

**COSATU PARTICIPATORY RESEARCH  
PROJECT**

*AUGUST 1993 REPORT*



**CONSOLIDATED RECOMMENDATIONS ON  
ADULT BASIC EDUCATION AND TRAINING**



# CONTENTS

Preface

Glossary

Executive Summary

1

1. The Crisis in the South African Adult Basic Education (ABE) and Training Systems .

- 1.1 Adult Basic Education 9
- 1.2 Training 11
- 1.3 Education and Training structures 13

2. A Vision for the Future.

- 2.1 Objectives 15
- 2.2 Participation 16

3. Access to Education and Training.

- 3.1 Worker Rights -constitutional, legislation, collective bargaining. 20
- 3.2 Strategic Approach 23
- 3.3 Measures 24
- 3.4 Facilities/Infrastructure 24

4. Integration .

- 4.1 Racial 27
- 4.2 Sectors 28
- 4.3 Labour Markets 28
- 4.4 Political/regional 30

5. Governance and institutional arrangements.

- 5.1 Powers and functions of government at different levels 35
- 5.2 Government Departments and agencies 37
- 5.3 Consultative Forums 37
- 5.4 Statutory Bodies 39

6. National standards

42

7. Curriculum	
7.1 Parts	46
7.2 Principles	46
7.3 Framework	47
8. Certification and assessment.	50
9. Accreditation and Registration	52
10. Educator / trainer training development	54
11.. Legislation.	62
12. Funding.	66
13. Role of Unions and other major players.	72
14. Short-term Guidelines for affiliate negotiations.	79
15. Appendices.	90

## **PREFACE**

**The Participatory Research Project was established as a result of decisions and principles adopted at the COSATU Congress in 1991.**

**Its purpose has been to develop recommendations on how to restructure Adult Basic education, training and grading systems in South Africa consistent with the COSATU 1991 principles.**

**The project has involved the participation of approximately 50 shop stewards from the 14 affiliates and ten others from allied organisations. Participants were given the task of collecting information about grading, ABE and training arrangements from their own respective workplaces. In addition, independent research was commissioned to identify and assess ABE, training and grading issues across different sectors of industry.**

**A number of overseas study visits were also organised to draw useful international comparisons which could be applicable to South African circumstances.**

**This information was presented to a series of workshops between October 1992 and August 1993 in which there was intensive discussion and debates from which policy recommendations have emanated.**

**This report contains the consolidated recommendations for policy proposals on restructuring the education, ABE and training systems and grading systems in South Africa which were finalised in the August workshop. It also contains recommendations for human resource development policies for labour market planning, particularly in regard to public works programmes and job creation schemes.**

**The recommendations pertaining to work organisation and restructuring are contained in a subsequent report which will be finalised by the end of 1993.**

**The recommendations in this document are general in nature. The time allocated in the workshops and for collecting the information did not enable more specific recommendations to be discussed and debated, particularly in terms of specific proposals for each sector.**

# **PARTICIPATORY RESEARCH PROJECT**

## **PROJECT CO-ORDINATORS:**

Project Co-ordinator: Ms. Rahmat Omar  
ABE Co-ordinator: Ms. Judy Favish  
Training Co-ordinator: Mr. Sam Morotoba  
Secretarial Assistant Ms. N. Ngwenya  
International Advisor: Mr. A. Machin (Australia)

## **PROJECT FUNDERS.**

LO/TCO Swedish Trade Union Organisation  
APHEDA Australian People for Health, Education and  
Development Abroad (ACTU Development Aid Agency).  
KAGISO TRUST.

## **OVERSEAS STUDT VISITS SPONSORS.**

CTUC Commonwealth Trade Union Council  
(Botswana, Namibia, Zimbabwe, India).  
CLC Canadian Labour Council (Canada)  
APHEDA (Australia)  
CGIL Italian Communist Trade Union Council (Italy)  
FES Frederich Ebert Stiftung (Germany)

COSATU wishes to acknowledge its gratitude to the local and overseas donors who provided financial assistance for this project.

**EXPERTS and SPEAKERS who were invited to make presentations at the PRP Workshops:**

**Independent Organisations**

Ms Elisabeth Burroughs	Human Sciences Research Council (HSRC)
Mr Ahmed Essop	Centre for Education Policy Development (CEPD)
Ms. Vivienne Geard	Labour Research Service (LRS)
Mr Jonathan Godden	Centre for Education Policy Development (CEPD)
Ms. Adele Gordon	Human Sciences Research Council (HSRC)
Mr Ernest Grapps	International Union of Bricklayers and Allied Craftsmen
Mr Deon Haasbroek	National Training Board (NTB)
Ms Avril Joffe	Industrial Strategies Project. (ISP)
Mr Anton Johnston	Swedish International Development Agency (SIDA)
Mr. Andre Kraak	University of Cape Town.
Ms Mary Metcalfe	ANC, Education Dept.
Mr. Enver Motala	ANC, Education Dept.
Mr. Mike Peacock	Independent Examinations Board (IEB)
Mr. Meston Prinsloo	National Education Policy Investigation (NEPI)
Mr Michael Schulteiss	German Embassy, First Secretary, Labour and Social Affairs
Mr James Maseko	National Education Co-ordination Committee (NECC)
Mr Tito Mboweni	ANC, Economics Dept.
Mr Steve Mokoena	Joint Enrichment Project (JEP)
Mr Shakie Museve	Commonwealth Trade Union Council (CTUC) (Harare, Zimbabwe)
Ms. Regina Nzo	ANC Womens League
Mr. Paul Puritt	Canadian Labour Congress. (CLC)
Mr. Nick Taylor	National Education Policy Investigation (NEPI)
Ms. Kate Truscott	National Education Policy Investigation (NEPI)
Mr Gordon Young	Labour Research Service (LRS), Cape Town.
Mr Michael Young	Institute Of Education, University of London.

