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The HSRC/NTB Investigation into skills training in the RSA

Executive summary

HSRC Education Research Programme No. 14

The HSRC/NTB investigation into skills training in the RSA

Executive summary

Pretoria
Human Sciences Research Council
1989

The HSRC Education Research Programme is organisationally and administratively linked to the Institute for Educational Research of the Human Sciences Research Council.

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Typists: Mrs H.S.G. Smith
Miss T.F. Badenhorst

Institute for Educational Research
Executive Director: Dr. S.W.H. Engelbrecht

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EXECUTIVE SUMMARY

HSRC/NTB INVESTIGATION INTO SKILLS TRAINING IN THE RSA

1. INTRODUCTION

Trained manpower is of crucial importance to the development of the economy of a country. Therefore the National Training Board (NTB), which is *inter alia* concerned with the promotion and co-ordination of training, decided to investigate skills training in the RSA in co-operation with the Human Sciences Research Council (HSRC). The aim of the investigation was to identify the factors which facilitate or inhibit training in order to make recommendations for improving and extending skills training in the interests of the economy, job creation and productivity.

This investigation was a direct result of the previous investigation which the NTB and the HSRC undertook in 1984, during which the emphasis was placed on artisan training only. Consequently, training in a designated trade was not included in the present investigation. Another type of training which has also been excluded is the training presented at formal education institutions as well as training leading to certification and registration with a view to practising a profession.

For the purposes of this investigation, skills training was considered to be any training which improves a person's ability to do a job. Intellectual as well as manipulative skills at all levels were therefore included.

2. MANDATE TO THE HSRC

From recommendations arising from the HSRC/NTB investigation into artisan training in the RSA, as well as from comments received from interested parties, it was clear that there was a need for an investigation which focused on the total spectrum of skills training, that is from training in basic manipulative skills up to and including management training.

In view of the experience gained during the investigation into artisan training, the NTB invited the HSRC during July 1986 to consider undertaking this project. The NTB also proposed that

Dr A. Pittendrigh be considered as chairman of the work committee (WC) which would be responsible for the compilation of the main report. During August 1986 the HSRC undertook to launch the investigation and immediately proceeded to appoint Dr Pittendrigh as chairman of the WC and it was also decided to follow the same research model as that used in the investigation into artisan training.

3. THE WORK COMMITTEE

In the composition of the WC an attempt was made to represent all industrial sectors although every member was expected to take part in the functions of the WC in his personal capacity.

Members of the WC:

Dr A. Pittendrigh	Chairman of the investigation
Dr S.W.H. Engelbrecht	Executive Director, Institute for Educational Research, HSRC
Dr F.R.L.N. Eksteen	Chairman, National Training Board
Mr N.T. Baxter	Director, Road Transport Industry Training Board
Dr J.H. Beukes	Executive Director, Institute for Labour Economics Research, HSRC
Mr G.B. Blain	Group Training Controller, First National Bank
Mr H.R. Corbett	Education Liaison Officer, Information Centre of the Chemical Industry
Mr L.E. Davis	Executive Director, Building Industries Federation (South Africa)

Mr F. Dlamini	Manager, Human Resources Development, Beacon Sweets and Chocolates
Mr D.B. Gaynor	General Manager, Education Services, Chamber of Mines
Dr G.D. Haasbroek	Director, National Training Board
Mr J.R. Harker	Manager, Group Manpower Development, the Frame Group of Companies
Mr J. Herdman	President, SA Motor Industry Employers' Association
Dr R.S. Loubser	Professional Engineer
Mr A.G. Matthews	Executive Consultant, Hotel and Catering Industry Training Council
Dr L. Mvubelo	General Secretary, National Union of Garment Workers
Mr P. Naidu	Regional Training Manager, Furniture Industry Training Board
Mr N. Olls	Chief Director, Bloemfontein Group Training Centre
Mr B.F.P. Oosthuizen	Assistant General Secretary, SA Boilermakers Union
Mr M.W. Rushton	Chairman, Witwatersrand and Sasolburg Regional Training Committee, NTB
Prof. F.G. Steyn	Department of Economics, University of Pretoria

Mr B.J. van der Merwe	Chief Director, Signals and Telecommunication, SA Transport Services
Mr L. van der Walt	Planning Adviser, SABC
Mr M.C. van Niekerk	Training Manager, SA Agricultural Union
Mr D. Weston	General Manager, Timber Industry Manpower Services
Dr I. van der Stoep	Co-ordinator, HSRC
Mr J.W. Gous	Co-ordinator, NTB
Mr A.S. van Rooyen	Co-ordinator, NTB
Mrs A. Vermaak	Secretary, HSRC,

During the course of the investigation Mr P. Naidu was replaced by Mr J.R. Tyers, Director of the Furniture Industry Training Board, Dr Mvubelo by Mr P. Riches, Director of the Clothing Industry Training Board, while Mr Harker was replaced by Mr T.P. Botha, Group Personnel Manager of the Frame Group of Companies.

The WC met on seven occasions and approved the main report on 23 February 1989.

4. RESEARCH METHODOLOGY

A questionnaire was sent to 5 000 registered employers in order to gauge the problems experienced with skills training. Subsequently the investigation was structured into various subprojects in order to ensure that the full spectrum of skills training would be covered. The WC then appointed one or more researchers to each subproject as well as a project committee to evaluate the work of the researchers and to provide guidance and advice. The reports arising from the various subprojects were then each condensed as a chapter in the main report on which recommendations were based.

The following subprojects were identified:

- (1) The present position of skills training in each of the individual industry sectors

Researcher: Dr G. Cilliers HSRC

- (2) The present position of skills training in agriculture, forestry and fishing

Researcher: Dr L. Pienaar HSRC

- (3) The present position of skills training of the workseeker and the unemployed

Researcher: Mr W.F. Pienaar HSRC

- (4) The costs, benefits and financing of skills training

Researchers: Mr E.T. Basson University of Pretoria
Prof. G.L. de Wet University of Pretoria
Mr C. Harmse University of Pretoria
Mr B.G. Rousseau University of Pretoria
Prof. N.J. Schoeman University of Pretoria
Prof. F.G. Steyn University of Pretoria
Mr J.H. van Heerden University of Pretoria

- (5) Factors facilitating or inhibiting skills training

Researcher: Dr D.L. Hattingh HSRC

- (6) The structures for skills training

Researchers: Prof. L.P. Calitz University of Pretoria
Dr A. Maree UNISA
Mr B. Parkin Development and Training Fund for
the Electrical Contractors
Industry
Dr C. van Wyk UNISA

- (7) Skills training for small business development including the informal sector

Researcher: Dr R. Hirschowitz HSRC

5. SALIENT POINTS ON EACH OF THE CHAPTERS IN THE MAIN REPORT

5.1 CHAPTER 1: BACKGROUND TO THE INVESTIGATION INTO SKILLS TRAINING IN THE RSA

Aspects such as the motivation for the project, the research request, the research method, description of terminology as well as the members of the WC and project committees are detailed in this chapter.

5.2 CHAPTER 2: THE ROLE OF THE STATE IN THE DEVELOPMENT OF SKILLS TRAINING IN THE RSA

In this chapter full coverage is given to the development of labour legislation from 1850 and how amendments and the promulgation of the new legislation were frequently intended, not only to create sounder labour relations, but also to obviate labour problems associated with manpower training. Mention is also made of the influence of the Wiehahn and Riekert Commissions during the early eighties, on labour legislation, which had far-reaching effects on the industrial scene in the RSA.

An in-depth study was also made of the various ways in which skills training is promoted by the present Manpower Training Act, 1981, as well as by the Labour Relations Act, 1956.

Other aspects which are dealt with are state financial incentives to employers who train their employees by means of approved programmes as well as training schemes for workseekers and the unemployed controlled by the Department of Manpower.

This chapter closes with a reference to the Training Board for Local Government Bodies instituted under the Local Government Training Act, 1985, for the purpose of promoting the training of personnel employed by local government bodies.

5.3 CHAPTER 3: THE PRESENT POSITION OF SKILLS TRAINING IN AGRICULTURE, FORESTRY AND FISHING

The strategic importance of agriculture to the economy of the RSA is stressed and the diversity of agriculture, forestry and fishing is illustrated by means of production statistics.

Subsequently seven factors influencing skills training in agriculture are highlighted and reported on. Five target groups in agriculture are identified so as to consider their training needs. These target groups are the farmer, the farm labourer, staff of agricultural co-operatives, directors of agricultural co-operatives and staff employed by agricultural marketing boards.

Reference is also made to the existing training facilities and the extent to which each has contributed to training in agriculture. The role of the South African Agricultural Union (SAAU) is described briefly, as well as its efforts at co-ordinating, activating, evaluating and as far as possible, standardising education, training and development in agriculture.

The following are some of the findings from the research:

- (1) Skills training in agriculture is offered by a great variety of organisations with a wide range of aims, course content and standards. Consequently it is unco-ordinated and fragmented, with a lack of uniform standards, certification and recognition of completed training.
- (2) There is a lack of appreciation by farmers of the value of skills training and consequently they are not always motivated to ensure that their farm labourers are properly trained.
- (3) There is a need for the training and certification of staff employed by co-operatives and control boards.

5.4 CHAPTER 4: THE PRESENT POSITION OF SKILLS TRAINING IN THE VARIOUS INDUSTRY SECTORS

The previous chapter focused on the agricultural sector, and in this chapter the present position of skills training in the rest of the industrial sectors is analysed.

The chapter gives a classification of the various industrial sectors as well as a breakdown of the contribution made by each to the gross national product (GNP). Other statistics supplied are the employment figures for 1987 as well as the labour productivity index per sector for the period 1977-1987.

Mention is also made of the industrial council system which originated in 1924 to serve as a forum for employers' and employees' negotiations on industrial agreements which, after publication in the Government Gazette, are binding on both parties. In this way for example, training funds were established by means of industrial council agreements in order to finance training.

In order to determine the state of training, the researcher interviewed people in different industries with the aid of a matrix by means of which the information obtained could be classified. The compilation and application of the matrix is fully described in the main report. The information obtained in this way gave an indication of the following trends:

- (1) Most of the large undertakings have a dynamic manpower development policy based on sound principles and continuous research.
- (2) Cognitive, communication, human and management skills do not always come into their own in the training process.
- (3) The follow-up and evaluation of training leave much to be desired.
- (4) There is an extensive shortage of qualified trainers.

5.5 CHAPTER 5: THE PRESENT POSITION OF SKILLS TRAINING OF THE WORK-SEEKER AND THE UNEMPLOYED

The chapter begins with a description of structural and cyclical unemployment as well as unemployment statistics. These are followed by reference to the various training schemes instituted for workseekers and the unemployed which operate under the Department of Manpower.

Training of the unemployed is privatised and is undertaken on a contract basis by individuals,

group and industrial training centres. The Department of Manpower uses a series of criteria in order to select these contractors. These criteria, as well as the procedures followed by the department when awarding contracts, are set out in detail in the main report.

An account is also given of the training courses offered to the unemployed as well as the number of persons trained under this scheme. Figures on the placement of trainees are also given.

The establishment of group training centres, the nature of the training given by them, special projects launched by group training centres, as well as statistics on the number of persons trained, are set out in detail.

As part of the research into the training of the unemployed, the researcher visited group training centres as well as private contractors in order to identify problems as well as positive aspects of this training. Some of the findings are the following:

- (1) There is a great need to train unemployed persons in
 - job literacy;
 - basic management literacy;
 - basic entrepreneurship, and
 - cultural bridging from a traditional to an industrial culture.
- (2) If trainees are not placed in jobs shortly after completing a course, then erosion of the newly acquired skills soon takes place.
- (3) There is a need for a variation in the costs as well as the duration and content of courses in order to equip the unemployed with marketable skills.

