and the introduction of a system of cash grants currently cause great uncertainty with regard to the government's long-term involvement in financial support and encouragement of training.

### 5.4.2 Demographic factors

Demography can be defined as the study of the character and distribution of the changes that take place with regard to the inhabitants of a country or region. Because economic and social activities are directly related to other characteristics of the inhabitants of a country or region, demography not only plays a role in the current operational pattern of South Africa, but should also be taken into account in any planning for the future.

In this section the following facets of the South African population will be discussed:

(a)     The composition of the population according to population groups

(b)     Population growth

(c)     The distribution of the population according to developmental regions

(d)     The composition of the population according to age

(e)     The composition of the population according to sex

(f)     The level of literacy among the population


(a)     **The composition of the RSA population according to population groups**


Table 5.1 provides the most recent data in this regard. The numbers for 1970, 1980 and 1985 are calculated using the RSA borders as they were in 1985.

TABLE 5.1     THE COMPOSITION OF THE POPULATION ACCORDING TO POPULATION GROUPS
(IN THOUSANDS)

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | | TOTAL |
|------|-------|---|----------|---|-------|---|-------|---|-------|
| | N | % | N | % | N | % | N | % | N  - |
| 1970 | 3 759 | 20,5 | 2 039 | 11,2 | 630 | 3,4 | 11 891 | 64,9 | 18 319 |
| 1980 | 4 221 | 20,6 | 2 459 | 11,9 | 748 | 3,6 | 13 135 | 63,9 | 20 563 |
| 1985 | 4 569 | 19,5 | 2 833 | 12,2 | 821 | 3,5 | 15 163 | 64,8 | 23 386 |
| 1990* | 5 009 | 15,9 | 3 219 | 10,3 | 954 | 3,0 | 22 137 | 70,8 | 31 319 |
| 1995 | 5 156 | 14,6 | 3 509 | 9,9 | 1 025 | 2,9 | 25 576 | 72,6 | 35 266 |
| 2000 | 5 293 | 13,0 | 3 784 | 9,3 | 1 089 | 2,7 | 30 500 | 75,0 | 40 666 |
| 2005 | 5 408 | 11,4 | 4 030 | 8,5 | 1 143 | 2,4 | 36 942 | 77,7 | 47 523 |
| 2010 | 5 516 | 10,2 | 4 250 | 7,9 | 1 195 | 2,2 | 42 909 | 79,7 | 53 870 |

*1990 to 2010, projected according to observed growth patterns.


From Table 5.1 it is clear that the relative percentage of whites is expected to halve over a period of 40 years (1970 - 2010). The relative numbers of coloureds and Asians will also decrease percentagewise. The black population will, however, increase by more than 30 million, and their relative percentage is expected to increase by at least 15. By 2010 about 80 % of South Africa's total population will be black. This situation must be taken into account when the need for trained manpower in this country and the ratio between the economically active population (EAP) and the economically non-active population (ENAP) are analysed.

## (b)    Population growth

Table 5.2 gives the growth numbers for the various population groups and for the total population as calculated in terms of mid-year estimates. The year to year percentages indicate fluctuations, but the growth of the white, coloured and Asian populations has declined, relatively speaking, since 1985.

A factor which is currently exercising a somewhat uncertain influence on population growth is AIDS. Some projections have indicated that in 2010, the South African population may be almost the same as it is now (Nedbank, 1990). Prozesky and Slabber (1990) are, however, of the opinion that the situation will not be as serious as that, and base their conclusions on the following facts: People change their sexual behaviour if their current behaviour is dangerous. There is a natural limit to the number of people who can be infected and a levelling of numbers will follow. All epidemics have, thus far, shown this growth and levelling pattern.

### TABLE 5.2  POPULATION GROWTH: 1980 - 1988, MID-YEAR ESTIMATES

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | | TOTAL | |
|------|-------|---|----------|---|-------|---|-------|---|-------|---|
| | 000 | % | 000 | % | 000 | % | 000 | % | 000 | % |
| 1980 | 4 520 | | 2 693 | | 806 | | 17 062 | | 25 081 | |
| 1981 | 4 584 | 1,42 | 2 744 | 1,89 | 820 | 1,74 | 17 470 | 2,39 | 25 618 | 2,14 |
| 1982 | 4 650 | 1,44 | 2 796 | 1,90 | 836 | 1,95 | 17 888 | 2,39 | 26 170 | 2,15 |
| 1983 | 4 716 | 1,42 | 2 849 | 1,90 | 852 | 1,91 | 18 316 | 2,39 | 26 733 | 2,15 |
| 1984 | 4 783 | 1,42 | 2 903 | 1,90 | 868 | 1,88 | 18 754 | 2,39 | 27 308 | 2,15 |
| 1985 | 4 851 | 1,42 | 2 957 | 1,86 | 884 | 1,84 | 19 203 | 2,39 | 27 895 | 2,15 |
| 1986 | 4 882 | 0,64 | 3 016 | 2,00 | 899 | 1,70 | 19 662 | 2,39 | 28 459 | 2,02 |
| 1987 | 4 911 | 0,59 | 3 069 | 1,76 | 913 | 1,56 | 20 132 | 2,39 | 28 025 | 1,99 |
| 1988 | 4 949 | 0,77 | 3 127 | 1,89 | 928 | 1,64 | 20 613 | 2,39 | 29 617 | 2,04 |

SALS, 1989 : 5.
*Projection based on the approximate fixed growth percentage.

### (c)    Population distribution according to development regions.

The RSA is currently divided into eight development regions. (See the map.) The population situation for each region must therefore be examined. It is also important to examine the "dependency ratio" in

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REGIONS FOR DEVELOPMENT PLANNING
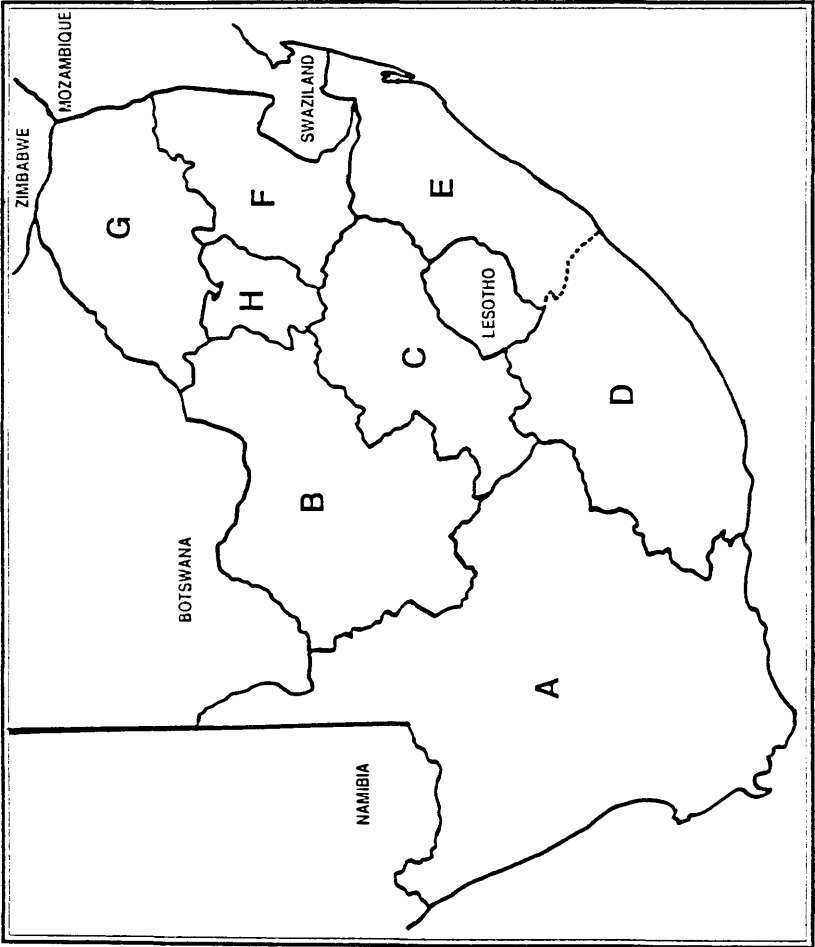
each region. This ratio is calculated by determining how many economically non-active members of the population (ENAP) are, on average, dependent on each economically active member of the population. Since totals are used here, it is obvious that the dependency ratios within a particular region and for particular groups may differ considerably from these totals. The data do indicate, however, the degree to which each racial group is economically active in each region. Tables 5.3 and 5.4 contain the data on numbers and ratios.

**TABLE 5.3  POPULATION DISTRIBUTION ACCORDING TO DEVELOPMENT REGIONS, RSA, 1985**

| REGION | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|--------|-------|----------|-------|-------|-------|
| A: TOT | 753 775 | 1 781 911 | 18 896 | 358 372 | 2 912 954 |
| EAP | 309 279 | 732 198 | 7 177 | 180 912 | 1 229 566 |
| ENAP | 444 496 | 1 049 713 | 11 719 | 177 460 | 1 683 388 |
| B: TOT | 111 530 | 263 287 | 1 851 | 244 576 | 621 244 |
| EAP | 44 884 | 87 394 | 680 | 103 806 | 236 764 |
| ENAP | 66 646 | 175 893 | 1 171 | 140 770 | 384 480 |
| C: TOT | 296 362 | 60 217 | 69 | 1 489 602 | 1 846 250 |
| EAP | 117 653 | 22 962 | 25 | 607 577 | 748 217 |
| ENAP | 178 709 | 37 255 | 44 | 882 025 | 1 098 033 |
| D: TOT | 348 522 | 345 861 | 11 242 | 826 626 | 1 532 251 |
| EAP | 143 513 | 117 873 | 4 635 | 309 289 | 575 310 |
| ENAP | 205 009 | 227 988 | 6 607 | 517 337 | 956 941 |
| E: TOT | 562 107 | 9 915 | 662 896 | 4 567 875 | 5 892 033 |
| EAP | 244 036 | 37 528 | 233 470 | 1 208 050 | 1 723 084 |
| ENAP | 318 071 | 61 627 | 429 426 | 3 359 825 | 4 168 949 |
| F: TOT | 255 615 | 15 566 | 8 295 | 1 037 003 | 1 316 479 |
| EAP | 100 203 | 6 449 | 3 027 | 219 751 | 329 430 |
| ENAP | 155 412 | 9 117 | 5 268 | 817 252 | 987 049 |
| G: TOT | 115 821 | 5 436 | 2 885 | 2 622 122 | 2 746 264 |
| EAP | 46 062 | 2 080 | 991 | 467 821 | 516 954 |
| ENAP | 69 759 | 3 356 | 1 894 | 2 154 301 | 2 229 310 |
| H: TOT | 1 922 443 | 224 713 | 109 926 | 3 172 665 | 5 429 747 |
| EAP | 890 563 | 95 669 | 40 809 | 1 658 738 | 2 685 779 |
| ENAP | 1 031 880 | 120 044 | 69 117 | 1 513 927 | 2 743 968 |

SALS. 1389: 64-65.

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**TABLE 5.4  DEPENDENCY RATIOS ACCORDING TO DEVELOPMENT REGIONS RSA, 1985**

| REGION | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|--------|-------|----------|-------|-------|-------|
| A: 1 to | 1,44 | 1,43 | 1,63 | 0,98 | 1,37 |
| B: 1 to | 1,48 | 2,01 | 1,72 | 1,36 | 1,62 |
| C: 1 to | 1,52 | 1,62 | 1,76 | 1,45 | 1,47 |
| D: 1 to | 1,43 | 1,93 | 1,43 | 1,67 | 1,66 |
| E: 1 to | 1,30 | 1,64 | 1,84 | 2,78 | 2,42 |
| F: 1 to | 1,55 | 1,41 | 1,74 | 3,72 | 3,00 |
| G: 1 to | 1,51 | 1,61 | 1,91 | 4,60 | 4,31 |
| H: 1 to | 1,16 | 1,35 | 1,69 | 0,91 | 1,02 |

SALS, 1989: 64-65.

Table 5.3 shows that Regions E and H have the largest populations. In fact, the sum of the population of these two regions is nearly 39 % of South Africa's total population. The analysis of these regions by population group indicates large differences with regard to numbers and economic activity.

These differences are clearly shown in the dependency ratios represented in Table 5.4. The higher the index, the more people are dependent on every economically active person for their basic needs. It is interesting to note that, according to the available data, both the highest and the lowest ratio can be found among blacks, namely in Regions G and H respectively. Regions E and F also show relatively high dependency ratios, which implies that there could be a high degree of unemployment. It is also possible that the age groupings among blacks in those four regions are such that a large percentage of the population is still under the age when these members of the population can become economically active. If the latter deduction is correct, the situation makes large demands on education and particularly on training in these regions. Statistics to support this deduction were difficult to obtain.

(d)     The composition of the population according to age

The composition of the population of the RSA according to age is represented in Table 5.5 according to population groups. With regard to age groups, both the numbers and the percentages are given. Figure 5.1 represents the age composition according to population group in percentages, and Figure 5.2 gives the age composition according to population group in frequencies.

FIGURE 5.1
POPULATION ACCORDING TO AGE
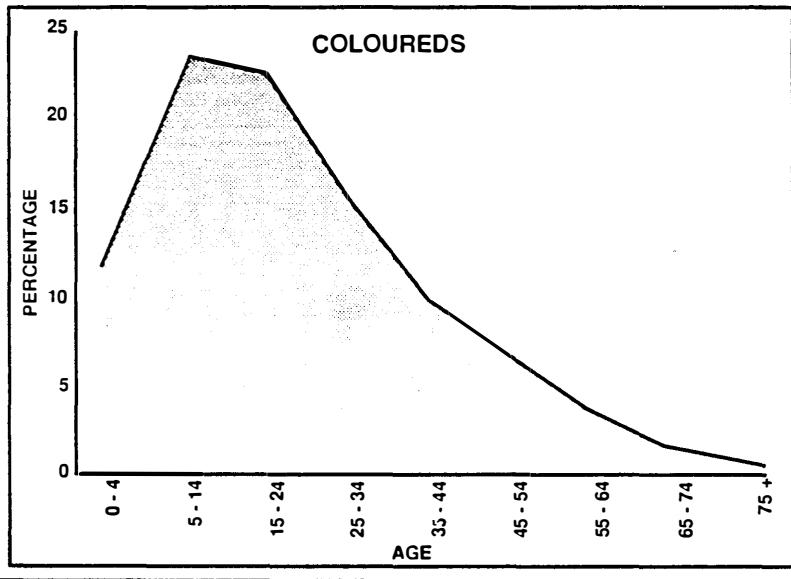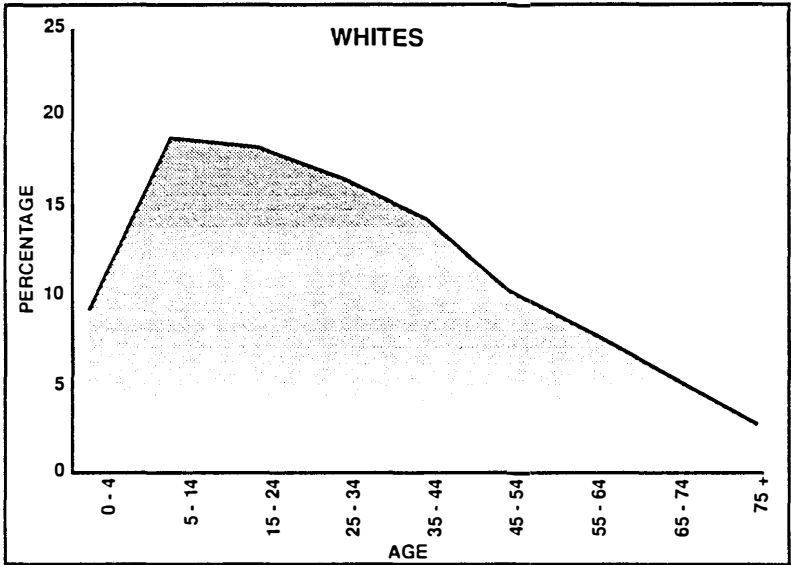
FIGURE 5.1 (Continued)
POPULATION ACCORDING TO AGE

FIGURE 5.2
POPULATION PER AGE

WHITE
COLOURED
ASIAN
BLACK

NUMBERS

4 000 000

3 000 000

2 000 000

1 000 000

0

0 - 4
5 - 14
15 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 - 74
75 +

AGE
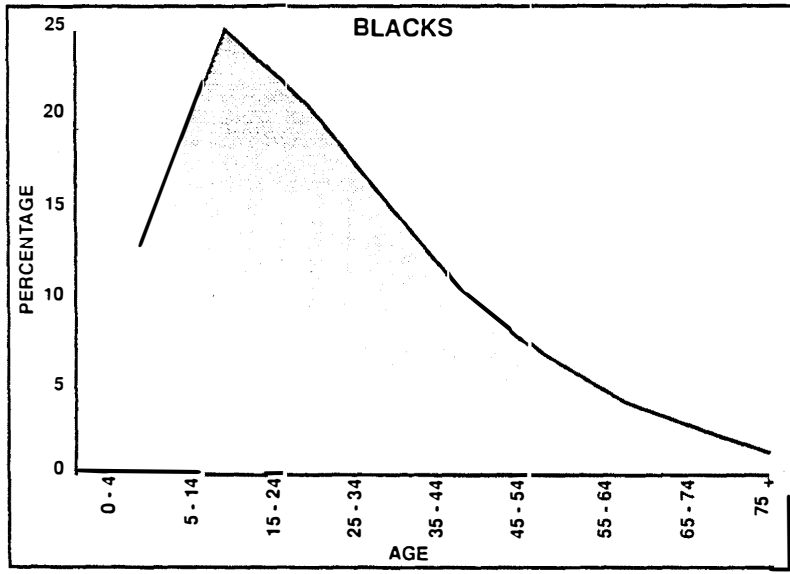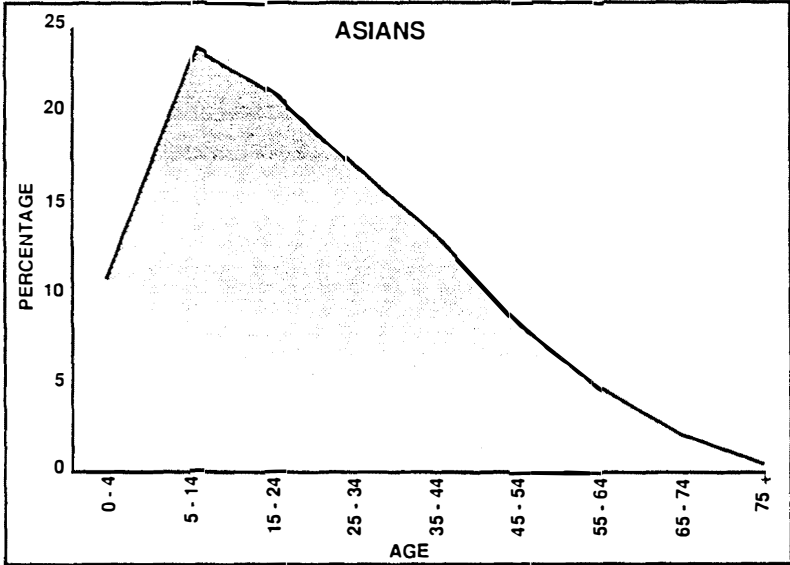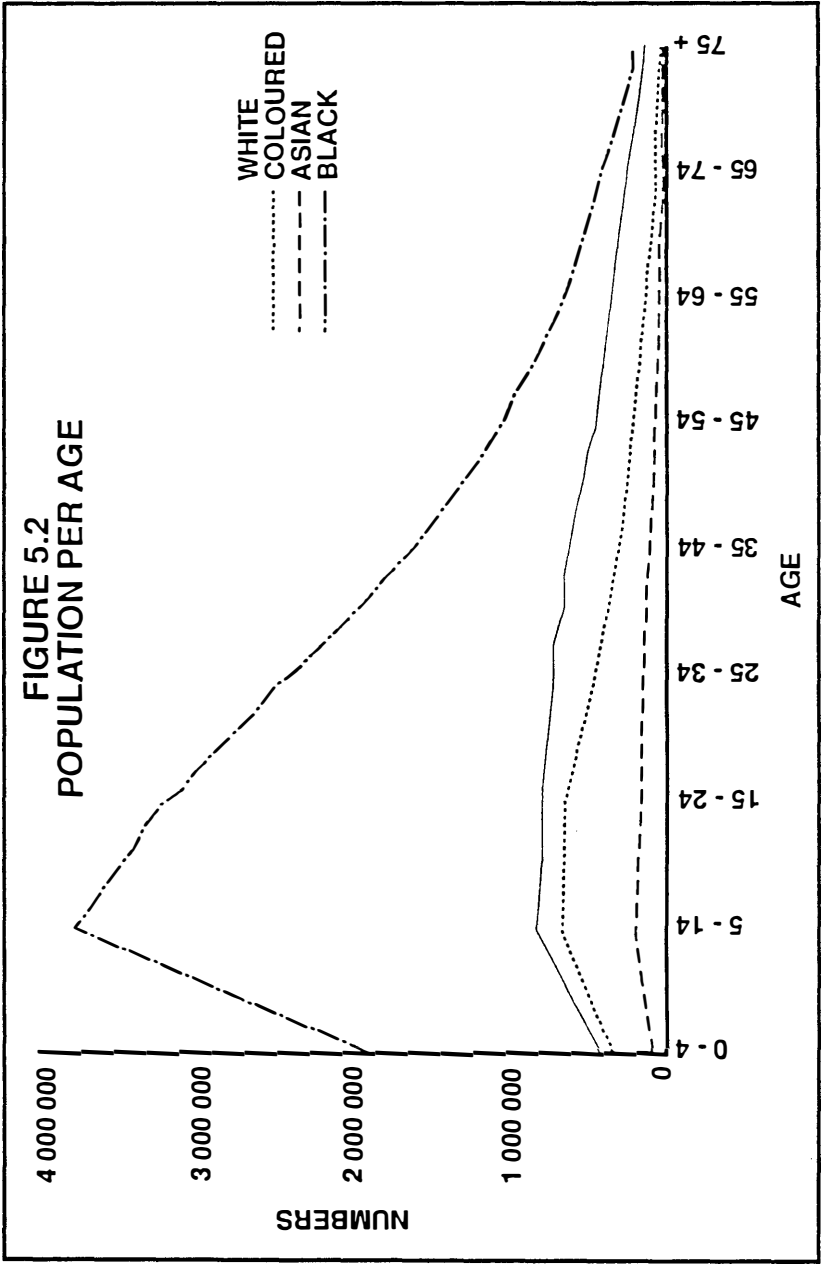
TABLE 5.5 COMPOSITION OF THE POPULATION ACCORDING TO AGE, RSA, 1985

| AGE | WHITE | | COLOURED | | ASIAN | | BLACK | | TOTAL GROUP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 0-4 | 390 633 | 8,6 | 339 563 | 12,0 | 88 343 | 10,8 | 1 905 285 | 12,6 | 2 723 824 | 11,7 |
| 5-14 | 818 764 | 17,9 | 677 268 | 23,9 | 189 785 | 23,1 | 3 786 529 | 25,0 | 5 472 346 | 23,4 |
| 15-24 | 796 432 | 17,4 | 649 407 | 22,9 | 170 038 | 20,7 | 3 185 170 | 21,0 | 4 801 047 | 20,5 |
| 25-34 | 729 396 | 16,0 | 450 654 | 15,9 | 137 304 | 16,7 | 2 392 453 | 15,8 | 3 709 807 | 15,9 |
| 35-44 | 631 497 | 13,8 | 292 527 | 10,3 | 107 814 | 13,1 | 1 582 020 | 10,4 | 2 613 858 | 11,2 |
| 45-54 | 457 939 | 10,0 | 206 144 | 7,3 | 66 846 | 8,1 | 1 052 191 | 6,9 | 1 783 120 | 7,6 |
| 55-64 | 357 732 | 7,8 | 120 468 | 4,3 | 38 385 | 4,7 | 654 532 | 4,3 | 1 171 117 | 5,0 |
| 65-74 | 249 801 | 5,5 | 66 142 | 2,3 | 17 228 | 2,1 | 405 652 | 2,7 | 738 823 | 3,1 |
| 75+ | 136 545 | 3,0 | 30 532 | 1,1 | 5 618 | 0,7 | 199 008 | 1,3 | 371 703 | 1,6 |
| TOTAL | 4 568 739 | 100,0 | 2 832 705 | 100,0 | 821 361 | 100,0 | 15 162 840 | 100,0 | 23 385 645 | 100,0 |

SALS, 1989: 4.

The division of the population into the different groups was necessitated by the nature of readily available data.

From Table 5.5 and Figure 5.1 it is clear that the age group 5 - 14 years comprises the largest percentage for all population groups. It is noticeable that whites, in contrast to other population groups, up to the age of 24 consistently have the lowest percentage of the total by age group. The percentages in the 25 to 34 age group are more or less the same for all populations. From 35 upwards whites have the highest percentage. From this one can deduce that whites, as a group, are ageing and that the largest supply of manpower will in future come from among the coloured and black populations. Training will therefore have to provide increasingly for young people from the black and coloured populations.

Figure 5.2, which indicates the age distribution in frequencies, shows that the black population has the highest frequency in all age groups. In fact, the number of black children under the age of 15 (n = 5 691 814) already exceeded the total of each of the other three population groups in 1985. It is therefore to be expected that there will be a large influx of black youth to the job market and the social community during the next 5 to 10 years. Training will have to be geared to cope with this influx to prevent labour and social unrest.

**(e)    The composition of the population according to sex**

The composition of the RSA population in population groups according to sex was analysed according to available data. The analysis showed that there are relatively few factors in this area which need to be specifically mentioned. The one phenomenon which does need to be mentioned is the drop in the number of black men in relation to the number of black women (53,9 % in 1970 as opposed to 51,7 % in 2010). It would appear that there are no extreme factors in the composition of the RSA population which would influence training in future.

**(f)    The level of literacy of the population**

Ellis (1986) reports the following about the results of the HSRC investigation into the literacy situation in the RSA in 1980. Two types of evaluation were used, namely (i) a self-evaluation of their literacy by a representative sample of 15-year-olds and older, and (ii) an evaluation of the level of literacy of the sample based on their academic qualifications. The results are given in Tables 5.6 and 5.7.

TABLE 5.6  LEVEL OF LITERACY OF EACH POPULATION GROUP
ACCORDING TO SELF-EVALUATION

| GROUP | % OF POPULATION ABOVE AGE 15 | % OF ILLITERATES ABOVE AGE 15 |
|-------|------------------------------|-------------------------------|
| WHITE | 21,2 | 0,65 |
| COLOURED | 10,3 | 6,75 |
| ASIAN | 3,3 | 1,07 |
| BLACK | 65,2 | 91,53 |

Source: Ellis, 1986.

TABLE 5.7    LEVEL OF LITERACY OF EACH POPULATION
GROUP ACCORDING TO THE EDUCATION
LEVEL* OF PERSONS AGED 20 AND OVER

| GROUP | URBAN | RURAL | TOTAL |
|-------|-------|-------|-------|
| WHITE     N | 2 489 900 | 332 300 | 2 822 100 |
| I | 2 421 600 | 320 900 | 2 742 500 |
| % | 97,3 | 96,6 | 97,2 |
| COLOURED  N | 976 400 | 279 900 | 1 256 400 |
| I | 752 900 | 108 100 | 861 100 |
| % | 77,1 | 38,6 | 68,5 |
| ASIAN     N | 386 300 | 37 900 | 424 200 |
| I | 313 700 | 25 000 | 338 700 |
| % | 81,2 | 66,1 | 79,8 |
| BLACK     N | 3 880 700 | 4 347 700 | 8 228 400 |
| I | 2 448 100 | 1 294 200 | 3 742 300 |
| % | 63,1 | 29,8 | 45,5 |

* Standard 3 and upwards. (Source: Ellis, 1986)
** N/I x 100.

Tables 5.6 and 5.7 show that, in particular among the black population, there is a relatively high percentage of illiteracy. Table 5.8, which indicates the percentages of literates according to educational level, shows that the situation is worst among the rural population. If people from the rural areas wish to enter the labour market to an increasing degree, literacy training will have to have a very high priority.

The standard of education among the EAP is discussed in more detail in 5.4.3.

### 5.4.3    The manpower situation in the RSA

In order to analyse the demand for and supply of manpower in future in sufficient perspective, one needs a short review of some aspects of the economically active population (EAP). The data used for this analysis come from several sources and a number of unpublished reports were also used. As is the case with the other statistics used thus far in this study, the absolute accuracy of the data is of less importance than the trends revealed by the data.

The following aspects of the EAP will be examined:

(a)    Macro changes in the EAP over a period of time

(b)    The distribution of the EAP according to industry and group

(c)    The educational level of the EAP by group.

**(a)    Macro changes in the EAP over a period of time**

Because the past decade was characterised by the number of new developments in the labour field, this period is used as the base for analysis.

(i)    The economically active population (EAP) vs the economically non-active population (ENAP)

Table 5.8 gives the numbers and percentages of the EAP and the ENAP. An analysis of Table 5.8 shows that relatively few real changes have taken place in the ratio of EAP to ENAP. Among whites there was a very small increase of EAP between 1980 and 1985. The number of EAP among coloureds and Asians increased considerably more, and one may reasonably conclude that employees from these two groups will increasingly enter the labour market. Blacks in the EAP in 1985 as opposed to 1980 were not only a smaller group numerically, but also percentagewise. The population growth among the total number of blacks in the population will, however, probably change this trend.