**COSATU and Affiliates**

Ms. Jane Barrat	TGWU (COSATU Living Wage Committee)
Ms. Adrienne Bird	NUMSA (COSATU NTB representative)
Ms. Christine Bonner	CWIU
Mr. Chris Lloyd	NUMSA
Mr Alec Erwin	NUMSA (COSATU NEF representative)
Mr Mapete Leeuw	COSATU, Education Secretary and NETF rep)
Mr Moeletsi Mbeki	COSATU, Media Dept.
Mr. Jay Naidoo	COSATU, General Secretary.
Mr. Jayendra Naidoo	COSATU, (National Economic Forum rep).
Mr. Welcome Ntshangase	PPAWU
Ms Meryl Plaskett	NUM
Ms Kate Philips	NUM
Mr Zwelinzima Vavi	COSATU, (Organising Dept, Asst. General Secretary).

## **RESEARCHERS:**

### **Training:**

Research Co-ordinators:

Mr. Dave Cooper (UCT)  
Ms. Jeanne Gamble (UCT)  
Ms. Avril Joffe (Wits)

### **Student Researchers**

Ms Noxolo Dyantyi	Food and Beverages (UWC)
Ms Tanya Goldman	Clothing (UCT)
Mr Stephen Hanival	Motor (UCT)
Mr Victor Maumakwe	Building and Construction (Wits)
Mr Lucky Montana	Post and Telecommunication (UCT)
Mr Lawrence Moremi	Glass (Wits)
Mr Goetsemang Moseki	Road Transport (Wits)
Mr Tsepe Motumi	Railway (Wits)
Ms Liesl Orr	Local Government (UCT)
Ms Tanya Rosenthal	Pulp and Paper (Wits)
Mr Jabulani Sibeko	Mining (Wits)
Ms Vivienne Smith	Printing (UCT)
Mr David Tabane	Electricity (Wits)
Mr Kennedy Zinbane	Retail/Hotels (Wits)

### **Adult Basic Education**

Ms. Desi Angelis	Numeracy Curriculum
Ms Zannie Bock	Framework for ABE Curriculum
Ms Debbie Budlender	Questionnaire Design and analysis
Ms Judy Harris	Recognition of prior learning
Mr Kadima wa Kalonji	Language Curriculum
Mr. Haroom Mohammed	Approaches to curriculum construction
Ms. Shireen Motala	Training of Educators
Ms. Kathy Watters	Competency Based Approaches

## **PARTICIPANTS**

Luzuko Madliwa	CAWU
Richard Ntlokokontshane	CAWU
Anthony Selepe	CAWU
Mike Tshehla	CWIU
Vusi Nkosi	CWIU
Mordecai Mabaso	FAWU
Barnard Mononyane	FAWU
Elvis Petersen	FAWU
Derrick Mbelu	FAWU
Sindiswe Dikwayo	FAWU
Billy Tshabalala	NEHAWU
Gugu Zilwa	NEHAWU
Lizzie Thipane	NEHAWU
Lulamile Sotaka	NEHAWU
Joseph Lekola	NEHAWU
Jacob Babuseng	NUM
Tsietsi Bosiu	NUM
Jerry Khoatsana	NUM
Ephraim Lengwati	NUM
Henry Mahowa	NUM
Philip Joko	NUM
Ishmael Mathaba	NUM
Frans Mamaru	NUM
Wilson Mathunga	NUM
Emmanuel Mthethwa	NUM
George Makhanya	NUMSA
Dan Makhele	NUMSA
Andile Masiza	NUMSA
Michael Adams	NUMSA
Alfred Mtsi	NUMSA
James Tom	NUMSA
Nathan Bowers	POTWA
Neo Moleyane	POTWA
Mike Hlongwane	POTWA
Maurice Khoza	PPAWU
Calcott Dlephu	PPAWU
Yvonne Nkosi	PPAWU

Bongani Mbali	SACCAWU
Kenneth Phatswe	SACCAWU
Walter Lukhuleni	SACCAWU
Bevil Lucas	SACCAWU
Ralph Alexander	SACTWU
Wayne van der Rheede	SACTWU
Rani Pillay	SACTWU
Elsie Komako	SADWU
Eric Tromp	SADWU
Sedic Jappie	SAMWU
Nelson Rakau	SAMWU
Richard Spalding	SAMWU
Adrian Oelofse	SAMWU
Mzaman Mabunda	SARHWU
Elliot Sogoni	SARHWU
Singleton Siboyana	SARHWU
Mandla Ndlela	SARHWU
Joseph Matshappa	TGWU
Monde Mthembu	TGWU
Dawood Alexander	TGWU
Leonard Malukazi	TGWU
Abram Mthembu	TGWU
Veronica Ncitha	COSATU Women's Sub Committee
Kate Menyatso	COSATU Women's Sub Committee
Charles Ngema	ANC Education Dept.
Pindiwe Sigodi	ANC Women's League
Koleka Luzi	ANC Womens League
Temper Mufamadi	ANC Youth League
Solly Lebambo	SANCO
Steven Gumede	SANCO
Nana Moabi	NACTU
Sasa Sethupa	NACTU
Philip Masia	Rural Education Forum
Mpoetsi Goba	National Literacy Council

**GLOSSARY OF TERMS**  
**RE : EDUCATION, TRAINING AND WORK**

**Accreditation**

The process by which an education and training course is validated by an authoritative body which signifies that the course will meet appropriate curriculum contents, standards and methods.

**Articulation**

The process by which different institutions of learning (such as schools, colleges and universities) inter-connect with each other by enabling the "exit point" qualifications of one to be recognised as the "entry point" qualification to another.

**Assessment**

The methods used to determine that an individual learner has achieved the learning outcomes in education and training programmes.

**Bridging**

Courses, or more likely modules, that enable people to make up the difference between what they already know and what they need to know for formal entry into an accredited course programme.

**Certification**

The systematic design and relationship between different qualifications in an education and training system framework.

**Competency**

The specification of the content of skill in any given area focussing not simply on what someone knows, but on what they can do or perform. Broadly, a competence should be a collection of skills (manual, cognitive, interpersonal) *and* knowledge, which enables a task(s) to be performed, and the ability *to transfer these skills and knowledge to new situations*.

**Competency Standards**

The definition of competency to specified levels of skill applicable mainly in employment situations. The standards inform the learning outcomes to be achieved in the curriculum for all accredited courses and the levels of skills to be acquired and recognised in skills grading systems.