5.6 CHAPTER 6: SKILLS TRAINING FOR SMALL BUSINESS DEVELOPMENT INCLUDING THE INFORMAL SECTOR

In the introduction it is shown that the economy of the RSA is not capable of creating enough job opportunities needed for total employment. It is anticipated that many of the new work-seekers will need to find a future in the labour intensive medium and small businesses as well as in the informal sector. Against this background, this chapter examines the training

needs of small businessmen, particularly in the informal sector which has a high potential for job creation.

Reference is made to the initiatives of the state in privatisation and deregulation in order to stimulate small business development in the informal sector.

The research reported on in this chapter concentrated on small business owners in the formal and informal sectors with a view to establishing which skills were needed for the running of their undertakings, as well as to obtain their opinions on the role that skills training could play in equipping the small businessman to run his business more efficiently. In order to do this, case studies of small business entrepreneurs were undertaken.

The opinions of trainers and consultants involved in small business development were also obtained. From this study the following findings were arrived at:

- (1) Small business undertakings in the formal as well as the informal sectors have the potential to create job opportunities. Effective training is needed in order to ensure that such undertakings are run efficiently.
- (2) Entrepreneurship is not an ability which a person has or does not have, but it is a manifestation of inherent entrepreneurial behaviour which is located on a continuum between these two states.
- (3) Individual guidance has been found to be a more effective method of training than classroom instruction.
- (4) The need exists for a co-ordinating body for training for small business development.

5.7 CHAPTER 7: FACTORS FACILITATING OR INHIBITING SKILLS TRAINING

The rationale behind this chapter was to identify factors that have a positive or a negative influence on training. The employer is able to optimise the return on his investment in training with this information at his disposal.

The factors identified during this research were divided into three main categories, namely external, internal and those factors directly connected with training. With this in mind, a

questionnaire was drafted and sent to a large variety of undertakings in which they were asked to indicate to what extent they agreed that a specific factor actually exercised an influence on training.

Some of the findings arising from this research are the following:

- (1) The responsibility for skills training lies with the state, the employer and the trainee.
- (2) The employer should consider training as an investment in human capital.
- (3) Piracy of staff by companies who do not themselves undertake training does not generally benefit training and is, by its very nature, inflationary.
- (4) A positive attitude by top management towards training is conducive to the establishment of a good training culture within an organisation.
- (5) Effective selection testing, including trainability tests assists in the appropriateness and cost-effectiveness of training.
- (6) The evaluation of training in terms of improved job performance is not given the attention it deserves.
- (7) Modular competency-based training systems have many advantages and ensure that the training is presented on a well-structured basis.
- (8) Certification serves as a strong motivation for an employee to undergo training, especially where the certificate is of a national character.

5.8 CHAPTER 8: THE COSTS, BENEFITS AND FINANCING OF SKILLS TRAINING

Any study of skills training would be incomplete if it did not consider the economic aspects of training. It is particularly important that during downswings, economic considerations of the allocation of scarce resources to certain training initiatives must be carefully weighed up by the state, industry and employers. Against this background attention is given in this chapter to the structure of training costs, the measuring and evaluation of training benefits, as well as the financing of training.

The factors influencing the *financing* of skills training are analysed with much insight by the researchers in referring to the interaction between the labour and training opportunity markets. The interdependence of the two markets shows the various factors that must be considered by each of the aforementioned with regard to the extent, nature and source of the financing of training, taking into account that the financing of training represents an investment in human capital.

The role of the state in the financing of training is set out in broad outline. It is argued that the state also has a direct interest in well-trained manpower because of the positive influence which this has on economic growth and social stability as well as higher earning capacity and the more equitable distribution of income which it brings about. The researchers also give a summary of the different forms of state financing, as well as the factors which should be considered in the subsidisation of training, such as the different training levels, social stability, the balance between trained and untrained labour in the economy as well as short and long term manpower needs.

The chapter closes with a short reference to the direct and indirect contribution of the employer as well as the employee to the financing of training.

The following are some of the findings arising from the research:

- (1) Most trainers have a general lack of cost awareness which leads to a communication gap between trainers and top management, as the cost effectiveness of training is not clearly stated.
- (2) The private sector is aware that, apart from the contribution by the state, it also has a responsibility to finance training.
- (3) The state is aware of the important social advantages of skills training, which is confirmed by the actual support for training which it already provides.

5.9 CHAPTER 9: THE STRUCTURES FOR SKILLS TRAINING

The research into the structures for skills training basically covered three areas, namely:

- (1) The philosophy underlying the necessity for structures for optimising training;
- (2) a comparative study of structures in overseas countries; and
- (3) an analysis of the present structures and their influence on skills in the RSA.

Regarding the analysis of the present structures in the RSA, structured interviews were held with representatives of training boards, as well as employers from the private sector and from state and semi-state institutions.

The following are some findings which arose from this investigation:

- (1) Although privatisation and deregulation contribute positively towards training, it is clear that the role of the state in stimulating and promoting training is still essential.
- (2) The most important characteristics of effective structures lie in their simplicity, flexibility and quick decision making. The creation of a bureaucracy is one of the greatest inhibiting factors.
- (3) The principle of voluntarism in training is important. A healthy balance between voluntary participation within a structure and prescription in order to obviate factors inhibiting training, is essential.

5.10 CHAPTER 10: RECOMMENDATIONS

The final chapter contains the recommendations of the work committee, based on the research which was undertaken.

6. RECOMMENDATIONS

R.1 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 IT. A NATIONAL TRAINING STRATEGY MUST BE DESIGNED TO GIVE EFFECT TO THE NATIONAL TRAINING POLICY.

R.2 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.

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.

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:

- 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 EDUCATIONAL AND 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 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, AND
- R. THE GUIDANCE, TRAINING AND PLACEMENT OF DISABLED PERSONS.

R.5 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, SDBC, 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 NCBS SHOULD LEAD TO MORE EFFECTIVE TRAINING FOR THE INFORMAL SECTOR, THIS BODY SHOULD RECEIVE FUNDS FROM THE STATE AND DONATIONS FROM THE PRIVATE SECTOR.

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.

R.7 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. TO 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. TO ACT AS A DIRECT COMMUNICATION LINK WITH THE MINISTER ON PROBLEMS THAT ARE COMMON TO THE ACCREDITED TRAINING

BOARDS;

- C. TO 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. TO CO-ORDINATE AREAS SUCH AS TRAINING FOR TOP MANAGEMENT, WHERE THESE AREAS ARE SEEN AS OF NATIONAL STRATEGIC IMPORTANCE, AND**
- E. TO 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 A REPRESENTATIVE 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.

R.8 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.

R.9 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.

R.10 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.

R.11 IT IS RECOMMENDED THAT THE TRAINING TAX CONCESSION 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.

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, AND
- (2) THE INFORMAL AND SMALL BUSINESS SECTOR.

IN ORDER TO ADDRESS NATIONAL PRIORITIES AS SET OUT IN A NATIONAL STRATEGY.

R.13 IT IS RECOMMENDED THAT EXEMPTION FROM IMPORT DUTY AND THE 60 % SURCHARGE BE GRANTED ON MAJOR ITEMS OF EQUIPMENT USED ON ACCREDITED TRAINING PROGRAMMES.

R.14 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.

R.15 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, DIREC-

TORS 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 THEREFORE THE CREATION OF A FAVOURABLE CLIMATE, AND
- N. PUBLICISING AVAILABLE TRAINING FACILITIES, COURSES, TRAINING QUALIFICATIONS AND FINANCIAL AID, IF AVAILABLE.

R.16 IT IS RECOMMENDED, AS TRAINING GENERALLY WITHIN ALL INDUSTRIES IS NOT OF A 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.

R.17 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.

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, AND

- 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.19 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 PART OF THE PROPOSED NATIONAL TRAINING STRATEGY.

R.20 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, AND
- 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.

R.21. 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.

R.22 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, AND

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, AND

THE PROMOTION OF THE DEVELOPMENT OF A PROFESSIONAL TRAINING CORPS.

- (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, AND**
- (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.**

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.

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.

R.25 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.

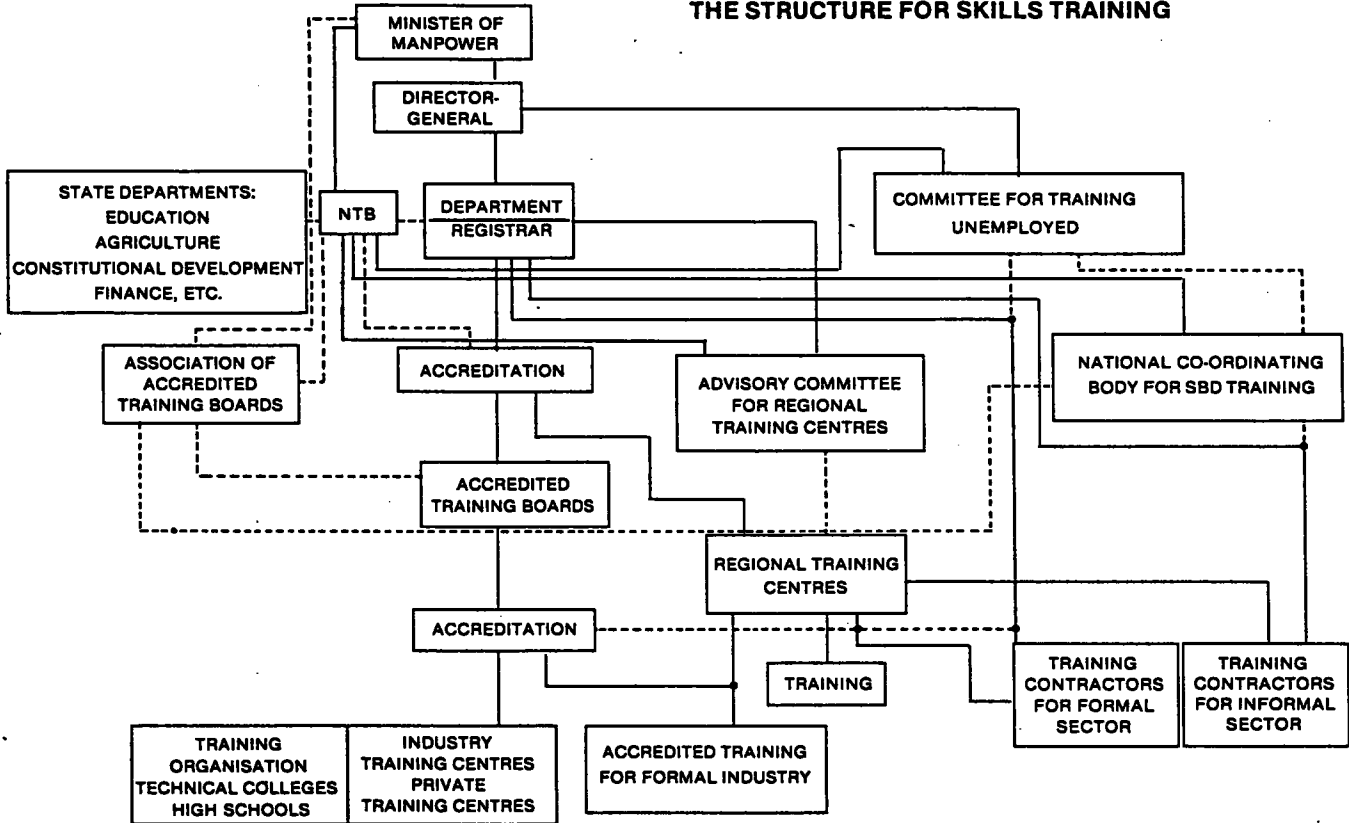
R.26 THE FOLLOWING AREAS HAVE BEEN IDENTIFIED FOR FURTHER RESEARCH:

- (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 WITHIN A SINGLE STATE DEPARTMENT, AND**
- (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.