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**TABLE 5.8  EAP AND ENAP ACCORDING TO POPULATION GROUP**

| YEAR | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| 1980 : EAP | 1 908 208 | 929 880 | 255 768 | 5 595 870 | 8 689 726 |
| ENAP | 2 642 860 | 1 694 127 | 563 434 | 11 426 378 | 16 326 799 |
| EAP % | 21,96 | 10,70 | 2,94 | 64,90 | 100,00 |
| ENAP % | 16,19 | 10,38 | 3,45 | 69,99 | 100,00 |
| 1985 : EAP | 1 972 778 | 1 121 993 | 292 674 | 5 304 918 | 8 692 363 |
| ENAP | 2 595 961 | 1 710 712 | 528 687 | 9 857 922 | 14 693 282 |
| EAP % | 22,70 | 12,91 | 3,37 | 61,03 | 100,00 |
| ENAP % | 17,67 | 11,64 | 3,60 | 67,09 | 100,00 |
| 1980 | | | | | |
| EAP:ENAP | 1:1,38 | 1:1,82 | 1:2,20 | 1:2,40 | 1:1,87 |
| 1985 | | | | | |
| EAP:ENAP | 1:1,31 | 1:1,52 | 1:1,81 | 1:1,86 | 1:1,69 |

SALS, 1989:  19,20.

**(b)  The distribution of the EAP by industry and population group**

Table 5.9 shows the number of employees in the various industries according to population group for 1980 and 1985.

Table 5.9 shows that even in the relatively short period of five years, several changes have taken place in the number of employees in most of the industries.  The analysis of the totals in each of the industries (excluding unspecified industries) reveals that the largest percentage of increases in employees occurred in the construction industry and in the financing, insurance and estate undertakings.  The largest decreases were found in the mining, quarrying and agricultural concerns.  These increases and decreases must be taken into account in the planning for training in each of these industries.  A detailed survey of the changes according to population group is given in the numbers and percentages in Table 5.9.

**TABLE 5.9    THE ECONOMICALLY ACTIVE POPULATION:    DISTRIBUTION ACCORDING TO INDUSTRY AND POPULATION GROUP**

| INDUSTRY | | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|---|
| AGRICULTURE, FORESTRY, FISHING | 1980 | 102 425 | 151 335 | 7 641 | 1 045 041 | 1 306 442 |
| | 1985 | 88 656 | 177 631 | 5 608 | 907 695 | 1 179 590 |
| | % CHANGE | -13,44 | 17,38 | -26,61 | -13,14 | -9,71 |
| MINING, QUARRYING | 1980 | 89 595 | 12 472 | 1 996 | 732 296 | 836 359 |
| | 1985 | 87 905 | 11 569 | 1 658 | 641 933 | 743 065 |
| | % CHANGE | -1,89 | -7,24 | -16,93 | -12,34 | -11,15 |
| MANUFACTURING | 1980 | 363 481 | 224 478 | 96 214 | 780 914 | 1 465 087 |
| | 1985 | 361 604 | 249 911 | 96 625 | 671 378 | 1 379 518 |
| | % CHANGE | -,52 | 11,33 | ,43 | -14,03 | -5,84 |
| ELECT, GAS, WATER | 1980 | 29 221 | 6 571 | 1 346 | 42 802 | 79 940 |
| | 1985 | 32 887 | 7 573 | 570 | 51 690 | 92 720 |
| | % CHANGE | 12,55 | 15,25 | -57,65 | 20,77 | 15,99 |
| CONSTRUCTION | 1980 | 101 805 | 80 985 | 11 421 | 266 142 | 460 353 |
| | 1985 | 104 519 | 107 266 | 13 659 | 330 895 | 556 339 |
| | % CHANGE | 2,67 | 32,45 | 19,60 | 24,33 | 202,85 |
| TRADE, CATERING & ACCOMMODATION | 1980 | 300 374 | 103 019 | 64 885 | 542 506 | 1 010 784 |
| | 1985 | 303 796 | 129 005 | 70 148 | 438 927 | 941 876 |
| | % CHANGE | 1,14 | 25,22 | 8,11 | -19,09 | -6,82 |
| TRANSPORT, COMMUNICATION | 1980 | 192 804 | 39 712 | 13 526 | 182 021 | 428 063 |
| | 1985 | 181 962 | 41 898 | 13 734 | 180 562 | 418 156 |
| | % CHANGE | -5,62 | 5,50 | 1,54 | -0,80 | -2,31 |
| FINANCE, INSURANCE & ESTATE | 1980 | 208 852 | 14 961 | 10 201 | 52 855 | 286 869 |
| | 1985 | 240 126 | 24 292 | 12 938 | 61 848 | 339 204 |
| | % CHANGE | 14,97 | 62,37 | 26,83 | 17,01 | 18,24 |
| COMMUNITY & PERSONAL SERVICES | 1980 | 479 569 | 214 549 | 33 457 | 1 277 888 | 2 005 463 |
| | 1985 | 506 642 | 235 364 | 39 246 | 1 183 788 | 1 965 040 |
| | % CHANGE | 5,65 | 9,70 | 17,30 | -7,36 | -2,02 |
| UNSPECIFIED | 1980 | 40 082 | 81 798 | 15 081 | 673 405 | 810 366 |
| | 1985 | 64 681 | 137 484 | 38 488 | 836 202 | 1 076 855 |
| | % CHANGE | 61,37 | 68,08 | 155,21 | 24,18 | 32,89 |

SALS, 1989: 19,20.

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**TABLE 5.10 EAP ACCORDING TO MANPOWER LEVELS, 1979 AND 1985 (THOUSANDS)**

| | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| HLM 1979 N | 459 | 50 | 20 | 109 | 638 |
| % | 71,9 | 7,8 | 3,1 | 17,2 | 100 |
| 1985 N | 711 | 74 | 47 | 247 | 1 079 |
| % | 65,9 | 6,9 | 4,3 | 22,9 | 100 |
| MLM 1979 N | 863 | 143 | 87 | 202 | 1 295 |
| % | 66.6 | 11,1 | 6,7 | 15,6 | 100 |
| 1985 N | 1 190 | 307 | 158 | 881 | 2 536 |
| % | 46,9 | 12,1 | 6,2 | 34,8 | 100 |
| LLM 1979 N | 351 | 651 | 110 | 6 899 | 8 011 |
| % | 4,4 | 8,1 | 1,4 | 86,1 | 100 |
| 1985 N | 246 | 794 | 113 | 5 318 | 6 471 |
| % | 3,8 | 12,3 | 1,8 | 82,1 | 100 |

NMC, 1983 & 1987.

(ii)    Manpower levels

The National Manpower Commission distinguishes between three levels of manpower, namely high-level manpower (HLM), middle-level manpower (MLM) and low-level manpower (LLM). HLM is characterised by at least two years of purposeful training after the completion of Standard 10, MLM by postschool training, not necessarily after matric. LLM refers to persons with little or no further training.

Table 5.10 shows the numbers and percentages of HLM, MLM and LLM for 1979 and 1985. It also shows that the largest changes occurred with regard to the increase In blacks in the HLM and MLM groups.

# TABLE 5.11    THE ECONOMICALLY ACTIVE POPULATION: EDUCATIONAL LEVEL, 1980 & 1985

| EDUCATIONAL LEVEL | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| NO      1980 | 20 023 | 145 396 | 12 690 | 1 902 743 | 2 080 852 |
| 1985 | 9 355 | 134 053 | 9 278 | 1 343 058 | 1 495 744 |
| UNDER 1980 | 3 652 | 53 076 | 4 419 | 435 562 | 495 709 |
| 1985 | 6 046 | 60 724 | 3 819 | 423 852 | 494 441 |
| STD 2  1980 | 2 514 | 48 269 | 5 618 | 429 020 | 485 421 |
| 1985 | 1 588 | 54 747 | 4 840 | 423 371 | 484 546 |
| STD 3  1980 | 2 636 | 63 793 | 7 550 | 412 908 | 486 887 |
| 1985 | 2 268 | 73 042 | 6 624 | 416 545 | 498 479 |
| STD 4  1980 | 5 741 | 88 229 | 13 374 | 460 733 | 568 077 |
| 1985 | 4 309 | 103 200 | 11 656 | 482 841 | 602 006 |
| STD 5  1980 | 10 388 | 123 566 | 22 009 | 509 640 | 665 603 |
| 1985 | 7 257 | 146 598 | 20 575 | 549 616 | 724 046 |
| STD 6  1980 | 137 061 | 157 777 | 55 632 | 641 359 | 991 829 |
| 1985 | 91 310 | 187 546 | 53 942 | 617 116 | 949 914 |
| STD 7  1980 | 102 639 | 78 264 | 21 015 | 232 402 | 434 320 |
| 1985 | 74 262 | 105 859 | 22 946 | 290 618 | 493 685 |
| STD 8  1980 | 439 600 | 81 676 | 42 142 | 288 232 | 851 650 |
| 1985 | 394 098 | 113 751 | 49 026 | 364 199 | 921 074 |
| STD 9  1980 | 122 369 | 18 229 | 16 759 | 68 249 | 225 606 |
| 1985 | 116 891 | 32 271 | 22 951 | 109 505 | 281 618 |
| STD 10 1980 | 590 922 | 30 223 | 33 306 | 93 258 | 747 709 |
| 1985 | 612 657 | 64 995 | 53 705 | 186 096 | 917 453 |
| DIPLOMA WITH | | | | | |
| STD 7 &  1980 | 6 584 | 1 281 | 619 | 6 251 | 14 735 |
| LOWER    1985 | 9 098 | 3 170 | 1 213 | 5 166 | 18 647 |
| STD 8 OR 1980 | 47 130 | 15 015 | 2 499 | 46 181 | 110 825 |
| STD 9    1985 | 83 118 | 18 609 | 4 635 | 31 882 | 138 244 |
| STD 10  1980 | 239 444 | 15 178 | 10 133 | 27 968 | 292 723 |
| 1985 | 343 025 | 25 605 | 16 347 | 37 961 | 422 938 |

TABLE 5.11  (continued)

| EDUCATIONAL LEVEL | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| DIPLOMA & | | | | | |
| B. DEG 1980 | 33 485 | 807 | 1 366 | 1 246 | 36 904 |
| 1985 | 42 453 | 1 469 | 2 183 | 897 | 47 002 |
| M. DEG 1980 | 3 132 | 50 | 65 | 136 | 3 383 |
| 1985 | 3 411 | 51 | 65 | 147 | 3 674 |
| D. DEG 1980 | 1 118 | 10 | 17 | 30 | 1 174 |
| 1985 | 1 210 | 17 | 26 | 34 | 1 287 |
| DEGREE ONLY | | | | | |
| B. DEG 1980 | 103 719 | 2 235 | 4 659 | 4 955 | 115 568 |
| 1985 | 130 745 | 3 679 | 7 495 | 6 742 | 148 661 |
| M. DEG 1980 | 10 163 | 71 | 186 | 185 | 10 605 |
| 1985 | 14 249 | 194 | 333 | 343 | 15 119 |
| D. DEG 1980 | 4 714 | 26 | 85 | 94 | 4 919 |
| 1985 | 5 639 | 91 | 161 | 209 | 6 100 |
| UNSPES: 1980 | 22 174 | 6 709 | 1 625 | 34 715 | 65 223 |
| 1985 | 19 789 | 2 322 | 854 | 14 720 | 37 685 |

SALS, 1989 : 68 - 71

(c)    The educational level of the EAP by population group

The number of people by population group in the EAP who has reached a certain educational level is indicated in Table 5.11. Table 5.12 gives the same information in terms of percentages. The percentages indicate which area in the particular educational level is covered by each of the different population groups.  If Standard 4 Is considered to be the minimum requirement for functional literacy, I.e. the educational level at which an employee Is able to manage the reading, writing and basic mathematical skills required for his/her job, the following broad conclusions can be reached from Tables 5.11 and 5.12:

(i)    A large number of the black EAPs are functionally illiterate;

(ii)    The number of persons who possessed a matric in 1985 has increased in all population groups as opposed to the numbers who possessed a matric in 1980.  For coloureds, Asians and blacks, the number of persons who possessed a Standard 7, 8 and 9 has grown considerably in the above five years.

(iii)    With a few exceptions (notably among blacks), the number of EAPs who do possess postschool training has increased noticeably over the past five years.

**TABLE 5.12    THE ECONOMICALLY ACTIVE POPULATION: EDUCATIONAL LEVEL 1980 & 1985, PERCENTAGES**

| EDUCATIONAL LEVEL | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| EDUC   1980 | 0,96 | 6,99 | 0,61 | 91,44 | 100 |
| 1985 | 0,63 | 8,96 | 0,62 | 89,79 | 100 |
| UNDER 1980 | 0,53 | 10,71 | 0,89 | 87,87 | 100 |
| STD 2  1985 | 1,22 | 12,28 | 0,77 | 85,72 | 100 |
| STD 2  1980 | 0,52 | 9,94 | 1,16 | 88,38 | 100 |
| 1985 | 0,33 | 11,30 | 1,00 | 87,37 | 100 |
| STD 3  1980 | 0,54 | 13,10 | 1,55 | 84,81 | 100 |
| 1985 | 0,45 | 14,65 | 1,33 | 83,56 | 100 |
| STD 4  1980 | 1,01 | 15,53 | 2,35 | 81,10 | 100 |
| 1985 | 0,72 | 17,14 | 1,94 | 80,21 | 100 |
| STD 5  1980 | 1,56 | 18,56 | 3,31 | 76,57 | 100 |
| 1985 | 1,00 | 20,25 | 2,84 | 75,91 | 100 |
| STD 6  1980 | 13,82 | 15,91 | 5,61 | 64,66 | 100 |
| 1985 | 9,61 | 19,74 | 5,68 | 64,97 | 100 |
| STD 7  1980 | 23,63 | 18,02 | 4,84 | 53,51 | 100 |
| 1985 | 15,04 | 21,44 | 4,65 | 58,87 | 100 |
| STD 8  1980 | 51,62 | 9,59 | 4,95 | 33,84 | 100 |
| 1985 | 42,79 | 12,35 | 5,32 | 39,54 | 100 |
| STD 9  1980 | 54,24 | 8,08 | 7,43 | 30,25 | 100 |
| 1985 | 41,51 | 11,46 | 8,15 | 38,88 | 100 |
| STD 10 1980 | 79,03 | 4,04 | 4,45 | 12,47 | 100 |
| 1985 | 6,78 | 7,08 | 5,85 | 20,28 | 100 |
| DIPLOMA WITH | | | | | |
| STD 7 & 1980 | 44,68 | 8,69 | 4,20 | 42,42 | 100 |
| LOWER   1985 | 48,79 | 17,00 | 6,51 | 27,70 | 100 |
| STD 9 OR 1980 | 42,53 | 13,55 | 2,25 | 41,67 | 100 |
| STD 8    1985 | 60,12 | 13,46 | 3,35 | 23,06 | 100 |
| STD 10  1980 | 81,80 | 5,19 | 3,46 | 9,55 | 100 |
| 1985 | 81,11 | 6,05 | 3,87 | 8,98 | 100 |

TABLE 5.12 (continued)

| EDUCATIONAL LEVEL | WHITE | COLOURED | ASIAN | BLACK | TOTAL |
|---|---|---|---|---|---|
| DIPLOMA & | | | | | |
| B. DEG 1980 | 90,74 | 2,19 | 3,70 | 3,38 | 100 |
| 1985 | 90,32 | 3,13 | 4,64 | 1,91 | 100 |
| M. DEG 1980 | 92,58 | 1,48 | 1,92 | 4,02 | 100 |
| 1985 | 92,84 | 1,39 | 1,77 | 4,00 | 100 |
| D. DEG 1980 | 95,15 | ,85 | 1,45 | 2,55 | 100 |
| 1985 | 94,02 | 1,32 | 2,02 | 2,64 | 100 |
| DEGREE ONLY | | | | | |
| B. DEG 1980 | 89,75 | 1,93 | 4,03 | 4,29 | 100 |
| 1985 | 87,95 | 2,47 | 5,04 | 4,54 | 100 |
| M. DEG 1980 | 95,83 | 0,67 | 1,75 | 1,74 | 100 |
| 1985 | 94,25 | 1,28 | 2,20 | 2,27 | 100 |
| D. DEG 1980 | 95,83 | 0,53 | 1,73 | 1,91 | 100 |
| 1985 | 92,44 | 1,49 | 2,64 | 3,43 | 100 |
| UNSPES: 1980 | 34,00 | 10,29 | 2,49 | 53,23 | 100 |
| 1985 | 52,51 | 6,16 | 2,27 | 39,06 | 100 |

SALS, 1989: 68 - 71.

### 5.4.4    The demand for and supply of certain manpower categories

This issue can be approached in various ways. One of these is to analyse the Manpower Surveys of the Department of Manpower. An analysis of this kind could, however, be misleading since it would have to be done by profession or by group of professions. In addition to this, the issue is largely based on the views and projected needs of employers. In view of the above it was decided that for the purposes of this study only a few observed and projected trends would be discussed. For this reason the study focused on the data gathered by the National Manpower Commission and on the data in the HLM and MLM report (NMC, 1987) and in a further unpublished report (NMC, 1988).

The following general findings and projections are relevant:

a. Manpower supply
b. A comparison of supply and demand
c. Some influencing factors

**a. Manpower supply**

In its investigation into high and middle-level manpower in South Africa the NMC (1987) concentrated on the overall manpower situation in this country. Table 5.13 provides the numbers of HLM, MLM, LLM according to population and sex. Table 5.14 shows the percentage of changes that have taken place in all three manpower levels over two decades.

The percentages in Table 5.14 reflect the change that has taken place (at least over a period of ten years) in each of the manpower levels per population group and sex. Tables 5.13 and 5.14 show that dramatic growth took place particularly in the period from 1975 to 1985 in certain categories. It is noticeable that during the 1965 to 1975 period there was a decrease in only one specific category, namely the number of white males in low-level occupations.

In the following period (1975 to 1985), the increases in each category were smaller than in the previous decade in several categories. In addition to this, there were significant decreases in five categories. Four of the five concerned blacks in the low-level occupations. The smaller increases and few decreases may indicate a decrease in the demand for manpower in these categories.

**(b)    A comparison of supply and demand**

The NMC (1988) analysed the supply of and demand for manpower according to the level of training in view of available data, and also made a projection of the probable situation in the year 2000.

The data contained in Table 5.15 indicate that the greatest manpower shortage has in the past been in the HLM group, and that this will probably remain true in future. The only high-level group where, according to the projections, a small surplus (2 %) of HLM could come about, is the graduate group. A projected shortage of more than 230 000 or 21 % will be found among diplomates. With regard to MLM and LLM occupations, relatively large surpluses (MLM 56 % and LLM 45 %) are projected.

TABLE 5.13  HLM, MLM AND LLM ACCORDING TO POPULATION AND SEX, RSA, 1965 - 1985

| | 1965 | | | 1975 | | | 1985 | | |
|---|---|---|---|---|---|---|---|---|---|
| | HLM | MLM | LLM | HLM | MLM | LLM | HLM | MLM | LLM |
| **WHITE** | | | | | | | | | |
| MALE | 175 538 | 453 942 | 152 386 | 306 867 | 532 117 | 147 565 | 389 844 | 513 785 | 104 965 |
| FEMALE | 57 197 | 201 399 | 73 566 | 95 628 | 326 614 | 78 144 | 141 370 | 375 905 | 63 644 |
| TOTAL | 232 735 | 655 341 | 225 952 | 402 495 | 858 731 | 225 709 | 531 214 | 889 690 | 168 609 |
| **COLOURED** | | | | | | | | | |
| MALE | 7 676 | 39 200 | 187 562 | 16 066 | 82 794 | 244 749 | 21 474 | 112 538 | 245 628 |
| FEMALE | 10 184 | 7 066 | 83 965 | 17 960 | 27 996 | 143 829 | 33 528 | 58 580 | 147 660 |
| TOTAL | 17 860 | 46 266 | 271 527 | 34 026 | 110 79- | 388 578 | 55 002 | 171 118 | 393 288 |
| **ASIANS** | | | | | | | | | |
| MALE | 5 499 | 19 951 | 73 040 | 10 827 | 50 839 | 78 319 | 17 692 | 62 175 | 56 311 |
| FEMALE | 1 852 | 1 145 | 8 453 | 4 093 | 10 777 | 26 176 | 8 081 | 19 499 | 34 521 |
| TOTAL | 7 351 | 21 096 | 81 493 | 14 920 | 61 616 | 104 495 | 25 773 | 81 674 | 90 832 |
| **BLACKS** | | | | | | | | | |
| MALE | 22 724 | 89 916 | 1 636 171 | 54 468 | 189 229 | 2 263 929 | 55 392 | 274 502 | 2 125 178 |
| FEMALE | 28 338 | 7 520 | 73 280 | 72 137 | 19 146 | 208 599 | 99 574 | 67 213 | 331 160 |
| TOTAL | 51 062 | 97 436 | 1 709 451 | 126 605 | 208 375 | 2 472 528 | 154 966 | 341 715 | 2 456 338 |

NMC, 1987: A1 - A11

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**TABLE 5.14 PERCENTAGE OF CHANGES: HLM, MLM AND LLM 1965 - 1975 AND 1975 - 1985**

|  | 1965 - 1975 | | | 1975 - 1985 | | |
|---|---|---|---|---|---|---|
| WHITES | | | | | | |
| MALE | 74,82 | 17,22 | -3,16 | 272,04 | -3,45 | -28,87 |
| FEMALE | 67,19 | 62,17 | 6,22 | 47,83 | 15,09 | -18,56 |
| TOTAL | 72,94 | 31,04 | -,11 | 31,908 | 3,61 | -25,30 |
| COLOURED | | | | | | |
| MALE | 109,30 | 111,21 | 30,49 | 33,66 | 35,93 | 0,36 |
| FEMALE | 76,36 | 296,21 | 71,30 | 86,68 | 109,24 | 2,66 |
| TOTAL | 90,52 | 139.46 | 43,11 | 61,65 | 54,45 | 1,21 |
| ASIANS | | | | | | |
| MALE | 96,89 | 154,82 | 7,23 | 63,41 | 22,30 | -28,10 |
| FEMALE | 121,00 | 841,22 | 209,67 | 97,43 | 80,93 | 31,88 |
| TOTAL | 102,97 | 192,07 | 28,23 | 72,74 | 32,55 | -13,08 |
| BLACKS | | | | | | |
| MALE | 139,69 | 110,45 | 38,37 | 1,70 | 45,06 | -6,13 |
| FEMALE | 154,56 | 154,60 | 184,66 | 38,03 | 251,06 | 58,75 |
| TOTAL | 147,94 | 113,86 | 44,64 | 22,40 | 63,99 | -0,65 |

(NMC; 1987)

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**TABLE 5.15 MANPOWER SUPPLY AND DEMAND ACCORDING TO LEVEL OF TRAINING (IN THOUSANDS)**

| YEAR | TOTAL | HLM | MLM | LLM | | |
|---|---|---|---|---|---|---|
| | | TOTAL | DEGREE | DIPLOMA | STD 8-10 | STD 8 |
| 1970 | | | | | | |
| DEMAND | 6 303 | 556 | 164 | 392 | 1 245 | 4 502 |
| SUPPLY | 8 112 | 291 | 89 | 202 | 1 148 | 6 673 |
| O/U | | | | | | |
| NUMBER | 1 809 | -265 | -75 | -190 | -97 | 2 171 |
| % | | | | | | |
| 1980 | | | | | | |
| DEMAND | 7 535 | 866 | 242 | 624 | 1 674 | 4 995 |
| SUPPLY | 10 794 | 603 | 178 | 425 | 1 964 | |
| O/U | | | | | | |
| NUMBER | 3 259 | -263 | -64 | -199 | 290 | 3 232 |
| % | 30 | -30 | -26 | -32 | 15 | 39 |
| 2000 | | | | | | |
| DEMAND | 9 983 | 1 484 | 381 | 1 103 | 2 710 | 5 789 |
| SUPPLY | 17 919 | 1 256 | 387 | 869 | 6 126 | 10 537 |
| O/U | | | | | | |
| NUMBER | 7 936 | -228 | 6 | -234 | 3 416 | 4 748 |
| % | 44 | -15 | 2 | -21 | 56 | 45 |

O/U = OVER OR UNDER SUPPLY (-)  (NMC, 1988: 36.)

In order to give a more detailed picture of the manpower needs. Table 5.16 provides a detailed survey of the high level and middle-level occupations in which the highest number of shortages occur, as reflected by the Manpower Surveys of the Department of Manpower. According to Table 5.16 the number of vacancies in the reported occupations vary from 18 to more than 8 000. These figures are misleading and the vacancy rates give a more accurate indication of the nature and extent of vacancies. The NMC (1987:20) claims that "a vacancy rate of more than 5 % is already serious. This limit was passed in the high conjunction phases in 1981 by both the HLM and MLM groups. It is, however, a matter of some concern that particularly the HLM group stays perilously close to this limit even in times of economic recession (1985)." From the above it is obvious where the real demand for manpower training lies.

TABLE 5.16   HIGH LEVEL AND MIDDLE LEVEL OCCUPATIONS WITH THE HIGHEST NUMBER AND PERCENTAGE OF VACANCIES

| 1977 | | 1981 | | 1985 | |
|---|---|---|---|---|---|
| **(A) Number of vacancies: HLM** | | | | | |
| Nursing staff in training | 3 148 | Nurses, nursing staff | 4 547 | Senior administrative officer | 5 174 |
| Nursing staff | 3 121 | Nursing staff in training | 4 392 | Qualified nurses | 4 482 |
| Medical practitioner | 1 034 | Administrative officer | 1 979 | Teachers | 2 824 |
| Administrative officer | 621 | Police detectives | 1 678 | Student nurses | 1 800 |
| Inspector - construction | 474 | Technician telecommunication | 1 471 | Technicians (electric) | 1 482 |
| University lecturer | 379 | Technician (draughtsman) | 983 | Lecturer - college | 1 095 |
| Lecturer - college | 308 | Civil engineer | 795 | Police detectives | 1 001 |
| Paramedics | 256 | Programmer, systems analyst | 651 | Programmer, systems analyst | 674 |
| Technician - agriculture | 244 | Technician civil | 635 | Technical assistant (engineer) | 629 |
| Agriculturist | 243 | | | | |
| **(B) Number of vacancies MLM** | | | | | |
| Police detectives | 2 146 | Police detectives | 8 123 | Police detectives | 6 709 |
| Inspector, guard (train) | 1 711 | Military staff (artisans, apprentices excluded) | 5 423 | General clerk senior clerk, clerk Gr. I-III | 5 172 |
| General clerk, senior clerk, clerk Gr. I-III | 1 599 | General clerk, senior clerk, clerk Gr. I-III | 4 556 | Supervisor, foreman, caretaker | 4 664 |
| Military staff (artisans, apprentices excluded) | 1 423 | Clerk: administrative correspondence, committee | 2 999 | Nursing-assistant, staff, trainee | 4 060 |
| Load-checker | 1 218 | Electrician (general) | 2 616 | Clerk: admin, correspondence | 2 782 |
| Fitter | 1 025 | Fitter and turner | 2 513 | Electrician (general) | 2 471 |
| Nursing assistant (not registered) | 1 024 | Supervisor, foreman, caretaker | 2 246 | Inspector, guard (train) | 2 218 |
| Supervisor, foreman, caretaker, clerk of works | 944 | Traffic inspector, (all ranks) | 2 119 | Engine driver: steam, electrical, diesel | 2 119 |
| Electrician (general) | 856 | Motor mechanic | 2 113 | Stationmaster, foreman | 1 410 |
| Telephone, switchboard operator | 798 | Builder | 1 847 | Load-checker | 1 298 |

**TABLE 5.16 (continued)**

### (C) Vacancy rates: High-level manpower

| Occupation (1977) | 1977 | Occupation (1981) | 1981 | Occupation (1985) | 1985 |
|---|---|---|---|---|---|
| Natural scientist, e.g. meteorologist | 27.1 | Cartographer, geographer | 39.2 | Aviation technologist | 20.1 |
| Agricultural engineer (professional) | 13.5 | Mining engineer (professional) | 25.0 | Electrical technician | 18.4 |
| Dietitian, domestic scientist | 13.0 | Physiotherapist | 20.4 | Physiotherapist | 17.8 |
| Cartographer, geographic | 10.9 | Radiographer | 19.4 | Natural scientist | 16.9 |
| Topographer | 10.7 | Topographer | 19.5 | Speech therapist | 16.8 |
| Agriculturist, horticulturist, silviculturist | 10.7 | Technician: Engineering, electric (high tension current) | 18.0 | Civil technologist | 15.6 |
| Medical assistant masseur, physio-, occupational therapist | 9.8 | Sociologist, welfare worker | 18.0 | Electronics, electro-technical technologist | 15.4 |
| Life scientist: oceanographist, biophysicist | 9.4 | Technician: Engineering, electric (low tension current) | 17.8 | Occupational therapist | 15.4 |
| General practitioner | 8.9 | Psychologist: personnel, industrial, clinical | 17.2 | Natural scientist, e.g. meteorologist, hydrologist | 15.1 |
| | | Natural scientist: eg meteorologist | 16.7 | Health inspector | 14.0 |

### (D) Vacancy rates: Middle level manpower

| Occupation (1977) | 1977 | Occupation (1981) | 1981 | Occupation (1985) | 1985 |
|---|---|---|---|---|---|
| Weapon assembler | 33.2 | Signal-man, bell-man | 33.4 | Station master, foreman | 39.4 |
| Signal-man, bell-man | 30.6 | Lift operator | 32.8 | Inspector, guard (train) | 24.3 |
| Radiotician, avion radiotician | 26.0 | Plastic, glass fibre worker | 29.8 | Field officer: customs & excise | 20.5 |
| Inspector, guard (train) | 23.1 | Inspector, guard (train) | 27.1 | Sailmaker | 20.0 |
| Station master, station foreman | 21.3 | Ticket inspector | 27.2 | Electroplater | 19.6 |
| Aviation, mechanic, electrician | 19.8 | Radio-operator: navigation, aviation, broadcasting | 25.9 | Passengerwagon and truck fitter | 19.2 |
| Load checker | 15.9 | Angle and plate smith | 23.3 | Machinist: steam, electric, diesel | 18.5 |
| Sailmaker | 15.2 | Bricklayer | 22.7 | Load checker | 17.6 |
| Military staff (artisans, apprentices excluded) | 14.7 | Die-sinker | 22.6 | Telecommunication mechanician | 17.6 |
| Undercarriage maker, passenger carriage maker | 14.0 | Motorcycle and scooter mechanic | 20.1 | Motor metal worker | 16.3 |
| | | Electroplater | 18.0 | | |

Source: Manpower surveys of the Department of Manpower

## (c)    Some influencing factors

### (I)    The nature and extent of manpower planning

To follow up its investigation of in-service training in South Africa the National Manpower Commission started a further investigation into the nature and extent of manpower planning in this country (Schutte and Barnard, 1984). The results of this study, which have been compiled in an unpublished report, showed that of the 2 194 organisations involved in the original study, only 23 have a complete manpower planning division and do purposeful, systematic and scientific manpower planning.