**Competency Based Training (CBT)**

Training that is designed to achieve standard levels irrespective of the time taken to achieve them and recognises learning achieved by any means measured against those standards. CBT is based on outcomes, on whether a learner can actually do things.

### **Credit Transfer**

The recognition of a skill or qualification as an entry to an education or training course, usually at a higher level.

### **Curriculum**

The content and skills to be learnt in a course or module of education or training. Normally the curriculum describes the objectives, methodology and assessment procedures for the course.

### **Experiential**

Learning that occurs as a result of experience (in daily work and living or as a structured means of learning through the experience of doing something)

### **Generic and Core Skills**

**Generic Skills** are those such as language, communication, numeracy, framework of knowledge about science, technology, etc which are transferable to any application.

**Core Skills** are those vocational abilities that can be transferable and applied to a variety of specific circumstances in industry e.g. - use of computers, welding or drafting objectives and strategies for their achievement.

### **Labour Market**

A term used to describe those people in the community who are available to work. It includes those in formal employment, the informal sector, the unemployed, the retrenched and school leavers. It does not include those who are not available for work - such as schoolchildren, students in full time study, retired people, sick people and the "idle rich."

### **Internal and External Labour Market**

A distinction between what is planned and developed by a company internally to meet its needs and that which is accessed externally

### **Labour Market Analysis/Planning**

The process by which the labour market is described in terms of occupations, skills, gender and racial segmentation, unemployment, employment profiles, and wage levels

### **Labour Market Programmes/policies**

The arrangements used by government to improve opportunities for entry into the labour market (job creation schemes), improve performance (skills development) and redress racial and gender inequalities in the workplace.

### **Module, (Modularised)**

A unit/segment of learning more or less complete in itself so that it can be assessed. A course can be made up of a number of modules that inter-relate or

### **Traineeship**

A contract of training between an employer and a trainee leading to a formal recognised qualification. It can include both on and off-the-job training.

### **Training**

Refers to accredited courses, training programs and skill acquisition, formal or informal, that are related to vocational outcomes.

### **On and off the job training**

The arrangement of a programme of training so that there is a close relationship between what can be learnt on the job and what needs to be added by off the job learning

### **Training Plan**

A plan prepared by an employer or organisation, which sets out what courses are available, the timetable and scheduling, who will do which courses, the duration and content of each course, the teaching personnel and teaching methods.

### **Training Program**

Refers to a sequence of training which contains a component(s) of an accredited course leading towards a formal recognised qualification.

### **Work Organisation**

Refers to a sequence to the way in which jobs are designed and the work is arranged for the purposes of making decisions, taking responsibility, use of skills, undertaking tasks, and ensuring output of product or service

build upon each other.

### **Pedagogy**

Methods and modes of teaching and the management of learning processes, normally applicable to the learning of children.

### **Qualification**

An award or credential issued by an authoritative body acknowledging the successful completion of an accredited course such as a Certificate, Lower/Higher Diploma, Degree, etc.

### **Recognition of Prior Learning (RPL)**

The process by which an individual is assessed for skills achieved by formal or informal means and given credit towards entry to another course, and/or towards a standard of competency or a credential.

### **Skills**

The ability that comes from knowledge, practice, aptitude to do something well. Skills enable a person to perform tasks. There are usually three types of skill:

1. Manual skills : those requiring physical effort, including dexterity, physical coordination and the efficient and safe use of strength
2. Cognitive skills : those requiring mental effort, communication, information processing, decisionmaking, judgement / critical thinking.
3. Inter-personal skills : those requiring the ability to interact with others, cooperativeness, problem solving

### **Skills analysis**

The process by which an assessment of future skill requirements is undertaken which would rely on projected changes in technology, work organisation and markets. This analysis can be done at an occupational level or industry wide level.

### **Skills audit**

The process by which the skill of an individual, group or workforce is assessed. It is very static in that it can only provide a picture of the skill level at any given time.