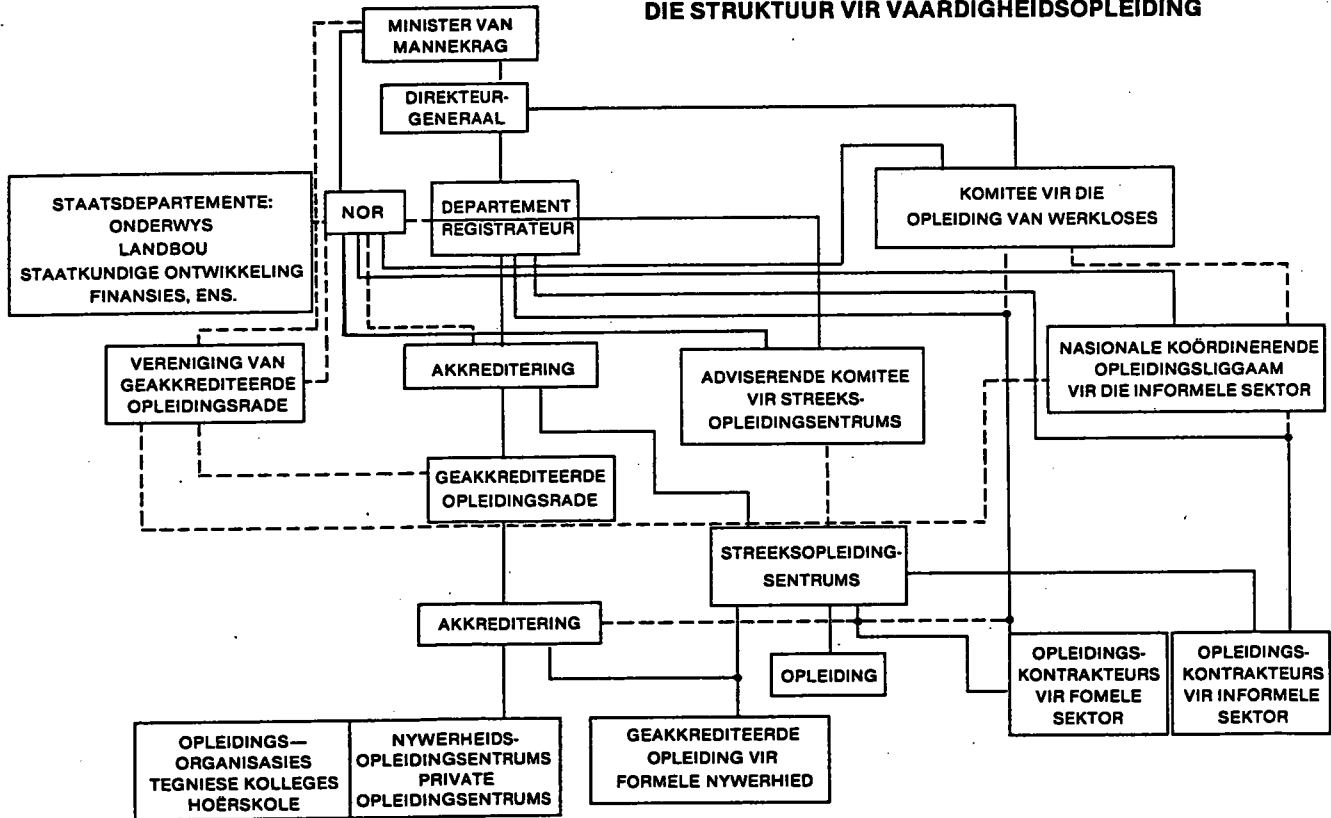
R.27 FIGURE 10.1 ILLUSTRATES THE RECOMMENDED STRUCTURE ARISING OUT OF THESE RECOMMENDATIONS.

**FIGURE 10.1
THE STRUCTURE FOR SKILLS TRAINING**





**FIGUUR 10.1
DIE STRUKTUUR VIR VAARDIGHEIDSOPLEIDING**



FORMELE ONDERWYSSTELSEL, BYVOORBEELD DIE "TRAINEESHIP"-STELSEL VAN AUSTRALIë WAARVOLGENS OPLEIDING EN ONDERWYS BINNE 'N ENKELE STAATSDEPARTEMENT AANEENGESKAKEL WORD.

(7) DIE ONTWIKKELING VAN RIGLYNE MET DIE OOG OP DIE AANWENDING VAN DIE NAVORSINGSMATRIKS WAT IN HOOFSTUK 4 BESKRYF WORD TEN EINDE INDIVIDUELE WERKGEWERS IN STAAT TE STEL OM DIE STAND VAN VAARDIGHEIDSOPLEIDING IN HULLE ONDERSKEIE ONDERNEMINGS TE KAN PEIL.

A.27 FIGUUR 10.1 ILLUSTRER DIE VOORGESTELDE STRUKTUUR WAT UIT HIERDIE AANBEVELINGS VOORTSPRUIT.

DIE OPLEIDING VAN OPLEIERS VIR DIE ONTWIKKELING VAN DIE INFORMELE EN KLEINSAKESSEKTOR.

A.25 DIT WORD AANBEVEEL DAT OPLEIDINGSTELSELS WAT DEUR GEAKKREDITEERDE OPLEIDINGSRADE INGESTEL WORD, OP STUDIES VAN KOSTEVOORDELE GEBASEER BEHOORT TE WORD, OP HOËR PRODUKTIWITEIT TOEGESPITS BEHOORT TE WEES EN DAT DAAR VAN MODULêRE BEVOEGDHEIDSGEBASEERDE OPLEIDING GEBRUIK GEMAAK BEHOORT TE WORD. VERDER BEHOORT DAAR 'N STELSEL VAN KWALIFIKASIES TE WEES WAT LANDWYD ERKEN WORD EN WAT OP DIE VOLTOOIING VAN 'N REEKS GEAKKREDITEERDE OPLEIDINGSMODULES GEBASEER IS, WAARIN SERTIFISERING GEBASEER WORD OP DIE WERKLIKE WERKPRESTASIE WAT GEMEET IS IN 'N OMGEWING WAT SO PRAKTIES MOONTLIK BY DIE WERKOMGEWING AANPAS EN NIE SLEGS OP SUKSES WAT IN DIE OPLEIDINGSKURSUS BEHAAL IS NIE. DIE NOR EN DIE VOORGESTELDE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE (VGOR) BEHOORT AAN HIERDIE SAKE AANDAG TE GEE.

A.26 DIE VOLGENDE AREAS IS VIR VERDERE NAVORSING GEIDENTIFISEER:

- (1) DIE OPLEIDINGSBEHOEFTE VAN BESTAANSLANDBOU.
- (2) DIE OPVOLGING, EVALUERING EN KOSTEVOORDELE VAN VAARDIGHEIDSOPLEIDING
- (3) 'N MIKRO-ONTLEDING VAN DIE KOSTE EN STRUKTURE VAN VAARDIGHEIDSOPLEIDING EN DIE ONTWIKKELING VAN GESTANDAARDISEERDE REKENINGKUNDIGE PROSEDURES.
- (4) DAT DAAR 'N VOORTDURENDE STUDIE NA DIE RELEVANTHEID VAN FINANSIERING VAN OPLEIDING DEUR DIE STAAT GEDOEN MOET WORD.
- (5) DIE VERHOUDING TUSSEN VAARDIGHEIDSOPLEIDING, ARBEIDSPRODUKTIWITEIT, SOSIALE STABILITEIT EN REGVERDIGHEID EN DIE FINANSIËLE ROL WAT VAN DIE STAAT VERWAG WORD.
- (6) DIE KOËRDINERING VAN POGINGS DEUR VAARDIGHEIDSOPLEIDING EN DIE

- (2) DIE OORWEGING VAN 'N OPLEIDINGSHEFFING TEN EINDE OPLEIDINGSKOSTE ONDER ALLE GEBRUIKERS VAN OPGELEIDE MANNEKRAG IN DIE NYWERHEID TE VERSPREI.
- (3) DIE INSTELLING VAN 'N EENVORMIGE BESTUURSINLIGTINGSTELSEL TEN EINDE 'N KONTANTTOELAESTELSEL TE KAN BEDRYF.
- (4) DIE AANMOEDIGING VAN 'N MEER POSITIEWE BENADERING TOT OPLEIDING DEUR DIE BESTUUR.
- (5) DIE OORWEGING VAN DIE AKKREDITERING VAN OPLEIDINGSRADE VAN GROOT NASIONALE WERKGEWERS IN HULLE NYWERHEID, EERDER AS DIE AKKREDITERING VAN INDIVIDUELE KURSUSSE WAT DEUR DERGELIKE WERKGEWERS AANGEBIED WORD.

GEAKKREDITEERDE OPLEIDINGSRADE MOET MANNEKRAGOPLEIDING VIR DIE NYWERHEID IN SY GEHEEL BEPLAN EN MOET HULLE OP DIE AANSPORING, RAADGEWING EN AKKREDITERING VAN OPLEIDING TOEL; EERDER AS OM NOODWENDIG DIREK BY DIE OPLEIDINGSPROSES BETROKKE TE RAAK.

A.23 DIT WORD AANBEVEEL DAT DIE NASIONALE OPLEIDINGSRAAD DRINGEND VOORTGAAN MET HUL HUIDIGE AKSIE OM 'N PROFESSIONELE OPLEIDINGSKORPS DAAR TE STEL WAT BINNE 'N PROFESSIONELE OPLEIDINGSTRUKTUUR OPTREE. KURSUSSE EN HANDLEIDINGS VIR OPLEIERS OP DIE VOLGENDE VLAKKE, SOOS INSTRUKTEURS, SENIOR INSTRUKTEURS, OPLEIDINGSBEAMPTES EN OPLEIDINGSBESTUURDERS, MOET SPOEDIG BESIKBAAR GESTEL WORD. DIE NASIONALE OPLEIDINGSRAAD MOET VOORTGAAN OM IN OORLEG MET DIE GEAKKREDITEERDE OPLEIDINGSRADE, DIE NYWERHEID, INDIVIDUELE WERKGEWERS, WERKGEWERS- EN WERKNEMERSORGANISASIES, IN SAMEWERKING MET TEGNIESE KOLLEGES, TEHNIKONS EN UNIVERSITEITE, BESONDERE AANDAG AAN HIERDIE AANGELEENTHEDE TE GEE.

A.24 DIT WORD AANBEVEEL DAT DIE NOR EN DIE VOORGESTELDE NASIONALE KOORDINERENDE OPLEIDINGSLIGGAAM VIR DIE INFORMELE SEKTOR (NKLIS), TESAME MET DIE OPLEIDINGSINSTANSIES, BESONDERE AANDAG SAL SKENK AAN

- (1) AKKREDITERING VAN NYWERHEIDSOPLEIDINGSENTRUMS (TANS PRIVATE OPLEIDINGSENTRUMS) EN PRIVATE OPLEIDINGSENTRUMS (TANS OPLEIDINGSKEMAS) SAL DIE HUIDIGE REGISTRASIE DEUR DIE REGISTRATEUR VAN MANNEKRAGOPLEIDING VERVANG.
- (2) AKKREDITERING VAN KURSUSSE WAT DEUR STREEKOPLEIDINGSENTRUMS (TANS GROEPOPLEIDINGSENTRUMS) VIR HULLE NYWERHEID AANGEBIED WORD, SAL DEUR DIE GOR GEAKKREDITEER MOET WORD VOORDAT HULLE VIR 'N RABAT IN AANMERKING SAL KOM.
- (3) KURSUSSE VIR WERKSOEKERS EN WERKLOSES WAT DEUR KONTRAKTEURS VIR HULLE NYWERHEID AANGEBIED WORD, SAL DEUR DIE GOR GEAKKREDITEER MOET WORD VOORDAT DERGELIKE KONTRAKTE TOEGEKEN KAN WORD.