This finding reveals a problem area in the manpower management field and makes it difficult, if not virtually impossible, for training institutions to provide training which responds to the needs of the employment market.

### (ii)    Attempts and processes to reconcile supply and demand

(1)    Technology is frequently seen as a way to supply the necessary trained manpower. This aspect is examined in detail in Paragraph 5.4.4.

(2)    Immigrant employees have in the past played a large role in supplying trained manpower. For political reasons and because of the need for trained manpower in the countries from which South Africa traditionally drew manpower, the supply from this source has increasingly diminished. Table 5.17 shows the migration figures for the period 1975 to 1988. From these figures it is clear that particularly in the late seventies there was a net loss of especially HLM. The newest figures indicate that the small increase in HLM in the first half of the eighties did not continue. Some positive growth still took place, but at a slower rate. The real numbers are also low in comparison with the total number of HLM and MLM in the RSA. One can then conclude that immigration will no longer make any meaningful contribution to the provision of trained manpower in this country.

### (iii)    Management-subordinates relations

The third factor which plays an important role in the management and utilisation of human resources is the ratio of managerial to subordinate personnel. Table 5.18 compares the South African situation with that in a few other developing countries.

The South African figures have been compiled in such a way that they can be compared with international figures.

TABLE 5.17 MIGRATION ACCORDING TO OCCUPATIONAL GROUP

| OCCUPATIONAL GROUP | NET GAIN/LOSS (-) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 |
| PROFES. | 3 943 | -507 | - 945 | - 169 | 2 041 | 3 652 | 4 918 | 2 764 | 2 751 | 614 | -1 215 | -902 | - 19 |
| ADMIN & MANGMNT | 1 133 | 77 | - 184 | - 70 | 517 | 862 | 1 112 | 839 | 926 | 241 | - 227 | - 67 | 249 |
| TOT HLM | 5 076 | -430 | -1 129 | - 239 | 2 558 | 4 514 | 6 030 | 3 603 | 3 677 | 855 | -1 442 | -969 | 230 |
| CLERK | 2 595 | 300 | 45 | 410 | 1 484 | 2 313 | 2 851 | 1 831 | 1 601 | 498 | - 413 | -131 | 396 |
| SALES | 792 | 119 | 127 | 290 | 604 | 750 | 951 | 672 | 614 | 188 | - 240 | | |
| SERVICE | 470 | 12 | 88 | 138 | 641 | 634 | 725 | 525 | 562 | 240 | 35 | 70 | 131 |
| AGRIC | 178 | 131 | 160 | 180 | 212 | 174 | 155 | 174 | 179 | 46 | - 2 | 25 | 43 |
| PRODUCT | 3 555 | -229 | - 171 | 308 | 2 106 | 4 650 | 7 114 | 3 147 | 2 901 | 1 140 | - 282 | 50 | 71 |
| UNCLASF | 453 | -621 | - 310 | 31 | 368 | 631 | 1 079 | 708 | 456 | -22 | - 149 | -119 | 377 |
| TOT MLM | 8 043 | -288 | - 61 | 1 357 | 5 415 | 9 152 | 12 875 | 7 057 | 6 313 | 2 090 | -1 051 | -105 | 1 018 |

SALS, 1989: 488-489.

TABLE 5.18 RATIO OF MANAGERIAL PERSONNEL TO SUBORDINATES

| | Number (rounded to thousands) | % | Ratios | | |
|---|---|---|---|---|---|
| | | | RSA | CANADA | AUSTRALIA |
| MANAGEMENT AND RELATED | 256 | 3 | 1 | 1 | 1 |
| PROFESSIONAL & RELATED | 714 | 8 | 3 | 1 | 2 |
| MIDDLE-LEVEL MANPOWER | 1 591 | 18 | 6 | 2 | 4 |
| LOW-LEVEL MANPOWER | 6 131 | 71 | 24 | 4 | 7 |
| TOTAL | 8 692 | 100 | 34 | 8 | 14 |

Sources: 1) S A Labour Statistics 1988
2) Yearbook of Labour Statistics, ILO, 1987.

Table 5.18 clearly shows that the average control span of the RSA manager (1:33) differs radically from that of managers in the two other countries. In developed countries such as the USA, Britain and Germany, the corresponding ratios are also, on average, 1:10 and 1:15. This shows that the average RSA manager is working with a team so large that proper control of personnel is not always possible, and that such subordinates probably cannot give their maximum input to the functioning of the organisation. Although a widening of the managerial control span is occurring in some countries, the larger teams are being broken down into smaller teams through the use of project managers, according to Kerzner (1990). Management training therefore still remains a high priority area.

### 5.4.5 Technology and productivity

Technology and productivity are essentially of human origin. If the right attitude, level of motivation, level of training, appropriate management skills and a need for people-orientated products and services are not present, no technology will be developed, and people would not attempt to improve the ratio of output to input. Technology and productivity have a supply aspect, i.e. that which can be represented in terms of technological artefacts and inputs of production-means. In addition to this, both have a demand aspect or a consumer aspect which is concerned with fulfilling demands or needs, where products and services compete in the market, where workers and owners are rewarded for their inputs by the profits resulting from the production processes and technologies concerned.

From the above, it should be obvious that appropriateness is extremely important. It is only when

Individuals consider any particular technology (product) appropriate that they are able to use it in the right way or wish to possess it. Similarly, productivity growth can only take place if both management and other employees possess the necessary level of knowledge, skill and motivation to provide the right service(s) at the right price(s) to the appropriate markets.

The above argument implies that education, training, social influences and a particular cultural background will determine a particular individual's ability to achieve in a productive manner. The contribution made by individuals to essential technological innovation(s), particularly necessary in industry, will be largely determined by their level of technological knowledge, their technological skills, creativity and motivation (to be champions in the creation of successful innovations). The specific internal organisational environment (culture and structure), as well as the more general social and market environment, must, of course, also promote attempts to create successful innovations.

*Inter alia* the following should be true:

(a)     The broad community

(i)     must understand, accept and promote technological change.

(ii)    must accord high status to innovators.

(iii)   must accord high status to technical and scientific training and occupations (and not only to academic training).

(iv)    must develop a long-term approach with regard to saving and investment.

(v)     should promote productivity and the work ethic.

(b)     The government (as representative of the community) should

(i)     provide basic education for "a healthy technological culture" by rendering mathematical, scientific and technical teaching more attractive (e.g. strong occupational differentiation for those teachers).

(ii)    modernise the education system to make better use of the limited human resources available by using technological aids. Pupils must also be familiarised with computers.

(iii)   in the primary educational approach, emphasise less the historical factual content ("what is") and emphasise more the future ("how to") skills. In other words, skills, no matter how basic, must be emphasised more than knowledge, especially informational knowledge of a historical or archaic nature.

(iv)    in secondary education, concentrate less on academic teaching and more on technologically appropriate teaching.

(v)     at tertiary level, make engineering, scientific and technological training more attractive by means of differentiation measures.   These measures could include subsidies, bursaries and improved salaries for lecturers.

(vi)    do more to stimulate and reward creativity, initiative and excellence among pupils/students at all levels of education.   Conformity should not necessarily be promoted.

(vii)   create a climate in which free competition leads to higher productivity and innovation, because organisations can only survive under those conditions.   This includes a favourable tax system, the removal of artificial protective measures and the creation of a favourable political climate.

(viii)  stimulate an export-orientated attitude in organisations.


**(b)     Employers, in particular industrial employers, should**

(i)     contribute to formal education in the RSA by means of normal taxes and special programmes.

(ii)    invest considerably more in the in-service training of employees.

(iii)   support community programmes for non-formal education.

(iv)    give guidance to all employees about the particular organisation's basic technology (system) at least in an orientation programme.

(v)     undertake a measure of technological research and development in the particular organisation's field (the minimum would be the threshold value for potential success). (The typical entrepreneur is purely a user of technology and follows a reactive technological policy.)

(vi)    if product innovation and product leadership are being aimed at, undertake a high level of R & D.  (This organisation follows a pro-active technological strategy.)

(vii)   create an internal culture and climate which promote and reward initiative, creativity, ideas, suggestions for improvement, excellent achievements as well as attempts at innovation and entrepreneurship.  Relaxed communication, less formality and a flatter organisational hierarchy could contribute greatly to such a climate.  Programmes to improve productivity and a good management example should be part of this culture.

(viii)  be orientated towards change.   This means that a strategically positive attitude to environmental change, in particular to market and technological changes, must be adopted.  Any changes must be effectively observed, interpreted and projected, and suitable action must be taken.  A sufficiently long-term attitude must be adopted to invest in appropriate R & D at the right time and to a sufficient degree.

**(d)     The individual (or his guardian) must**

   (i)     wish to equip him/herself as best possible for an Interesting and sufficiently well-paid career (environmental signals have a large influence).

   (Ii)    be prepared to invest in education and training (especially outside the normal formal educational system).

   (iii)   realise that initiative, creativity, intellectual ability and specialist skills are more important to employers than purely mechanical abilities (which can be replaced by machines).

   (iv)    accept continuous education and training as an essential aspect of being both human and an employee.

   (v)     see technology as an opportunity and not as a threat.

   (vi)    adopt a healthy perspective with regard to work and productivity.

## 5.4.6     Legislation, statutory and political issues (excluding the Manpower Training Act)

**(a)     Legislation**

Laws which affect training in South Africa are aimed at the development of the existing labour force, at the improvement of the country's productivity and at making a positive contribution to economic growth. Without sufficient guidelines in the form of laws, regulations and rules, the danger that activities in the field of training could occur in an unco-ordinated fashion exists, which would in the long term have a negative effect on the South African economy. It would mean that the growing population would not be equipped to participate in either the formal or the informal sectors of the economy.

(i)     Relevant manpower legislation

A few relevant laws are mentioned, with specific reference to aspects which affect the training of individuals in the various business fields.

MANPOWER TRAINING ACT, 1981, NO 56 OF 1981.

This act is discussed as part of the profile analysis.

LABOUR RELATIONS ACT 1956, NO 56 OF 1956.

Section 24 of this Act contains matters which could be covered in an agreement of an industrial council. One of the aspects on which agreement could be reached is training. The inclusion of training as a

subject in this kind of agreement exercises an internationally acknowledged right of employees, namely the right to training and development.

In accordance with Section 48, there is a particular procedure according to which agreements reached must be implemented. One of the regulations (48 d) makes provision for the qualification of a training course approved by the Department of Manpower for a tax reduction. In accordance with the regulations of Section 11 of the Income Tax Act these tax concessions can be dealt with as tax deductions by the employer.

Because of a number of abuses in the past the tax concession system was investigated in 1984 and several recommendations were made to the Minister of Manpower in this regard. In the light of these recommendations the institution of a cash grant system which is eventually to replace the tax concession system was investigated further and a report was brought out. These amendments in the Manpower Training Act were finalised recently, and will eventually bring about the amendment of Section 48 of the Labour Relations Act.

THE GUIDANCE AND PLACEMENT ACT 1981, NO 62 OF 1981

The guidance that individuals receive while they are selecting a career often determines the direction they eventually decide upon and has a direct influence on the training they require and ultimately undergo.

Section 2 of the Act makes provision for the institution of guidance and employment centres.

In accordance with Section 3 these centres are *inter alia*, responsible for giving aid to individuals on their choice of career. This service can therefore provide a valuable link between school leavers and the unemployed and training centres.

Section 8 of the Act is concerned with the information which school principals are obliged to provide to guidance and placement centres in their areas. The following information must be provided:

Particulars of pupils not subject to compulsory education who have just left school or who intend to leave school. The aim of the above is to assist pupils in finding employment and/or to help them to obtain the necessary training before they enter the labour market.

(ii)     Other legislation

A few other acts contain sections concerning training. In most cases the sections are concerned with

the requirements for training in specific occupations or professions. This study will not attempt to cover all these acts or sections. A few examples will serve to illustrate the fact that training can be addressed by means of a variety of legislative determinations.

- Act on the Occupation of Town Clerks 1988, No 75 of 1988.
- Legislation with regard to legal practitioners.
- Civil Service Act 1984, No 111 of 1984.
- Social Work Act 1978, No 110 of 1978.
- Human Sciences Research Act, No 23 of 1968.
- Council for Scientific and Industrial Research Act 1984, No 82 of 1984.

(iii)     The influence of general legislation on training

Although several changes have occurred with regard to the political dispensation since 2 February 1990 there are still a number of limiting factors, among the most important of which are certain labour regulations. The restrictive influence of the latter is particularly obvious with regard to the access of pupils to equal educational opportunities and the distance which particularly black workers have to cover to reach training and educational centres.

(b)     Union attitude(s)

The actions of unions and their attitude to current legislation, and in particular to labour legislation, can be briefly summarised as follows:

Union management is able to influence union members in such a way that the training offered fails to have the intended results.

Union leaders are increasingly entering the political arena - a trend which will become increasingly popular as black politics becomes stronger in South Africa. Depending on the measure of overt support given by individual unions to particular black political parties, these unions will make an increasing number of demands with regard to the training their members receive.

Existing unions wish to amend all discriminatory laws, rules and regulations with regard to training in order that particularly black employees will have equal opportunities in their places of employment. The already widespread concept of "equal pay for equal work" will have to be implemented at all levels.

Some unions have, in the past, held the opinion that modular training was merely a basis for cheap

labour, since employees were only able to perform specific tasks and they claimed that employees could be dismissed again as soon as a project had been completed.

Labour relations should be regarded as one of the key test fields for peaceful negotiations and change in South Africa. The reason for this is that it is currently one of the few areas in the South African community life where real negotiations between black and white South Africans are taking place (Fine, 1988). This situation is, however, currently undergoing dramatic change.

During the past decade, a collective bargaining system has developed which is essential in a modern industrialised community. In the context of the "New South Africa", this collective bargaining system will play a prominent role in the training of employees.

(c)     Professional institutions contributing to training in South  Africa

(i)     The Institute for Personnel Management (IPM)

The President of the IPM indicated in 1989 that training and an opportunity to achieve something are basic needs which must be satisfied if South Africa is to have a happy workforce.

He contends that the members of the IPM, as human resource practitioners, have the ability to cope with change and diversity. These people must also act as facilitators to bring about  a system in South Africa in which the whole workforce can participate.

He maintains that South Africa cannot continue to produce matriculants for the labour market in the traditional way. The demands of the South African labour market have changed to such an extent that matriculants without any other appropriate vocational training cannot be accommodated any longer. This leads to a large amount of frustration among those who have matriculated. The need for vocational education cannot be overemphasised.

As a result of the IPM's enthusiasm the South African Council for Personnel Practitioners was founded. This council has not been statutorily recognised as yet, but already makes registers of personnel practitioners, including trainers, at various levels.

(ii)     The South African Society for Training and Development (SASTD)

This society was founded along the lines of a similar American association (the American Society for Training and Development, ASTD). It attempts to co-ordinate and stimulate training activities. The

society, which is currently run on an informal basis, consists of a few interested parties, and organises meetings from time to time to exchange ideas and to plan for the future.

This body, together with the IPM, can contribute considerably to the creation and implementation of a national training strategy.

## (d)    Political influences on training in South Africa

The South African political scene is undergoing dramatic change in a very short period. It is assumed that a post-apartheid South Africa will follow a social democratic model and that every South African citizen who fulfils certain basic requirements will have a right to vote.

It is possible that the population of the current self-governing and independent states will be fully recognised as South African citizens in a new political dispensation.

Another reasonable assumption is that political and economic power will no longer be the exclusive property of white South Africans, but that all citizens, regardless of race, sex, belief or socio-economic background, will have an equal opportunity to participate in the country's political and economic processes.

The existence of party political viewpoints when the views of the various interest groups in South Africa about training are evaluated, will have an important influence on the nature and content of training and particularly on training policy.

The degree to which political influences give rise to demands with regard to training to the benefit/detriment of a particular interest group and its supporters will have to be taken into account in the creation of a training strategy. The most important factor is, in fact, the contribution that training could and should play in promoting growth in this country.

Proposals to keep party political disputes well clear of the South African national training strategy, and to accommodate the views of the various interest groups at the same time, will have to be set up and implemented.

## 5.4.7    Formal and non-formal education

Formal education is one of the most important inputs in training and the labour market. Several investigations have been conducted, notably the extensive HSRC Investigation into Education (1981) led

by Prof. De Lange. The report made a number of recommendations, some of which have since been implemented.

Nevertheless, the current situation nine years after the De Lange Report, is still such that the training of manpower is adversely affected and cannot contribute enough to satisfy the demands of the labour market.

Most of the problems and shortcomings have been repeatedly pointed out on various occasions and to various audiences. The most recent series of representations in this regard were made on 28 November 1989, and a number of the most important facts are repeated below, without reference to the various speakers.

(i) Too large a percentage of pupils choose academic courses which do not make any contribution towards alleviating the demand for technically trained manpower.

(ii) The subject choices of many pupils who leave school are not useful to them in the performance of any occupation. Pupils with a thorough knowledge of and insight into Mathematics and Science (the Natural Sciences) are in great demand.

(iii) A large percentage of particularly black pupils have not received sufficient education to have reached an acceptable level of literacy.

(iv) The current educational model, based as it is upon a typically white or Western model, is not really appropriate for the South African situation.

(v) People are rapidly losing faith in the current educational system, because employers of school leavers are finding an increasing gap between their expectations and the actual level of knowledge and skill offered by potential employees.

(vi) Providing equal educational opportunities for all population groups is the only way in which the imbalance between the demand for and the supply of trained manpower can be redressed. Equal educational standards must, however, be applied. The current system of separate educational facilities for each population group almost completely excludes the possibility of equal educational opportunities.

(vii) The number of educational departments creates such splintering and duplication of services and

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facilities that it is impossible to provide an effectively functioning purposeful education system.

(viii) Bridging the gap between school and the labour market is currently left to employers. They aim to contribute to the economy and the country's growth, but the level of expertise of those who enter the labour market makes this virtually impossible.

(ix) The educational level of many of the teachers who are currently supposed to undertake the education of the youth is not up to the required standards for effective vocational education.

(x) A revaluation of educational policy and strategy is essential, since the identification of priorities and the financing of education are based on this policy.

(xi) There is a vast shortage of black schools and other educational facilities, while many white facilities are underutilised. It is essential that these underutilised facilities be made more freely available to satisfy current needs.

(xii) The nature and extent of the current vocational guidance system is such that it cannot be regarded to be an effective guidance mechanism enabling children to prepare themselves for the career demands and opportunities of the future. Employers should become more involved in vocational guidance in order to give young people a more realistic picture of career possibilities and requirements.

(viii) A body which will ensure that dialogue will take place between the private sector and the education authorities is urgently needed.

The Work Committee is aware of various actions and investigations taking place at present to alleviate the educational problems. One such an investigation done on behalf of the Department of Education and Culture (House of Assembly), the so-called Walters Report, addresses the issue of vocational education. It is trusted that all these efforts will contribute to the successful implementation of the training strategy.

In order to highlight some of the above statements and to emphasise the extent of some of the problems mentioned, the following aspects of the education situation will be discussed in more detail:

(a) Number of pupils according to population group
(b) Flow patterns
(c) Qualifications

(d)  Teachers

(e)  Registration at technikons and universities

(f)  Structural and functional aspects

The volume of data on education is so large that one has to work very selectively. In the processing of this environmental information, a few additional needs may emerge. These data could be supplied in an additional document as the information becomes available.

**(a)      Number of pupils according to population group**

Table 5.19 Indicates the growth in the number of pupils over the past 20 years or so and the current number of pupils. Table 5.19 also shows the number of schools according to population group and the number of teachers employed.

Table 5.19 shows that the number of white schools has decreased from 1979 to 1985. Since 1987 there has been a new growth spurt. No reasonable explanation of this phenomenon has yet been advanced, and the numbers are ascribed to a possible change in the counting technique.

There has been a net growth In the number of schools for each of the other three population groups, with few exceptions.

The number of pupils has, with the exception of the number of pupils in special white schools, grown in all population groups from 1979 to 1988. The relative percentages of growth were 20,8 % for whites, 64,5 % for coloureds, 50,8 % for Asians and 84,0 % for blacks.

The number of teachers also grew in the above period, namely by 52,1 % for whites, 103,2 % for coloureds, 97,5 % for Asians and 186,3 % for blacks. It Is obvious that the large growth in teacher numbers must have a positive effect on the pupil-teacher ratio shown In Table 5.20. This Improvement may have a healthy Influence on the quality of training In the long run. However, the ratio for blacks Is still not at all satisfactory.

TABLE 5.19 NUMBER OF SCHOOLS

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | |
|---|---|---|---|---|---|---|---|---|
| | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL |
| 1970 | 2 631 | 73 | 1 845 | 19 | 372 | 4 | 10 112 | 9 |
| 1975 | 2 477 | 100 | 1 910 | 23 | 365 | 3 | 12 396 | 14 |
| 1980 | 2 403 | 154 | 1 982 | 27 | 389 | 7 | 11 294 | 9 |
| 1981 | 2 397 | 157 | 1 994 | 32 | 400 | 11 | 11 619 | 21 |
| 1982 | 2 388 | 162 | 1 998 | 34 | 409 | 12 | 11 319 | 26 |
| 1983 | 2 383 | 161 | 2 048 | 38 | 441 | 15 | 12 054 | 41 |
| 1985 | 2 380 | 166 | 2 031 | 40 | 445 | 15 | 12 300 | 42 |
| 1986 | NA | | | | | | | |
| 1987 | 3 571 | 88 | 1 984 | 55 | 461 | 19 | 12 836 | 40 |
| 1988 | 3 570 | 88 | 2 038 | 57 | 476 | 19 | 13 228 | 41 |

**TABLE 5.19 (continued) NUMBER OF PUPILS**

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | |
|---|---|---|---|---|---|---|---|---|
| | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL |
| 1970 | 854 413 | 14 663 | 515 508 | 4 041 | 163 525 | 507 | 2 737 450 | 1 114 |
| 1975 | 903 877 | 19 366 | 636 424 | 2 777 | 183 659 | 232 | 3 697 441 | 1 825 |
| 1980 | 956 375 | 27 336 | 759 275 | 3 082 | 217 580 | 547 | 3 532 233 | 1 352 |
| 1981 | 964 449 | 27 701 | 760 250 | 3 319 | 221 219 | 757 | 3 698 490 | 2 065 |
| 1982 | 973 873 | 28 097 | 764 909 | 3 668 | 224 588 | 918 | 3 641 726 | 2 534 |
| 1983 | 982 278 | 29 454 | 777 307 | 3 702 | 227 190 | 1 294 | 3 836 149 | 3 011 |
| 1984 | 982 369 | 30 514 | 792 725 | 4 048 | 230 532 | 1 415 | 4 016 755 | 3 729 |
| 1985 | 981 648 | 32 297 | 800 377 | 3 887 | 233 002 | 1 434 | 4 182 276 | 3 818 |
| 1986 | 991 111 | 13 584 | 816 235 | 5 620 | 230 808 | 4 959 | 4 403 800 | 4 169 |
| 1987 | 1 048 565 | 13 832 | 825 779 | 5 735 | 231 468 | 6 414 | 4 702 353 | 4 465 |
| 1988 | 1 032 137 | 14 078 | 847 861 | 6 422 | 246 654 | 5 746 | 5 037 335 | 5 087 |

**TABLE 5.19 (continued) NUMBER OF TEACHERS**

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | |
|---|---|---|---|---|---|---|---|---|
| | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL |
| 1970 | 42 067 | 1 578 | 16 483 | NA | 6 057 | NA | 42 265 | 106 |
| 1975 | 44 565 | 3 087 | 20 842 | 274 | 6 847 | 30 | 67 841 | 229 |
| 1980 | 50 093 | 3 321 | 26 470 | 386 | 8 666 | 84 | 74 208 | 165 |
| 1981 | 51 186 | 3 461 | 27 264 | 440 | 9 041 | 113 | 82 121 | 245 |
| 1982 | 52 207 | 3 638 | 28 161 | 525 | 9 373 | 160 | 82 200 | 273 |
| 1983 | 52 941 | 3 699 | 29 344 | 573 | 9 733 | 230 | 89 742 | 336 |
| 1984 | 53 507 | 3 974 | 30 621 | 600 | 10 167 | 292 | 95 539 | 354 |
| 1985 | 52 507 | 4 409 | 31 545 | 653 | 10 374 | 259 | 101 411 | 437 |
| 1986 | 59 565 | 2 694 | 32 475 | 487 | 11 434 | 335 | 111 034 | 415 |
| 1987 | 64 462 | 2 636 | 32 570 | 488 | 11 306 | 336 | 113 434 | 622 |
| 1988 | 63 994 | 2 382 | 33 494 | 515 | 11 963 | 496 | 121 022 | 496 |

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TABLE 5.20  PUPIL-TEACHER RATIO

| YEAR | WHITE | | COLOURED | | ASIAN | | BLACK | |
|------|---------|---------|----------|---------|---------|---------|----------|---------|
|      | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL | ORDINARY | SPECIAL |
| 1970 | 20 | 9 | 31 |   | 27 |   | 65 | 11 |
| 1975 | 20 | 6 | 31 | 10 | 27 | 8 | 55 | 8 |
| 1980 | 19 | 8 | 29 | 8 | 25 | 7 | 48 | 8 |
| 1981 | 19 | 8 | 28 | 8 | 24 | 7 | 48 | 8 |
| 1982 | 19 | 8 | 27 | 7 | 24 | 6 | 44 | 9 |
| 1983 | 19 | 8 | 26 | 6 | 23 | 6 | 43 | 9 |
| 1984 | 18 | 8 | 26 | 7 | 23 | 5 | 42 | 11 |
| 1985 | 19 | 7 | 25 | 6 | 22 | 6 | 41 | 9 |
| 1986 | 17 | 5 | 25 | 12 | 20 | 15 | 40 | 10 |
| 1987 | 16 | 5 | 25 | 12 | 20 | 19 | 41 | 7 |
| 1988 | 16 | 6 | 25 | 12 | 21 | 12 | 42 | 10 |

SALS, 1989: 273.

## (b) Patterns of progress

Tables 5.21A to 5.21D give both the numbers and the percentages of pupils who flow through the education system from Standard 6 to 10. An improvement from 12,5 % in 1974 to just over 40 % in 1988 occurred among whites. Asians follow a similar trend, from 25,3 % in 1977 to 69,3 % in 1988. Black pupils have also improved considerably: from 3,6 % in 1974 to 55,7 % in 1988.

From this one can deduce that the number and the percentage of pupils who leave school before matric are declining. This could mean that the level of literacy among those who are entering the labour market is gradually rising. There are still relatively large numbers of pupils, particularly in the coloured and black communities, who leave school before they have reached a sufficiently high level of education to be considered functionally literate. This situation places additional pressure on training since it means that literacy training must take place before any other training can proceed.