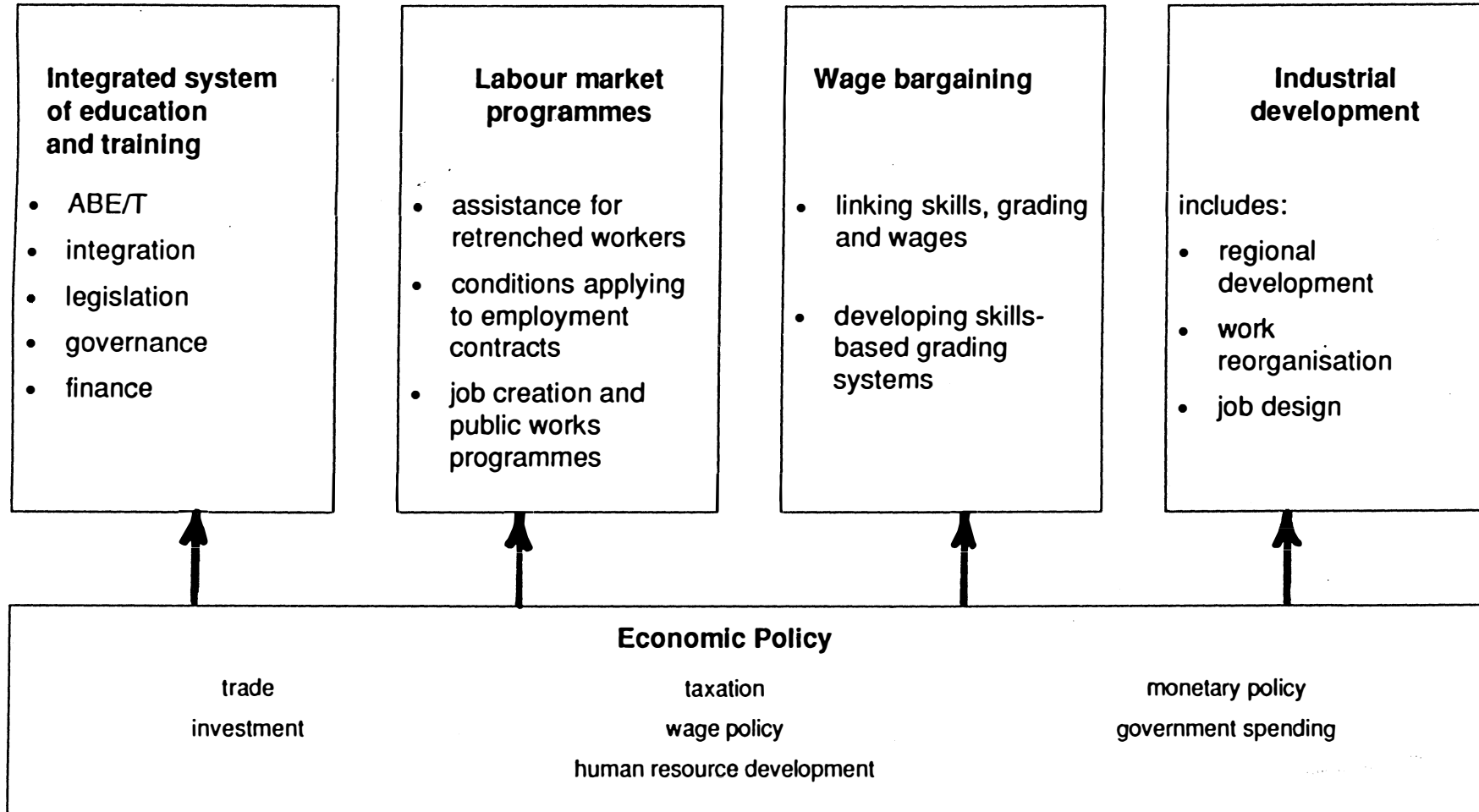
### **Skill Formation**

Any or all the processes by which skill and competence is formed in a person, either through training programmes, informal learning or experience.

# **EXECUTIVE SUMMARY**

# COSATU PRP

Sept 1992 - Aug 1993



## **1. Problems with the existing system**

### **1.1. Education and training**

The apartheid system has left many legacies, particularly in terms of education and training, which will continue to have a lasting impact on adults unless radical sweeping changes are made by the new democratic government to the national education and training system.

For the majority of the country's population the existing education and training system is :

- \* inequitable,
- \* inaccessible,
- \* inflexible
- \* ineffective.

### **1.2. Grading/wages**

In addition to these problems, most workers are employed under grading systems which do not recognise their skills, particularly if these have been informally acquired through experience and practice on the job. Accordingly, most black workers are concentrated in low-skilled, low wage jobs and have little or no opportunity of acquiring skills through workplace training programmes which will enable to move into higher skilled higher wage employment during their working life time.

In other words, despite the political changes which are forthcoming with the election of the new government, most workers cannot expect a significant material improvement in their working conditions unless changes are made to grading systems which both give recognition to existing skills and open new opportunities for training and skill related wage systems.

The COSATU PRP project has put forward a comprehensive package of proposals for restructuring the training and grading systems in South Africa which go a long way towards removing the discriminatory practices, inaccessibility, ineffectiveness and inflexibility of the existing system.

The proposals on grading and wages are intended to meet four principal objectives:

- a. to improve the wages of workers and reduce the disparity between low skilled and skilled workers.
- b. to create career path opportunities for all workers in all sectors based on skills/training which will enable them to progressively move upwards over their working lifetime.
- c. to remove discriminatory practices, built on gender or racial bias by ensuring that fair assessment methods based on skills are used for promoting people and providing access to training.
- d. to enable workers to increasingly intervene and take more control of the production process.

These proposals are formulated under a national integrated framework for training and education which is tied to the process of wage bargaining through the development of a **skills-wage nexus**. This approach sees training as an industrial bargaining issue.

## **2. Framework for a national integrated ABE, training and education strategy.**

The PRP has developed extensive proposals for a national education and training strategy which provides direction for COSATU's affiliates to intervene at both the national and workplace level in education and training negotiations.

In developing this strategy, the PRP proposals also go a considerable way in meeting the demands for redress and overcoming the inequalities in education and training of four decades of apartheid policies. The proposals also address the issue of developing skills to meet the needs of development programmes, job creation schemes and industry restructuring programmes.

The PRP has recommended that a new national education and training strategy must be built around a framework which has the following key elements:

### **2.1. National standards**

All education/training and assessment must be determined on the basis of competency (the ability to perform a job to a required standard). Competency assessment enables workers to gain recognition for skills they have acquired informally/on the job even though they may not have a certificate.

There are two major implications of this approach.

- \* Firstly, all the curricula (course objectives, outcomes, teaching and assessment methods) will need to be re-written in terms of competency outcomes.
- \* Secondly, national competency standards will need to be developed in each industry / sector and generic core standards across sectors

Unions must become involved in the development of both. Unions must ensure that standards reflect broad skills and knowledge and are not narrowly task-based in definition.

### **2.2. Curriculum**

The need for an integrated education and training system means that the curricula for traditional (and new) training courses has to be broadened to include core educational skills such as literacy, numeracy, communication, problem solving, planning and the ability to undertake further learning. These core skills should be built into the curricula of all training courses at all levels.

Also because of the legacies created by the apartheid policies in the education system there is an enormous need to redress the educational deficiencies of the workforce and adult population generally. The PRP proposals have defined core educational skills for ABE programmes.

While the need for core educational skills was identified and endorsed the precise proportion of the core component has not been specified. It is clear however that interim strategies will have to be developed to move away from the current separate (dual) non-integrated system of predominantly vocational (job specific) courses.

### **2.3. Accreditation.**

Education and training must be delivered by accredited providers to ensure that there is national consistency in the quality and content of the education/training course. This helps to ensure that adults get recognition for their skills in all parts of the country by employers (in terms of work and wages) and by education providers (in terms of access to further learning).

The process of accrediting education/training providers will be based on the legal requirement that providers meet certain criteria such as

- \* meeting nationally defined standards/competency outcomes,
- \* non - sexist / non racist curricula,
- \* properly trained trainers, etc.

Unions will be required to monitor this system by ensuring that their members do not undertake training by non-accredited providers.