A.22 DIT WORD AANBEVEEL DAT GEAKKREDITEERDE OPLEIDINGSGRADE ONDER ANDERE AAN DIE VOLGENDE SAKE AANDAG SAL SKENK:

- (1) DIE AANVAARDING VAN DIE VOLLE VERANTWOORDELIKHEID VIR ALLE VLAKKE VAN OPLEIDING BINNE 'N BEPAALDE NYWERHEID, ASOOK DIE BEHOEFTE DAARAAN OM HOER ARBEIDSPRODUKTIWITEIT TE BEHAAL, MET INBEGRIP VAN:

DIE VASSTELLING VAN OPLEIDINGSBEHOEFTE.

DIE VASLEGGING VAN OPLEIDINGSTANDAARDE.

DIE AKKREDITERING VAN OPLEIDINGSIINSTANSIES WAT OPLEIDING VIR DIE NYWERHEID ONDERNEEM.

DIE AANSPORING VAN WERKGEWERS OM IN OPLEIDING TE BELê.

DIE ONTWIKKELING VAN TEGNIEKE MET DIE OOG OP DIE EVALUERING EN VALIDERING VAN OPLEIDING.

DIE UITVOERING VAN KOSTE-VOORDEELONTLEDINGS TEN EINDE DIE KOSTE-EFFEKTIWITEIT VAN OPLEIDING TE VERHOOG.

DIE BEVORDERING VAN OPLEIDING IN DINK-, KOMMUNIKASIE- EN MENS-VAARDIGHED.

DIE BEVORDERING VAN DIE ONTWIKKELING VAN 'N PROFESSIONELE OPLEIERSKORPS.

A.19 DIT WORD AANBEVEEL DAT JEUG- EN VERWANTE OPLEIDINGSPROGRAMME, SOORTGELYK AAN DIE WAT SUKSESVOL IN DIE BUITELAND GEËMPLEMENTEER IS, AS DEEL VAN 'N OMVATTENDER OPLEIDINGSPROGRAM VIR WERKSOEKERS EN WERKLOSES, DEUR DIE DEPARTEMENT VAN MANNEKRAG EN AS DEEL VAN 'N NASIONALE OPLEIDINGSTRATEGIE IN WERKING GESTEL SAL WORD.

A.20 DIT WORD AANBEVEEL DAT

- A. OPLEIDINGSKURSUSSE EN -PROGRAMME WAT OP WERKSKEPPING IN DIE INFORMELE EN KLEINSAKESEKTOR GEMIK IS, ONTWIKKEL SAL WORD DEUR DIE VOORGESTELDE NASIONALE KOÖRDINERENDE OPLEIDINGSLIGGAAM (NKLIS) VIR DIE INFORMELE SEKTOR VOLGENS DIE GRONDSLAE WAT IN HOOFSTUK 6 UITEENGESIT IS, EN DAT 'N MODULêRE OPLEIDINGSTELSEL IN DIE VERBAND BENUT KAN WORD.
- B. DAT BASIESE OPLEIBAARHEIDSKERING NA SUKSESVOLLE VOLTOOIING VAN DIE HUIDIGE VAARDIGHEIDSOPLEIDINGSKURSUSSE VIR WERKSOEKERS EN WERKLOSES DEUR OPLEIDINGSINSTANSIES TOEGEPAS WORD TEN EINDE SUKSESVOLLE VOLTOOIING VAN OPVOLGOPLEIDINGSKURSUSSE VIR KLEINSAKE-ONTWIKKELING TE VERSEKER.
- C. DIE VOORGESTELDE NKLIS DIE MOONTLIKHEID ONDERSOEK OM IN-TAAKVOORLIGTERS EN -RAADGEWERS, SOWEL AS AFGETREDE SAKELUI EN PERSONEELLEDE WAT DEUR DIE NYWERHEDE GESEKONDEER KAN WORD VIR OPLEIDING IN DIE INFORMELE EN KLEINSAKESEKTOR AAN TE WEND.

A.21 DIT WORD AANBEVEEL DAT DIE INSTELLING VAN GEAKKREDITEERDE OPLEIDINGSRADE (GOR) VIR ALLE NYWERHEDE DEUR DIE DEPARTEMENT VAN MANNEKRAG EN DIE NASIONALE OPLEIDINGSRAAD AANGEMOEDIG WORD. SODRA DERGELIKE NYWERHEIDSOPLEIDINGSRADE AKKREDITERING ONTVANG, BEHOORT HULLE ALLE VERANTWOORDELIKHEID VIR DIE OPLEIDING IN HULLE NYWERHEID TE AANVAAR EN

DINGSFASILITEITE TE BEWERKSTELLIG ALVORENS NUWE FASILITEITE GESKEP WORD.

A.17 DIT WORD AANBEVEEL DAT DIE KABINET OORWEGING SKENK AAN 'N NASIONALE JAAR VIR DIE BEVORDERING VAN DIE AKTIWITEITE EN POTENSIAAL VAN DIE INFORMELE EN KLEINSAKESEKTOR IN SUID-AFRIKA, WAARTYDENS DIE DEPARTEMENT VAN MANNEKRAG EN DIE KLEINSAKE-ONTWIKKELINGSKORPORASIE OP 'N GEKOORDINEERDE WYSE 'N BEROEP OP DIE ONDERSTEUNING VAN ALLE VORME VAN DIE MEDIA KAN DOEN TEN EINDE DIE BELANGRIKHEID VAN DIE ONTWIKKELING VAN HIERDIE SEKTOR BY DIE BREË PUBLIEK TUIS TE BRING.

A.18 MET BETREKKING TOT DIE OPLEIDING VAN WERKSOEKERS EN WERKLOSES WORD AANBEVEEL DAT:

- A. FINANSIERING STEEDS OP 'N AFSONDERLIKE WYSE DEUR BEMIDDELING VAN DIE DEPARTEMENT VAN MANNEKRAG SAL GESKIED, AANGESIEN DIE OPLEIDING VAN WERKSOEKERS NA STRUKTURELE EN DIE VAN WERKLOSES NA SIKLIESE WERKLOOSHEID VERWYS, TERWYL DIE APARTE ADMINISTRATIEWE STRUKTURE DAARVOOR REEDS GEVESTIG IS.
- B. DIE NOR 'N AD HOC-ONDERSOEK SAL LOODS OM DIE SOSIO-EKONOMIESE, FINANSIELE, UITVOERBAARHEIDS- EN ANDER IMPLIKASIES VAN 'N MOONTLIKE HERINSTELLING VAN FINANSIERING VAN WERKSOEKERHUISVESTING OP 'N BEPERKTE EN SELEKTIEWE GRONDSLAG TE BEPAAL.
- C. DIE NOR RIGLYNE SAL VOORSIEN VIR DIE AANBIEDING VAN OPVOLGENDE OPKNAPPINGSKURSUSSE AAN DAARDIE OPLEIDELINGE WAT NA 'N BEPAALDE TYDSVERLOOP STEEDS NIE WERK KAN BEKOM NIE EN SODOENDE GEVAAR LOOP OM HUL NUUTVERWORWE VAARDIGHEDEN TE VERLEER.
- D. DIE DEPARTEMENT VAN MANNEKRAG AANDAG SAL SKENK AAN DIE VERBETERING VAN OPLEIDING EN SODOENDE OP KWALITEIT- EERDER AS KWANTITEITOPLEIDING SAL KONSENTEER, OOREENKOMSTIG DIE MANNEKRAGOPLEIDINGSBEHOEFTE VAN DIE NYWERHEID.

- M. BEWUSMAKING VAN DIE DRINGENDE NOODSAAKLIKHEID VAN LANDBOU-OPLEIDING EN DIE SKEPPING VAN 'N GUNSTIGE KLIMAAT DAARVOOR.
- N. BEKENDSTELLING VAN BESKIKBARE OPLEIDINGSFASILITEITE, -KURSUSSE, -KWALIFIKASIES EN FINANSIELE HULP, INDIEN BESKIKBAAR.

A.16 DIT WORD AANBEVEEL, IN DIE LIG VAN DIE FEIT DAT OPLEIDING OOR DIE ALGEMEEN NIE BINNE ALLE NYWERHEDE OP DIE GEWENSTE STANDAARD IS NIE

- A. DAT MAATSKAPPYE MET BEWESE SUKSES OP DIE GEBIED VAN OPLEIDING, IN DIE VERBAND DIE VOORTOU SAL NEEM DEUR BEHULPSAAM TE WEES MET DIE SKEPPING VAN OPLEIDINGSTRUKTURE, SOOS BYVOORBEELD OPLEIDINGSRADE, TEN EINDE KLEINER MAATSKAPPYE EN ONDERNEMINGS BEHULPSAAM TE WEES.
- B. DAT DIE NYWERHEID KENNIS BEHOORT TE NEEM VAN DIE MATRIKS WAT IN HOOFSTUK 4 BESKRYF WORD TEN EINDE DIE STAND VAN VAARDIGHEIDSOOPLEIDING BINNE 'N BEPAALDE NYWERHEID/ONDERNEMING TE KAN PEIL.
- C. DAT DIE NYWERHEID DEURLOPEND ONDERSOEK BEHOORT IN TE STEL NA OPLEIDINGSBEHOEFTE TEN EINDE EFFEKTIEWE OPLEIDINGSPROGRAMME TE KAN ONTWIKKEL.
- D. DAT DIE NYWERHEID TYDENS DIE OPLEIDINGSPROSES BENEWENS TEGNIESE VAARDIGHEDE OOK DIE KLEM OP DINK-, KOMMUNIKASIE-, MENS- EN BESTUURVAARDIGHEDE BEHOORT TE LAAT VAL.
- E. DAT OPLEIDINGSHEFFINGS BY DIE INSTELLING VAN OPLEIDINGSRADE DEUR NYWERHEDE OORWEEG BEHOORT TE WORD, MAAR DAT KLEINER OF NUWE ONDERNEMINGS VIR 'N TYDPERK VAN SODANIGE HEFFINGS VRYGESTEL BEHOORT TE WORD.
- F. DAT ALLE PARTYE BETROKKE BY OPLEIDING DAADWERKLIK SAL POOG OM 'N HOER BESETTINGSKOERS VAN BESTAANDE OPLEI-

- B. BEPALING VAN MANNEKRAG- EN OPLEIDINGSBEHOEFTE EN DIE OPLEIDING EN OPHIEFFING VAN DIE PLAAS- EN BOSBOUWERKER.
- C. DIE NOUER INTEGRERING VAN FORMELE LANDBOU-ONDERWYS EN VAARDIGHEIDSOPLEIDING VIR DIE LANDBOU.
- D. BEPALING EN ONTWIKKELING VAN KURSUSSE EN DIE ONTWERP VAN 'N OPLEIDINGSKWALIFIKASIESTRUKTUUR VOLGENS GEVORDERDHEIDSVLAKKE WAT BY SOORTGELYKE STRUKTURE IN ANDER NYWERHEIDSEKTORE AANSLUIT.
- E. DIE OPLEIDINGSBEHOEFTE OM BESTAANSBOERE OP TE GRADEER TOT NETTO-PRODUSEERDERS.
- F. AKKREDITERING VAN OPLEIDINGSINSTANSIES EN/OF KURSUSSE VIR DIE LANDBOU.
- G. VOORLIGTING, OPLEIDING EN PLASING IN DIE LANDBOU.
- H. LOOPBAANBEPLANNING BINNE DIE LANDBOU, BYVOORBEELD GESTANDAARDISEERDE KURSUSSE, POSBENAMINGS EN WERKBESKRYWINGS WAT VIR DIE VERSKILLENDE BEDRYWE LANDWYD AANVAAR IS.
- I. OPLEIERS VIR DIE VERSKILLENDE KURSUSSE EN VLAKKE VAN LANDBOU-OPLEIDING.
- J. FINANSIERING VAN DIE LANDBOU-OPLEIDINGSRAAD.
- K. DAARSTELLING VAN OPLEIDINGSGELEENTHEDE D.M.V. AFSTANDSONDERRIG IN SAMEWERKING MET TECHNIKON RSA, DIE TEGNIESE KOLLEGE VAN SUID-AFRIKA EN ANDER KORRESPONDENSIEKOLLEGES.
- L. DAADWERKLIKE STAPPE OM LEWENSKRAGTIGHEID, SAMEWERKING, KONTINUITIEIT EN KOORDINERING VAN ALLE LANDBOU-OPLEIDINGSAKSIES TE BEVORDER.