# TABLE 5.21A  PATTERNS OF PROGRESS:  WHITES, STD 6 TO 10

| YEAR | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 |
|------|-------|-------|-------|-------|--------|-------|-------|-------|-------|--------|
| 1970 | 76 179 | 72 460 | 64 481 | 47 815 | 36 433 | 100,00 | | | | |
| 1971 | 76 706 | 73 759 | 66 558 | 50 486 | 37 389 | 100,0 | 96,8 | | | |
| 1972 | 78 139 | 75 463 | 68 240 | 52 874 | 39 881 | 100,0 | 98,4 | 89,6 | | |
| 1973 | 81 587 | 75 840 | 69 947 | 55 294 | 42 160 | 100,0 | 97,1 | 91,2 | 72,6 | |
| 1974 | 76 656 | 79 511 | 70 692 | 54 833 | 44 595 | 100,0 | 97,5 | 90,5 | 71,5 | 58,5 |
| 1975 | 79 403 | 75 115 | 75 497 | 56 211 | 43 484 | 100,0 | 98,0 | 92,5 | 71,9 | 56,7 |
| 1976 | 78 677 | 77 091 | 71 761 | 61 939 | 46 996 | 100,0 | 97,1 | 93,6 | 75,9 | 60,1 |
| 1977 | 80 129 | 76 298 | 72 793 | 60 377 | 53 306 | 100,0 | 97,0 | 91,7 | 78,8 | 65,3 |
| 1978 | 80 455 | 77 498 | 72 632 | 61 568 | 52 428 | 100,0 | 96,7 | 92,3 | 77,5 | 68,4 |
| 1979 | 78 902 | 77 660 | 73 455 | 62 059 | 53 784 | 100,0 | 96,5 | 91,7 | 78,9 | 67,7 |
| 1980 | 80 665 | 76 711 | 73 351 | 63 036 | 84 401 | 100,0 | 97,2 | 91,2 | 78,7 | 69,1 |
| 1981 | 82 198 | 79 088 | 72 530 | 62 536 | 55 260 | 100,0 | 98,0 | 91,9 | 77,7 | 69,0 |
| 1982 | 85 977 | 81 187 | 84 711 | 62 533 | 54 963 | 100,0 | 98,8 | 92,6 | 79,3 | 68,3 |
| 1983 | 87 607 | 84 821 | 77 493 | 66 374 | 55 759 | 100,0 | 98,7 | 94,3 | 82,3 | 70,7 |
| 1984 | 90 324 | 86 006 | 80 270 | 69 165 | 59 814 | 100,0 | 98,2 | 93,4 | 84,1 | 73,8 |
| 1985 | 90 915 | 88 861 | 83 075 | 73 098 | 62 919 | 100,0 | 98,4 | 94,8 | 85,0 | 76,5 |
| 1986 | 85 346 | 85 897 | 82 575 | 71 831 | 64 159 | 100,0 | 94,5 | 91,4 | 82,0 | 74,6 |
| 1987 | 83 671 | 85 079 | 83 785 | 76556 | 67 359 | 100,0 | 99,7 | 92,2 | 84,4 | 76,9 |
| 1988 | 83 176 | 82 664 | 82 678 | 78 286 | 71 741 | 100,0 | 98,8 | 96,9 | 86,1 | 79,4 |
| 1989 | 80 497 | 81 771 | 79 773 | 76 268 | 72 606 | 100,0 | 98,3 | 95,3 | 89,4 | 79,4 |

SALS, 1990: 3.14-3.21

**TABLE 5.21B  PATTERNS OF PROGRESS:  COLOUREDS, STD 6 TO 10**

| YEAR | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 |
|------|-------|-------|-------|-------|--------|-------|-------|-------|-------|--------|
| 1970 | 26 198 | 15 498 | 9 936 | 3 829 | 2 046 | 100,0 | | | | |
| 1971 | 28 859 | 17 227 | 11 184 | 4 289 | 2 232 | 100,0 | 65,8 | | | |
| 1972 | 30 502 | 18 521 | 12 094 | 4 912 | 2 500 | 100,0 | 64,2 | 46, 2 | | |
| 1973 | 34 037 | 20 381 | 13 853 | 5 567 | 2 882 | 100,0 | 66,8 | 48,0 | 21,2 | |
| 1974 | 34 244 | 24 953 | 15 315 | 6 387 | 3 267 | 100,0 | 73,3 | 50,2 | 22,1 | 12,5 |
| 1975 | 35 034 | 26 885 | 16 885 | 7 145 | 3 882 | 100,0 | 78,5 | 49,6 | 23,4 | 13,5 |
| 1976 | 37 438 | 28 079 | 17 841 | 9 230 | 3 961 | 100,0 | 80,1 | 52,1 | 27,1 | 13,0 |
| 1977 | 40 263 | 30 539 | 17 873 | 10 631 | 6 234 | 100,0 | 81,6 | 51,0 | 31,0 | 18,3 |
| 1978 | 43 673 | 34 309 | 21 063 | 12 219 | 7 627 | 100,0 | 85,2 | 56,3 | 34,9 | 22,3 |
| 1979 | 45 564 | 37 492 | 23 725 | 14 785 | 8 471 | 100,0 | 85,8 | 58.9 | 39,5 | 24,2 |
| 1980 | 47 960 | 40 222 | 25 360 | 18 477 | 9 204 | 100,0 | 88,3 | 58,1 | 45,9 | 24,6 |
| 1981 | 49 487 | 40 315 | 26 641 | 16 544 | 10 035 | 100,0 | 84,1 | 58,5 | 37,9 | 24,9 |
| 1982 | 50 055 | 42 047 | 29 193 | 16 468 | 10 700 | 100,0 | 85,0 | 60,9 | 36,1 | 24,5 |
| 1983 | 52 278 | 44 463 | 30 456 | 22 241 | 11 568 | 100,0 | 88,8 | 61,5 | 46,4 | 25,4 |
| 1984 | 56 399 | 48 257 | 34 035 | 24 841 | 14 688 | 100,0 | 92,3 | 68,0 | 50,2 | 30,6 |
| 1985 | 64 434 | 53 338 | 37 243 | 27 129 | 14 832 | 100,0 | 94,6 | 71,2 | 54,2 | 30,0 |
| 1986 | 61 103 | 54 888 | 39 264 | 29 278 | 18 178 | 1010,0 | 85,2 | 69,6 | 56,0 | 36,3 |
| 1987 | 63 876 | 60 330 | 43 835 | 32 206 | 19 403 | 100,0 | 98,7 | 68,0 | 57,1 | 37,1 |
| 1988 | 65 655 | 61 428 | 46 851 | 34 765 | 22 651 | 100,0 | 96,2 | 76,7 | 54,0 | 40,2 |
| 1989 | 65 110 | 61 226 | 47 226 | 36 362 | 24 859 | 100,0 | 93,3 | 73,9 | 59,5 | 38,6 |

SALS, 1990: 3.14–3.21

# TABLE 5.21C PATTERNS OF PROGRESS: ASIANS, STD 6 TO 10

| YEAR | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 |
|------|-------|-------|-------|-------|--------|-------|-------|-------|-------|--------|
| 1970 | 13767 | 10313 | 7986 | 5052 | 2726 | 100.0 | | | | |
| 1971 | 15898 | 11262 | 8868 | 4846 | 3573 | 100.0 | 81.8 | | | |
| 1972 | 17243 | 11681 | 9043 | 5759 | 3881 | 100.0 | 73.5 | 65.7 | | |
| 1973 | 16232 | 14127 | 9748 | 6456 | 4086 | 100.0 | 81.9 | 61.3 | 36.9 | |
| 1974 | 12615 | 15126 | 11032 | 7380 | 4460 | 100.0 | 93.2 | 64.0 | 46.4 | 32.4 |
| 1975 | 12463 | 11778 | 13533 | 6154 | 4509 | 100.0 | 93.4 | 83.4 | 35.7 | 28.4 |
| 1976 | 14132 | 11924 | 12511 | 6643 | 4366 | 100.00 | 95.7 | 99.2 | 40.9 | 25.3 |
| 1977 | 15377 | 13529 | 12863 | 6498 | 5006 | 100.0 | 95.7 | 103.2 | 51.5 | 30.8 |
| 1978 | 16065 | 14999 | 12865 | 9756 | 5134 | 100.0 | 97.5 | 91.0 | 78.3 | 40.7 |
| 1979 | 17022 | 15498 | 14638 | 9386 | 7446 | 100.0 | 96.5 | 95.2 | 66.4 | 59.7 |
| 1980 | 17714 | 16478 | 15212 | 10394 | 7426 | 100.0 | 96.8 | 94.7 | 67.6 | 52.5 |
| 1981 | 18274 | 16957 | 15462 | 11138 | 7873 | 100.0 | 95.7 | 90.8 | 69.3 | 51.2 |
| 1982 | 18257 | 17309 | 16291 | 11945 | 8437 | 100.0 | 94.7 | 92.0 | 70.2 | 52.5 |
| 1983 | 18574 | 17210 | 16447 | 13770 | 9312 | 100.0 | 94.3 | 90.0 | 77.7 | 54.7 |
| 1984 | 19911 | 17726 | 16373 | 14275 | 10830 | 100.0 | 95.4 | 89.7 | 78.1 | 61.1 |
| 1985 | 21251 | 18615 | 17424 | 14221 | 11560 | 100.0 | 93.5 | 93.8 | 77.9 | 63.3 |
| 1986 | 22122 | 19875 | 18360 | 15036 | 11698 | 100.0 | 93.5 | 92.2 | 81.0 | 64.1 |
| 1987 | 21417 | 21053 | 19724 | 16288 | 12866 | 100.0 | 95.2 | 92.8 | 81.8 | 69.3 |
| 1988 | 21314 | 20259 | 20329 | 17311 | 13798 | 100.0 | 94.6 | 91.9 | 81.5 | 69.3 |
| 1989 | 21025 | 19965 | 19711 | 17715 | 14664 | 100.0 | 93.7 | 92.0 | 80.1 | 69.0 |

SALS, 1990: 3.14-3.21

# TABLE 5.21D PATTERNS OF PROGRESS: BLACKS STD 6 TO 10

| YEAR | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 | STD 6 | STD 7 | STD 8 | STD 9 | STD 10 |
|------|-------|-------|-------|-------|--------|-------|-------|-------|-------|--------|
| 1970 | 184944 | 37175 | 26695 | 6177 | 2938 | 100.0 | | | | |
| 1971 | 201979 | 42509 | 29800 | 7833 | 4065 | 100.0 | 23.0 | | | |
| 1972 | 225205 | 47256 | 32074 | 9909 | 4814 | 100.0 | 23.4 | 17.3 | | |
| 1973 | 252166 | 56098 | 37175 | 11344 | 5736 | 100.0 | 24.9 | 18.4 | 6.1 | |
| 1974 | 282778 | 63442 | 42588 | 14406 | 6732 | 100.0 | 25.2 | 18.9 | 7.1 | 3.6 |
| 1975 | 294913 | 91265 | 50772 | 18271 | 9009 | 100.0 | 32.3 | 20.1 | 8.1 | 4.5 |
| 1976 | 214454 | 96018 | 50631 | 18988 | 8975 | 100.0 | 32.6 | 17.9 | 7.5 | 4.0 |
| 1977 | 203613 | 151967 | 71699 | 22798 | 11245 | 100.0 | 70.9 | 24.3 | 8.2 | 4.5 |
| 1978 | 178560 | 134303 | 97666 | 22625 | 10231 | 100.0 | 66.0 | 45.5 | 7.7 | 3.6 |
| 1979 | 179847 | 143386 | 124678 | 44816 | 15275 | 100.0 | 80.3 | 61.2 | 20.9 | 5.2 |
| 1980 | 185798 | 148013 | 129297 | 62125 | 29905 | 100.0 | 82.3 | 72.4 | 30.5 | 13.9 |
| 1981 | 200426 | 155104 | 132023 | 69567 | 40800 | 100.0 | 83.5 | 73.4 | 39.0 | 20.0 |
| 1982 | 205747 | 155855 | 128061 | 78434 | 47052 | 100.0 | 77.8 | 68.9 | 43.6 | 26.4 |
| 1983 | 219005 | 173341 | 156958 | 73547 | 60334 | 100.0 | 84.3 | 78.3 | 39.6 | 33.6 |
| 1984 | 239780 | 187303 | 174535 | 86655 | 65548 | 100.0 | 85.5 | 84.8 | 43.2 | 35.3 |
| 1985 | 260332 | 206318 | 181057 | 108085 | 72395 | 100.0 | 86.0 | 82.7 | 52.5 | 36.1 |
| 1986 | 283161 | 223904 | 189972 | 132649 | 98591 | 100.0 | 86.0 | 79.2 | 60.6 | 47.9 |
| 1987 | 339159 | 251224 | 202975 | 156703 | 114136 | 100.0 | 88.7 | 78.0 | 65.4 | 52.1 |
| 1988 | 376212 | 288826 | 236324 | 180516 | 133709 | 100.0 | 85.1 | 83.5 | 69.3 | 55.8 |
| 1989 | 385879 | 310609 | 243537 | 192568 | 149804 | 100.0 | 82.6 | 71.8 | 68.0 | 57.5 |

SALS, 1990: 3.14-3.21.

## (c)    Qualifications

Table 5.22 contains the output of the secondary education phase for 1970, 1975 and 1980 to 1987.  It clearly shows that the largest percentage of pupils with matriculation exemption (more than 54 % in 1987) were white.  Available data, however, shows a significant increase in the number of black pupils who obtained matriculation exemption in the eighties.

The number of black matriculants who did not obtain exemption already exceeded the number of white pupils in the same category in 1987.  It is also worth noting that the number of white pupils with N3 certificates surpassed the total number of pupils with the same qualification in other population groups. The number of white technically trained school leavers thus remains much higher than the number from other population groups.  This does not, however, imply that this supply satisfies the demands of the labour market.

Table 5.23 provides more detailed information about the pupils registered at technical colleges in 1987. This table shows that the highest number of registrations are for Industrial Art, Trade and Technology and for Business, Trade and Management Sciences.  Although Engineering is ranked third, only 11 % of the total number of registrations are for engineering.

The situation with regard to subjects, subject combinations and the achievements of the various population groups in Mathematics, Physics and Chemistry is set out in a separate report (Eskom, 1990). The results indicate that there are a number of basic problems with regard to these two subjects which will have to be addressed by means of special programmes.

## (d)    Teachers

### (i)    Training according to population group

From the data available, it would seem that teachers in white and Indian schools generally have the necessary teaching qualifications.  This is confirmed by the data about registrations at colleges of education (Table 5.24) and the numbers of graduates from the faculties of education at South African universities.

### (ii)    The teacher-pupil ratio

The teacher-pupil ratio, an important factor in the quality of the education offered, has already been shown in Table 5.20.  From the latter table, it is obvious that the average ratio of pupils to a teacher is

is very favourable among whites and Asians.  Among coloureds, the situation is improving, but among blacks, the desired ratio of 20 to 25 pupils to a teacher Is far from being reached.

(iii)     Subject requirements

All the education departments In the RSA report an inability to fill teaching posts in Mathematics, in Physics and Chemistry and in English.  Although a relatively large percentage of these posts are filled, the staff are not consistently trained to the required level at which they would be able to present these subjects with the necessary confidence and expertise.  This situation could possibly be ascribed to teachers' salaries.

TABLE 5.22 EXAMINATION RESULTS ACCORDING TO TYPE SENIOR CERTIFICATE AND N3

| | Senior Certificate | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| YEAR | With exemption | | | Without exemption | | | N3 | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| | All population groups | | | | | | | | |
| 1970 | 16 380 | .. | .. | 26 341 | .. | .. | 1 561 | 1 449 | 67 |
| 1975 | 27 062 | 15 011 | 12 051 | 29 592 | 15 397 | 14 195 | 3 165 | 3 102 | 63 |
| 1980 | 34 388 | 18 045 | 16 343 | 51 201 | 27 555 | 23 646 | 4 482 | 4 372 | 110 |
| 1981 | 35 063 | 18 055 | 17 008 | 57 522 | 30 019 | 27 503 | 4 686 | .. | .. |
| 1982 | 35 017 | 17 979 | 17 038 | 62 572 | 31 985 | 30 587 | 5 923 | 5 817 | 106 |
| 1983 | 36 881 | 18 829 | 18 052 | 66 597 | 33 707 | 32 890 | 6 452 | 6 303 | 149 |
| 1984 | 39 642 | 20 260 | 19 382 | 71 906 | 36 024 | 35 882 | 6 506 | 6 331 | 165 |
| 1985 | 36 976 | 18 213 | 18 763 | 61 367 | 31 413 | 29 954 | .. | .. | .. |
| 1986 | 42 199 | 21 230 | 20 969 | 75 712 | 38 359 | 37 353 | .. | .. | .. |
| 1987 | 33 797 | 27 255 | 26 542 | 94 601 | 47 582 | 47 019 | 8 295 | 6 013 | 2 282 |
| 1988 | 36 826 | 17 420 | 19 406 | 44 054 | 23 063 | 20 991 | 8 908 | 5 925 | 2 983 |

| | Senior Certificate | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| YEAR | With exemption | | | Without exemption | | | N3 | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Whites | | | | | | | | | |
| 1970 | 14 412 | 8 027 | 6 385 | 22 132 | 10 684 | 11 448 | 1 351 | 1 294 | 57 |
| 1975 | 20 850 | 10 942 | 9 908 | 22 135 | 10 824 | 11 311 | 2 746 | 2 694 | 52 |
| 1980 | 25 523 | 12 720 | 12 803 | 22 647 | 11 157 | 11 490 | 3 846 | 3 754 | 92 |
| 1981 | 25 717 | 12 708 | 13 009 | 23 826 | 12 002 | 11 824 | 3 792 | 3 741 | 51 |
| 1982 | 25 563 | 12 323 | 13 240 | 24 905 | 12 328 | 12 577 | 4 648 | 4 561 | 87 |
| 1983 | 26 058 | 12 589 | 13 469 | 25 215 | 12 561 | 12 654 | 4 756 | 4 611 | 145 |
| 1984 | 27 314 | 13 170 | 14 144 | 28 464 | 13 935 | 14 529 | 4 708 | 4 550 | 158 |
| 1985 | 26 099 | 12 271 | 13 828 | 31 042 | 16 122 | 14 920 | 6 923 | 5 402 | 1 521 |
| 1986 | 27 267 | 13 083 | 14 184 | 32 311 | 16 629 | 15 682 | 6 960 | 4 928 | 2 031 |
| 1987 | 28 550 | 13 706 | 14 844 | 35 113 | 18 110 | 17 003 | 6 873 | 4 789 | 2 084 |
| 1988 | 30 375 | 14 481 | 15 894 | 36 624 | 19 131 | 17 493 | 6 696 | 4 390 | 2 306 |
| Coloureds | | | | | | | | | |
| 1970 | 454 | 307 | 147 | 952 | 647 | 305 | 137 | 137 | .. |
| 1975 | 1 337 | 894 | 443 | 1 711 | 1 143 | 568 | 303 | 303 | .. |
| 1980 | 1 622 | 973 | 649 | 5 387 | 3 181 | 2 206 | 385 | 385 | .. |
| 1981 | 1 608 | 961 | 647 | 5 575 | 3 244 | 2 331 | 606 | 598 | 8 |
| 1982 | 1 907 | 1 106 | 801 | 6 563 | 3 015 | 3 548 | 698 | 687 | 11 |
| 1983 | 1 854 | 1 086 | 768 | 7 568 | 3 482 | 4 086 | 664 | 664 | .. |
| 1984 | 2 298 | 1 295 | 1 003 | 9 717 | 4 558 | 5 159 | 737 | 731 | 6 |
| 1985 | 1 433 | 796 | 637 | 5 774 | 2 827 | 2 947 | 751 | 737 | 14 |
| 1986 | 2 956 | 1 630 | 1 326 | 11 035 | 5 394 | 5 641 | 695 | 646 | 13 |
| 1987 | 3 463 | 1 850 | 1 613 | 9 786 | 4 654 | 5 132 | 941 | 872 | 69 |
| 1988 | .. | .. | .. | .. | .. | .. | 830 | 663 | 167 |

| YEAR | Senior Certificate | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | With exemption | | | Without exemption | | | N3 | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Asians | | | | | | | | | |
| 1970 | 410 | .. | .. | 1 516 | .. | .. | 28 | 18 | 10 |
| 1975 | 1 189 | 843 | 346 | 2 731 | 1 546 | 1 185 | 116 | 105 | 11 |
| 1980 | 2 055 | 1 103 | 952 | 2 764 | 1 540 | 1 224 | 170 | 165 | 5 |
| 1981 | 2 391 | 1 245 | 1 146 | 2 875 | 1 525 | 1 350 | 111 | 111 | .. |
| 1982 | 2 680 | 1 413 | 1 267 | 3 144 | 1 634 | 1 510 | 215 | 214 | 1 |
| 1983 | 3 485 | 1 714 | 1 771 | 3 385 | 1 725 | 1 660 | 266 | 264 | 2 |
| 1984 | 3 823 | 1 910 | 1 913 | 5 719 | 5 974 | 2 745 | 245 | 239 | 6 |
| 1985 | 3 660 | 1 742 | 1 918 | 5 885 | 3 012 | 2 873 | 188 | 135 | 53 |
| 1986 | 3 830 | 1 826 | 2 004 | 6 019 | 3 080 | 2 939 | 1 308 | 1 082 | 226 |
| 1987 | 4 671 | 2 196 | 2 475 | 7 098 | 3 783 | 3 315 | 481 | 352 | 129 |
| 1988 | 5 439 | 2 465 | 2 974 | 7 162 | 3 811 | 3 351 | 830 | 663 | 167 |
| Blacks | | | | | | | | | |
| 1970 | 1 104 | 791 | 313 | 1 741 | 1 230 | 511 | .. | .. | .. |
| 1975 | 3 686 | 2 332 | 1 354 | 3 015 | 1 884 | 1 131 | .. | .. | .. |
| 1980 | 5 188 | 3 249 | 1 939 | 20 403 | 11 677 | 8 726 | 81 | 68 | 13 |
| 1981 | 5 347 | 3 141 | 2 206 | 25 246 | 13 248 | 11 998 | 177 | .. | .. |
| 1982 | 4 867 | 3 137 | 1 730 | 27 960 | 15 008 | 12 952 | 362 | 355 | 7 |
| 1983 | 5 484 | 3 440 | 2 044 | 30 429 | 15 939 | 14 490 | 766 | 764 | 2 |
| 1984 | 6 207 | 3 885 | 2 322 | 28 006 | 14 557 | 13 449 | 816 | 811 | 5 |
| 1985 | 5 784 | 3 404 | 2 380 | 18 666 | 9 452 | 9 214 | .. | . | .. |
| 1986 | 8 146 | 4 691 | 3 455 | 26 347 | 13 256 | 13 091 | .. | .. | .. |
| 1987 | 15 959 | 8 913 | 7 046 | 42 253 | 20 862 | 21 391 | .. | .. | .. |
| 1988 | .. | .. | .. | .. | .. | .. | .. | .. | .. |

TABLE 5.23   TECHNICAL COLLEGES: FULL-TIME EQUIVALENT ENROLLED STUDENTS

| CATEGORY 1988 | ALL POPULA-TION GROUP | WHITE | COLOURED | ASIAN | BLACK |
|---|---|---|---|---|---|
| TOTAL | 36 274 | 23 111 | 2 813 | 2 204 | 8 046 |
| AGRICULTURE AND NATURAL RESOURCES | 0 | 0 | 0 | 0 | 0 |
| ARCHITECTURE AND ENVIRONMENTAL DESIGN | 21 | 8 | 8 | 1 | 4 |
| ARTS VISUAL AND PERFORMING | 1 312 | 1 009 | 14 | 288 | 1 |
| BUSINESS COMMERCE AND MANAGEMENT SCIENCES | 8 744 | 5 290 | 470 | 291 | 2 693 |
| COMMUNICATION | 822 | 649 | 155 | 6 | 12 |
| COMPUTER SCIENCE AND DATA PROCESSING | 979 | 867 | 30 | 54 | 28 |
| EDUCATION | 89 | 89 | 0 | 0 | 0 |
| ENGINEERING AND ENGINEERING TECHNOLOGY | 4 912 | 4 105 | 388 | 199 | 220 |
| HEALTH CARE AND HEALTH SCIENCES | 93 | 22 | 42 | 8 | 91 |
| HOME ECONOMICS | 898 | 488 | 116 | 290 | 4 |
| INDUSTRIAL ARTS, TRADES AND TECHNOLOGY | 10 721 | 4 546 | 855 | 407 | 4 913 |
| LANGUAGES, LINGUISTICS AND LITERATURE | 1 826 | 1 533 | 47 | 239 | 7 |
| LAW | 254 | 254 | 0 | 0 | 0 |
| LIBRARIES AND MUSEUMS | 2 | 2 | 0 | 0 | 0 |
| LIFE SCIENCES AND PHYSICAL SCIENCES | 1 959 | 1 520 | 270 | 144 | 25 |
| MATHEMATICAL SCIENCES | 2 611 | 2 077 | 350 | 153 | 31 |
| MILITARY SCIENCES | 0 | 0 | 0 | 0 | 0 |
| PHILOSOPHY, RELIGION AND THEOLOGY | 14 | 14 | 0 | 0 | 0 |
| PHYSICAL EDUCATION, HEALTH EDUCATION AND LEISURE | 314 | 210 | 8 | 94 | 2 |
| PSYCHOLOGY | 24 | 24 | 0 | 0 | 0 |
| PUBLIC ADMINISTRATION AND SOCIAL SERVICES | 124 | 24 | 58 | 30 | 12 |
| SOCIAL SCIENCES AND SOCIAL STUDIES | 455 | 380 | 2 | 0 | 13 |

SALS 1990 : 3.30.

**TABLE 5.24    TEACHER TRAINING: HEAD COUNT ACCORDING TO POPULATION GROUPS AND SEX**

| YEAR | ALL POPULATION GROUPS | WHITE | COLOURED | ASIAN | BLACK |
|------|------------------------|-------|----------|-------|-------|
| | | | **TOTAL** | | |
| 1970 | 22 943 | 11 830 | 2 692 | 873 | 7 548 |
| 1975 | 32 705 | 11 590 | 4 955 | 558 | 15 602 |
| 1980 | 34 599 | 13 937 | 5 9025 | 1 122 | 14 515 |
| 1981 | 32 836 | 12 759 | 4 133 | 1 419 | 14 525 |
| 1982 | 31 879 | 12 995 | 4 151 | 1 638 | 13 095 |
| 1983 | 34 482 | 13 446 | 4 232 | 1 747 | 15 057 |
| 1984 | 38 224 | 13 687 | 5 138 | 1 686 | 17 713 |
| 1985 | 39 925 | 13 842 | 6 395 | 1 474 | 18 214 |
| 1986 | 41 418 | 13 929 | 6 769 | 1 070 | 19 650 |
| 1987 | 45 191 | 13 053 | 8 176 | 917 | 23 045 |
| 1988 | 51 619 | 12 281 | 8 527 | 1 111 | 29 700 |
| 1989 | 52 602 | 10 714 | 8 331 | 1 235 | 32 322 |
| | | | **MALE** | | |
| 1970 | 7 378 | 2 915 | 805 | 499 | 3 159 |
| 1975 | 10 509 | 2 886 | 1 499 | 297 | 5 827 |
| 1980 | 11 079 | 3 445 | 1 925 | 499 | 5 210 |
| 1981 | 10 603 | 3 162 | 1 615 | 591 | 5 262 |
| 1982 | 10 511 | 3 137 | 1 782 | 671 | 4 921 |
| 1983 | 11 985 | 3 262 | 1 886 | 671 | 6 166 |
| 1984 | 14 458 | 3 293 | 2 485 | 647 | 8 033 |
| 1985 | 15 233 | 3 360 | 3 039 | 564 | 8 270 |
| 1986 | 15 604 | 3 495 | 3 047 | 420 | 8 642 |
| 1987 | 16 605 | 3 468 | 3 324 | 919 | 9 494 |
| 1988 | 18 528 | 3 167 | 3 381 | 696 | 11 284 |
| 1989 | 19 138 | 2 958 | 3 458 | 497 | 12 225 |
| | | | **FEMALE** | | |
| 1970 | 15 565 | 8 915 | 1 887 | 374 | 4 389 |
| 1975 | 22 196 | 8 704 | 3 456 | 261 | 9 775 |
| 1980 | 23 520 | 10 492 | 3 100 | 623 | 9 305 |
| 1981 | 22 206 | 9 597 | 2 518 | 828 | 9 263 |
| 1982 | 21 368 | 9 858 | 2 369 | 967 | 8 174 |
| 1983 | 22 497 | 10 184 | 2 346 | 1 076 | 8 891 |
| 1984 | 23 766 | 10 394 | 2 653 | 1 039 | 9 680 |
| 1985 | 24 692 | 10 482 | 3 356 | 910 | 9 944 |
| 1986 | 25 814 | 10 434 | 3 722 | 650 | 11 008 |
| 1987 | 28 586 | 9 585 | 4 852 | 598 | 13 551 |
| 1988 | 33 091 | 9 114 | 5 146 | 415 | 18 416 |
| 1989 | 33 464 | 7 756 | 4 873 | 738 | 20 097 |

SALS: 1990: 3.34.

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## TABLE 5.25 TECHNIKONS: HEAD COUNT ACCORDING TO POPULATION GROUPS AND SEX

| YEAR | ALL POPULATION GROUPS | WHITE | COLOURED | ASIAN | BLACK |
|------|----------------------|-------|----------|-------|-------|
| | | TOTAL | | | |
| 1970 | 36 253 | 29 283 | 508 | 6 286 | 176 |
| 1975 | 48 813 | 36 827 | 1 008 | 5 605 | 373 |
| 1980 | 46 906 | 40 180 | 1 983 | 4 198 | 545 |
| 1981 | 46 889 | 39 790 | 2 120 | 4 217 | 762 |
| 1982 | 47 361 | 40 977 | 2 188 | 3 055 | 1 141 |
| 1983 | 52 394 | 45 645 | 2 394 | 2 961 | 1 394 |
| 1984 | 55 778 | 48 228 | 2 595 | 3 298 | 1 657 |
| 1985 | 59 118 | 51 069 | 2 765 | 3 680 | 1 604 |
| 1986 | 43 486 | 36 062 | 811 | 3 467 | 3 146 |
| 1987 | 56 442 | 41 545 | 4 570 | 3 941 | 6 386 |
| 1988 | 60 232 | 44 132 | 4 447 | 4 742 | 6 911 |
| 1989 | 68 318 | 47 662 | 5 444 | 5 558 | 9 654 |
| | | MALE | | | |
| 1970 | .. | 21 653 | .. | .. | 176 |
| 1975 | .. | 29 157 | .. | .. | 291 |
| 1980 | 37 404 | 32 121 | 1 669 | 3 157 | 457 |
| 1981 | 36 107 | 30 607 | 1 670 | 3 192 | 638 |
| 1982 | 35 311 | 30 551 | 1 666 | 2 153 | 941 |
| 1983 | 39 117 | 34 031 | 1 834 | 2 160 | 1 092 |
| 1984 | 41 577 | 35 957 | 1 947 | 2 362 | 1 311 |
| 1985 | 43 201 | 37 335 | 2 075 | 2 552 | 1 239 |
| 1986 | 31 227 | 23 657 | 628 | 2 378 | 2 505 |
| 1987 | 38 270 | 27 490 | 3 280 | 2 691 | 4 809 |
| 1988 | 39 722 | 28 240 | 3 079 | 3 171 | 5 232 |
| 1989 | 45 109 | 30 638 | 3 716 | 3 622 | 7 133 |
| | | FEMALE | | | |
| 1970 | .. | 7 630 | .. | .. | .. |
| 1975 | .. | 7 670 | .. | .. | 82 |
| 1980 | 9 502 | 8 059 | 314 | 1 041 | 88 |
| 1981 | 10 782 | 9 183 | 450 | 1 025 | 124 |
| 1982 | 12 050 | 10 426 | 522 | 902 | 200 |
| 1983 | 13 277 | 11 614 | 560 | 801 | 302 |
| 1984 | 14 201 | 12 271 | 648 | 936 | 346 |
| 1985 | 15 917 | 13 734 | 690 | 1 128 | 365 |
| 1986 | 15 090 | 12 387 | 183 | 1 089 | 641 |
| 1987 | 18 172 | 14 055 | 1 290 | 1 250 | 1 577 |
| 1988 | 20 510 | 15 892 | 1 368 | 1 571 | 1 679 |
| 1989 | 23 209 | 17 024 | 1 728 | 1 936 | 2 521 |

SALS, 1990: 3.31.