### **2.4 Certification.**

All accredited education/training will be recognised by a national certificate of competence at all levels of learning. This implies that new certificates will be introduced at levels below the artisan providing nationally recognised and structured training programmes for operator-level workers for the first time. COSATU is recommending four levels of certification for ABE/T below the artisan levels.

The proposal is for an integrated system of certification for education and training at all these levels. This implies (and requires) that all training will include a core component of educational skills that are transferable across all industries.

### **2.5. Credit transfers.**

An integrated system of certification is also dependent upon the linking of all institutions of learning to enable credits of lower level courses, or informal learning, to be transferred to higher ones across systems of education, training and ABE. The development of national competency standards assists and facilitates this process for credit transfers.

In this way there are no artificial barriers created in progressing to higher levels of learning.

### **2.6. Access**

In order to extend the benefits of these changes to the majority of the employed

(and unemployed) adults, a range of initiatives are required for improving access arrangements to formally structured education and training programmes.

Among the most important of these are:

- \* the right to paid education and training leave,
- \* removal of unnecessary minimum educational entry requirements,
- \* grants and wage support for the duration of the training,
- \* child care facilities in institutions of learning,
- \* flexible (and multiple) entry and exit points,
- \* modular based courses of reasonable length (30-40 hours)
- \* legislation to prevent discriminatory practices.

### ***2.7. Educator/Trainer Development***

The delivery of accredited ABE/education/training programmes and ensuring quality outcomes by the variety of providers operating in a multiple delivery system will depend upon the delivery of the courses by trained and competent trainers/educators in both vocational and ABE programmes. This will call for an urgent upgrading and expansion of the trainer/educator workforce.

Programmes to co-ordinate and fund this upgrading will need to be implemented immediately, and generous remuneration packages should be put in place to encourage skilled adults with the appropriate technical skills to move to a training/educator role. This is likely to create immediate shortages of skilled labour vacancies in the workplace which employers must be encouraged to fill through structured accredited training programmes for their employees - not by the importation of skilled labour from overseas.

### **3. Integration with Labour market planning**

While there is an urgent need to develop an integrated education and training system, it is also crucial that this integration needs to extend to linkages with labour market planning.

To achieve this linkage, it will be necessary to incorporate into the education/training system the programmes for specially targetted groups within the labour market such as:

- \* school leavers,
- \* marginalised youth,
- \* retrenched workers
- \* unemployed people,
- \* migrant workers
- \* women,
- \* rural residents,
- \* returned exiles

This linkage can be made by ensuring that all education/training programmes for these specially targetted groups be brought under the same education/training objectives/criteria which will govern education/training outcomes for workers in full time employment.

To this end, COSATU is recommending that job creation schemes and public works programmes funded by the state and co-ordinated by parastatals and/or the Department of Manpower need to make provision for properly structured and credentialled education/training programmes for all employees in accordance with the proposed national education and training strategy. Existing Department of Manpower training programmes need to be upgraded and delivered on a competency basis by accredited providers.

Contracts of employment for job creation or public works programmes/schemes should also be contracts of training for a minimum period of time to enable adults to acquire a useful and nationally recognised skill that will provide them with the ability to find further work at the completion of the project.

Furthermore, the various assistance schemes and incentives (such as wage subsidies) that the State provides to employers to encourage them to engage in the training of the workforce and/or the employment of unemployed people should be tied to legally binding contracts of training (which in turn must be tied to the delivery of structured, accredited education/training criteria).

#### **4. Skills-based grading systems and wage bargaining.**

New grading systems for each industry sector are recommended. Existing grading systems (which define workers according to tasks and serve to entrench narrow low-skilled Taylorist modes of production) should be abolished and replaced by new grading systems which reflect skills. Each level in the grading system must be defined by competency standards which in turn are linked to certificates of learning. Progression up the grading system is based on the acquisition of higher levels of skill competency.

Promotion (career path progression) is determined by one criterion only : skill, as assessed by nationally defined competency standards. All other criteria (such as race, sex, age, etc) which have been arbitrarily applied by employers in the past, usually on a discriminatory basis, are now removed.

Each level is also linked to a wage relativity. Progression from one grade to another results in defined wage increase (possibly 10 per cent). This provides an incentive for workers to undergo training. It also means that employers are required to pay for skills acquired by workers.

The implication is that wage bargaining is now intimately tied to education/training strategies. Access to training will determine skill levels which in turn will determine grading and wage levels. Accordingly, unions (and companies) need to ensure that their training and wage bargaining strategies are closely co-ordinated.

By locating skill/training objectives within a wage bargaining process, unions are able to more closely determine appropriate education/training outcomes which best serve their members' needs, rather than have these arbitrarily determined by individual employers at random.

By locking employers into a national education/training framework, unions can ensure that education/training outcomes at different workplaces are nationally consistent. The ability to transfer nationally recognised skills between different employers (portability) gives individual workers increased wage bargaining power.

It may also serve to push employers into centralised wage bargaining forums, where these do not presently exist. If training arrangements at individual workplaces are to be determined on the basis of nationally co-ordinated negotiations and strategies, and if training is being linked closely to wages through the introduction of skills grading systems, then it no longer makes sense to determine wage outcomes at the workplace level.

The two processes have to be co-ordinated and linked at national and workplace level. Accordingly, this points to the need for a system of two-tier wage

bargaining in which national skill competency based grading/wage payments are determined centrally with the opportunity for plant-level bargaining around productivity/profits.

## **5. Governance**

To facilitate these changes it will be necessary to restructure state institutions which have responsibility for education, training and labour market planning (and to create new ones) which can develop, monitor and enforce these new arrangements.

The creation of tri-partite (and multi-partite) statutory bodies is recommended for developing:

- \*overall policy frameworks,
- \*standards setting,
- \*accreditation
- \*certification.

The PRP has also made further recommendations on changes to legislation, funding arrangements and priorities.

## **6. Role of the unions.**

The unions have an important role to play in both restructuring the institutions responsible for training/education and engaging in policy negotiations within these forums. These negotiations will primarily be undertaken in a few principal areas:

- National negotiating forums - overall policy framework
- Industrial Councils - grading systems/standards
- Standard setting bodies - standards development
- Training delivery bodies - curricula/standards

Unions must ensure that their representatives have the understanding and ability to represent their interests competently in these negotiations and that the membership is kept informed and involved in the process. An extensive shop steward/officials education programme is urgently required.