STAATSBESPARING FINANSIER WORD.

A.12 DIT WORD AANBEVEEL DAT DIE STAAT, BENEWENS FINANSIële ONDERSTEUNING VAN OPLEIDING IN DIE ALGEMEEN, OOK IN DIE BESONDER OORWEGING SAL SKENK AAN FINANSIële ONDERSTEUNING VIR VAARDIGHEIDSOPLEIDING OP DIE VOLGENDE TERREINE:

- (1) DIE LANDBOUSEKTOR EN**
- (2) DIE INFORMELE EN/KLEINSAKESEKTOR.**

TEN EINDE NASIONALE PRIORITEITE, SOOS UITGESPEL IN 'N NASIONALE STRATEGIE, AAN TE SPREEK.

A.13 DIT WORD AANBEVEEL DAT VRYSTELLING VAN INVOERBELASTING EN DIE 60 % TOESLAG OP BELANGRIKER TOERUSTINGSITEMS WAT VIR GEAKKREDITEERDE OPLEIDINGSPROGRAMME BENUT WORD, TOEGESTAAN WORD.

A.14 DIT WORD AANBEVEEL DAT ARTIKEL 18(A) VAN DIE INKOMSTEBELASTINGWET, 1962 (WET NO 58 VAN 1962) OP SKENKINGS AAN GEAKKREDITEERDE OPLEIDINGSRADE EN GEAKKREDITEERDE OPLEIDINGSPROGRAMME VAN TOEPASSING MOET WEES.

A.15 DIT WORD BAIE STERK AANBEVEEL DAT DIE LANDBOU SPOEDIG ONDERLEIDING VAN DIE SUID-AFRIKAANSE LANDBOU-UNIE (SALU) EN DIE BOSBOURAAD 'N GEAKKREDITEERDE OPLEIDINGSRAAD OF RADE VIR VAARDIGHEIDSOPLEIDING VAN ARBEIDERS, BOERE, PERSONEEL VAN KOöPERASIES, DIREKTEURE VAN KOöPERASIES EN PERSONEEL VAN BEMARKINGSRADE DAARSTEL WAARDEUR ONDER ANDERE SPESIFIEKE STREEK- EN BEDRYFSBEHOEFTE UITGEKEN KAN WORD.

DIT WORD VERDER AANBEVEEL DAT IN DIE BEPLANNING VAN DIE AANBEVOLE OPLEIDINGSRAAD OF RADE ONDER ANDERE BESONDERE AANDAG GEGEE WORD AAN:

- A. DIE VERANTWOORDELIKHEID VAN DIE STAAT, WERKGEWERS, ONDERNEMINGS, RADE, WERKERS, OPLEIDINGSINSTANSIES EN DIE FORMELE ONDERWYSSEKTOR T.O.V. OPLEIDING VIR DIE LANDBOU.**

DIE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE SAL UIT VERTEENWOORDIGERS VAN ALLE GEAKKREDITEERDE OPLEIDINGSRADE OF GROEPERING VAN OPLEIDINGSRADE SAAMGESTEL WORD, WAAR SODANIGE PERSONE DIE NODIGE KUNDIGHED HET IN SAKE VAN BELANG BY OPLEIDING, ASOOK 'N VERTEENWOORDIGER VAN DIE NOR. DIE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE KAN 'N DOELBEWUSTE POGING AANWEND OM TE SKAKEL MET GEORGANISEERDE ARBEID, FORMELE ONDERWYS EN ALLE ANDER INSTANSIES WAT BY DIE ONTWIKKELING VAN DIE LAND SE MENSLIKE HULPBRONNE BETROKKE IS. DIT MOET OOK VERTEENWOORDIGING INSLUIT DEUR DIE LANDBOU-OPLÉIDINGSRAAD, DIE KOORDINERENDE LIGGAAM VIR OPLEIDING VIR DIE INFORMELE SEKTOR EN DIE VOORGESTELDE GEAKKREDITEERDE OPLEIDINGSRAAD WAT ONDER DIE WET OP PLAASLIKE OWERHEIDSOPLEIDING, 1985 (WET NO 41 VAN 1985) INGESTEL IS. DIE WETSWYSIGING MOET VOORSIENING MAAK VIR DIE FORMULERING VAN SY EIE KONSTITUSIE DEUR DIE VERENIGING.

A.8 ALLE AANBEVELINGS IN HIERDIE VERSLAG WAARIN DAAR NA ANDER STAATSDEPARTEMENTE VERWYS WORD, MOET GESIEN WORD AS AANBEVELINGS AAN DIE NASIONALE OPLEIDINGSRAAD VIR OORWEGING EN BESPREKING TUSSEN DIE RAAD EN DIE BETROKKE STAATSDEPARTEMENTE.

A.9 DIT WORD AANBEVEEL DAT OORWEGING GESKENK WORD AAN DIE MOONTLIKHEID OM ALLE VAARDIGHEIDSOPLEIDING, INSLUITEND DIE WAT TANS ONDER ANDER STAATSDEPARTEMENTE RESSORTEER, ONDER DIE DEPARTEMENT VAN MANNEKRAG TE PLAAS BINNE DIE RAAMWERK VAN GEAKKREDITEERDE OPLEIDINGSRADE EN 'N KONTANTTOELAESTELSE VIR GEAKKREDITEERDE OPLEIDING.

A.10 DIT WORD AANBEVEEL DAT DIE DEPARTEMENT VAN MANNEKRAG IN SAMEWERKING MET DIE DEPARTEMENT VAN FINANSIES SAL VASSTEL HOE GROOT DIE BEDRAG IS WAT DIE STAAT MET BETREKKING TOT BELASTINGTOEGEWINGS VIR OPLEIDING JAARLIKS AAN INKOMSTE AFSTAAN.

A.11 DIT WORD AANBEVEEL DAT DIE BELASTINGTOEGEWINGSTELSE TEN OPSIGTE VAN OPLEIDING UITGEFASEER WORD OP 'N DATUM WAT DEUR DIE STAAT BEPAAL SAL WORD, EN DEUR 'N STELSEL VAN PERMANENTE KONTANTTOELAES SLEGS AAN GEAKKREDITEERDE OPLEIDINGSRADE VERVANG WORD. DIE TOELAES KAN, NA AFSKAFFING VAN BELASTINGTOEGEWINGS, UIT DIE

OMSKEP WORD MET VERANTWOORDELIKHEID VIR SODANIGE SEKTORE WAAR-
VOOR DAAR GEEN GEAKKREDITEERDE OPLEIDINGSRAAD BESTAAN NIE.

A.7 DIE WET OP MANNEKRAGOPLEIDING, 1981, MOET GEWYSIG WORD OM VIR 'N LIGGAAM, WAT AS DIE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE (VGOR) SAL BEKENDSTAAN, VOORSIENING TE MAAK. DIE HOOFFUNKSIES VAN HIERDIE LIGGAAM SAL WEES OM AS 'N FORUM VIR BESPREKING TUSSEN GEAKKREDITEERDE RADE EN AS 'N SKAKELLIGGAAM TUSSEN DIE STAAT EN DIE NYWERHEID OP TE TREE. DIT MOET BEKLEMT OON WORD DAT DIT BLOOT 'N VRYWILLIGE RAADGEWENDE LIGGAAM SAL WEES WAT 'N KORTER VERBINDINGSLYN TUSSEN DIE NYWERHEID EN DIE MINISTER VAN MANNEKRAG SAL DAARSTEL. SODANIGE LIGGAAM SAL NIE IN STAAT WEES OM GESAG OOR ENIGE INDIVIDUELE OPLEIDINGSRAAD UIT TE OEFEN NIE EN DIE BELANGRIKSTE FUNKSIES DAARVAN SAL SOOS VOLG WEES:

- A. OM AS 'N FORUM OP TE TREE VIR BESPREKING TUSSEN GEAKKREDITEERDE RADE WAT KENNIS KAN DEEL EN SAAM AAN GEMEENSKAPLIKE PROBLEME SOOS DIE RASIONALISERING EN AANWYSING VAN AMBAGTE EN OPLEIDINGSKURSUSSE KAN WERK.
- B. OM AS 'N DIREKTE KOMMUNIKASIESKAKEL MET DIE MINISTER OP TE TREE AANGAANDE PROBLEME WAT ALGEMEEN ONDER DIE GEAKKREDITEERDE OPLEIDINGSRADE VOORKOM.
- C. OM NAVORSINGSAREAS EN MOONTLIKE PRIORITEITE WAT DEUR DIE NASIONALE OPLEIDINGSRAAD OORWEEG MOET WORD, AAN DIE HAND TE GEE EN OM IN EIE BELANG DEUR MIDDEL VAN SY LEDE, NAVORSING EN ONDERSOEKE TE DOEN.
- D. OM AREAS SOOS OPLEIDING VIR TOPBESTUUR TE KOORDINEER, WAAR DERGELIKE AREAS AS VAN NASIONALE STRATEGIESE BELANG GESIEN WORD.
- E. OM OOR KERNSILLABUSSE VIR AMBAGTE TE ONDERHANDEL, VERKIESLIK MET BEHULP VAN 'N GEKOORDINEERDE WERKONTLEDING EN 'N TAAKGELYSDE BENADERING.

VOORSIENING MOET MAAK VIR 'N NASIONALE KOORDINERENDE OPLEIDINGSLIGGAAM VIR DIE INFORMELE EN KLEINSAKESEKTOR (NKLIS), WAT MET DIE BEPLANNING EN IMPLEMENTERING VAN DIE NASIONALE STRATEGIE IN DIE VERBAND BEHULPSAAM SAL WEES. DIE NKLIS SAL SAAMGESTEL WORD DEUR VERTEENWOORDIGERS VAN DIE NOR, KSOK, VERENIGINGS WAT NA BELANGE VAN KLEINSAKE-ONDERNEMINGS OMSIEN, KLEINSAKE-ONTWIKKELINGSINSTANSIES, DIE PRIVAATSEKTOR EN BELANGHEBBENDE DEPARTEMENTE IN DIE OPENBARE SEKTOR.

DIE FUNKSIES VAN DIE NKLIS SOU WEES OM

- (1) IN OORLEG MET DIE NOR, BESLUTE AANGAANDE DIE STRATEGIE VIR DIE ONTWIKKELING VAN OPLEIDING VIR DIE INFORMELE SEKTOR TE NEEM;
- (2) AANGAANDE BEFONDSING VAN OPLEIDING VIR DIE INFORMELE SEKTOR IN TERME VAN BESLISSINGS VAN DIE KOMITEE VIR DIE OPLEIDING VAN WERKLOSES TE BESLUIT;
- (3) AS DIE AKKREDITERINGSRAAD VIR OPLEIDING IN DIE INFORMELE SEKTOR OP TE TREE EN OM DIE NKLIS OP DIE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE TE VERTEENWOORDIG, EN
- (4) DIE ONTWIKKELING VAN MODULêRE OPLEIDINGSPROGRAMME ASOOK DIE VERSKAFFING VAN RIGLYNE AAN OPLEIERS EN FASILITEERDERS WAT IN DIE INFORMELE SEKTOR AANGEWEND WORD, TE OORWEEG.