# TABLE 5.26 UNIVERSITIES: HEAD COUNT ACCORDING TO POPULATION GROUPS AND SEX

| YEAR | ALL POPULATION GROUPS | WHITE | COLOURED | ASIAN | BLACK |
|------|----------------------|-------|----------|-------|-------|
| TOTAL | | | | | |
| 1970 | 82 909 | 73 001 | 1 813 | 3 486 | 4 609 |
| 1975 | 116 168 | 96 923 | 3 878 | 6 186 | 9 181 |
| 1980 | 152 346 | 114 744 | 7 762 | 11 551 | 18 289 |
| 1981 | 154 068 | 115 043 | 8 250 | 11 590 | 19 185 |
| 1982 | 158 834 | 114 368 | 8 816 | 12 274 | 23 376 |
| 1983 | 173 113 | 121 727 | 9 511 | 13 395 | 28 480 |
| 1984 | 186 239 | 125 613 | 11 010 | 14 871 | 34 745 |
| 1985 | 211 938 | 138 724 | 12 917 | 17 305 | 42 992 |
| 1986 | 233 625 | 149 449 | 12 850 | 18 390 | 52 936 |
| 1987 | 250 243 | 151 061 | 15 676 | 19 118 | 64 388 |
| 1988 | 267 609 | 155 272 | 18 000 | 19 639 | 74 697 |
| 1989 | 286 347 | 156 737 | 18 968 | 19 179 | 91 462 |
| MALE | | | | | |
| 1970 | 60 512 | 52 274 | 1 468 | 2 842 | 3 928 |
| 1975 | 80 428 | 65 310 | 3 134 | 4 844 | 7 140 |
| 1980 | 98 790 | 72 802 | 5 592 | 8 111 | 12 285 |
| 1981 | 98 079 | 71 938 | 5 813 | 7 845 | 12 483 |
| 1982 | 100 102 | 71 077 | 6 131 | 7 936 | 14 958 |
| 1983 | 107 251 | 74 929 | 6 402 | 8 433 | 17 487 |
| 1984 | 112 879 | 76 390 | 7 175 | 8 961 | 20 353 |
| 1985 | 125 244 | 82 962 | 8 193 | 10 068 | 24 021 |
| 1986 | 135 681 | 88 570 | 7 959 | 10 353 | 28 801 |
| 1987 | 141 841 | 88 668 | 9 439 | 10 554 | 33 180 |
| 1988 | 149 024 | 89 697 | 10 612 | 10 711 | 38 004 |
| 1989 | 155 233 | 89 855 | 10 993 | 10 353 | 44 021 |
| FEMALE | | | | | |
| 1970 | 22 397 | 20 727 | 345 | 644 | 681 |
| 1975 | 35 740 | 31 613 | 744 | 1 342 | 2 041 |
| 1980 | 53 556 | 41 942 | 2 170 | 3 440 | 6 004 |
| 1981 | 55 989 | 43 105 | 2 437 | 3 745 | 6 702 |
| 1982 | 58 732 | 43 291 | 2 685 | 4 338 | 8 418 |
| 1983 | 65 862 | 46 798 | 3 109 | 4 962 | 10 993 |
| 1984 | 73 360 | 49 223 | 3 835 | 5 910 | 14 392 |
| 1985 | 86 694 | 55 762 | 4 724 | 7 237 | 18 971 |
| 1986 | 97 944 | 60 879 | 4 893 | 8 037 | 24 135 |
| 1987 | 108 402 | 62 393 | 6 237 | 8 564 | 31 208 |
| 1988 | 118 584 | 65 575 | 7 388 | 8 928 | 36 693 |
| 1989 | 131 114 | 66 872 | 7 975 | 8 826 | 47 441 |

SALS 1990 : 3.37.

(e)     Registrations at technikons and universities


These data, which partially describe the training partnership, are included in order to compare the imbalance with regard to tertiary training and the demands of the labour market and the situation in some other countries.


Tables 5.25 and 5.26 show the registration numbers of technikons and universities. A comparison of the two sets of data reveals that with regard to whites, coloureds and Asians, there are approximately four registrations for every one registration at a technikon. In 1988, for black students, there were more than ten university registrations for every one technikon registration.


According to the National Productivity Institute the ideal ratio between technicians on the one hand and scientists and engineers on the other is approximately four to one. The following list of a few other countries and the ratios there emphasise the lack of technikon trained people in South Africa.


| COUNTRY | TECHNICIANS : SCIENTISTS AND ENGINEERS |
|---|---|
| KOREA | 20,0 : 1 |
| HONG KONG | 7,0 : 1 |
| SWEDEN | 5,5 : 1 |
| AUSTRALIA | 4,5 : 1 |
| JAPAN | 4,3 : 1 |
| CANADA | 4,0 : 1 |
| ITALY | 3,0 : 1 |
| THE NETHERLANDS | 2,0 : 1 |
| GERMANY | 1,7 : 1 |
| ISRAEL | 1,0 : 1 |
| SOUTH AFRICA | 0,8 : 1 |


(f)     Structural and functional aspects


(i)     Education departments


The large number of education departments (15 in the RSA, TBVC countries and self-governing areas) not only leads to a large amount of duplication of both services and facilities, but also to confusion about the standard of the end products and curricula of the different departments. This makes it virtually impossible to make provision for the educational needs of the country in a uniform way. Rationalisation in this regard therefore appears to be one of the highest priorities in the country. Care should, however,

-be taken not to overcentralise as this could lead to a reluctance in adapting curricula to fit the needs of the country. Decentralisation on a regional basis could contribute positively to future renewal.

(ii)     Education policy and the standard of qualifications

The large variety of departments and bodies controlling education contributes to the diversity of opinions about and policies with regard to education. This diversity causes a lack of comparable standards and prevents an acceptance of the mutual recognition of qualifications. Employers in particular are often in the dark as to the value of a particular qualification and its value in the labour market. The founding of a certification board is already in progress and this could lead to greater uniformity in educational standards.

### 5.4.8    The national service system

Any compulsory national service system (as is used in the RSA) can (and does) have a distorting effect on the labour market and training situation in a country. There are a number of considerations which would have a direct effect particularly on a national training strategy. In view of the reduction in national service from the previous two years to one year as from 1990, many of the effects concerned have been eliminated or reduced. In spite of these recent changes, there are still a number of factors which should continuously be considered in any training strategy. In this paragraph only a few important points will be mentioned without any detailed analysis.

### (a)     General considerations

(i)     Generally speaking, a national service system implies that a community must make a choice with regard to the available resources to be allocated to the production of defence or private goods. This would mean that a production option curve would show the community various allocation options. With regard to the optimalisation of the utilisation of rare manpower resources, one solution open to the community is to be found in the relationship between the community's preferences and the economy's production possibilities. If there is an element of coercion (from the government) in the choice, the social optimalisation process would be adversely affected.

(ii)     ˆ Concurrent with the problem of community choice it is necessary that the social and private costs (including incidental costs) and advantages of a national service system be assessed.

(iii)     A further alternative which should be considered in this regard is the possible social and private cost and advantages of a compulsory as opposed to a voluntary military service system.

(iv)     Not only must a national service system fit into a specific economic system, but it is also

determined to a large extent by the political system.

(v)     The current military service system still contains several discriminatory elements, for example with regard to population group;    training (e.g. tertiary and technical training); occupational and industrial groups; duration; sex; remuneration; and non-South African citizens.

**(b)     Economic considerations**

The demands of a national service system on labour resources in particular have several implications for the economy.   Among these are the following:

(i)     The system influences the demand for and supply of trained manpower in particular.

(ii)     Labour productivity, the creation of employment and unemployment can be influenced by national service.

(iii)     The extent of total government expenditure is influenced and this has implications for taxation, interest rates and prices.

**(c)     The labour requirements of the South African Defence Force**

The Defence Force also has specific manpower requirements.   The utilisation of trained personnel, especially during their national service period, prevents individuals from working in the private sector and places an additional burden on employers as a result of the training needed for substituting staff.

In addition to this, the direct and indirect cost for every national serviceman is of some importance, but the Defence Force itself provides training and this training is in itself a positive contribution.

**(d)     Sources of national servicemen**

The Defence Force has to compete with the private and public sectors to obtain personnel with the potential for high-level training. Here it must draw on achievers from schools, universities and technikons. This kind of competition causes conflict between the Defence Force and these two sectors.   Conflict leads to a decrease in motivation and usually all the parties suffer.

### 5.4.9    Some international issues

It is impossible to give a complete picture of the training situation across the world in the space and time available. This study therefore only used readily available data with regard to a few selected countries and a few selected aspects.

### (a)    General attitudes

Employers see employees as one of the most important assets of any organisation. For this reason appropriate training is vital, since it enables employees to perform their tasks successfully, which in turn is to the advantage of the organisation (Manning, 1989).

According to Manning (1989) there is a worldwide emphasis on the training of personnel by means of a greater number of courses, workshops and seminars. *Training*, a US journal, estimates that approximately 124 000 organisations with more than 100 employees each provided training to 37,5 million employees during 1988, which totals 1,2 billion hours of formal training. The focus was to a large extent on client service training.

At an international level, Manning (1989) maintains that training offered by employers does not only focus on job training. It goes further to teach illiterate adults to read and to master basic mathematical calculations. Manning (1989) believes that the deficiency in skills among potential employees can be ascribed to insufficient formal education with regard to those skills which are considered to be prerequisites to success in the economic environment.

Manning identifies a number of key areas in which training in the nineties will differ from the way in which training was offered in the past.

\* TRAINING WILL INCREASINGLY BE USED AS A TOOL TO IMPLEMENT STRATEGY

The focus will be on the successful integration of organisation development and training. Factors such as the roles of employees, systems, teams, norms, skills, knowledge and attitudes will be integrated by means of training. The reasons for this are that organisational change occurs only when employees change their behaviour and acquire new skills. Continuous training will play a key role in the renewal of organisations and in enabling the adaptation to future changes to take place.

\* TRAINING WILL BE MORE RELEVANT AND MORE PRACTICAL

Leadership abilities and skills with regard to human relations are crucial to the improvement of an organisation's achievements. Training will therefore focus on aspects such as the quality of products

and services, productivity, problem solving, teamwork, creativity and cost control.

Management would like to see training "work" in future. New measurement techniques to monitor the success of training programmes will have to be developed.

**\* TRAINING NEEDS MUST BE ANALYSED MORE THOROUGHLY AND LINE MANAGERS SHOULD PREFERABLY MAKE SOME INPUT**

Organisations will have to determine the training needs of individual employees more accurately in future, prepare employees sufficiently for training, measure how valuable the training was to employees and will have to advise employees on which other training courses they require to equip themselves for their task(s).

Skills-directed training and training contracts with employees are increasingly being used.

**\* TRAINING WILL TAKE PLACE AT THE REQUEST OF LINE MANAGERS**

In the past trainers were obliged to sell their courses to unwilling line managers. In contrast to this line managers now increasingly believe that training increases productivity. It is to be expected that more line managers will be prepared to initiate and even control training in future. When line managers have more of a say in the training process, training will be more likely to become an integral element of the work environment.

**\* TRAINING WILL BE ADJUSTED TO THE NEEDS OF THE TRAINEES**

Not everyone learns in the same way. New methods and resources will give employees greater control over their own training and will involve line managers to a greater degree. Interactive videos and computer-assisted training are among the new methods that will be used. Organisations will use methods and resources that correspond to their needs.

**\* TRAINING WILL ADDRESS A GREATER RANGE OF PROBLEMS**

In the past employees at different levels were exposed to different types of training. The focus will still remain on specialist training for the different employees, but this will be supplemented by training in interpersonal skills, problem solving and decision making. Aspects such as general business principles, finance and strategy will also be dealt with in training programmes. Organisations will also be increasingly prepared to send employees on training courses which are not only concerned with business issues. The reason for this is that development of the employee as a "whole person" enables the employee to cope with difficult tasks and adapt to change more easily. The focus will therefore fall

business issues. The reason for this is that development of the employee as a "whole person" enables the employee to cope with difficult tasks and adapt to change more easily. The focus will therefore fall increasingly on work enrichment.

* TRAINING WILL CONTRIBUTE TO THE DEVELOPMENT OF "CITIZENS OF THE WORLD"

As organisations increasingly begin to manage across cultural and national boundaries, employees will have to be trained to understand other languages and cultures and to be more flexible and more capable of adapting to strange situations.

(b)     A few specific aspects of manpower and training

Table 5.27 shows the relative situation of South Africa with regard to manpower in several occupational categories. The data show that South Africa, in contrast to many developed and developing countries, will have to make a number of adjustments. These adjustments can be achieved to a large extent by means of a restructuring of training.

TABLE 5.27  DIVISION OF THE EAP ACCORDING TO OCCUPATION (PERCENTAGES)

| OCCUPATIONAL GROUP | USA | BRITAIN | AUSTRALIA | SOUTH AFRICA | ZIMBABWE |
|---|---|---|---|---|---|
| PROFESSIONAL | 14,8 | 15,9 | 14,7 | 7,4 | 3,8 |
| TECHNICAL AND ADMIN | 10,7 | 8,9 | 6,4 | 1,8 | 0,6 |
| CLERICAL | 15,5 | 15,1 | 17,3 | 9,7 | 3,9 |
| SALES | 11,4 | 5,4 | 8,9 | 4,9 | 2,5 |
| SERVICE | 13,5 | 11,8 | 9,4 | 16,5 | 6,2 |
| AGRICULTURAL AND OTHER | 3,3 | 1,3 | 6,6 | 15,9 | 53,7 |
| PRODUCTION, OPER, TRANSP | 28,4 | 30,8 | 33 | 35,1 | 13,6 |
| UNCLASSIFIED | 2,4 | 10,8 | 3,7 | 8,7 | 15,7 |

Yearbook of Labour Statistics, 1986

(c)    Qualification trends


The number of qualifications awarded at university level, particularly in the natural sciences and engineering, Is another problem In South Africa.  Table 5.28 shows the number of first degrees at South African universities for every 10 000 members of the population in comparison with the numbers in some other countries.  Table 5.29 shows the number of doctorates awarded for every 10 000 members of the population.

TABLE 5.28    FIRST DEGREES AWARDED FOR EVERY 10 000 MEMBERS OF THE
              POPULATION

| COUNTRY | TOTAL NUMBER OF DEGREES AWARDED | NATURAL SCIENCES | ENGINEERING | NATURAL SCIENCES & ENGINEERING |
|---------|------|------|------|------|
| USA | 443 | 44 | 31 | 75 |
| JAPAN | 306 | 10 | 58 | 86 |
| WEST GERMANY | 88 | 15 | 13 | 28 |
| FRANCE | 81 | 16 | 23 | 39 |
| ENGLAND | 132 | 31 | 16 | 47 |
| SOUTH AFRICA | 8.9 | 0.68 | 0.42 | 1.1 |

ESKOM : Engineering Group Skills Plan, 1990:3


TABLE 5.29    DOCTORATES AWARDED FOR EVERY 10 000 MEMBERS OF THE
              POPULATION

| COUNTRY | TOTAL NUMBER OF DOCTORATES | NATURAL SCIENCES | ENGINEERING | NATURAL SCIENCES & ENGINEERING |
|---------|------|------|------|------|
| USA | 13.00 | 3.50 | 1.20 | 4.70 |
| JAPAN | 5.90 | 0.60 | 1.10 | 1.70 |
| WEST GERMANY | 22.00 | 4.50 | 1.70 | 6.20 |
| FRANCE | 13.30 | 8.00 | 1.30 | 9.30 |
| ENGLAND | 11.20 | 4.70 | 1.80 | 6.50 |
| SOUTH AFRICA | 0.17 | 0.05 | 0.01 | 0.06 |

ESKOM : Engineering Group Skills Plan, 1990:3.

Tables 5.28 and 5.29 clearly show the relative deficiencies in South Africa with regard to the provision of high-level manpower, in particular in technical fields. If one adds to this the demand for technicians already discussed under manpower demand and supply, one realizes that the picture is not at all promising.

**(d)    A diagnostic approach to training**

In view of the above findings it is imperative to examine the way in which training is currently approached, and here Milkovich and Glueck's work (1985) is a useful guideline. Their diagnostic approach is applied among others in the USA, Britain, Germany and to some extent in Australia. The main points of this approach are the following:

(i)      The analysis of the role played by external influences on training must continuously be taken into account. Pressure with regard to equal job opportunities, the role of manpower policy, economic trends, union actions and technological change should be regarded as the most important of these influences.

(ii)     The country and the organisation should decide at a strategic level whether a manufacturing or a purchase approach will be followed. In addition, technology and in particular appropriate technology and technology transfer play an important role. The real demand for training should be determined and the organisation should decide whether it wishes to provide its own training or whether it wishes to make use of available training opportunities.

(iii)    Every organisation make a thorough analysis of it maintenance, effectiveness and organisational culture. Trends in this regard can have a long-term effect on training.

(iv)     In order to determine the real requirements for an employee in a specific post, the post should be analysed and described in a scientific manner. In addition, the specifications in terms of critical skills necessary to the individual who is to be employed in the post should be determined to enable the organisation to employ the person with the best chances of being successful. The differences between the requirements for the post and the proficiencies of the person employed are a fair indication of the training needs of that individual.

(v)      Training needs should then be converted to programmes, and individuals with similar training needs should be grouped together to create greater uniformity in the patterns of needs. A programme will be more effective if the group trained shared the same training needs.

(vi)     A number of aspects should be taken into account when training is offered. A few of these are

educational principles, individual differences, in-service training, levels of skills to be reached, training techniques and the orientation and socialising role of training in the person's working life.

(vii) It is essential that training should be evaluated and validated. If there is no evaluation of whether the training objectives have been reached or whether the knowledge and skills imparted during training are at all applicable in practice, there will be no indication of the success or failure of the training.

(viii) It is also essential that a record be kept of a number of aspects in the course of the training process to allow for an overall evaluation. There should, inter alia, be records of costs to determine the cost effectiveness of the training. Have all the inputs been worhtwhile? An adequate answer to this question can only be found if a good and appropriate record system is maintained.

The use of these guidelines in any form of training in future can only be to the advantage of all concerned.

## 5.5 LIST OF THREATS AND OPPORTUNITIES FROM THE ANALYSIS OF THE ENVIRONMENT

Each of the researchers involved compiled a list of threats and opportunities, based on his data. This list was evaluated by the Project Committee and recommendations were made. The following list was then compiled and presented, after taking into account the recommendations and the resultant editing of the original list of threats and opportunities compiled by the team. The list below was compiled so that it could be evaluated with regard to the importance and urgency of every aspect. A minimum of overlap was aimed at. A separate worksheet was provided for the evaluation by the Project Committee members.

### 5.5.1 The Economic Field

(a) Threats

(i) Low level of economic growth

A low level of economic growth creates conditions which have an adverse effect on training, viz.:

- A reduction and flattening of training activities
- The existence of unused training capacity
- A reduction of productivity achievements in all sectors
- A weakening in the position of South African exporters to compete at an international level

- The continuation or weakening of income division patterns
- A greater imbalance between economic and training cycles
- A limited government capacity to give financial support for training

(ii)    An unco-ordinated government policy

Unco-ordinated economic policy and actions lead to uncertainty about the nature, extent and permanence of government support for training.

(iii)   Inflation

Rising prices, interest rates, remuneration levels and a weakening of the Rand exchange rate all have an adverse effect on the training infrastructure.

(iv)    World market changes

Rapid changes in world market and trade patterns require skills which the current training system cannot provide.  This leads to delays in adjusting the national production structure.

(v)    Training is not seen as an investment

Training is not generally accepted as an investment in human capital and this leads to the long-term advantages of training as opposed to short-term profit-seeking endeavours being underestimated, especially by the private sector.

(vi)    Insufficient employment opportunities are created

Training creates the expectation in those who undergo training that they will find employment.  The current rate of employment creation in South Africa cannot fulfil this expectation if training increases.

(vii)   Reduction of employees in wealth-creating sectors

From 1980 to 1985 there was a decrease in the numbers of employees from the three major wealth-creating sectors, viz. agriculture and related occupations, mining and related occupations and factories. The service sectors which help to spread wealth have consistently increased their numbers of employees. This makes new demands on training.

**(b)    Opportunities**

**(i)    Urbanisation**

The urbanisation process leads to greater access for more people to training facilities and the advantages for an economy of some scale become obvious.

**(ii)    Development of the informal sector**

The training of entrepreneurs in appropriate skills leads to the development of small businesses and informal sectors which enlarges the capacity of these sectors to create employment.

**(iii)    International support for training**

International support for training, either financial or of another nature, relieves some of the pressure on available government resources.

**(iv)    Selective adjustment aid by the government**

Selective structural adjustment aid by the government may mean that training in the sector or branch of industry concerned will need more attention.

**5.5.2    Demographic factors**

**(a)    Threats**

**(i)    An increasing shortage of trained manpower**

-    The increasing shortage of trained manpower, particularly in the HLM and MLM occupations, means that in future blacks will have to make an increasing contribution to satisfy the demands made by the labour market. Training will have to overcome the problems caused by the lack of education opportunities in the past.

-    The high dependency ratios contribute in some cases to the greater demand for training, since people hope that training will ensure a better income.

- Because of a lack of educational opportunities, training will have to provide much of the education needed.

(ii)     Level of literacy

A relatively high percentage of illiterates is to be found in the black and coloured communities and in the same groups of EAP. The potential trainability of individuals is adversely affected by this. Upward mobility in the career hierarchy is limited by this factor too.

(iii)    Labour migration

Labour migration results in a relative loss of HLM and MLM and an influx of LLM and unemployed people, which places an additional strain on training.

(iv)     AIDS and other diseases

Although diseases such as AIDS can contribute to the elimination of a part of the population and therefore the EAP, AIDS will probably be brought under control sooner or later. The lost trained manpower will, however, have to be replaced by means of training.

(b)      Opportunities

(i)      Greater selection possibilities for training

The large population growth brings about a larger number of potential workers and improves the selection possibilities for training. A more effective application of trainability tests could be promoted by this phenomenon.

### 5.5.3    Labour supply and demand

(a)      Threats

(i)      The public image of some careers

The public image of some career options results in a low supply of persons interested in training in those fields.

(ii)     Insufficient manpower data

The nature, extent and utilisation of available statistical data with regard to manpower render effective manpower planning and the timeous supply of appropriately trained manpower very difficult.

(iii)    The availability of managers

The currently disadvantageous manager-subordinate ratio in the RSA could be alleviated by -

-        using technology to enable management to perform their task more effectively;

-        training more line and project managers to reduce the size of individual teams.  Both alternatives will make new demands on training for which no provision is made at present.

(iv)     Stress at managerial level

The promotion of some employees to the position of overseer or to a management post causes some stress.  Combating this stress makes new and often impossibly difficult demands on training.

(b)      Opportunities

(i)      Training in new management techniques

Changes in the management field present the opportunity to train managers and others in new and more effective management techniques.

5.5.4    Technology and productivity

(a)      Threats

(i)      Insufficient support for the development of technology

The current "culture of this country" and particularly government action with regard to technology are such that there is support for organisations and industries, but not enough support for the development of new or appropriate technology.

## (b)    Opportunities

### (i)    Value-added products

Value can be added to local raw materials and the exportability of value-added products will increase. Training must, however, precede this process so that suitably trained manpower will be available when needed.

### (ii)    Internal industrialisation

The multitude of opportunities for internal industrialisation provide a number of training opportunities.

### (iii)    The multiplication effect of technology

Technology is said to have a multiplication effect or to be self-perpetuating, because successful technology provides an opportunity for more supported technology and therefore for training.

### (iv)    Productivity awareness

Management Is becoming Increasingly aware of the fact that productivity contributes greatly to long-term success and this provides a particular opportunity for productivity-orientated training.

## 5.5.5    Legislation, statutory and political issues

## (a)    Threats

### (i)    The number of training laws and regulations

The many laws and regulations on training create confusion among those who are most closely affected by these laws.

### (ii)    Limiting legislation

Current legislation with regard to education and group areas prevents the provision of equal educational and training opportunities to all to a large extent.

(iii)    Union actions handicap training

Union actions, currently strongly politically inspired, handicap training because of strikes, resistance to training and the free market system, management training, etc.

(iv)    School boycotts as a result of political objectives

School boycotts because of political objectives hamper education and reduce the educational level of individuals who will require training for and in their careers.

(v)    Insufficient co-operation between training associations

There is little if any co-operation between the few associations who attempt to make any contribution to the promotion of training in South Africa.

(vi)    Additional strain on training as a result of the new dispensation

The possible inclusion of the current independent states in the RSA under a new political dispensation could place an additional strain on training and the existing training infrastructure.

(b)    Opportunities

(i)    Training individuals in government management

The implementation of a new political dispensation and government management system in South Africa provides the opportunity for the training of those individuals who will participate in the governing of this country.

(ii)    The deregulation of training leads to greater involvement

A greater measure of deregulation of training could contribute to a greater involvement of the real employers of trained manpower.

(iii)    Union growth creates training opportunities

The rapid growth of unions creates training opportunities with regard to the possible contributions of training to the expansion and improvement of unions and their activities, amongst other things.

### 5.5.6    Formal and nonformal education

### (a)    Threats

(i)    Educational products are not up to standard

The products of formal education who have to undergo training do not meet the minimum requirements. The following are possible causes:

- The level of literacy of many school leavers is too low to allow them direct access to training.
- The standard at which Mathematics and Science are taught at school is too low.
- Insufficient vocational education.
- Insufficient vocational guidance.
- An inability of school leavers to communicate effectively in the labour market.
- Insufficient orientation with regard to the labour market.

The above shortcomings are aggravated by the high number of dropouts from school.

(ii)    The number of education departments

The number of education departments and the resulting diversity of education policy and strategy hamper the uniform and unanimous addressing of education problems.

(iii)    The imbalance between postschool training and manpower needs

An imbalance between the nature and extent of tertiary and other postschool training institutions and the demands made by the labour market. This is true of numbers of students, facilities, financing, etc.

(iv)    Financing education

The funds available for education are not sufficient to provide for all the needs of education. If education were to absorb even more money from the public treasury, there would be even less for training.

(v)    Inequalities in the provision of education for all population groups

Inequalities in the education systems for the various population groups put additional pressure on

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training, since certain educational gaps have to be filled before training can proceed.

(vi)     Division of education and training

The current division of education and training into the different departments is unable to address existing problems effectively.

**(b)     Opportunities**

(i)      International developments to improve education

One should take note of various international developments in the educational arena if one wishes to bring about any improvement in this field in South Africa.   Examples in this regard are the "Australian Traineeship System",  uniform qualification standards and career-orientated education.

(ii)     The contribution of the Educational Renewal Strategy

The creation of a strategy to renew education provides an opportunity to address various problems.  This may be of value to training too.

(iii)    Guidance from the training profession

The training profession can contribute to the renewal of education, particularly with regard to skills-directed education.

**5.5.7     The national service system**

**(a)     Threats**

(i)      The demands of a national service system

The relatively unco-ordinated demands of the national service system, particularly with regard to trained manpower and entrepreneurs and the periodic interruption of training hamper training.

(b)     **Opportunities**

(i)     Using national servicemen

Individuals doing national service can promote training by doing training and serving the community on a social level.

**5.5.8     The training infrastructure**

(a)     **Threats**

(i)     Underutilisation and abuses of the training infrastructure

Several organisations possess training facilities which are not being optimally used.

(b)     **Opportunities**

(i)     Co-operation with regard to training facilities

The development of a system according to which training facilities and personnel are better utilised could contribute to an increased availability of such facilities and the optimal utilisation of trainers.

**5.5.9     National and international labour issues**

(a)     **Threats**

(i)     Taking over overseas models without any adaptation

There is still a tendency among managers and trainers in South Africa to apply overseas training models and methods here without making any adaptations to the models to suit South African conditions.

(ii)     Disinvestment reduces training assets

Disinvestment and withdrawal from South Africa by overseas organisations have led to a loss in funds and expertise which could have been used for training.

(iii)     International isolation results in deficiencies

South Africa's isolation from the international community with regard to training systems, resources and methods results in training deficiencies.


**(b)     Opportunities**

(i)     Useful overseas examples

There are overseas systems which could be adapted for use in South Africa and which could contribute to the restructuring of training in this country.  Some examples are the following:

-     Training models such as the Australian Trainee System
-     The evaluation and validation of training
-     Research on training
-     Youth training programmes like those in the UK

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# CHAPTER 6

## OBJECTIVES, GOALS AND THE REGIONAL SEMINARS

### 6.1    DEFINING TTP

The organisation for which a national training strategy is being drafted has been termed the Training Partnership and this was defined in Chapter 1 as follows:

**The Training Partnership (TTP) is all parties involved in training policy formulation, planning, implementation as well as the financing and provision of training for the world of work in the RSA.**

### 6.2    THE MISSION STATEMENT

The next step in the strategic management process was to determine the mission of TTP and this was detailed in Chapter 1 as follows:

**The mission of TTP is to concern itself with the provision of appropriate and adequate training for all the people of the RSA. In doing this TTP will bear in mind the economic and other needs of the country, the aspirations and aptitudes of the individual, as well as the    need to optimise the utilisation of the limited training facilities of the country.**

### 6.3    ORGANISATIONAL STRENGTHS AND WEAKNESSES

The organisation assessment is dealt with in Chapter 4 which concluded in Paragraphs 4.14.1 and 4.14.2 with a list of strengths and weaknesses as identified by the HSRC research team. The researchers report was presented to the WC at its third meeting during which the strengths and weaknesses identified by the research was considered and amended. Prof. M.J.C. van Vuuren, who acted as facilitator, then required all strengths and weaknesses to be assessed in terms of importance and urgency for the purpose of the SWOT analysis.    During the course of the investigation it was decided that the report on the HSRC/NTB Investigation into Skills Training in the RSA (STR) would be treated as an interim report in the process of determining a national training strategy.    For this reason it then became necessary to consider the findings of the STR as strengths or weaknesses in addition to those identified in the research findings.    Consequently the Exco considered these findings as presented in Paragraphs 3.3.1 and 3.3.2 of Chapter 3 and combined them with the strengths and weaknesses discussed by the WC in order to produce a revised list.