Moreover unions need to closely co-ordinate their wage bargaining policies with their training policies.

# **MAIN REPORT**

# **1. THE CRISIS IN THE SOUTH AFRICAN ADULT BASIC EDUCATION AND TRAINING SYSTEMS.**

## **Background**

The apartheid system has left many legacies, particularly in terms of education and training, which will continue to have a lasting impact on black adults unless radical and far reaching changes are made by the new democratic government to the national education and training system. For a majority of the country's population, the existing education and training system is inadequate, inequitable, inaccessible, inflexible and ineffective.

In addition to these problems, most workers are employed under grading systems which do not recognise their existing skills, particularly if these have been acquired through informal training, experience and practise on the job. Accordingly, most black workers are concentrated in low-skilled, low-wage jobs with little or no opportunity for acquiring skills through workplace training programmes which will enable them to move into higher-skilled, higher wage employment during their working life time.

Unless changes are made to grading systems and the education and training system which give recognition for the existing skills of workers and open opportunities for training and skill-related wage payments, then most adult workers cannot expect a significant material improvement in their working conditions, despite the political changes emerging in the country.

## **The Problems.**

### **1.1 Adult Basic Education.**

The full extent of the literacy problem is difficult to estimate accurately. However, there are estimates that as many as 15 million people will require some level of literacy skills. Presently, less than 100,000 (1%) receive any literacy education.

#### **1.1.1 Poor planning**

- there is limited capacity for ABE provision on a large scale.
  
- there are no national standards governing the provision of ABE. There is no consistency from one programme to another; each provider does their own thing.

- there is no certification and no national recognition (by state or companies to one another).
- there is no clear progression for learners.
- courses are not clearly defined in terms of levels.
- emphasis is on literacy, not broader adult basic education and training.
- the content of courses is often irrelevant and/or problematic in terms of the values being promoted.
- there is no clear curriculum and no consistency.
- there are no links between formal education and ABE programmes.
- there is no adequate language policy.

### **1.1.2 Poor management**

- there is a lack of funding and no provision for a nationally co-ordinated fund.
- there is considerable wastage of current funding
- there are no funding guidelines.
- there are insufficient facilities and under-utilisation of existing facilities
- there are insufficient materials
- no surveys or research is done
- there is poor evaluation of existing course programmes.
- there are a lack of proper career advice centres
- there is no co-ordination among NGOs or between NGOs and the state
- mass organisation are not involved or consulted. No union involvement.

### **1.1.3. Problems for Learners.**

- courses do not provide workers with the skills and knowledge needed to cope with training courses at higher levels.

- most courses are delivered in english; first language literacy courses are given little attention.
- there are no possibilities for advancement in terms of clear career paths after courses are completed.
- the lack of nationally recognised certificates create barriers to further learning.
- there is a high drop out rate
- there is inadequate time amount of paid time off for study leave.
- there is no recognition of special needs, such as for farm workers.
- there is no provision for unemployed people in rural areas.

#### **1.1.4. Problems for educator / trainers.**

- there are not enough teacher /trainers.
- many teacher/trainers have had poor training and receive little or no back-up support.
- there are no nationally recognised certificates for teachers.
- teacher/trainers receive low wages and have no career opportunities.

### **1.2. The Training system.**

The main problems that have been identified are :

#### **1.2.1 Private sector-funded training.**

- there is virtually no training being provided by the majority of private sector employers (on average less than 0.45 % of company payroll).
- there is inconsistency in the quality and quantity of training within each sector and between sectors with some sectors providing virtually no structured training at all.
- the majority of structured training programmes are concentrated at the artisan level with very little training given to workers at the pre-artisan

(operative) level.

- generally, all non-artisan training is company-specific and task-specific and does not provide workers with either industry- wide skills or a broader educational base.
- there is a lack of incentives by employers to encourage workers to undertake training.
- there are limited opportunities for workers to get training and promotion within an enterprise.
- there is presently a high turnover of skilled labour due to poor wages in some sectors.
- training is regarded as a cost by most employers and not as part of human resource investment plans .
- training policies are generally unresponsive to work organisation changes.
- the minority of employers with a commitment to training complain of poaching of skilled workers by other companies.
- there has been a reliance by employers to depend on skilled migrant labour to meet (short and long term) skill shortages.
- the design of training programmes is based on, and influenced by, old concepts of work organisation (Taylorism) which discourages high degrees of skill flexibility and adaptability to new technologies.
- the education and training system is not geared towards empowering workers economically and socially with skills to control production.

### **1.2.2 Government-funded training.**

- there is an inadequate level of government-funded training (R73 million was allocated for training for an unemployed workforce of 7-8 million people. This approximates to R10 per unemployed person each year).
- there is virtually no allocation for training/retraining for retrenched workers or other special disadvantaged groups.
- the amount of public funds spent on training for black workers is much lower than that for whites (less than 10 per cent of all new apprentices are

black).

- programmes conducted by the Dept of Manpower for unemployed people tend to be ad hoc, short term and generally unsuited to the workplace. Most trainees do not acquire real skills.

### **1.3 Governance : Education and training structures.**

- the current apartheid structures dealing with education and training are fragmented and uncoordinated. (There are nineteen Departments of Education under different racial and provincial (and TBVC) ministries).

- the present structure and powers of the National Training Board and the Industry Training Boards remain unrepresentative and undemocratic. In many cases unions are not represented, and where they are, it is usually white "craft" unions only. In those instances where COSATU affiliates are represented, it is usually under-represented in terms of its proportionate size in the industry.

- there is no co-ordination or accountability between the NTB and the ITBs. ITBs are registered by an official within the Dept of Manpower and not by the NTB and accordingly they are not obliged to operate within a national framework designed by the NTB.

- most proposals from the NTBs and ITBs reflect the thinking and influence of major employers because they comprise a majority within the Boards. Generally, these tend to have a narrow focus on company specific task-based skills exclusive of education

- all issues discussed at the Board level are treated as confidential which has serious implications for democratic participation.