AANGESIEN DIE WERKSAAMHEDE VAN DIE NKLIS TOT MEER EFFEKTIEWE OPLEIDING VAN DIE INFORMELE SEKTOR BEHOORT TE LEI, BEHOORT DIE LIGGAAM FONDSE VAN DIE STAAT EN SKENKINGS VAN DIE PRIVAATSEKTOR TE ONTVANG.

A.6 DIT WORD AANBEVEEL DAT DIE WET OP MANNEKRAGOPLEIDING, 1981, VOORSIENING MOET MAAK VIR GEAKKREDITEERDE OPLEIDINGSRADE WAT ALLE VERANTWOORDELIKHEID VIR DIE KOORDINERING EN STIMULERING VAN MANNEKRAG BINNE HULLE NYWERHEID IN TERME VAN DIE NASIONALE BELEID, STRATEGIE EN PRIORITEITE SAL DRA. DIE KURSUSGOEDKEURINGSFUNKSIE VAN DIE REGISTRATEUR EN DIE OPLEIDINGSRAADGEWERS SAL DAN IN 'N KONSULTROL

II. VOORLIGTING, OPLEIDING EN PLASING.

- I. DESENTRALISERING EN DEVOLUSIE VAN VERANTWOORDELIKHEID VIR OPLEIDING AAN GEAKKREDITEERDE OPLEIDINGSRADE, GESTEUN DEUR 'N STELSEL VAN KONTANTTOELAES.
- J. AKKREDITERING VAN OPLEIDINGSINSTANSIES EN/OF KURSUSSE DEUR GEAKKREDITEERDE OPLEIDINGSRADE.
- K. AKKREDITERING VAN SEKTORE WAAR GEEN GEAKKREDITEERDE OPLEIDINGSRAAD BESTAAN NIE.
- L. DIE ONTWIKKELING VAN 'N PROFESSIONELE OPLEIDINGSKORPS.
- M. DIE ONTWERP VAN 'N OPLEIDINGSKWALIFIKASIESTRUKTUUR VOLGENS GEVORDERDHEIDSVLAKKE WAT BINNE DIE PRIVAATSEKTOR, DIE OPENBARE SEKTOR EN DIE FORMELE ONDERWYSSEKTOR ERKEN WORD MET DIE OOG OP ONDER ANDERE VRYSTELLING, AKKREDITERING EN EKWIVALERING.
- N. DIE DAARSTELLING VAN 'N OPLEIDINGSSERTIFISERINGSORGANISASIE BY DIE DEPARTEMENT VAN MANNEKRAG ONDER DIE VLEUELS VAN DIE NASIONALE OPLEIDINGSRAAD, AS DIE EWENKIE VAN DIE SUID-AFRIKAANSE SERTIFISERINGSRAAD IN DIE FORMELE ONDERWYS OM AANVAARBARE STANDAARDE IN DIE OPLEIDINGSEKTOR TE VERSEKER.
- O. DIE VOORSIENING VAN GELYKE OPLEIDINGSGELEENTHEDE.
- P. KWALITEIT VAN OPLEIDING EERDER AS MASSA-OPLEIDING.
- Q. BEKENDSTELLING VAN BESKIKBARE OPLEIDINGSFASILITEITE, -KURSUSSE, -KWALIFIKASIES EN FINANSIELE HULP.
- R. DIE VOORLIGTING, OPLEIDING EN PLASING VAN GESTREMDE PERSONE.

A.5 DIT WORD AANBEVEEL DAT DIE WET OP MANNEKRAGOPLEIDING, 1981,

- B. GEREBELDE BEPALING VAN MANNEKRAG- EN OPLEIDINGSBEHOEFTE IN OORLEG MET ONDER ANDERE DIE DEPARTEMENT VAN MANNEKRAG, DIE NASIONALE MANNEKRAGKOMMISSIE, DIE VOORGESTELDE VERENIGING VAN GEAKKREDITEERDE OPLEIDINGSRADE, 'N ADVISERENDE KOMITEE VIR STREEKSOPLEIDINGSENTRUMS EN 'N NASIONALE KOORDINERENDE OPLEIDINGSLIGGAAM VIR DIE INFORMELE SEKTOR.
- C. DIE NOUER INTEGRERING VAN FORMELE ONDERWYS- EN OPLEIDINGSINISIATIEWE EN AKSIES MET DIE OOG OP DIE UITEINDELIKE DAARSTELLING VAN 'N NASIONAAL-GEÏNTEGREERDE BEROEPSONDERWYS- EN OPLEIDINGSTELSEL.
- D. ONTWIKKELING VAN TOEPASLIKE KURSUSSE OM IN DIE GEÏDENTIFISEERDE OPLEIDINGSBEHOEFTE TE VOORSIEN, IN OORLEG MET ONDER ANDERE GEAKKREDITEERDE OPLEIDINGSRADE, WERKGEWERS- EN WERKNEMERSORGANISASIES EN DIE FORMELE ONDERWYS.
- E. 'N OPNAME VAN ALLE BEROEPSONDERWYS- EN -OPLEIDINGSFASILITEIT IN DIE PRIVATE EN OPENBARE SEKTORE ASOOK DIE FORMELE ONDERWYS MET DIE OOG OP DIE OPTIMALE BENUTTING DAARVAN.
- F. DIE INSKAKELING VAN ALLE OPLEIDINGSINISIATIEWE EN -AKSIES VAN DIE DEPARTEMENT VAN MANNEKRAG IN EEN NASIONALE STRATEGIE SODAT DIE STAAT MANNEKRAGOPLEIDINGSFONDSE OP 'N SELEKTIEWE BASIS KAN AANWEND OM OPLEIDINGS-, EKONOMIESE EN MAATSKAPLIKE PRIORITEIT DAARMEE TE BEREIK. HIERDIE INISIATIEWE EN AKSIES KAN ONDER ANDERE RABATOPLEIDING, BELASTINGKONSESSIES, KONTANTTOELAE, SUBSIDIES, OPLEIDING VAN WERKLOSES EN WERKSOEKERS, SPESIALE BOUPROJEKTE, ENTREPRENEURSOPLEIDING EN OPLEIDING VIR DIE INFORMELE SEKTOR EN KLEINSAKE-ONDERNEMINGS INSLUIT.
- G. BEVORDERING VAN MANNEKRAGOPLEIDING DEUR FINANSIELE STEUN, AANSPORING EN ADVIES, OP 'N VOLGEHOUE BASIS.

- (3) Die beginsel van voluntarisme in opleiding word hoog aangeskryf. Wat egter nodig is, is 'n balans tussen vrywillige deelname binne 'n struktuur en voorskriftelikheid ter wille van die uitskakeling van dit wat belemmerend op opleiding inwerk.

5.10 HOOFSTUK 10: AANBEVELINGS

Die laaste hoofstuk is saamgestel uit die werkkomitee se aanbevelings op grond van die navorsing wat onderneem is.

6. AANBEVELINGS

A.1 DIT WORD AANBEVEEL DAT DIE NASIONALE OPLEIDINGSRAAD DIE BESTAANDE NASIONALE OPLEIDINGSBELEID TOETS AAN DIE PRIORITEITE WAT IN HIERDIE ONDERSOEK NA VORE GEBRING IS, DIE NODIGE AANPASSINGS AANBRING EN PERIODIEK HERSIEN. 'N NASIONALE OPLEIDINGSTRATEGIE MOET ONTWERP WORD OM UITVOERING AAN DIE NASIONALE OPLEIDINGSBELEID TE GEE.

A.2 DIT WORD AANBEVEEL DAT ALLE MANNEKRAGOPLEIDINGSAANGELEENTHEDE ONDER 'N ENKELE STAATSDEPARTEMENT, NAAMLIK DIE DEPARTEMENT VAN MANNEKRAG, SAL RESSORTEER OM SODOENDE ALLE OPLEIDING VAN MANNEKRAG OP 'N GEKOORDINEERDE WYSE TE ADMINISTREER EN TE BEVORDER.

A.3 DIT WORD AANBEVEEL DAT DIE NASIONALE MANNEKRAGBELEID SAL BEPAAL DAT DIE OPLEIDING VAN PLAASLIKE ARBEID 'N VOORVEREISTE MOET WEES EER-DAT IMMIGRASIE-AANSOEKE VAN OPGELEIDE WERKERS GUNSTIG OORWEEG WORD.

A.4 DIT WORD AANBEVEEL DAT DIE NASIONALE OPLEIDINGSRAAD GEREELD 'N NASIONALE STRATEGIE VIR DIE ONTWIKKELING VAN MENSLIKE HULPBRONNE IN DIE RSA MOET FORMULEER EN BYHOU. DIE STRATEGIE MOET ONDER ANDERE DIE VOLGENDE SAKE AANSPEEK:

- A. DIE VERANTWOORDELIKHEID VAN DIE STAAT, WERKGEWERS, WERKGEWERSORGANISASIES, WERKNEMERS, WERKNEMERSORGANISASIES EN DIE FORMELE ONDERWYSSEKTOR TEN OPSIGTE VAN MANNEKRAG-OPLEIDING.

- (1) Daar bestaan 'n algemene gebrek aan kostebewustheid onder die meeste opleiers. Dit lei tot 'n kommunikasielemte tussen opleiers en topbestuur aangesien die koste-effektiwiteit van opleiding nie duidelik uitgespel word nie.
- (2) Die private sektor besef dat hy benewens die bydrae van die staat ook 'n verantwoordelikheid het om opleiding te finansier.
- (3) Die staat is bewus van die belangrike sosiale voordele van vaardighedsopleiding wat bevestig word deur die wesenlike ondersteuning wat die staat reeds daaraan gee.

5.9 HOOFSTUK 9: DIE STRUKTURE VIR VAARDIGHEIDSOPLEIDING

Die navorsing oor die strukture vir vaardighedsopleiding het basies die volgende drie gebiede gedek, naamlik:

- (1) Die filosofie onderliggend aan die behoefte vir strukture met die doel om opleiding te optimaliseer;
- (2) 'n vergelykende studie van strukture in oorsese lande; en
- (3) 'n ontleding van die huidige strukture en hoe vaardighedsopleiding in die RSA daardeur beïnvloed word.

Wat die ontleding van die huidige strukture in die RSA betref, is gestruktureerde onderhoude gevoer met verteenwoordigers van opleidingsrade asook met werkgewers wat benewens die private sektor, ook die staats- en semistaatsinstellings dek.

Enkele bevindinge wat uit hierdie ondersoek gespruit het, is onder andere die volgende:

- (1) Alhoewel privatisering en deregulering positief op opleiding inwerk, blyk dat die rol van die staat om opleiding te stimuleer en te bevorder nog steeds van krag is.
- (2) Die belangrikste kenmerke van strukture lê opgesluit in eenvoud, aanpasbaarheid en vinnige besluitneming. Die skepping van 'n burokrasie is een van die stremmendste faktore.

- (8) Sertifisering dien as 'n sterk motivering vir 'n persoon om opleiding te deurloop veral as die sertifikaat 'n nasionale karakter dra.

5.8 HOOFSTUK 8: DIE KOSTE, VOORDELE EN FINANSIERING VAN VAARDIGHEIDSOPLEIDING

Enige studie van vaardigheidsopleiding sou onvolledig wees indien die ekonomiese aspekte van opleiding nie in aanmerking geneem word nie. Dit is veral tydens 'n laagkonjunktuur baie belangrik dat die ekonomiese oorweging van die toewysing van skaars hulpbronne aan sekere opleidingsaspekte sorgvuldig deur die staat, die nywerheid en werknemers in ag geneem moet word. Teen hierdie agtergrond word daar in hierdie hoofstuk aandag gegee aan die struktuur van opleidingskoste, die meting en evaluering van opleidingsvoordele asook aan die finansiering van opleiding.