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### 6.3.1   Revised list of strengths and weaknesses

The following list of strengths and weaknesses was distributed to the WC members with an answer sheet of which a copy is included as Annexure 1. This sheet was used to evaluate the strengths and weaknesses in terms of importance and urgency. (The numbering in this paragraph is done according to the answer sheet included in Annexure 1.)

### (a)   List of strengths of TTP

### 1.   INCREASING EMPLOYMENT OPPORTUNITIES IN TERTIARY AND CERTAIN MANUFACTURING INDUSTRIES

There are increasing employment opportunities in tertiary industries such as finance, insurance, property and business services, as well as in personal and government services. Despite the trend towards fewer job opportunities in the manufacturing industry as a whole, some manufacturers are actually offering increased employment opportunities. Examples are the food, liquor, printing, publishing and basic metal industries. Knowledge of these trends can be counted as a strength as it facilitates the planning of training.

### 2.   THE CO-ORDINATION OF TRAINING

### 2.1   Accredited industry training boards

In industries such as mining, textile, printing, publishing, etc. which already have accredited industry training boards, the development of a well co-ordinated system of training is an achievable goal. Several other industries are establishing training boards at present. Here too there are opportunities for significant developments in training.

### 2.2   Other forms of co-ordination

In certain other industries training is well co-ordinated in spite of the fact that the body co-ordinating the training is not registered with the Department of Manpower. The forestry industry is a good example of this.

The existence of industry training boards also offers opportunities for standardising training in the abovementioned industries, as well as improving the standard of training.

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## 3. THE DECENTRALISATION OF TRAINING

### 3.1 Administrative decentralisation with central co-ordination

Because industry training boards have the power to accredit training institutions to conduct training in specific industries, it is possible to decentralise such training without surrendering central co-ordination.

### 3.2 Geographical decentralisation

The accreditation of training institutions by training boards facilitates geographical decentralisation. This is a strength as the employer is involved directly in determining his/her own training requirements. Employers can also directly influence the outcome of training by making sure that it remains needs orientated.

## 4. THE AVAILABILITY OF TRAINING FOR THE WORKSEEKER AND THE UNEMPLOYED

The growing number of people being trained in terms of various schemes increases the demand for further training, especially where these people find jobs or start their own businesses in the formal and informal sectors.

## 5. THE USE OF COMPETENCY-BASED MODULAR TRAINING FOUNDED ON NEEDS ANALYSIS

This approach allows the recognition of that part of the training course already completed, during which certain skills were mastered that enable the execution of tasks in the work situation. Due to the flexibility of the system employees can Improve their qualifications systematically without being restricted by a need for additional time to complete them.

## 6. THE EXISTENCE OF AN INDUSTRY LEVY/ALLOWANCE SYSTEM

The financing of training through a system of levies payable to training boards and a cash allowance to employers leads to more cost-effective financing of training. Funds can be applied for training as and where necessary.

## 7. THE EXISTENCE OF A STATE SUBSIDY/CASH ALLOWANCE SYSTEM

State subsidisation of training through cash allowances promotes training for the sake of the need for training as opposed to training as a way of acquiring income tax benefit.

## 8.    SPARE CAPACITY IN TRAINING FACILITIES

Various training institutions as well as companies are prepared to share their training facilities with other organisations.  Such spare capacity should be better utilised.

## 9.    THE VARIETY OF ORGANISATIONS OFFERING TRAINING

Included are large organisations as well as regional and private training institutions.  There are ample opportunities for training.  Employers are aware that the need for well-trained staff must be met in order to improve productivity and effectiveness.

## 10.    THE POSITIVE ATTITUDE OF THE STATE AND TRADE UNIONS TO TRAINING

Successful functioning of the training partnership depends on the positive attitude of all the partners.  Both the state and the trade unions have a positive attitude to training which provides a sound foundation for co-operation with the private sector.

## 11.    LEGISLATION THAT FACILITATES TRAINING

The Manpower Training Act facilitates further integration of training at national level.  It provides for the establishment of training boards;  accreditation of training at two levels;  the setting and maintenance of standards, and it allows every industry to determine its own training requirements.  The Act also makes provision for the co-ordination of training and co-operation between industries, as well as for the training of the unemployed and workseekers.

## 12.    THE HIGH MOTIVATION LEVELS OF TRAINEES AT LOWER SKILL LEVELS

Trainees and employees at the lower skill levels are particularly positive about training and are well-motivated learners.

## 13.    THE EXISTENCE OF A REASONABLE INFRASTRUCTURE OF DEVELOPED TECHNOLOGY

The existence of the essential infrastructure for training facilitates the maintenance and further development of this infrastructure.

**(b)** **List of weaknesses of TTP**

INTRODUCTION

The lack of a national training strategy can be regarded as the main weakness of TTP. This shortcoming is reflected in various factors identified in the organisational analysis of TTP. The list that follows is a short description of the findings of the analysis.

1. **INADEQUATE AWARENESS OF THE NEED FOR TRAINING BOARDS AND/OR PREJUDICE AGAINST, AND FEAR OF BUREAUCRACY IN SOME INDUSTRIES**

In some industries there is an inadequate awareness of the real need for an industry training board. The advantages of a training board are not yet apparent to everyone in the training world. Some industries are prejudiced against training boards and have a quite understandable fear of getting caught up in bureaucracy.

2. **INSUFFICIENT CO-OPERATION BETWEEN VARIOUS INDUSTRIES AND/OR THE RELUCTANCE OF SOME INDUSTRIES TO CO-OPERATE**

Although training could be co-ordinated meaningfully between organisations in a specific industry, even without an industry training board, it would make co-ordination of training in similar skills between industries impossible.

3. **THE COMPARTMENTALISATION OF TRAINING**

In some industries the training boards concentrate on the training of artisans and pay less attention to other types of training. This means that large areas of training are unco-ordinated and that standards are not determined or standardised for all types of training.

4. **THE LACK OF TRAINING FOR THE DEVELOPMENT OF THE INFORMAL SECTOR**

If training boards concentrate only on the training requirements of the large employers in industry, as they tend to do, the requirements of the employers or would-be employers in small enterprises in the informal sector will not be addressed.

5.  **UNCERTAINTY REGARDING CASH ALLOWANCES FOR TRAINING AS TAX CONCESSIONS ARE BEING PHASED OUT**

Industries are uncertain about the details of the new system whereby cash allowances replace the tax concessions granted previously for training.

6.  **UNWILLINGNESS TO MAKE A FAIR CONTRIBUTION TO THE FINANCING OF TRAINING**

Certain industries and employers are unwilling to contribute to the financing of training through levies. Without co-operation in this regard the system of industrial training boards will not succeed properly.

7.  **THE LACK OF LIAISON BETWEEN EDUCATION AND TRAINING**

There are few effective linking mechanisms between the world of training and that of formal education by means of which the needs of the training world with regard to the products of formal education delivered to it can be communicated effectively to the educational authorities.

8.  **THE LACK OF RELEVANCE OF EXTERNAL TRAINING TO THE TRAINING NEEDS OF THE WORK PLACE**

When trainees are sent to external trainers (trainers at other organisations or in tertiary education institutions such as technikons or technical colleges) for training, this training is not always in accordance with the needs of the work place.  In addition the systems created to ensure that training remains relevant are no longer effective.

9.  **THE LACK OF A NETWORK TO ENSURE OPTIMAL USE OF THE AVAILABLE TRAINING FACILITIES**

The training facilities available across a wide spectrum of organisations are underutilised because of the lack of a network to ensure the optimal use of these facilities.

10.  **A SHORTAGE OF A COMPETENT, PROFESSIONAL TRAINERS' CORPS**

Because quality training depends on the quality, competence and professional level of trainers, and since there is a shortage of top-level manpower in TTP, a competent trainers' corps is urgently needed.

11.   THE GEOGRAPHICAL DISTRIBUTION OF TRAINING FACILITIES DOES NOT CORRESPOND
      WITH THE DEMAND FOR TRAINING

The shortage of residential facilities at most of the training centres aggravates this situation.

12.   INDUSTRIES ARE TOO RIGIDLY ATTACHED TO CONVENTIONAL TRAINING APPROACHES
      AND STRUCTURES

In general training is characterised by rigid adherence to conventional approaches.  Innovative thinking
on training is necessary.

13.   THE LACK OF TRAINING AIMED AT CAREER DEVELOPMENT

In training programmes it is generally the requirements of the employer that are considered;  there are
inadequate opportunities for the career development of the employee by means of modular training.

14.   TRAINING DOES NOT ADEQUATELY DEVELOP AN AWARENESS OF AND DIRECTEDNESS
      TOWARDS PRODUCTIVITY IN TRAINEES

15.   THE LACK OF A QUALIFICATION SYSTEM FOR TRAINING

16.   INADEQUATE CO-ORDINATION OF TRAINING OF THE UNEMPLOYED TO MEET THE
      NEEDS OF THE FORMAL AND INFORMAL SECTORS

17.   INADEQUATE NATIONAL COMMITTEE AND ORGANISATIONAL STRUCTURES TO CO-
      ORDINATE TRAINING AND TO ADDRESS THE WEAKNESSES OF TTP

18.   THE PRODUCTS OF TRAINING DO NOT MEET THE NEEDS OF INDUSTRY

The needs of industry can be summarised as the right combination of knowledge, skill and attitude, as
well as skill in reasoning, communication, management and entrepreneurship.

19.   THE NEED FOR VALIDATION OF TRAINING WITH REGARD TO COST-EFFECTIVENESS,
      APPROPRIATENESS, ETC.

The responses of the WC were then summed up and analysed in order to produce a new list which
prioritised the strengths and weaknesses.  The main disadvantage of this procedure was that it had

precluded any effects of interaction between the individual members of the WC.

### 6.3.2 The prioritised list of strengths and weaknesses

Items are set out in order of importance and are grouped in terms of urgency according to a scale of:

1. For immediate or short-term attention.
2. Of importance in the medium term.
3. Of importance in the future and over the long term.

(The first number in the brackets refers to the numbers of items on the answer sheet, Annexure 1, while the second number refers to the section of the document WC4/2 given in Paragraph 6.3.1.)

### A. STRENGTHS

### A.1 Of immediate importance

A1.1 (1.4, strength 4) The availability of training for the workseeker and the unemployed.

### A.2 Of importance in the medium term

A2.1 (1.11, strength 11) Legislation that facilitates training.

A2.2 (1.10, strength 10) The positive attitude of the state and trade unions to training.

A2.3 (1.2, strength 2) The co-ordination of training.

A2.4 (1.5, strength 5) The use of competency-based modular training based on needs analysis.

A2.5 (1.1, strength 1) Increasing opportunities for employment.

A2.6 (1.3, strength 3) Decentralisation of training.

A2.7 (1.13, strength 13) The existence of a reasonable infrastructure of developed technology.

A2.8 (1.12, strength 12) The high motivation levels of trainees at lower skill levels.

A2.9 (1.8, strength 8) Spare capacity in training facilities.

A2.10 (1.7, strength 7) The existence of a state subsidy/cash grant system.

### A.3 Important in the long term

A3.1 (1.9, strength 9) The variety of organisations offering training.

## B.    WEAKNESSES

### B.1    Of immediate importance

B1.1    (2.7, weakness 7) The lack of liaison between training and education.

B1.2    (2.1, weakness 1) Inadequate awareness of the need for training boards and/or prejudice against, and fear of bureaucracy in some industries.

B1.3    (2.5, weakness 5) Uncertainty regarding cash allowances for training as tax concessions are being phased out.

### B.2    Of importance in the medium term

B2.1    (2.10, weakness 10) A shortage of a competent, professional trainers' corps.

B2.2    (2.18, weakness 18) The products of training do not meet the needs of industry.

B2.3    (2.8, weakness 8) The lack of relevance of external training to the training needs of the workplace.

B2.4    (2.14, weakness 14) Training does not adequately develop an awareness of and directedness towards productivity in trainees.

B2.5    (2.2, weakness 2) Insufficient co-operation between various industries and/or the reluctance of some to co-operate.

B2.6    (2.6, weakness 6) Unwillingness to make a fair contribution to the financing of training.

B2.7    (2.13, weakness 13) The lack of training aimed at career development.

B2.8    (2.16, weakness 16) Inadequate co-ordination of training of the unemployed to meet the needs of the formal and informal sectors.

B2.9    (2.4, weakness 4) The lack of training for the development of the informal sector.

B2.10   (2,17, weakness 17) Inadequate national committee and organisational structures to co-ordinate training and to address the weaknesses of TTP.

B2.11   (2.9, weakness 9) A shortage of a competent professional trainers' corps.

### B.3    Important in the long term

B3.1    No weaknesses were placed in this category.

### 6.4    ENVIRONMENTAL OPPORTUNITIES AND THREATS

The research into environmental opportunities and threats was detailed in Chapter 5 and the

opportunities and threats have been detailed in Paragraph 5.5. The research team reported on its findings at the third meeting of the WC and, as was the case for the strengths and weaknesses, the Exco combined the research report, the comments of the WC and the opportunities and threats from the Skills Training Report into a list as detailed below. These were also sent out with the answer sheets (Annexure 1) for assessment by the members of the WC and were also rated in terms of importance and urgency.

### 6.4.1 The revised list of opportunities and threats

### 1. ECONOMIC FIELD

### 1.1 Threats

### 1.1.1 Low level of economic growth

A low level of economic growth creates conditions that in many ways are unfavourable to training and have certain negative effects, such as the following:

(a)    A decrease and levelling out of training activities

(b)    Underutilised training capacity

(c)    A weakening of the production achievements in all sectors

(d)    A deterioration in the international competitiveness of South African exporters

(e)    Continuance or even a weakening of income distribution patterns

(f)    Growing discrepancy between the economic and the training cycle

(g)    Limited capacity of the authorities to provide financial aid for training

### 1.1.2 Unco-ordinated government policy

Unco-ordinated economic policy and actions create uncertainty concerning the nature, scope and permanence of aid available from the authorities for training.

### 1.1.3 Inflation

Increasing prices, interest rates, wage levels and a weakening exchange rate of the Rand have a negative effect on the training infrastructure.

### 1.1.4 A changing world market

Fast-changing world markets and economic trends demand skills that are not yet being met In the current training system. This brings about delays in the internal production structure.

### 1.1.5 Training not considered an investment

Training is not generally considered to be an investment in human resources and this leads to the underestimation of the long-term advantages of training when compared to short-term profit aims, especially in the private sector.

### 1.1.6 Insufficient creation of job opportunities

Training raises the expectations of people with regard to employment opportunities. Given the current rate of job creation in South Africa, should training increase, it would not always be possible to meet expectations.

### 1.1.7 Decline in the number of employees in wealth-creating sectors

In the period 1980 to 1985 the number of employees in the three prominent wealth-creating sectors, namely agriculture, mining, and the manufacturing industry declined. There was a general increase in the number of workers in the service sectors which generate opportunities for greater prosperity, thus bringing about changes in the demands for training.

### 1.2 OPPORTUNITIES

### 1.2.1 Urbanisation

Due to the process of urbanisation, training facilities become accessible to a greater number of people and benefits can be derived from the advantages of an economy of scale.

### 1.2.2 Development of the informal sector

The training of entrepreneurs in appropriate skills leads to development in the small business and informal sectors and creates additional job opportunities.

### 1.2.3 Financial aid from abroad for training

Financial and other aid specifically earmarked for training lightens the burden on the available resources of the South African authorities.

### 1.2.4 Selective adjustment aid from the authorities

Selective aid for structural adjustment creates the opportunity of paying more attention to training in specific sectors of industry.

### 2. DEMOGRAPHIC FACTORS

### 2.1 <u>Threats</u>

### 2.1.1 Growing shortage of skilled manpower

(a) In the HLM and MLM occupations in particular growing shortage of manpower demands that blacks will have to contribute to a larger extent towards meeting this need in future.

(b) In some cases the high dependency figure contributes to the growing demand for training to ensure a better income.

(c) As a result of shortcomings in education opportunities a part of education will have to be provided by means of training.

### 2.1.2 Level of literacy

There is a relatively high percentage of illiterates particularly among coloureds and blacks as well as in the corresponding population groups in the economically active population (EAP). This has a negative influence on trainability. Upward mobility in the professional hierarchy is also hampered.

### 2.1.3 Labour migration

Migration of labour leads to a relative loss of HLM and MLM as well as an inflow of LLM and unemployed which aggravates the burden of training.

### 2.1.4 AIDS and other diseases

Although diseases such as AIDS may cause a considerable decrease in some sections of the population and as such also of the EAP, these diseases will probably be controlled in time. Losses brought about in skilled labour will need to be supplemented by training.

## 2.2 Opportunities

### 2.2.1 Greater selection possibilities for training

The large population growth increases the number of potential workers and therefore also selection possibilities for training. More effective application of trainability tests can be achieved in this way.

## 3. MANPOWER SUPPLY AND DEMAND

## 3.1 Threats

### 3.1.1 The image of some occupations

Due to the image of some occupations there is a low supply of trainees in those occupations.

### 3.1.2 Insufficient manpower information statistics

The nature, extent and utilisation of available statistics on manpower impede effective manpower planning as well as the tlmeous provision of appropriately trained employees.

### 3.1.3 Availability of managers

The current ratio of managers to subordinates in the RSA, which is often unsatisfactory, can be improved by

(a)     applying technology to enable management to perform their duties with greater efficiency;

(b)   training more line managers to reduce the management team of individual managers.

Both alternatives require new training strategies for which adequate provision has not yet been made.

### 3.1.4  Stress situations between some managers

The promotion of some workers from employee to supervisor or manager level leads to various forms of stress. Control over this stress requires new and sometimes unattainable training strategies.

### 3.2  Opportunities

### 3.2.1  Training In new management techniques

Changes in the management field create the possibility of training managers and other persons in new and more efficient management techniques.

### 4.   TECHNOLOGY AND PRODUCTIVITY

### 4.1  Threats

### 4.1.1  Poor support for technology development

The current "culture of the country" with regard to technology provides support for enterprises or industries, but does not provide enough support for development of new and applied technology.

### 4.2  Opportunities

### 4.2.1  Added-value products

Increasing the value of local raw materials will enhance the exportability of these added-value products. Training should, however, precede this process to ensure the availability of adequate, appropriately trained manpower when the need arises.

### 4.2.2  Inward Industrialisation

The great possibilities for inward industrialisation creates several opportunities for training.

### 4.2.3 Multiplying effect of technology

Technology has a multiplying and self-generating effect as successful technology creates opportunities for further supporting technologies and therefore new training opportunities.

### 4.2.4 Productivity awareness

Management is increasingly aware that productivity contributes substantially to long-term success and this creates a particular opportunity for productivity-directed training.

## 5. LAWS, STATUTORY AND POLITICAL MATTERS

### 5.1 Threats

### 5.1.1 Variety of training laws and regulations

The variety of laws and regulations concerning training results in confusion for those affected by them.

### 5.1.2 Limiting legislation

To a large extent the current legislation on education and group areas inhibits the provision of equal education and training opportunities for all.

### 5.1.3 Trade union actions inhibit training

The actions of some trade unions that are at present strongly politically inspired, inhibit training through strikes, resistance towards training in the free market system, management training, etc.

### 5.1.4 School boycotts resulting from political objectives

School boycotts impede education and reduce the level of education of those who receive training in the professional world.

### 5.1.5 Poor co-operation between training associations

There is very little if any co-operation between the few associations that can contribute to the promotion of training in South Africa.

### 5.1.6 The additional burden resulting from a new dispensation

The possible inclusion of the current independent states into the RSA under a new political dispensation could create an additional burden for training and the existing infra-structure.

### 5.2 Opportunities

### 5.2.1 Training of persons in government management

The operationalisation of a new political dispensation and government management system will create new opportunities for the training of persons who will take part in the management of the country.

### 5.2.2 Deregulation of training leads to greater participation

An increase in training deregulation could contribute to greater involvement of the actual users of trained manpower.

### 5.2.3 Trade union growth creates opportunities for training

Rapid growth of trade unions creates training opportunities for the contribution of training to, among other things, the extension and further improvement of trade union activities.

### 6. FORMAL AND NON-FORMAL EDUCATION

### 6.1 Threats

### 6.1.1 Education output unsatisfactory

The output of formal education, which serves as the input to training, does not meet the minimum requirement. The following can be offered as possible reasons for this :

(a)     The level of applicable literacy of many school leavers is too poor to allow direct access to training.

(b)     Mathematics and science education is absent or not of the required standard.

(c)     Poor career orientation and education.

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(d)     Poor career guidance.

(e)     Inability of school leavers to communicate effectively in the world of work.

(f)     Orientation to the world of work is inadequate.

The above deficiencies are aggravated by the high dropout figure of pupils during their school training.

### 6.1.2   Variety of education departments

The variety of education departments and the resulting diversity in education policy and strategy encumber the possibility of addressing problems in education in a uniform manner.

### 6.1.3   Imbalance between postschool training and manpower needs

There is an imbalance between the nature and the extent of the training offered at postschool training institutions and the needs of the world of work.  Among other things this applies to student numbers, facilities, financing, etc.

### 6.1.4   Financing of education

The funds available to education are insufficient to provide for all the needs of education.  Should education absorb more funds, there would be even less for training.

### 6.1.5   Disparity in the education system

Disparity in the education systems of the various population groups is an additional burden as there are shortcomings in education that need to be supplemented before those in training can be addressed.

### 6.1.6   Separation between education and training

Due to the existing division of education and training into separate departments current problems cannot be addressed effectively.

## 6.2    Opportunities

### 6.2.1    Developments abroad on the improvement of training

Cognisance should be taken of several developments in the field of education abroad, as these could be used for improvements In South Africa. Examples are the Australian Traineeship System, uniform qualifying standards and vocationally directed education.

### 6.2.2    The contribution of the education renewal strategy

The introduction of an education renewal system offers the opportunity to address a variety of educational problems and should also be beneficial to training.

### 6.2.3    Guidance from the training profession

The training profession can contribute to renewal in education, particularly with regard to competency-directed education.

## 7.    SYSTEM OF NATIONAL SERVICE

### 7.1    Threats

### 7.1.1    The demands of the national service system

The relatively unco-ordinated demands of the national service system, especially with regard to trained manpower and entrepreneurs and the periodic interruption of training, impede training.

### 7.2    Opportunities

### 7.2.1    Making use of servicemen

Persons completing their national service can promote training by acting as trainers and completing their national service by performing social service.

# 8. TRAINING INFRASTRUCTURE

## 8.1 Threats

### 8.1.1 Underutilisation or wrong use of the training infrastructure

Various enterprises and institutions have training facilities that are not being optimally utilised.

## 8.2 Opportunities

### 8.2.1 Co-operation with regard to training facilities

The development of a system for the better utilisation of training facilities and personnel would contribute to greater availability of such facilities and ensure optimal use of trainers.

# 9. NATIONAL AND INTERNATIONAL LABOUR MATTERS

## 9.1 Threats

### 9.1.1 Adoption of overseas models without adaptation

Managers and trainers have a tendency to make use of training models and methods from abroad without any adaptation.

### 9.1.2 Disinvestment diminishes training assets

Disinvestment and withdrawal of overseas enterprises cause loss of funds and expertise which could have been utilised in training.

### 9.1.3 International isolation causes backlogs in training

The international isolation of the RSA regarding *inter alia* training systems, aids and methods results in a backlog in training in the RSA.

**9.2    Opportunities**

**9.2.1    Examples worthy of imitation from abroad**

There are examples of overseas systems that, after adaptation, could contribute to the restructuring of training in South Africa, for example

training models, e.g. The Australian Traineeship System,
evaluation and validating of training,
research on training, e.g. youth training programmes such as those of the UK.

**6.4.2   The prioritised list of opportunities and threats**

(The second number In the brackets refers to the section of WC4/3 in Paragraph 6.4.1.)

**A.       Threats to TTP**

**A1.    Of immediate importance**

A1.1    (3.6.1, 6.1.1) Education output unsatisfactory.
A1.2    (3.2.2, 2.1.2) Level of literacy (of the economically active section of the population).
A1.3    (3.1.6, 1.1.6) Insufficient creation of job opportunities.
A1.4    (3.5.4, 5.1.4) School boycotts resulting from political objectives.
A1.5    (3.6.3, 6.1.3) Imbalance between postschool training and manpower needs.

**A2.    Of importance in the medium term**

A2.1    (3.2.1, 2.1.1) Growing shortage of skilled manpower.
A2.2    (3.1.1, 1.1.1) Low level of economic growth.
A2.3    (3.1.5, 1.1.5) Training not seen as an investment.
A2.4    (3.6.5, 6.1.5) Disparity in the education system.
A2.5    (3.3.3, 3.1.3) Availability of managers.
A2.6    (3.1.7, 1.1.7) Decline in the number of employees In wealth-creating sectors.
A2.7    (3.5.3, 5.1.3) Trade union actions inhibit training.
A2.8    (3.6.4, 6.1.4) Financing of education.
A2.9    (3.6.2, 6.1.2) Variety of education departments.
A2.10   (3.8.1, 8.1.1) Underutilisation or wrong use of the training infrastructure.

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A2.11    (3.4.1, 4.1.1) Poor support for technology development.


Note : A2.10 and A2.11 were given the same values.


**A3.    Of importance in the long term**

A3.1    (3.9.3, 9.1.3) International Isolation causes backlogs in training.
A3.2    (3.5.6, 5.1.6) The additional burden resulting from a new (political) dispensation.
A3.3    (3.2.4, 2.1.4) AIDS and other diseases.
A3.4    (3.7.1, 7.1.1) The demands of the national service system.


**B.  Opportunities for TTP**


**B1    Of immediate importance**

B1.1    (4.4.4. 4.2.4) Productivity awareness.
B1.2    (4.8.1, 8.2.1) Co-operation with regard to training facilities.


**B2  Of importance in the medium term**

B2.1    (4.1.2, 1.2.2) Development of the informal sector.
B2.2    (4.5.2, 5.2.2) Deregulation of training leads to greater participation (of the private sector).
B2.3    (4.4.1, 4.2.1) Added-value products (beneficiation)
B2.4    (4.6.3, 6.2.3) Guidance from the training profession.
B2.5    (4.1.1, 1.2.1) Urbanisation.
B2.6    (4.4.3, 4.2.3) Multiplying effect of technology.
B2.7    (4.4.2, 4.2.2) Inward industrialisation.
B2.8    (4.6.2, 6.2.2) The contribution of the education renewal strategy
B2.9    (4.3.1, 3.2.1) Training in new management techniques.
B2.10   (4.1.4, 1.2.4) Selective adjustment aid from the authorities.


**B3    Of importance in the long term**

B3.1    (4.9.1, 9.2.1) Examples worthy of Imitation from abroad.
B3.2    (4.5.1, 5.2.1) Training of persons In government management.
B3.3    (4.6.1, 6.2.1) Developments abroad on the improvement in training.

**6.5    SWOT, OBJECTIVES AND GOALS**

**6.5.1    Objectives and goals**

The prioritised lists of strengths, weaknesses, threats and opportunities were presented to the WC at its fourth meeting, which then enabled interaction on these topics between the members of the WC to take place. Each item was discussed, all were amended and adjustments were made to the priorities. It was then possible to draft a number of objectives (short-term initiatives) and goals. As the objectives and goals are used to determine the strategy, it became necessary for the individual members of the WC to give consideration to possible action plans on each of the objectives and goals. Consequently it was decided that the Exco would consider the amended list of strengths, weaknesses, threats and opportunities and the objectives and goals, reformulate them where necessary and then distribute them to the committee members with an action plan form which is shown as Annexure 2. The Exco then produced a document containing the definition of TTP and its mission as well as the strengths, weaknesses, threats, opportunities, objectives and goals. This document was sent out with the action plan forms. The completed forms were subsequently processed by the Exco when it produced a draft national training strategy.    Once again there was a weakness in the procedures as there was no interaction on these documents between the individual members of the WC.    However, this was considered to be less serious as these documents were to serve as the basis for the five regional seminars and it was anticipated that each committee member would attend at least one of the seminars where they would be able to make their contributions.    The final list of strengths, weaknesses, opportunities and threats and the objectives and goals sent out to the WC with the action plan forms are given in Paragraphs 6.5.2 and 6.5.3.

**6.5.2    The final list of strengths, weaknesses, threats and opportunities**

**STRENGTHS**

S1.    A favourable and established training system consisting of the following:

1.1    Favourable training legislation and policy

1.2    Statutory co-ordination of a decentralised system of training through accreditation by the Depart-
       ment of Manpower and at second level by accredited training boards

1.3    Positive attitudes towards training by the state, major employers, some employer organisations
       and the trade unions

1.4    Growing co-operation between some industry training boards

S2.	The existence of a training network/infrastructure at local and regional levels in public and private organisations having a well-developed training technology and considerable spare capacity.

S3.	The availability of training for the unemployed and the workseeker.

S4.	The existence of a system of competency-based modular training based on needs analyses.

S5.	High levels of motivation of trainees at lower skills levels.

**WEAKNESSES**

W1.	The lack of a national training strategy and the suitable structure for strategy determination.

W2.	Inadequate structures to co-ordinate training, the lack of co-operation between different industries and not making optimal use of facilities.