- there is a lack of co-ordination between the institutions/bodies dealing with education and training. (for example, there are no clear links between the NTB and the National Manpower Commission which has responsibility for labour market planning. Similarly, there is a lack of linkage between the Department of Manpower (which has responsibility for training) and other bodies responsible for education).

*Note: COSATU and some affiliates have been involved in attempts to restructure the NTB, ITBs and the NMC. These attempts are summarised in Appendix 11.*

## **2. A VISION FOR THE FUTURE OF THE EDUCATION AND TRAINING SYSTEM.**

### **COSATU Principles**

(extract from resolution adopted at Fourth National Congress , July 1991)

**" We re-affirm our committment to work for a single non racial and non sexist educational system geared to meet the needs and aspirations of society as a whole. Apartheid education is an instrument of domination. We are committed to:**

- a. destroying all forms of apartheid, open and disguised in the current educational system.**
- b. free and compulsory schooling for children.**
- c. curricula which develop literacy, numeracy and the ability to think critically.**
- d. a formal education system which is not purely academic but is geared to providing scientific and technological skills which can contribute to the development of our country.**
- e. Our economy needs massive growth to provide jobs and improve standards of living. But there is a serious shortage of skilled workers.**

**large numbers of adults (victim's of the government's policies) lack proper basic education.**

**- many lack literacy and numeracy skills and are unable to benefit from training programmes**

**- urgent steps are needed to provide extensive basic adult education and training.**

**- we need the skills to run industries, to shape and develop economic policies, to build a democratic society and enhance job creation. "**

## 2.1 Objectives of education and training

Our objectives in education and training should remain in line with our political vision (of the attainment of socialism) and we should ensure that skills acquired through education and training empowers the working class to participate actively in shaping industrial, economic, social and political processes.

The education and training system should be designed to contribute towards the processes of :

- \* building national unity
- \* addressing class, race and gender inequalities and imbalances
- \* addressing power relations and class contradictions locally and internationally
- \* promoting economic and social development and combating poverty
- \* promoting the self image, dignity and cultural heritage of the oppressed
- \* effectively utilising human and material resources
- \* promoting career paths

To achieve our objectives we need to acquire skills and knowledge including :

- \* reading and comprehension
- \* analysis and critical thinking
- \* decision making
- \* policy formulation
- \* communication
- \* negotiation skills
- \* an understanding of economic, social, political and industrial processes
- \* technical skills
- \* organising and leadership skills
- \* financial skills
- \* mathematics skills

- 2.1.1. To achieve **economic empowerment** we need to understand economic issues such as unemployment, taxation, debts, resources, production social benefits, labour markets, budget, growth GDP, imports/exports, personal finances, inflation, investment and trade policy.
- 2.1.2. To achieve **industrial empowerment** we need understanding of industrial issues such as: wage policy, work organisation, industrial relations, collective bargaining, skills and training, technology, OHS and workers rights.
- 2.1.3. To achieve **social empowerment** we need an understanding of social issues such as: income distribution, housing, education, health care, transportation , resource allocation (water, food, electricity), child care facilities, gender equality, affirmative action and population issues.
- 2.1.4. To achieve **political empowerment** we need to understand political issues such as: democracy, human rights, electoral systems, government systems and political economy.

## **2.2. Participation.**

Trade union participation in the development of policy around education and training issues has, until recently been fairly limited. The system should be designed in such a way that it enables the working class to participate in the Industry/Workplace, Union level and Communities.

### **2.2.1. Participation in the workplace**

The aim of education and training should seek to empower workers in developing the skills, knowledge and ability to participate in the workplace in such a way as to :

- \* control technological, financial and organisational systems
- \* direct and control production in accordance with our union policies.
- \* ensure that the content of education and training programmes are not detrimental to workers.
- \* ensure that skills acquired through training and education are transferable across different sectors of the economy and between different employers.

- \* engage with employers' demands for improving competitiveness and maintain our goals for workers solidarity.
- \* influence the introduction and impact of new technology including its research and development.
- . encourage workers to acquire more skills and become industry trainers.
- . monitor and ensure the implementation of agreed policies and programmes.
- \* ensure that further education and training is based on life-long experience and learning.
- \* ensure that polarisation does not emerge amongst union members of different skill levels.

### **2.2.2. Participation in union structures.**

Education and training should seek to empower workers by giving them the knowledge, skills and ability to participate in their union by:

- \* contributing to the decision making processes of the union.
- . developing policy for the union in respect of economic, industrial, social political and technological issues, and in particular such issues as employment practices, production processes, work organisation, worker control, technology, training, gender, and occupational health and safety.
- \* developing skills in the negotiation, planning, coordination, monitoring, assessment of education and training
- \* acquiring knowledge and basic skills in occupational health and safety

### **2.2.3. Participation in Community structures.**

Education and Training should seek to empower workers to acquire the knowledge, skills and ability to participate in the community in such a way as to:

- . ensure that imbalances faced by disadvantaged groups within the working class are redressed. These groups include women, the elderly, rural, youth, the unemployed, retrenched, migrants, exiles, foreign residents and the handicapped.

- . enable them to plan and execute social, economic and political programmes.
- . achieve the upliftment of living standards and an equitable distribution of economic and social resources.
- . develop as community leaders and participate actively on community committees.
- . make informed choices in terms of determining priorities and allocating resources towards feasible and realistic objectives.

### **3. ACCESS TO EDUCATION AND TRAINING**

#### **Background.**

The best designed education and training system in the world would still be problematic if only a small privileged elite of the community is able to gain access to it.

Improving access depends upon removing the many barriers to learning which prevent people from acquiring further education, training and skills. These barriers can take many forms: economic, bureaucratic, social, cultural, educational, political.

In South Africa, the main barrier to learning for most people has been apartheid (political), but even when this barrier is removed with the election of an interim government of national unity, there will still be many other reasons why people may not get access to better education and training.