Die faktore wat die finansiering van vaardigheidsopleiding beïnvloed, is baie insiggewend deur die navorsers ontleed deur na die wisselwerking tussen die arbeids- en opleidingsgeleenthede-markte te verwys. Die interafhanklikheidsverhouding tussen die twee markte toon die verskillende faktore wat deur elkeen van die genoemde partye ten opsigte van die omvang, aard en bron van finansiering van opleiding oorweeg moet word, met inagneming dat die finansiering van opleiding 'n belegging in menslike kapitaal verteenwoordig.

Die rol van die staat in die finansiering van opleiding word in breë trekke uiteengesit. Daar word geredeneer dat die staat ook 'n direkte belang by goed opgeleide mannekrag het vanweë die positiewe invloed wat dit op ekonomiese groei en sosiale stabiliteit uitoefen, asook 'n groter verdienstevermoë en 'n gelyker inkomsteverspreiding wat daardeur teweeggebring word. Die navorser gee ook 'n uiteensetting van die verskillende vorme van staatsfinansiering asook die faktore wat by die subsidiëring van opleiding oorweeg moet geniet, naamlik die verskillende opleidingsvlakke, sosiale stabiliteit, die balans van geskoolde en ongeskoolde arbeid in die ekonomie sowel as kort- en langtermynmannekragbehoeftes.

Die hoofstuk word afgesluit met 'n kort verwysing na die direkte of indirekte bydrae wat tot die finansiering van opleiding deur sowel die werkgewer as die werknemer gemaak word.

Enkele bevindings wat uit die navorsing voortgespruit het, is die volgende:

- (4) Daar bestaan 'n behoefte aan 'n liggaam om opleiding met die oog op kleinsake-ontwikkeling te koördineer.

5.7 HOOFSTUK 7: FAKTORE WAT VAARDIGHEIDSOPLEIDING BEVORDER OF STREM

Die rasionaal agter hierdie hoofstuk was om die faktore wat die waarde van opleiding positief of negatief beïnvloed, te identifiseer. Met hierdie inligting tot sy beskikking kan 'n werkgewer die dividende op sy investering in opleiding optimaliseer.

Die faktore wat tydens die navorsing gidentifiseer is, is in drie hoofkategorieë verdeel, naamlik eksterne faktore, interne faktore en die faktore wat direk met opleiding verband hou. Aan die hand hiervan is 'n vraelys saamgestel wat aan 'n groot verskeidenheid ondernemings gestuur is en waarop hulle moes aandui in watter mate hulle saamstem dat 'n bepaalde faktor wel 'n invloed op opleiding uitoefen.

Enkele bevindings wat uit die navorsing voortgespruit het, is die volgende:

- (1) Die verantwoordelikheid vir vaardigheidsopleiding lê by die staat, die werkgewer en die opleideling.
- (2) Die werkgewer behoort opleiding as 'n belegging in menslike kapitaal te beskou.
- (3) Roofkoop deur maatskappye wat nie opleiding onderneem nie, is nie bevorderlik vir opleiding in die algemeen nie en is inflasionêr van aard.
- (4) 'n Positiewe houding van topbestuur teenoor opleiding dra sterk by tot die skepping van 'n opleidingskultuur binne 'n organisasie.
- (5) Doeltreffende keuringstoetse, met inbegrip van opleikbaarheidstoetse, dra by tot die doelmatigheid van opleiding, asook die koste-effektiwiteit daarvan.
- (6) Die evaluering van opleiding in terme van verbeterde werkprestasies geniet nie die aandag wat dit verdien nie.
- (7) Opleiding wat deur 'n modulêre bevoegdheidsgerigte stelsel aangebied word, hou groot voordele in en verseker dat dit op 'n deeglik gestruktureerde grondslag aangebied word.

- (3) Daar is 'n behoefte aan differensiasie ten opsigte van koste asook die duur en inhoud van kursusse ten einde werklose persone met bemerkbare vaardighede toe te rus.

5.6 HOOFSTUK 6: VAARDIGHEIDSOPLEIDING VIR KLEINSAKE-ONTWIKKELING MET INBEGRIIP VAN DIE INFORMELE SEKTOR

Ter inleiding word daarop gewys dat die ekonomie van die RSA nie in staat is om genoeg werkgeleenthede wat vir volle indiensneming vereis word te kan voorsien nie. Die verwagting is dat baie nuwe werksoekers in die medium- tot kleinsake en die informele sektore, wat grootliks arbeidsintensief is, 'n heenkome sal moet vind. Teen hierdie agtergrond is daar in hierdie hoofstuk gekyk na die opleidingsbehoefte van die kleinsakeman, veral in die informele sektor vanweë die groot potensiaal wat daarin opgesluit lê sover dit werkskepping betref.

Inisiatiewe van die staat soos privatisering en deregulering om kleinsake-ontwikkeling in die informele sektor te stimuleer, word na verwys en kortliks bespreek.

Die navorsing waaroor in hierdie hoofstuk gerapporteer word, was op die kleinsake-eienaars in die formele en informele sektore toegespits met die doel om vas te stel watter vaardighede hulle benodig om hulle ondernemings te kan bedryf, asook om hulle sienswyse te verneem oor die rol wat vaardigheidsopleiding kan speel, ten einde die kleinsakeman beter toe te rus vir sy taak. In die proses is gevallestudies van kleinsake-entrepreneurs onderneem.

Die mening van opleiers asook konsultante wat gemoed is met kleinsake-ontwikkeling is ook ingewin. Uit die studie het onder andere die volgende bevindings na vore gekom:

- (1) Kleinsake-ondernemings in sowel die formele as die informele sektore beskik oor die potensiaal om werkgeleenthede te skep. Om te verseker dat sulke ondernemings doelmatig bedryf word, word effektiewe opleiding vereis.
- (2) Entrepreneurskap is nie iets wat 'n persoon besit of nie besit nie, maar wel 'n manifestasie van ondernemende gedrag wat op 'n kontinuum lê.
- (3) Daar is bevind dat individuele voorligting 'n effektiewer metode van opleiding is as klaskameronderrig.

5.5 HOOFSTUK 5: DIE HUIDIGE POSISIE VAN VAARDIGHEIDSOPLEIDING VAN DIE WERKSOEKER EN DIE WERKLOSE

Die hoofstuk begin met 'n uiteensetting van strukturele en sikliese werkloosheid asook enkele werkloosheidstatistieke. Dit word opgevolg met 'n verwysing na die verskillende opleidingskemas wat gemik is op werksoekers en werkloses en wat deur die Departement van Mannekrag bedryf word.

Die opleiding van werkloses is geprivatiseer en word onder andere deur individue, groeopleidingsentrums en nywerheidsopleidingsentrums op 'n kontrakgrondslag onderneem. Die Departement van Mannekrag beskik oor 'n stel kriteria aan die hand waarvan kontrakteurs gekeur word. Die kriteria asook die prosedure wat deur die departement met die toekening van kontrakte gevolg word, word in detail in die hoofverslag uiteengesit.

Daar word verder ook gerapporteer oor die kursusse wat vir werklose persone aangebied word, asook die aantal persone wat onder die skema opgelei word. Syfers oor die indiensplasing van opleideling word ook verskaf.

Die totstandkoming van groeopleidingsentrums, die aard van die opleiding wat aangebied word, spesiale projekte wat deur groeopleidingsentrums geloods word, asook statistieke oor die aantal persone wat opgelei word, word breedvoerig uiteengesit.

As deel van sy navorsing oor die opleiding van werklose persone het die navorsers besoeke aan groeopleidingsentrums en private kontrakteurs gebring met die doel om knelpunte sowel as positiewe punte te identifiseer. Enkele van die bevindinge is die volgende:

- (1) Daar bestaan 'n groot behoefte om werklose persone op te lei in
 - werkgeletterdheid;
 - basiese bestuursgeletterdheid;
 - basiese ondernemerskap; en
 - die kulturele oorgang van 'n tradisionele na 'n nywerheidskultuur.
- (2) Indien opleideling nie kort na voltooiing van 'n kursus in diens geplaas word nie, vind daar 'n vinnige erosie plaas ten opsigte van die vaardighede wat aangeleer is.

5.4 HOOFSTUK 4: DIE HUIDIGE POSISIE VAN VAARDIGHEIDSOPLEIDING IN DIE VERSKILLENDE NYWERHEIDSEKTORE

Waar die fokus in die vorige hoofstuk op die landbousektor geval het, word die stand van vaardigheidsopleiding soos aangetref in die res van die nywerheidsektore, in hierdie hoofstuk ontleed.

Ter inleiding begin die hoofstuk met 'n klassifikasie van die verskillende nywerheidsektore, asook 'n ontleding van die bydrae wat elk tot die bruto binnelandse produk (BBP) lewer. Ander statistieke wat ook verskaf word, is die indiensnemingsyfers vir 1987 asook die arbeidsproduktiwiteitsindeks per sektor vir die tydperk 1977-1987.

Daar word verder ook melding gemaak van die nywerheidsraadstelsel wat reeds in 1924 tot stand gekom het met die doel om as forum te dien vir werkgewers en werknemers om nywerheidsoreenkomste te beding, wat, nadat dit in die Staatskoerant gepubliseer is, streng deur albei partye nagekom moet word. So is daar byvoorbeeld opleidingsfondse wat by wyse van nywerheidsraadsooreenkomste tot stand gekom het met die doel om opleiding te finansier.

Ten einde die stand van opleiding te bepaal, het die navorser onderhoude met persone in verskillende nywerhede gevoer aan die hand van 'n matriks waarmee die inligting gesistematiseer kon word. Die samestelling en aanwending van die matriks word volledig in die hoofverslag uiteengesit. Die inligting wat op hierdie wyse ingewin is, het onder andere die volgende tendense uitgewys, naamlik:

- (1) Oorwegend beskik groot ondernemings oor 'n dinamiese mannekragontwikkelingsbeleid wat op gesonde beginsels en deurlopende navorsing gegrond is.
- (2) Dink-, kommunikasie-, mens- en bestuursvaardighede kom nie altyd tot hulle reg in die opleidingsproses nie.
- (3) Opvolging en evaluering van opleiding skiet ver te kort.
- (4) Daar bestaan 'n groot tekort aan opgeleide opleiers.

Die hoofstuk word afgesluit met 'n verwysing na die Opleidingsraad vir Plaaslike Owerheidsliggame wat kragtens die Wet op Plaaslike Owerheidsliggame, 1985, ingestel is met die doel om die opleiding van personeel verbonde aan plaaslike owerheidsliggame te bevorder.

5.3 HOOFSTUK 3: DIE HUIDIGE POSISIE VAN VAARDIGHEIDSOPLEIDING IN DIE LANDBOU, BOSBOU EN VISSERYE

Die belangrikheid van die landbou in die ekonomie van die RSA word eerstens beklemtoon waarna die veelsydigheid van die landbou, bosbou en visserye geïllustreer word by wyse van statistiese opgawes van die onderskeie produkte wat gelever word.

Vervolgens word sewe faktore wat 'n invloed op vaardigheidsopleiding in die landbou uitoefen, uitgelig en word daarvoor gerapporteer. Daar word verder ook vyf teikengroepe met die oog op opleidingsbehoefte binne die landbou, geïdentifiseer. Hierdie teikengroepe is die boer, die plaaswerknemer, personeellede van landboukoöperasies, direkteure van landboukoöperasies en personeel verbonde aan landboubeoordelingsrade.

Daar word ook verwys na die bestaande opleidingsfasiliteite en in watter mate elkeen 'n bydrae tot opleiding in die landbou lewer. Die rol van die Suid-Afrikaanse Landbou-Unie (SALU) in die algemeen, maar ook om onderwys, opleiding en ontwikkeling in die landbou te koördineer, te aktiveer, te evalueer en sover as moontlik te standaardiseer, word kortliks uitgespel.