W3.	Inadequate linkages between training and education.

W4.	Training is not sufficiently geared towards -

4.1	the mix in the skills needed by industry relating to aspects such as reasoning, communication and attitudes.
4.2	greater productivity.
4.3	the development of a career within an industry.

W5.	Partial acceptance of industry training boards as the result of among other factors -

5.1	inadequate awareness of the need for training boards;
5.2	prejudice against training boards, and
5.3	fear of the creation of bureaucracies.

W6.	The shortages and inadequate co-ordination of the training of the unemployed to meet the needs of the informal and formal employment sectors and to develop these sectors.

W7.	The lack of a system of national training qualifications.

W8.    Shortage of a competent and professional training corps.


**THREATS**


T1.    The high level of illiteracy in the economically active population.


T2.    Low economic growth resulting in inadequate job creation aggravated by a growing shortage of skilled manpower.


T3.    Training not considered as an investment in human capital.


T4.    Discontinuity in state financing of training, i.e. tax concessions/cash grants.


T5.    Output from the education system does not satisfy the minimum requirements of industry.


T6.    There is an imbalance between the nature and extent of training offered at post school training institutions on the one hand and the needs of the world of work on the other.


T7.    Disparity in education systems leads to shortcomings which have to be addressed before job-related training can be undertaken.


T8.    Uncertainty about the future political dispensation.


<u>OPPORTUNITIES</u>


O1.    The development of the informal sector of the economy.


O2.    Productivity awareness by the management in many industries.


O3.    Urbanisation and population growth.


O4.    The multiplier effect of new technologies and beneficiation.


O5.    The contribution of the education renewal strategy.

### 6.5.3 Objectives and goals

**1. Objectives**

1.1    To determine the initial national training strategy.

1.2    (a)    To create the structure for regular updating of the national training strategy on the basis of voluntary commitment.

(b)    To realise the establishment of the Training Partnership (TTP).

1.3    To negotiate an acceptable training financing model within the limitations of the economy.

1.4    To promote and support the privatisation, decentralisation and co-ordination of training.

1.5    To promote the effectiveness and efficiency of training.

**2. GOALS**

2.1    To equip the labour force with the necessary skills and values needed to assist the development of the economy in the formal and informal sectors.

2.2    To optimise the trainability basis of employees with specific reference to bridging training, reading and writing skills, numeracy, work skills, learning skills and further training of the employee.

2.3    To design a training qualification structure administered by a training certification body in order to ensure acceptable training standards.

2.4    To clarify the basic education requirements for training in industry.

2.5    To establish effective linkages between training and education and especially direct linkages with respect to vocational education.

### 6.6    REGIONAL SEMINARS ON THE NATIONAL TRAINING STRATEGY

On receipt of the action plan forms from WC members, the Exco met in order to consider the comments

received and to prepare an initial training strategy which could be used to initiate discussion and comment at the five regional seminars which were to be held at Port Elizabeth, Cape Town, Bloemfontein, Durban and Johannesburg. Table 6.1 gives details of the number of persons who attended these seminars and the organisations which they represented.

It is of importance to note that, with the exception of Cape Town, attendance by trade union members was very limited. The acceptance of a national training strategy by the trade unions, particularly Cosatu and its affiliated bodies, is considered to be essential to the success of the strategy and serious attention needs to be given to this in all follow-up actions arising from the report.

### 6.6.1    The seminar programme

At each seminar the programme consisted of a presentation of the following topics, followed by a discussion on the material presented:

A.    The background to the Investigation into a National Training Strategy for the RSA.
B.    An explanation of the concept of the Training Partnership (TTP) and its description and mission statement.
C.    An organisational assessment of TTP and its identified strengths and weaknesses.
D.    An assessment of TTP's environment and the identification of opportunities for and threats to TTP.
E.    The derivation of short-term objectives and long-term goals for TTP.
F.    Proposed strategies for TTP in order to address the objectives and goals.
G.    An analysis of the 27 recommendations of the Skills Training Report so as to identify the recommendations which have not been incorporated in the proposed strategies.

### 6.6.2    The seminar discussions

The comments made during the discussion periods at the seminars may be classified as follows :

A.    Requests for further Information on specific aspects of the topics discussed.
B.    Support for, elaboration on and general confirmation of ideas presented at the seminars.
C.    Suggestions on matters which might or should be incorporated into the proposed strategy.

TABLE 6.1    ATTENDANCE AT SEMINARS

| No. | Industry/Organisation | Date and place | | | | | |
|---|---|---|---|---|---|---|---|
| | | 27/9 PE | 2/10 CPT | 3/10 BFN | 4/10 DBN | 8.10 JHB | Total |
| 1. | Aerospace | | | | | 1 | 1 |
| 2. | Regional Training Committee | 1 | 1 | 6 | 1 | 1 | 10 |
| 3. | Automobile | | | 1 | | | 1 |
| 4. | Health bodies | | | | | 4 | 4 |
| 5. | Building | | 2 | 1 | 1 | 1 | 5 |
| 6. | Small business development | | 1 | | | | 1 |
| 7. | Electricity supply | | 1 | | | 1 | 2 |
| 8. | Financial/insurance | | 2 | | | 4 | 6 |
| 9. | Furniture/wood/paper | 2 | | | 4 | | 6 |
| 10. | Media | | 1 | | | | 1 |
| 11. | Government undertakings | | 1 | 2 | | 2 | 5 |
| 12. | Security | | 1 | | | | 1 |
| 13. | Local authorities | 4 | | 1 | 3 | | 8 |
| 14. | Metal | 6 | | | | 4 | 10 |
| 15. | Oil and petrol | | 4 | | | | 4 |
| 16. | Mining | | | | | 1 | 1 |
| 17. | Motor | 6 | 1 | | | 1 | 9 |
| 18. | Computers and television | | | | | 3 | 3 |
| 19. | Chambers of Industry | 1 | 1 | | | 1 | 3 |
| 20. | Transportation | | 1 | | | 4 | 5 |
| 21. | Sugar | | | | 8 | | 8 |
| 22. | Tyre and rubber | 4 | | | | | 4 |
| 23. | Food and /drink | | 1 | | 5 | 7 | 13 |
| 24. | Agriculture/fruit | 2 | 1 | | 2 | | 5 |
| 25. | Research bodies | | | | 1 | 2 | 3 |
| 26. | University/technikon/technical colleges | 10 | 12 | 3 | 13 | 8 | 46 |
| 27. | Education departments | 1 | 4 | | | 1 | 6 |
| 28. | Training boards/adult training | 1 | 8 | 5 | 13 | 10 | 37 |
| 29. | Department of Manpower | 6 | 2 | 6 | 3 | 17 | 34 |
| 30. | Trade unions | | 12 | | | 1 | 13 |
| 31. | Regional training centres | 6 | 1 | 3 | 2 | 2 | 14 |
| 32. | Private training centres | 14 | 14 | | 7 | 7 | 42 |
| 33. | Hyper-markets | | 4 | | | | 4 |
| 34. | Plumbing | 1 | | | | | 1 |
| 35. | Other | 9 | 26 | 5 | 13 | 29 | 82 |
| 36. | Work committee | | | 1 | 1 | 5 | 7 |
| 37. | Exco* | (5) | (6) | (6) | (7) | (7) | - |
| | TOTAL | 74 | 102 | 34 | 79 | 118 | 405 |

* Not included in total

In this regard the seminars afforded an opportunity to test the ideas which had been developed on a much wider and more varied audience. In this sense the seminars were not only a sounding board on wider public opinion and a healthy basis for extending and developing the committee's ideas, but also served the purpose of preparing the audiences for acceptance of the final recommendations of the WC. The participation and input of the audiences during the formal activities of the seminars as well as informal input during tea and lunch breaks together with communication between participators and speakers subsequent to the seminars proved to be invaluable and reinforced the view that the seminars were a worthwhile exercise. All such inputs have been given careful consideration, and where possible have been incorporated in the final strategies which are detailed in Chapter 7. The thanks of the WC go to the regional training committees of the NTB for their support and the work done in organising the regional training seminars.

# CHAPTER 7

# RECOMMENDATIONS

## 7.1 RECOMMENDATIONS OF THE SKILLS TRAINING REPORT (STR)

An attempt was made to incorporate the 27 recommendations of the STR in the proposed training strategy. It was not possible to include all of these and an analysis of the recommendations not included is contained in Annexure 3. From this annexure will be seen that in addition to the proposed training strategy attention should also be given to recommendations R.3; R.4B, E, H, Q, R; R.18 and R.26(4), (5) and (6).

R.3    It is recommended that the national manpower policy should determine that the training of local labour should be a prerequisite before the favourable consideration of employers' applications for trained immigrant labour.

This recommendation has become even more important in view of the dissatisfaction caused by recent immigration of artisan labour from Spain and Turkey.

R.4    It is recommended that the National Training Board should formulate and regularly update a national strategy for the development of human resources in the RSA. This strategy must address the following matters:

B.    Regularly ascertain manpower and training requirements in consultation with, among others, the Department of Manpower, the National Manpower Commission, the proposed Association of Accredited Training Boards, an Advisory Committee for Regional Training Centres and a national co-ordinating body for training for the informal sector.

E.    A survey of all vocational education and training facilities in the private and public sectors as well as in formal education with a view to their optimum utilisation.

H.    Guidance, training and placement.

Q.    Publicising available training facilities, courses, qualifications and financial aid.

R.      The guidance, training and placement of disabled persons.

R.18    Regarding the training of workseekers and the unemployed it is recommended that -

A.      their training continue to be funded separately by the Department of Manpower, since the training of the workseekers refers to structural and that of the unemployed to cyclical unemployment and the separate administrative structures already established.

B.      an ad hoc investigation be launched by the NTB to determine the socio-economic, financial feasibility and other implications of a possible reintroduction of funding of accommodation of workseekers on a limited and selective basis.

C.      the NTB will provide guidelines for the offering of follow-up and refresher courses for those trainees who, after a stated period of time, still cannot find work, thereby risking the loss of their newly acquired skills.

D.      the Department of Manpower pays attention to the improvement of training, concentrating on quality rather than quantity, in accordance with the manpower training needs of industry.

R.26    The following areas have been identified for further research:

(4)     Ongoing study into the relevancy of financing of training by the state.

(5)     The relationships between skills training, labour productivity, social stability and equitability and the financial role to be expected of the state.

(6)     The co-ordination of efforts between skills training and the formal education system, for example the Australian Traineeship System and its linking of training and education within a single state department.

## 7.2     THE PROPOSED NATIONAL TRAINING STRATEGY

### 7.2.1   Introduction

As a result of the five seminars, adjustments were made to the mission statement, the objectives and

goals of TTP and these are now stated in their changed form.

### 7.2.2 The Training Partnership (TTP)

The Training Partnership (TTP) consists of all parties involved in training policy formulation, planning, implementation as well as the financing and provision of training for the world of work in the RSA.

### 7.2.3 The mission of TTP

The mission of TTP is to concern itself with the provision of appropriate and adequate training for all the people of the RSA.

In doing this TTP will bear in mind the economic and other needs of the country, the aspirations and aptitudes of the individual, as well as the need to optimise the utilisation of the limited training abilities of the country.

### 7.2.4 Objectives

(a)     To determine the initial training strategy.

(b)     (i)      To realise the establishment of the Training Partnership (TTP) and

        (ii)     to create the structure for regular updating of the national training strategy on the basis of voluntary commitment.

(c)     To negotiate an acceptable training financing model within the limitations of the economy.

(d)     To promote and support privatisation, decentralisation and co-ordination of training.

(e)     To promote the efficiency and effectiveness of training.

### 7.2.5 Goals

(a)     To equip the labour force, including disabled persons, with the skills and values needed to assist the development of the economy in the formal and informal sectors.

(b)     To optimise the trainability basis of employees with specific reference to bridging training,

reading and writing skills, numeracy, work skills, learning skills and further training of the employee.

(c) To design a training qualification structure administered by a training certification body in order to ensure acceptable training standards.

(d) To clarify the basic education requirements for training in industry.

(e) To establish effective linkages between training and education and especially direct linkages with respect to vocational education.

## 7.3 THE INITIAL NATIONAL TRAINING STRATEGY

After consideration of the discussion which took place at the five seminars on the national training strategy the WC arrived at the following as initial strategy:

### 7.3.1 The initial training strategy, structure for updating the strategy and realisation of the TTP

This strategy is designed to realise the first two objectives of TTP and accommodate the following recommendations of the Skills Training Report: R.1; R.2; R.4 A, D, F, I, J, K; R.5; R.7; R.8; R.9; R12(2); R.17 and R.20 which have already been detailed in Paragraph 3.4 of Chapter 3.

The first two objectives are

(a) to determine the initial national training strategy;

(b) (i) to realise the establishment of the Training Partnership (TTP), and

(ii) to create the structure for regular updating of the national training strategy on the basis of voluntary commitment.

### 7.3.2 The national convention

It is recommended to the Minister of Manpower that this report should be published calling for public comment by a notice in the Government Gazette. Such notice should make it clear that the comment will not be treated as confidential. The report, with the comments received thereon, will be presented to an inaugural meeting of TTP which will take the form of a national convention of all the partners of TTP. The identified partners of TTP should be invited at a high level, possibly by the minister, to attend

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the national convention and any Interested parties which do not receive an invitation should be free to make representation to participate. In addition to this the Ministers of Manpower and Education of the national and independent states should receive copies of the report, be asked to comment on it and be specifically Invited to attend the national convention.

The national convention should be arranged by the Department of Manpower and the National Training Board with the assistance of specialists from the private sector. This organising group should make use of the report, of comments on it as well as of the recommendations of the Skills Training Report. After the national convention has been held the organising group should produce a report on the national training strategy as agreed to at the convention which should be submitted to the Minister of Manpower. It is recommended that a white paper then be published which will become the national training strategy and be implemented on the basis of voluntary commitment by the members of TTP.

### 7.3.3    Policy formulation

It is realised that the process of establishing and updating a national training strategy as well as activating and monitoring it requires action at two different levels, namely those of policy formulation and management. The policy formulation will take place at the initial and subsequent meetings of TTP at national conventions. For this reason the national convention will have to give consideration to the future membership of TTP as well as the frequency of future TTP meetings. It Is recommended that such meetings do not take place more frequently than once in five years. Consideration will also have to be given to the method of financing, managing and monitoring the implementation of the national training strategy.

### 7.3.4    Management of the national training strategy

(a)    The structure for management of the national training strategy

It is considered that the elements necessary for management have already been provided in Recommendation R.27 of the Skills Training Report which deals with the structure for skills training. The various aspects of this diagram with minor adjustments, are illustrated in Figures 7.1 to 7.4.

Figure 7.1 illustrates the first level of accreditation by the Registrar: Manpower Training of acccredited industry training boards (ATBs) as well as accreditation of regional training centres. In addition it illustrates possible second-level accreditation by an ATB of training in formal educational Institutions, industry and private training centres, including private consultants, training In regional training centres in courses for employment In the specific industry of the ATB concerned as well as training of the

# FIGURE 7.1 : BODIES INVOLVED IN THE ACCREDITATION PROCESS

**MANAGEMENT**
**FIRST LEVEL ACCREDITATION**
**SECOND LEVEL ACCREDITATION**

MINISTER OF MANPOWER

DIRECTOR-GENERAL OF MANPOWER

DEPARTMENT OF MANPOWER REGISTRAR: MANPOWER TRAINING

ACCREDITATION

ACCREDITED TRAINING BOARDS

ACCREDITATION

COMMITTEE FOR TRAINING UNEMPLOYED

NATIONAL CO-ORDINATING BODY FOR TRAINING FOR THE INFORMAL AND SMALL BUSINESS SECTORS

ACCREDITATION

CONTRACTORS FOR THE FORMAL SECTOR

CONTRACTORS FOR THE INFORMAL SECTOR

REGIONAL TRAINING CENTRES

TRAINING

INDUSTRY | UNEMPLOYED FORMAL SECTOR | OTHER | UNEMPLOYED INFORMAL SECTOR

TRAINING BOARD FOR LOCAL GOVERNMENT BODIES

LOCAL BODIES TRAINING

FORMAL EDUCATION UNIVERSITIES, TECHNIKONS TECHNICAL COLLEGES, HIGH SCHOOLS

INDUSTRY AND PRIVATE TRAINING CENTRES

unemployed for the formal industry sector by either the regional training centres or by private contractors.

**(b)     The functions of accredited training boards (ATBs)**

The main function of accredited training boards (as set out In Recommendation R.22 of the Skills Training Report) is the acceptance of full responsibility for all levels of training within the industry concerned, particularly by means of modular competency-based training along industry-based career paths. Other function of ATBs Include the following:

(i)      The achievement of higher levels of labour productivity

         The determination of training needs

         The formulation of training standards

         The accreditation of training Institutions undertaking training for the industry

         The encouragement of employers to invest in training

         The development of techniques with a view to the evaluation and validation of training

         The implementation of cost-benefit analyses in order to increase the cost-effectiveness of training

         The promotion of training in thinking, communication and human skills

         The promotion of the development of a professional training corps.

(ii)     Consideration of a training levy In order to distribute training costs among users of trained manpower in the industry.

(iii)    The introduction of a uniform management information system in order to operate a cash grant system.

(iv)     The encouragement of a more positive approach by management towards training.

(v)      Consideration of the accreditation of the training boards of major national employers in their industry rather than the accreditation of individual courses conducted by such employers.

ATBs should plan manpower training for the industry as a whole and encourage, advise and accredit training rather than necessarily becoming directly Involved in the training process.

Second-level accreditation by the Local Government Training Board Is also Indicated which can take place at local authorities, formal educational Institutions, private and Industry training centres as well as at regional training centres. The Local Government Training Board functions under the Department of

Constitutional Development and Planning in terms of the Local Government Training Act, 1985 (Act No. 41 of 1985).

(c)     The National Co-ordinating Body for the Informal and Small Business Sector (NCBIS)

Accreditation of the regional training centres and private contractors for training of the unemployed for the informal sector is shown as taking place under an organisation proposed in the Skills Training Report, namely the National Co-ordinating Body for the Informal and Small Business Sector (NCBIS). It is recommended that provision should be made in the Manpower Training Act, 1981, (Act No. 56 of 1981) for the establishment of the NCBIS to assist in the planning and implementation of the national training strategy with regard to the development of the informal business sector.

The NCBIS should consist of representatives of the NTB, SBDC, associations concerned with the interest of small businesses, small business development agencies, the private sector and interested public sector departments.

Its functions would be to -

(i)      decide, in conjunction with the NTB, on the strategy for the promotion and development of training for the informal sector.

(ii)     decide on funding of training for the informal sector in terms of decisions of the Committee for the Training of the Unemployed.

(iii)    function as the accreditation board for informal sector training and represent the NCBIS on the Association of Accredited Training Boards (AATB).

(iv)     develop modular training programmes aimed at job creation in the informal and small business sectors.

(v)      develop trainability selection procedures for trainees who have completed skills training courses for the unemployed in order to ensure successful completion of follow-up training courses for self-employment.

(vi)     give guidance to facilitators and trainers operating in the informal sector.

(vii)    investigate the possibility of utilising on-the-job counsellors and mentors, retired

businessmen and staff seconded from industry for training in the informal and small business sectors.

Funding of the NCBIS could come from the Fund for the Training of Unemployed Persons which was created by Section 36A of the Manpower Training Act, 1981, (Act No. 56 of 1981) as amended. The NCBIS could also give consideration to the recommendation contained in the Skills Training Report on a national year for the promotion of the small business and informal sectors. This could be evaluated in terms of cost and effectiveness in relation to other activities having the same objectives.

(d)    The Association of Accredited Training Boards (AATB)

Figure 7.2 illustrates the proposed AATB which would consist of representatives of : accredited training boards, the NTB, training boards which are being established, the NCBIS, the Local Government Training Board, public sector departments having training divisions and the training organisations of public utilities. Provision should be made in the Manpower Training Act, 1981, (Act No. 56 of 1981) for the creation of the AATB. The AATB should be a purely voluntary body acting as a forum for discussion between training boards and organisations and a communication link between training and the Minister of Manpower.

The functions of the AATB would be to

(i)    provide a forum for discussion between training boards and organisations on matters of common interest, so that discussion can take place on mutual training problems and to help other industries in the establishment of their training boards.

(ii)    act as a direct communication link with the minister on training matters.

(iii)    provide for possible co-ordination of training efforts and more effective use of available facilities and training staff.

The major thrust of the AATB should be towards the more effective investment in human capital through concerted training efforts.

FIGURE 7.2 : THE PROPOSED ASSOCIATION OF ACCREDITED TRAINING BOARDS
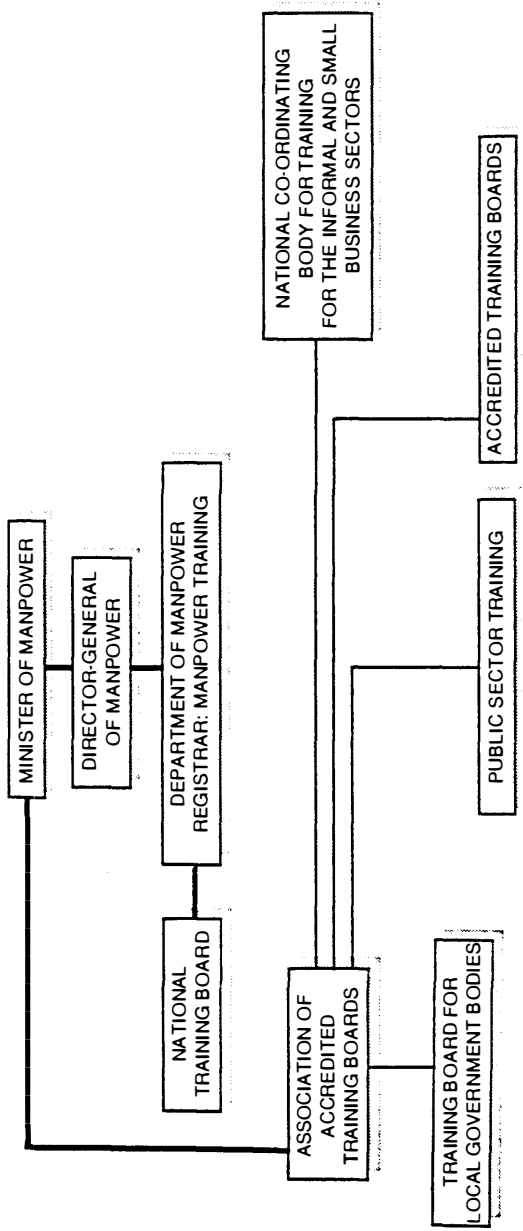
FIGURE 7.3 : MAJOR BODIES INVOLVED IN MANAGEMENT OF THE NATIONAL TRAINING STRATEGY

MANAGEMENT
MEMBERSHIP
REPORTING/COMMUNICATING

MINISTER OF MANPOWER

DIRECTOR-GENERAL OF MANPOWER

DEPARTMENT OF MANPOWER REGISTRAR: MANPOWER TRAINING

NATIONAL TRAINING BOARD

COMMITTEE FOR TRAINING UNEMPLOYED

NATIONAL CO-ORDINATING BODY FOR TRAINING FOR THE INFORMAL AND SMALL BUSINESS SECTORS

ADVISORY COMMITTEE FOR REGIONAL TRAINING CENTRES

ACCREDITED TRAINING BOARDS

OTHER DEPARTMENTS

ASSOCIATION OF ACCREDITED TRAINING BOARDS

TRAINING BOARD FOR LOCAL GOVERNMENT BODIES

PUBLIC SECTOR TRAINING

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**(e)    Bodies involved in management of the national training strategy**

Figure 7.3 indicates the major bodies which should become Involved in activating the national training strategy.

These bodies are:

(i)     The Minister of Manpower, the Director-General of Manpower, the Department of Manpower and the Registrar: Manpower Training.

(ii)    The NTB.

(iii)   The AATB.

(iv)   The Advisory Committee for Regional Training Centres.

(v)    The Committee for Training of the Unemployed.

(vi)   The NCBIS.

In this process it Is considered essential that the AATB, the Advisory Committee for Regional Training Centres and the Committee for Training of the Unemployed should have direct links with the minister. This will require amendment to Sections 31B and 36A of the Manpower Training Act.

It is also considered that the composition of the NTB should be reconsidered and its proposed membership is illustrated In Figure 7.4.

**(f)    The national training board (NTB)**

In order to increase the sphere of influence of the NTB and  bring about a greater understanding of its activities which form an essential component of the development of training in the RSA, it is recommended that its membership should include representatives appointed to the NTB by the AATB, the Advisory Committee for Regional Training Centres and the NCBIS. These would be in addition to representatives from other state departments, and employer and employee organisations.  It Is also recommended that representation be given to the Private Sector Education Council (PRISEC).  As representatives of these bodies they would report back to their bodies on NTB matters and be able to make representation to the NTB on matters which should receive the attention of the NTB and its

FIGURE 7.4 : THE NEW NATIONAL TRAINING BOARD

MINISTER OF MANPOWER

DIRECTOR-GENERAL OF MANPOWER

DEPARTMENT OF MANPOWER
REGISTRAR: MANPOWER TRAINING

NATIONAL
TRAINING BOARD

OTHER
DEPARTMENTS

ASSOCIATION OF
ACCREDITED
TRAINING BOARDS

PRISEC

EMPLOYEES ORGANISATIONS

ADVISORY COMMITTEE
FOR REGIONAL
TRAINING CENTRES

EMPLOYERS ORGANISATIONS

NATIONAL CO-ORDINATING
BODY FOR TRAINING
FOR THE INFORMAL AND SMALL
BUSINESS SECTORS

committees. Provision should also be made for the NTB to co-opt a limited number of specialists or specific bodies not already represented on the NTB.

The new bodies, i.e. the AATB and the NCBIS, and restructuring of the NTB, as well as other amendments necessary to the Manpower Training Act are considered essential to the activation and monitoring of the national training strategy.

## 7.4    AN ACCEPTABLE TRAINING FINANCING MODEL

This strategy is intended to address the third objective of TTP as well as recommendations R.4 F, G; R.10; R.11; R.13; R.14; R.16 E; R.22 (2) and (3).

The third objective is to negotiate an acceptable training financing model within the limitations of the economy.

Tax concessions for training which were originally introduced as incentives to employers to embark on approved training programmes were intially effective in stimulating training. It was generally accepted, however, that they had outlived their usefulness and that they should be replaced by a system of cash grants for training. The phasing out of tax concessions was in line with the Margo Commission's Report and these concessions were discontinued on 31 July 1990 in terms of the Income Tax Act, 1990 (Act No. 101 of 1990). In announcing the termination of tax concessions the Minister of Finance also referred to targeted subsidies for training, but no further announcement in this regard or reference to cash grants has been made. It has become clear that there are expectations of cash grants for training and that if these expectations are not realised it may well adversely affect training, particularly that by the smaller employer.

It is generally accepted that the state has the full responsibility for the funding of compulsory basic education while the employer has the responsibility of training his own personnel. It is considered essential, however, that the state should offer some form of incentive to the private sector to make a training investment in human capital. The private sector already makes a considerable contribution to formal education by means of loans and bursaries to individuals, substantial donations to a variety of educational institutions, as well as the provision of actual educational services where the state has not been able to make such provision. Were all such contributions to formal education by the private sector to be discontinued, the state would find it extremely difficult to provide such funding.

In addition to paying income tax the private sector already invests in the formal education system, it is considered that the state should make an investment in the training system. Training is supplementary

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and complementary to the education system and is concerned with the development and evolution of the total community and as such is also a state responsibility. Training of manpower increases its earning capacity which in turn widens the state's tax basis and increases its total possible income from individuals and the private sector. Due to the present serious inadequacies of the education system, an additional burden, namely that of compensatory and remedial education, is thrown on the training system. The state could use cash grants for training in order to stimulate development in certain critical areas such as the development of ATBs, of new technologies and of the earning capacity of individuals who might otherwise be a liability to the state.

It is accepted that there are at present great constraints on state expenditure because of the state of the economy, inflation, world oil prices and the demands of housing, health services and particularly achieving equality in educational facilities. It was pointed out in the Skills Training Report, however, that a considerable saving to the state was brought about by terminating tax concessions for training. This had been estimated at between R120 million and R500 million per annum prior to July 1990 when tax concessions for training were terminated. This amount should be determined by the Treasury and the NTB and a large percentage of such savings should be appropriated for cash grants for training.

At the same time a subsidy formula should be developed for cash grants to ATBs based on criteria such as man-days or man-weeks of approved training courses which would be comparable with the subsidy formulae used in formal education based on full-time equivalent students. This formula could also incorporate an "A" factor which is the percentage of the funds generated by the formula which the state could afford in any one fiscal year.

It is also considered essential that, in addition to the cash grant for training originating from the state's income, attention should be paid to the distribution of training costs among employers so as to ensure that all employers contribute their reasonable share of training costs. At present there are employers who do not carry out their share of training and resort to piracy of trained labour and immigration at inflated wage rates. This distribution of training costs is in the first place the responsibility of an industry which in setting up its ATB should give consideration to levy/grant systems. In addition, serious consideration should be given to the introduction of a training tax which could be modelled on the Australian Training Tax which was introduced as recently as 1 July 1990. This tax applies to all employers with a turnover exceeding A$200 000 which covers 80 % of the total Australian formal labour force. For such employers the tax is 1 % (1,5 % w.e.f. 1 July 1991) of their total salary bill. The tax payable is the difference between this 1 % and their actual training expenditure on approved training. The training tax is funded and then paid to the individual Australian states for the purpose of further training courses.

There are also two other financial incentives worthy of consideration relating to exemption from import

duty on expensive training equipment and tax concessions on donations to training boards and accredited training programmes. These benefits are already enjoyed by the formal education system and it is recommended that with the necessary financial controls, they now be extended to the training system. A further strong appeal has been received, and is supported, that donations made to the regional training centres, which are considered as an important part of training for industries' needs, should also qualify in terms of Section 18A of the Income Tax Act, 1962.