Belangrike bevindings wat uit die navorsing voortgespruit het, is onder andere:

- (1) Vaardigheidsopleiding op landbougebied word deur 'n groot verskeidenheid organisasies met 'n omvattende reeks doelwitte, inhoud en standaarde aangebied. Gevolglik is dit ongekoördineerd en gefragmenteerd, met 'n gebrek aan eenvormigheid van standaarde, sertifisering en erkenning van voltooide opleiding.
- (2) Daar bestaan, veral onder boere, 'n gebrek aan begrip van die waarde van vaardigheidsopleiding en gevolglik is die boer nie altyd gemotiveerd om te verseker dat sy plaaswerkers behoorlik opgelei word nie.
- (3) Daar bestaan 'n behoefte aan opleiding en sertifisering van personeellede van koöperasies en beheerrade.

- (7) Vaardigheidsopleiding vir die ontwikkeling van kleinsake, insluitende die informele sektore

Navorser: Dr. R. Hirschowitz RGN

5. KERNAANTEKENINGE OOR ELK VAN DIE HOOFSTUKKE IN DIE HOOFVERSLAG

5.1 HOOFSTUK 1: AGTERGROND VAN DIE ONDERSOEK NA VAARDIGHEIDSOPLEIDING IN DIE RSA

Aspekte soos die motivering vir die projek, die opdrag, die navorsingsmetodologie, verduideliking van terminologie asook die lede van die WK en projekkomitees word in hierdie hoofstuk uiteengesit.

5.2 HOOFSTUK 2: DIE ROL VAN DIE STAAT IN DIE ONTWIKKELING VAN VAARDIGHEIDSOPLEIDING IN DIE RSA

In hierdie hoofstuk word volledig verslag gedoen oor die ontwikkeling van arbeidswetgewing vanaf 1850 en hoe wetswysigings en die instelling van nuwe wetgewing telkens daarop gemik was om nie net gesonde arbeidsverhoudinge daar te stel nie, maar ook om probleme op die arbeidsterrein, wat met mannekrageopleiding verband hou, te ondervang. Daar word verder ook melding gemaak van die invloed wat die Wiehahn- en Riekert-kommissies in die vroeë tagtigerjare op arbeidswetgewing gehad het en in der waarheid 'n ommekeer op nywerheidsgebied bewerkstellig het.

Verder word daar ook indringend ingegaan op die verskillende wyses waarop vaardigheidsopleiding kragtens die huidige Wet op Mannekrageopleiding, 1981, asook die Wet op Arbeidsverhoudinge, 1956, bevorder word.

Ander aspekte wat aangesny word, is die staat se finansiële aansporingsmaatreëls vir werkgewers wat aan die hand van goedgekeurde programme hulle werknemers oplei asook die opleidingskemas vir werksoekers en werkloos wat deur die Departement van Mannekrage bedryf word.

Die volgende subprojekte is geïdentifiseer:

- (1) Die huidige posisie van vaardigheidsopleiding in elk van die verskillende industriële sektore

Navorsers: Dr. G. Cilliers RGN

- (2) Die huidige posisie van vaardigheidsopleiding in die landbou, bosbou en visserye

Navorsers: Dr. L. Pienaar RGN

- (3) Die huidige posisie van vaardigheidsopleiding van die werksoeker en die werklose

Navorsers: Mnr. W.F. Pienaar RGN

- (4) Die koste, voordele en finansiering van vaardigheidsopleiding

<u>Navorsers:</u>	Mnr. E.T. Basson	Universiteit van Pretoria
	Prof. G.L. de Wet	Universiteit van Pretoria
	Mnr. C. Harmse	Universiteit van Pretoria
	Mnr. B.G. Rousseau	Universiteit van Pretoria
	Prof. N.J. Schoeman	Universiteit van Pretoria
	Prof. F.G. Steyn	Universiteit van Pretoria
	Mnr. J.H. van Heerden	Universiteit van Pretoria

- (5) Faktore wat vaardigheidsopleiding bevorder of strem

Navorsers: Dr. D.L. Hattingh RGN

- (6) Die strukture vir vaardigheidsopleiding

<u>Navorsers:</u>	Prof. L.P. Calitz	Universiteit van Pretoria
	Dr. A. Maree	UNISA
	Mnr. B. Parkin	Ontwikkeling en Opleidings- fonds vir die Elektroteg- niese Aannemingsnywerheid

Mnr. B.J. van der Merwe	Hoofdirekteur, Sinjale en Telekommunikasie, SA Vervoerdienste
Mnr. L. van der Walt	Beplanningsadviseur, SAUK
Mnr. M.C. van Niekerk	Opleidingsbestuurder, SA Landbou-Unie
Mnr. D. Weston	Algemene Bestuurder, Houtnywerheid Mannekragedienste
Dr. I. van der Stoep	Koördineerder, RGN
Mnr. J.W. Gous	Koördineerder, NOR
Mnr. A.S. van Rooyen	Koördineerder, NOR
Mev. A. Vermaak	Sekretaresse, RGN

Met die verloop van die ondersoek is mnr. Naidu deur mnr. J.R. Tyers, Direkteur van die Opleidingsraad vir die Meubelnywerheid vervang en dr. Mvubelo deur mnr. P. Riches, Direkteur van die Clothing Industry Training Board, terwyl mnr. Harker deur mnr. T.P. Botha, Groep-personeelbestuurder van die Frame-maatskappyegroep vervang is.

Die WK het by sewe geleenthede vergader en die hoofverslag op 23 Februarie 1989 goedgekeur.

4. NAVORSINGSMETODOLOGIE

'n Vraelys is aan 5 000 geregistreeerde werkgewers gestuur ten einde 'n peiling te kon maak van probleme wat met vaardigheidsopleiding ondervind word. Vervolgens is die ondersoekveld in verskillende subprojekte gestruktureer om sodoende te verseker dat die volle spektrum van vaardigheidsopleiding bestryk word. Die WK het voorts een of meer navorsers vir elke subprojek aangewys asook 'n projekkomitee om die werk van die navorsers te evalueer en om die navorsers van raad en advies te dien. Die deelverslae voortspruitend uit die verskillende subprojekte is gekondenseer om elk 'n hoofstuk in die hoofverslag te vorm waarop die aanbevelings gebaseer is.

Mnr. F. Dlamini	Bestuurder, Ontwikkeling van Menslike Hulpbronne. Beacon Sweets and Chocolates
Mnr. D.B. Gaynor	Hoofbestuurder, Opvoedingsdienste, Kamer van Mynwese
Dr. G.D. Haasbroek	Direkteur, Nasionale Opleidingsraad
Mnr. J.R. Harker	Bestuurder, Groepmannekragontwikkeling, Die Frame-maatskappyegroep
Mnr. J. Herdman	President, Werkgewersvereniging van die SA Motornywerheid
Dr. R.S. Loubser	Professionele Ingenieur
Mnr. A.G. Matthews	Uitvoerende Konsultant, Opleidingsraad vir Hotel- en Spysenieringsnywerheid
Dr. L. Mvubelo	Algemene sekretaresse, National Union of Garment Workers
Mnr. P. Naidu	Streekopleidingsbestuurder, Opleidingsraad vir die Meubelnywerheid
Mnr. N. Olls	Hoofdirekteur, Bloemfontein Groepopleiding- sentrum
Mnr. B.F.P. Oosthuizen	Assistent-Hoofsekretaris, SA Ketel- makersvereniging
Mnr. M.W. Rushton	Voorsitter, Witwatersrand en Sasolburgse Streekopleidingskomitee, NOR
Prof. F.G. Steyn	Departement Ekonomie, Universiteit van Pretoria

BESTUURSOPSOMMING

RGN-/NOR-ONDERSOEK NA VAARDIGHEIDSONTWIKKELING IN DIE RSA

1. INLEIDING

Geskoolde mannekrag is van deurslaggewende belang vir die uitbouing van die ekonomie van 'n land. Derhalwe het die Nasionale Opleidingsraad (NOR) wat onder andere gemeoid is met die bevordering en koördinerende van opleiding, besluit om in samewerking met die Raad vir Geesteswetenskaplike Navorsing (RGN) ondersoek in te stel na vaardigheidsopleiding in die RSA. Met die ondersoek is dit ten doel gestel om die faktore wat opleiding bevorder of strem te identifiseer ten einde aanbevelings ter verbetering, asook vir die uitbouing van vaardigheidsopleiding in belang van die ekonomie, werkskepping en produktiwiteit te kan doen.

Hierdie ondersoek het direk voortgespruit uit 'n vorige ondersoek van die NOR wat gedurende 1984 ook in samewerking met die RGN onderneem is en waar die klem slegs op ambagsmanopleiding geval het. Derhalwe is opleiding in 'n aangewese ambag nie by hierdie ondersoek ingesluit nie. Ander tipes van opleiding wat ook uitgesluit is, is opleiding wat aan formele onderwysinrigtings aangebied word sowel as opleiding wat tot sertifisering en registrasie met die oog op die beoefening van 'n profesie lei.

Vaardigheidsopleiding word, vir die doeleindes van hierdie ondersoek, beskou as enige opleiding wat die bekwaamheid van 'n persoon verbeter om sy werk te kan verrig. Intellektuele sowel as handvaardighede op alle vlakke word hierby ingesluit.

2. OPDRAG AAN DIE RGN

Dit het duidelik geblyk uit die aanbevelings voortspruitend uit die RGN-/NOR-ondersoek na ambagsmanopleiding in die RSA asook kommentaar wat van belanghebbendes ingewin is, dat daar 'n behoefte bestaan het aan 'n ondersoek waar die fokus op die totale spektrum van vaardigheidsopleiding val, dit wil sê vanaf opleiding in basiese handvaardighede tot en met bestuuropleiding.

In die lig van ervaring opgedoen met die ondersoek na ambagsmanopleiding, het die NOR die RGN gedurende Julie 1986 uitgenooi om hierdie ondersoek te onderneem. Die NOR het ook voorgestel dat dr. A. Pittendrigh oorweeg behoort te word as voorsitter van die

werkkomitee (WK) wat verantwoordelik sou wees vir die samestelling van die hoofverslag. Die RGN het gedurende Augustus 1986 onderneem om die ondersoek te loods en onmiddellik voortgegaan om dr. Pittendrigh as voorsitter van die WK aan te wys. Daar is verder ook besluit om dieselfde navorsingsmodel as die met die ondersoek na ambegsmanopleiding te volg.

3. DIE WERKKOMITEE

Met die samestelling van die WK is daar deurgaans gepoog om alle nywerheidssektore te verteenwoordig alhoewel dit van elke lid verwag was om in sy persoonlike hoedanigheid aan die verrigtinge van die WK deel te neem.

Lede verbonde aan die WK:

Dr. A. Pittendrigh	Voorsitter van die ondersoek
Dr. S.W.H. Engelbrecht	Uitvoerende Direkteur, Instituut vir Opvoedkundige Navorsing, RGN
Dr. F.R.L.N. Eksteen	Voorsitter, Nasionale Opleidingsraad
Mnr. N.T. Baxter	Direkteur, Opleidingsraad vir die Padvervoer nywerheid
Dr. J.H. Beukes	Uitvoerende Direkteur, Instituut vir Arbeids- ekonomienavorsing, RGN
Mnr. G.B. Blain	Groepopleidingskontroleur, Eerste Nasionale Bank
Mnr. H.R. Corbett	Skakelbeampte, Opvoedkunde, Inligtingsentrum oor die Chemiese Nywerheid
Mnr. L.E. Davis	Uitvoerende Direkteur, Die Federasie van Bounywerhede van SA

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Die RGN—onderwysnavorsingsprogram is organisatories en administratief verbonde aan die Instituut vir Opvoedkundige Navorsing van die Raad vir Geesteswetenskaplike Navorsing.

Buiteblad ontwerp deur Lynette Hearne

**Teksters: Mev. H.S.G. Smith
Mej. T.F. Badenhorst**

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Die RGN-/NOR-onderzoek na vaardigheidsopleiding in die RSA

Bestuursopsomming

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Bestuursopsomming