## 7.5 PRIVATISATION, DECENTRALISATION, CO-ORDINATION, EFFICIENCY, EFFECTIVENESS OF TRAINING AND EQUIPPING THE LABOUR FORCE WITH THE NECESSARY SKILLS

This strategy addresses objectives 4 and 5 and the first of the goals and encompasses the following recommendations of the Skills Training Report: R.4 D, O, P; R.16; R.21; R.22 and R.25.

Objectives 4 and 5 are as follows :

To promote and support the privatisation, decentralisation and co-ordination of training.

To promote the efficiency and effectiveness of training.


The first goal is the following :

To equip the labour force, including disabled persons, with the skills and values needed to assist the development of the economy in the formal and informal sectors.

The determination of the national training strategy, establishment of TTP and acceptance of its mission, the establishment of the AATB and the NCBIS and their functions and the establishment of the new NTB, lay a sound foundation for the realisation of these objectives and this goal.

The establishment of industry training boards will lead to a devolution of decision making from the department to ATBs which in turn will make privatisation, decentralisation and co-ordination of training possible while the activation of the AATB with its members can lead to greater effectiveness and efficiency of training. Particular attention is drawn to the existence of the nine regional training centres which have over 50 satellites. These are available to industry, and can be used to research training needs, develop training courses and provide accredited training according to industry's needs and may well be more cost-effective than establishing further independent training facilities in these times of financial constraints and a shortage of competent training staff as well as physical facilities.

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All the bodies concerned in the provision of the training network In the RSA need to take note of the content of the Skills Training Report as well as the Report on the Training of Artisans In the RSA.

## 7.6 TO OPTIMISE THE TRAINABILITY BASIS OF EMPLOYEES AND PROSPECTIVE EMPLOYEES

This strategy addresses Goal number 2 and Recommendation R.19 of the Skills Training Report.

Goal No. 2 :

To optimise the trainability basis of employees with specific reference to bridging training, reading and writing skills, numeracy, work skills, learning skills and further training of the employee.

This goal and strategy are directed particularly at the "lost generation" which Is the youth of the country who, for a variety of reasons, have missed the opportunity of going to school or who have dropped out of the school system without adequate schooling, who are without a trainable base, possibly illiterate and innumerate, and who are at present without employment. All indications are that there must be more than a million such persons who are without work or any hope of obtaining employment and who would be difficult to train if they did obtain a job. It will be necessary for full-time training which is financed by the state and Is designed in concert with the private sector, to be provided to such persons In a way that is acceptable to them and to the private sector. This training will have to equip them with the necessary value systems and the skills required for them to be able to benefit from skills training on an in-service basis so as to enhance their competence. In order to ensure the acceptance of such training by the private sector It is recommended that the Private Sector Education Council (PRISEC) be approached to assist in the design of such a programme, taking cognisance of schemes in other parts of the world such as the Youth Training Programmes of the United Kingdom, the Australian Traineeship System, the English National Vocational Qualification and any other appropriate system. The programme should consist of facets such as literacy, numeracy, communication, social and personal skills, technology, the working environment and working ethics, problem solving and general job-related skills and should develop moral and religious values. Once such programmes have been accepted by all relevant parties, the funding will have to be provided by the state and the courses would ideally be offered by the regional training centres and the technical colleges acting in concert or individually.

## 7.7 A TRAINING QUALIFICATION STRUCTURE AND TRAINING CERTIFICATION BODY

This strategy Is designed to meet the requirements of Goal 3 which Is to design a training qualification structure administered by a training certification body in order to ensure acceptable training standards.

It also must satisfy Recommendations R.4 M, N and R.25 of the Skills Training Report.

The concept of a training qualification structure Is that accredited modular training undertaken with one employer and fitting Into the qualification structure will be recognised for employment purposes by other firms within the same industry as well as by employers In other Industries. Recognition will be given because the course is well structured and is competency based resulting in the holders of a specific qualification having known competencies which are of value in employment. The design of such a structure should be the responsibility of an independent body such as the National Council for Vocational Qualifications In the United Kingdom and the Department of Manpower, the NTB and the AATB should all be well represented on such a body.

In the design of courses consideration should be given to courses such as those leading to national vocational qualifications (NVQ) In the United Kingdom as well as the Traineeship System of Australia. The Australian Traineeship consists of at least one year's duration Including 13 weeks of Institutional training as well as in-service training with a balanced programme covering communications, the working environment, the technology of the occupation including the use of computers, numeracy and literacy, practical and manual skills of the occupation, problem solving and planning as well as job-specific skills. In this training qualification structure it is envisaged that there will be modular competency-based training within industry career path structures and the training for the lost generation could well represent the first modules of such career path structures.

## 7.8    TO CLARIFY THE BASIC EDUCATION REQUIREMENTS OF INDUSTRY AND ESTABLISH EFFECTIVE LINKAGES BETWEEN TRAINING AND EDUCATION

This strategy Is designed to satisfy Goals 4 and 5 as well as Recommendation R.4. C of the Skills Training Report. The stated goals are:

To clarify the basic education requirements for training In Industry.

To establish effective linkages between training and education and especially direct linkages with respect to vocational education.

### 7.8.1    Basic education requirements

Because of general dissatisfaction felt by the private sector regarding the products of the education system, a one-day workshop was held In Pretoria on 28 November 1989. This workshop was organised by the Federated Chamber of Industries, Assocom, SEIFSA, BIFSA and the Chamber of Mines and all

Ministers and Deputy Ministers of Education as well as their Directors-General were invited to attend. As a result of this workshop the Private Sector Education Council (PRISEC) was established during 1990, with the following mission:

Prisec will be actively involved in the ongoing development of a non-racial, relevant and legitimate national education system which will encourage optimum economic growth and equip each user to cope with the responsibilities of life in a democratic society.

Because of its membership, which includes bodies representing the bulk of employers in the RSA, PRISEC is in an outstanding position to express the exact qualities and skills that employers require in the products of the formal education system. These will include literacy in mother tongue and in English, numeracy up to particular types of calculations which can be specified, work ethics, personal and social skills, reasoning ability, manual dexterity, an understanding of the world of work and the potential to develop specific job skills through in-service training. It is recommended that TTP and the NTB make arrangements with PRISEC for the determination of these basic educational requirements. There will, however, have to be continuous interaction between these parties to ensure a regular updating of the requirements so that the changing needs of industry can be taken into account. It must be clearly stated that these requirements will not include job-specific requirements which are the responsibility of the employer and in-service training.

### 7.8.2   Effective linkages between training and education

As PRISEC came into existence in order to express the view of the private sector on education to the relevant authorities and work towards its mission of a relevant education system, it seems clear that PRISEC already represents a possible linkage between the private sector training system and formal education. In view of this all the partners of TTP should build strong linkages with PRISEC and supply it with clear indications of what they require of the education system as well as what services they could provide to formal education.  These could be particularly strong in the areas of vocational guidance, profiles of job requirements, exposure of guidance teachers to actual work situations and even provision of vacation job exposure to pupils and students.

In addition to these departments there is a body which has been newly constituted, namely the South African Council for Education (SACE); which was established in terms of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984).  The SACE advises the Minister of National Education on any matters relevant to the functions of his department as set out in Section 2 of the Act and this includes formal, non-formal and informal education.  However, this non-formal education, by agreement between the education and manpower departments, does not include training in terms of the Manpower

Training Act, 1981. It should be possible for PRISEC to link and interact with the SACE and express the private sector's view on education to it. Initially this linkage would be informal as the present chairman and one member of PRISEC are also members of the SACE but in the longer term provision should be made for formal interaction on a regular basis.

The SACE is, however, merely an advisory body which cannot ensure that its decisions are in fact acted upon. For this reason a more formal linkage is required in the longer term so that PRISEC can interact with a body that is able to ensure that its decisions are carried out by both the training and the education sector. Ideally this implies one department having the dual functions of education and training. This is the case in Australia where the Commonwealth Government has a Department of Education, Employment and Training. Another possibility is the establishment of a superior body such as the State President's Training and Education Council which would be in the position to dictate to both these sectors. This concept received strong support from the regional training seminars.

Ultimately it will be very important that continuous, unfettered and effective liaison and interaction take place between TTP, PRISEC, SACE or a possible future alternative as well as the Minister of Manpower and Ministers of Education.

WK/A  WC/A

**NTB-/HSRC-INVESTIGATION INTO A NATIONAL TRAINING STRATEGY**

**ANSWERSHEET: SWOT  ANALYSIS**  NAME: ........................................................................................

Assess each of the strengths, weaknesses, threats and opportunities of the TTP listed below In terms of the importance and urgency of each by applying the following scales:

IMPORTANCE:

|  | VERY IMPORTANT | - 3 |
|---|---|---|
|  | IMPORTANT | - 2 |
|  | LESS IMPORTANT | - 1 |

URGENCY:

|  | SHORT TERM | - S |
|---|---|---|
|  | MEDIUM TERM | - M |
|  | LONG TERM | - L |

NB.   INDICATE YOUR ASSESSMENT OF EACH FACTOR BY MARKING THE VALUES CLEARLY.  THE BRACKETS ( ) ( ) ARE FOR OFFICIAL USE AND SHOULD PLEASE BE LEFT BLANK.

1.     STRENGTHS OF THE TTP

1.1    INCREASING EMPLOYMENT OPPORTUNITIES IN TERTIARY AND CERTAIN MANUFACTURING INDUSTRIES

        YOUR RESPONSE  -  IMPORTANCE:    3 2 1                                              ( ) ( )
                                 URGENCY   :       S M L

1.2    THE CO-ORDINATION OF TRAINING

        YOUR RESPONSE  -  IMPORTANCE:    3 2 1                                              ( ) ( )
                                 URGENCY   :       S M L

1.3    THE DECENTRALISATION OF TRAINING

        YOUR RESPONSE  -  IMPORTANCE:    3 2 1                                              ( ) ( )
                                 URGENCY   :       S M L

1.4　THE AVAILABILITY OF TRAINING FOR THE WORKSEEKER AND THE UNEMPLOYED

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.5　THE USE OF COMPETENCY-BASED MODULAR TRAINING FOUNDED ON NEEDS ANALYSES

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.6　THE EXISTENCE OF AN INDUSTRY LEVY/ALLOWANCE SYSTEM

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.7　THE EXISTENCE OF A STATE SUBSIDY/CASH GRANT SYSTEM

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.8　SPARE CAPACITY IN TRAINING FACILITIES

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.9　THE VARIETY OF ORGANISATIONS OFFERING TRAINING

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.10　THE POSITIVE ATTITUDE OF THE STATE AND TRADE UNIONS TO TRAINING

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.11　LEGISLATION THAT FACILITATES TRAINING

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L


1.12　THE HIGH MOTIVATION LEVELS OF TRAINEES AT LOWER SKILL LEVELS

　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　( ) ( )

　　　　　　　　　　　　　URGENCY　:　S M L

1.13    THE EXISTENCE OF A REASONABLE INFRA-STRUCTURE OF DEVELOPED TECHNOLOGY

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.      WEAKNESSES OF THE TTP


2.1     INADEQUATE AWARENESS OF THE NEED FOR TRAINING BOARDS AND/OR PREJUDICE
        AGAINST, AND FEAR OF BUREAUCRACY IN SOME INDUSTRIES

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.2     INSUFFICIENT CO-OPERATION BETWEEN VARIOUS INDUSTRIES AND/OR THE RELUCTANCE
        OF SOME TO CO-OPERATE

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.3     THE COMPARTMENTALISATION OF TRAINING

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.4     THE LACK OF TRAINING FOR THE DEVELOPMENT OF THE INFORMAL SECTOR

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.5     UNCERTAINTY REGARDING CASH ALLOWANCES FOR TRAINING AS TAX CONCESSIONS ARE
        BEING PHASED OUT

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.6     UNWILLINGNESS TO MAKE A FAIR CONTRIBUTION TO THE FINANCING OF TRAINING

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L


2.7     THE LACK OF LIAISON BETWEEN EDUCATION AND TRAINING

        YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                          URGENCY  :    S M L

2.8    THE LACK OF RELEVANCE OF EXTERNAL TRAINING TO THE TRAINING NEEDS OF THE
       WORK PLACE
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.9    THE LACK OF A NETWORK TO ENSURE OPTIMAL USE OF THE AVAILABLE TRAINING
       FACILITIES
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.10   A SHORTAGE OF A COMPETENT, PROFESSIONAL TRAINERS CORPS
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.11   THE GEOGRAPHICAL DISTRIBUTION OF TRAINING FACILITIES DOES NOT CORRESPOND
       WITH THE DEMAND FOR TRAINING
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.12   INDUSTRIES ARE TOO RIGIDLY ATTACHED TO CONVENTIONAL TRAINING APPROACHES
       AND STRUCTURES
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.13   THE LACK OF TRAINING AIMED AT CAREER DEVELOPMENT
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.14   TRAINING DOES NOT ADEQUATELY DEVELOP AN AWARENESS OF AND DIRECTEDNESS
       TOWARDS PRODUCTIVITY IN TRAINEES
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


2.15   THE LACK OF A QUALIFICATION SYSTEM FOR TRAINING
       YOUR RESPONSE - IMPORTANCE:    3 2 1                                    ( ) ( )
                       URGENCY :      S M L


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2.16　INADEQUATE CO-ORDINATION OF TRAINING OF THE UNEMPLOYED TO MEET THE NEEDS
　　　OF THE FORMAL AND INFORMAL SECTORS
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


2.17　INADEQUATE NATIONAL COMMITTEE AND ORGANIZATIONAL STRUCTURES TO CO-
　　　ORDINATE TRAINING AND TO ADDRESS THE WEAKNESSES OF THE TTP
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


2.18　THE PRODUCTS OF TRAINING DO NOT MEET THE NEEDS OF INDUSTRY
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


2.19　THE NEED FOR VALIDATION OF TRAINING WITH REGARD TO COST-EFFECTIVENESS
　　　APPROPRIATENESS, ETC.
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


3.　　THREATS IN THE ENVIRONMENT OF THE TTP


3.1　ECONOMIC FIELD
3.1.1　LOW LEVEL OF ECONOMIC GROWTH
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


3.1.2　UNCO-ORDINATED GOVERNMENT POLICY
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


3.1.3　INFLATION
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L


3.1.4　A CHANGING WORLD MARKET
　　　YOUR RESPONSE - IMPORTANCE:　3 2 1　　　　　　　　　　　　( ) ( )
　　　　　　　　　　　URGENCY :　　S M L

3.1.5    TRAINING NOT CONSIDERED AN INVESTMENT

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.1.6    INSUFFICIENT CREATION OF JOB OPPORTUNITIES

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.1.7    DECLINE IN THE NUMBER OF EMPLOYEES IN WEALTH-CREATING SECTORS

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.2      DEMOGRAPHICAL FACTORS

3.2.1    GROWING SHORTAGE OF SKILLED MANPOWER

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.2.2    LEVEL OF LITERACY

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.2.3    LABOUR MIGRATION

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.2.4    AIDS AND OTHER DISEASES

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.3      MANPOWER SUPPLY AND DEMAND

3.3.1    THE IMAGE OF SOME OCCUPATIONS

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L


3.3.2    INSUFFICIENT MANPOWER INFORMATION STATISTICS

   YOUR RESPONSE - IMPORTANCE:    3 2 1                    ( ) ( )

            URGENCY  :    S M L

3.3.3   AVAILABILITY OF MANAGERS

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.3.4   STRESS SITUATIONS BETWEEN SOME MANAGERS

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.4    TECHNOLOGY AND PRODUCTIVITY

3.4.1   POOR SUPPORT FOR TECHNOLOGY DEVELOPMENT

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5    LAWS, STATUTARY AND POLITICAL MATTERS

3.5.1   VARIETY OF TRAINING LAWS AND REGULATIONS

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5.2   LEGISLATION LIMITING TRAINING OPPORTUNITIES

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5.3   TRADE UNION ACTIONS INHIBIT TRAINING

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5.4   SCHOOLBOYCOTS RESULTING FROM POLITICAL OBJECTIVES

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5.5   POOR CO-OPERATION BETWEEN TRAINING ASSOCIATIONS

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L


3.5.6   THE ADDITIONAL BURDEN RESULTING FROM A NEW DISPENSATION

YOUR RESPONSE - IMPORTANCE:   3 2 1            ( ) ( )

URGENCY :     S M L

3.6     FORMAL AND NON-FORMAL EDUCATION

3.6.1   EDUCATION OUTPUT UNSATISFACTORY

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.6.2   VARIETY OF EDUCATION DEPARTMENTS

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.6.3   IMBALANCE BETWEEN POSTSCHOOL TRAINING AND MANPOWER NEEDS

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.6.4   FINANCING OF EDUCATION

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.6.5   DISPARITY IN THE EDUCATION SYSTEM

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.6.6   SEPARATION BETWEEN EDUCATION AND TRAINING

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.7     THE SYSTEM OF NATIONAL SERVICE

3.7.1   THE DEMANDS BY NATIONAL SERVICE

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L


3.8     TRAINING INFRA-STRUCTURE

3.8.1   UNDERUTILIZATION OF TRAINING INFRA-STRUCTURE

        YOUR RESPONSE - IMPORTANCE:     3 2 1                                      ( ) ( )
                        URGENCY  :      S M L

3.9 <u>NATIONAL AND INTERNATIONAL LABOUR MATTERS</u>

3.9.1 <u>ADOPTION OF OVERSEAS MODELS WITHOUT ADAPTATION</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

3.9.2 <u>DISINVESTMENT DIMINISHES TRAINING ASSETS</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

3.9.3 <u>INTERNATIONAL ISOLATION CAUSES BACKLOGS IN TRAINING</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4. <u>OPPORTUNITIES IN THE ENVIRONMENT OF THE TTP</u>

4.1 <u>ECONOMIC FIELD</u>

4.1.1 <u>URBANISATION</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4.1.2 <u>DEVELOPMENT OF THE INFORMAL SECTOR</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4.1.3 <u>FINANCIAL AID FOR TRAINING FROM ABROAD</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4.1.4 <u>SELECTIVE ADJUSTMENT AID FROM THE AUTHORITIES</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4.2 <u>DEMOGRAPHICAL FACTORS</u>

4.2.1 <u>GREATER SELECTION POSSIBLE FOR TRAINING</u>

YOUR RESPONSE - IMPORTANCE: 3 2 1        ( ) ( )

URGENCY : S M L

4.3     MANPOWER SUPPLY AND DEMAND

4.3.1   TRAINING IN MANAGEMENT TECHNIQUES

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.4     TECHNOLOGY AND PRODUCTIVITY

4.4.1   ADDED VALUE PRODUCTS

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.4.2   INWARD INDUSTRIALISATION

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.4.3   MULTIPLYING EFFECT OF TECHNOLOGY

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.4.4   PRODUCTIVITY AWARENESS

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.5     LAWS, STATUTORY AND POLITICAL MATTERS

4.5.1   TRAINING OF PERSONS IN GOVERNMENT MANAGEMENT

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.5.2   DEREGULATION OF TRAINING LEADS TO GREATER PARTICIPATION

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L


4.5.3   TRADE UNION GROWTH LEADS CREATES OPPORTUNITIES FOR TRAINING

        YOUR RESPONSE - IMPORTANCE:   3 2 1                          ( ) ( )
                        URGENCY   :   S M L

4.6 FORMAL AND NON-FORMAL EDUCATION

4.6.1 DEVELOPMENTS ABROAD ON THE IMPROVEMENT OF TRAINING

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L


4.6.2 THE CONTRIBUTION OF THE EDUCATION RENUWAL STRATEGY

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L


4.6.3 GUIDANCE FROM THE TRAINING PROFESSION

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L


4.7 SYSTEM OF NATIONAL SERVICE

4.7.1 MAKING USE OF SERVICEMEN

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L


4.8 TRAINING INFRA-STRUCTURE

4.8.1 CO-OPERATION WITH REGARD TO TRAINING FACILITIES

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L


4.9 NATIONAL AND INTERNATIONAL LABOUR MATTERS

4.9.1 EXAMPLES WORTHY OF IMITATION, FROM ABROAD

YOUR RESPONSE - IMPORTANCE:    3 2 1                ( ) ( )
             URGENCY :    S M L

WK4/6

**AKSIEPLAN**   **PROGRAMME OF ACTION**   **NAAM/NAME:**

NASIONALE VLAK   NATIONAL LEVEL

| Goal/Doel | 1.1 | 1.2 | 1.3 |
|---|---|---|---|
| What/Wat | | | |
| Who/Wie | | | |
| When/Wanneer | | | |
| Cost Implication/ Koste-implikasie | | | |

**AKSIEPLAN**      **PROGRAMME OF ACTION**      **NAAM/NAME:**

NASIONALE VLAK      NATIONAL LEVEL

| Goal/Doel | 1.4 | 1.5 |
|---|---|---|
| What/Wat | | |
| Who/Wie | | |
| When/Wanneer | | |
| Cost Implication/ Koste-implikasie | | |

**AKSIEPLAN**       **PROGRAMME OF ACTION**       **NAAM/NAME:**

NASIONALE VLAK       NATIONAL LEVEL

| Goal/Doel | 2.1 | 2.2(a) | 2.2(b) |
|---|---|---|---|
| What/Wat | | | |
| Who/Wie | | | |
| When/Wanneer | | | |
| Cost Implication/ Koste-implikasie | | | |

AKSIEPLAN          PROGRAMME OF ACTION      NAAM/NAME:

NASIONALE VLAK      NATIONAL LEVEL

| Goal/Doel | 2.3 | 2.4 | 2.5 |
|---|---|---|---|
| What/Wat | | | |
| Who/Wie | | | |
| When/Wanneer | | | |
| Cost Implication/ Koste-implikasie | | | |

ANNEXURE 3

RECOMMENDATIONS OF THE SKILLS TRAINING REPORT

Not all 27 recommendations of the skills training report were incorporated into the training strategy and consequently it is necessary to restate any which have not yet been dealt with. These are given below:

R.3 It is recommended that the national manpower policy should determine that the training of local labour should be a prerequisite before the favourable consideration of employers' applications for trained immigrant labour.

This recommendation has become even more important in view of the dissatisfaction caused by recent immigration of artisan labour from Spain and Turkey.

R.4 It is recommended that the National Training Board should formulate and regularly update a national strategy for the development of human resources in the RSA. This strategy must address the following matters:

B. Regularly ascertain manpower and training requirements in consultation with, among others, the Department of Manpower, the National Manpower Commission, the proposed Association of Accredited Training Boards, an Advisory Committee for Regional Training Centres and a national co-ordinating body for training for the informal sector;

E. A survey of all vocational education and training facilities in the private and public sectors as well as in formal education with a view to their optimum utilisation.

H. Guidance, training and placement;

R. The guidance, training and placement of disabled persons.

The NTB is in the process of drawing up a further research proposal which will entail the determination of the training infrastructure of the RSA. Consequently recommendations B and E are referred to the NTB for further action.

As far as recommendations H and R are concerned reference has been made to guidance and placement in Paragraph 7.7.2 relative to the activities of PRISEC. Far more attention needs to be given

to the effectiveness of guidance and placement and the schools, Department of Manpower, PRISEC and industry need to help so as to ensure that a professional service Is available to pupils and students. This could take place under the wing of the Department of Manpower's National Committee for the Coordination of Career Services but the committee needs to be constituted In such a way that its deliberations and decisions are accepted and acted upon at a high level in all organisations involved.

R4.     It is recommended that the National Training Board should formulate and regularly update a national strategy for the development of human resources in the RSA. This strategy must address the following matters:

L.      The development of a professional training corps;

R.23    It is recommended that the National Training Board proceed urgently with its present action to establish a professional training corps to operate within a professional training structure. Courses and manuals for trainers for levels such as instructors, senior instructors, training officers and training managers must be made available immediately. The National Training Board must give particular attention to these matters in consultation with accredited training boards, industries, individual employers' and employees' organisations, and in co-operation with technical colleges, technikons and universities.

R.24    That the NTB and the proposed National Co-ordination Body for the Informal Sector (NCBIS), together with the training institutions, will attend particularly to the training of trainers for the development of the informal and small business sector.

These recommendations have received the consideration of the NTB which has liaised with all possible bodies involved with the training, registration and utilisation of trainers with a view to the creation of a structure for the provision of trainers of a recognised and approved standard. It is anticipated that these matters will be finalised at a seminar during October 1990 and consequently this is referred to the NTB.

R.4     It is recommended that the National Training Board should formulate and regularly update a national strategy for the development of human resources in the RSA. This strategy must address the following matters:

O.      Publicising available training facilities, courses, qualifications and financial aid.

This recommendation is referred to the Department of Manpower and the NTB as consideration may be

given to this in the research proposal on the training infrastructure in the RSA.

> **R.6** **It is recommended that provision be made in the Manpower Training Act, 1981, for Accredited Training Boards which will take all responsibility for co-ordinating and stimulating manpower training within their industry in terms of the national policy, strategy and priorities. The course approval function of the registrar and the training advisers would then be altered to a consulting role and responsibility for those sectors for which there is no accredited training board.**

The amendment to the Manpower Training Act, 1981, by the Manpower Training Amendment Act, 1990, (Act No. 39 of 1990) now provides for accreditation of industry training boards and enables them in turn to accredit training. In view of this it is accepted that this recommendation now falls away.

> **R.12** **It is recommended that the state, in addition to financial support for training in general, should also give particular consideration to financial support to skills training in**
>
> **(1)** **the agricultural sector,**
>
> **in order to address national priorities as set out in a national strategy.**

The first part of this recommendation refers to training in agriculture and R.15 also deals with this topic.

R.15 states:

> **It is strongly recommended that agriculture, under the guidance of the South African Agricultural Union (SAAU) and the Forestry Council, should establish an accredited training board or boards for skills training of labourers, farmers, staff of co-operatives, directors of co-operatives and staff of marketing boards by means of which, *inter alia*, specific regional and sector training needs can be identified.**
>
> **It is further recommended that in planning the recommended training board or boards particular attention be given to the following:**
>
> **A.** **The responsibility of the state, employers, undertakings, boards, employees, training bodies and the formal education sector with regard to agricultural training.**

B.     Determination of manpower and training requirements and the training and upliftment of the farm and forestry worker.

C.     The closest integration of formal agricultural education and skills training for agriculture.

D.     Determination and development of courses and the design of a training qualification structure according to levels of complexity linked to similar structures in other industry sectors.

E.     The training needs to enable subsistence farmers to be upgraded to net producers.

F.     Accreditation of training bodies and/or courses for agriculture.

G.     Guidance, training and placement in agriculture.

H.     Vocational planning within agriculture, for example, standardised courses, post nomenclatures and job descriptions universally acceptable to the various agricultural sectors.

I.     Trainers for the various courses and levels of agricultural training.

J.     Financing an agricultural training board.

K.     Establishment of training opportunities by means of distance instruction in co-operation with the Technikon RSA, the Technical College of South Africa and other correspondence colleges.

L.     Active steps to promote effectiveness, co-operation, continuity and co-ordination of all agricultural training actions.

M.     Recognising the urgent necessity for agricultural training and therefore the creation of a favourable climate.

N.     Publicising available training facilities, courses, training qualifications and financial aid, if available.

As a result of the skills training report a further NTB/HSRC Investigation Into Training in Agriculture was launched In 1989. All of the points covered by these recommendations are being dealt with by the new investigation.

R.18 Regarding the training of workseekers and the unemployed it is recommended that

A. their training continue to be funded separately by the Department of Manpower, since the training of the workseekers refers to structural and that of the unemployed to cyclical unemployment and the separate administrative structures already established;

B. An *ad hoc* investigation be launched by the NTB to determine the socio-economic, financial feasibility and other Implications of a possible reintroduction of funding of accommodation of workseekers on a limited and selective basis;

C. the NTB will provide guidelines for the offering of follow-up and refresher courses for those trainees who, after a stated period of time, still cannot find work, thereby risking the loss of their newly acquired skills;

D. the Department of Manpower pays attention to the Improvement of training, concentrating on quality rather than quantity, in accordance with the manpower training needs of industry.

The Department of Manpower has appointed a task group to investigate all aspects of the training of the workseeker and the unemployed with a view to making the training more effective. Negotiations have already begun with a specific ATB on the design and accreditation of training of the unemployed in the skills required by that specific industry and negotiations may well be entered into with other ATBs. In view of these actions this recommendation may be referred to the Department of Manpower and the Committee for the Training of the Unemployed. Attention is also drawn to the NTB/HSRC Investigation into Training Perspectives for the Development of the Informal Sector.

A.26 The following areas have been Identified for further research:

(1) The training needs of subsistence agriculture.

(2) The follow-up, evaluation and cost-benefit of skills training.

(3)     A macro analysis of the cost and structure of skills training and evolution of standardised accounting procedures.

(4)     That there should be ongoing study into the relevancy of financing of training by the state.

(5)     The relationships between skills training, labour productivity, social stability and equitability and the financial role to be expected of the state.

(6)     The co-ordination of efforts between skills training and the formal education system, for example, the Australian Traineeship System and its linking of training and education wihtin a single state department.

(7)     The development of guidelines with a view to the application of the matrix described in Chapter 4 in order to enable individual employers to determine the level of skills training in their various undertakings.

R.26 (1)        The NTB/HSRC Investigation into Training in Agriculture has already been referred to.

R.26 (2)        This Is the topic of a new NTB investigation.

R.26 (3)        This also is the topic of a new NTB investigation.

R.26 (4), (5) and (6)     These recommendations need further attention and are referred to the Department, NTB and the proposed AATB.

R.26 (7)        The matrix which was used in Chapter 4 of the skills training report has been developed as the NTB/HSRC Analysis Instrument (Matrix) for Determining of Skills Needs and should be published early in 1991.

In addition to the proposed initial training strategy further attention should also be given to Recommendations R.3, R.4, B, E, H, Q, R, R.18 and R.26(4), (5) and (6) as dealt with in this paragraph.