To facilitate better access arrangements a host of measures are required. Some of these require new legislation (for example, to prevent discrimination); some require financial assistance (such as bursaries or paid training leave); some require more resources (such as more classrooms, more textbooks, more childcare facilities, more teachers); and some require changes in attitudes by the learners themselves (such as, only young people can learn, or that only women can learn to do certain jobs);

Improving access to learning is about achieving the full rights of citizenship. People who are denied learning on the basis of their race, age, sex, marital status, income level or any other criteria are denied the ability to fully participate in the society in which they live.

Apartheid is only the first barrier to knock down on the road to full citizenship.

## **COSATU Principles**

(extract from resolutions adopted in 1991)

**"The effects of past class, race and sex discrimination should be fought. Employers have a duty to train and to help finance training.**

**All workers have a right to paid education and training leave. Retrenched or unemployed workers have a right to retraining to help them secure employment.**

**Education and training should continue throughout a worker's life to enable him/her to keep pace with technological change and develop his/her abilities.**

**There must be provision for recognition and pay for skills which workers already have.**

**Employers and the state must provide facilities for classes, paid time off for workers and must assist in paying for teachers and the costs of developing teaching materials.**

**Use of existing training centres and state colleges to promote adult basic education.**

**Women (should be) trained for skilled jobs normally performed by men  
To make it easier for women to receive training (there should be) provision of child care for all trainees, equal facilities for men and women and non-sexist documentation. "**

## **PRP proposals**

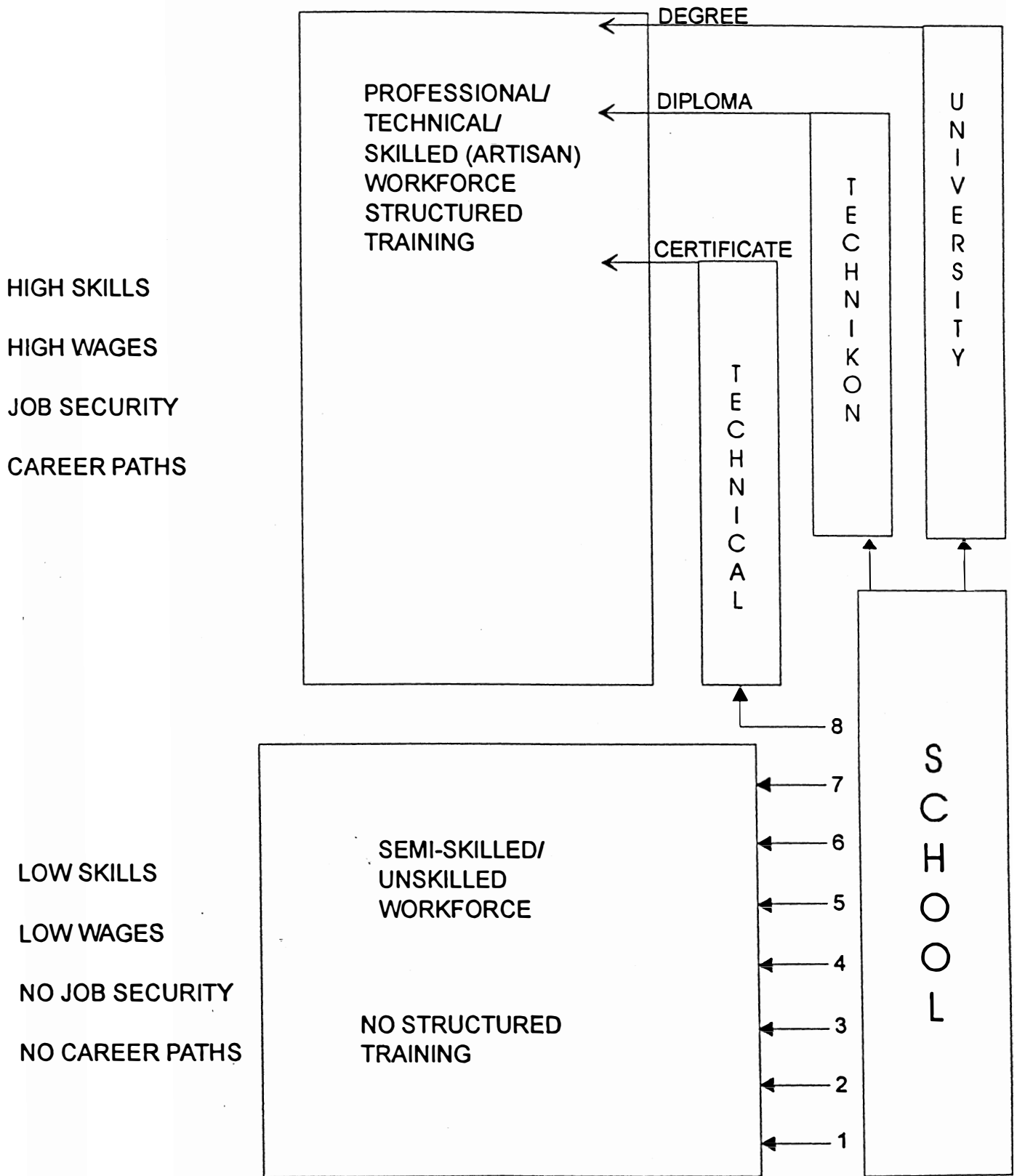
PRP identified measures to ensure large scale provision of education and training and access. This is a key area in terms of COSATU discussions on workers' rights. The proposals attempt to identify how these rights can be secured at the level of the constitution, legislation and collective bargaining agreements.

### **3.1 Rights**

- The right to education and training as a lifelong process
- The removal of discrimination based on race, sex, age.
- The right to free compulsory education for all children
- The right of access for particular categories of adults (eg farmworkers)
- Special measures for women

<b>Constitution</b>	<b>Legislation</b>	<b>Bargaining demands</b>
<p>right to education and training as a lifelong process</p> <p>the constitution should enshrine the right to learn</p>	<p>- establish the principle of paid education and training leave, minimum standards in accordance with international provisions, (further details to be developed through collective bargaining arrangements.</p> <p>levies on employers to establish an education and training fund</p> <p>legislation enabling mandatory development of company training plans and consultative processes in workplace.</p>	<p>collective bargaining arrangements should ensure implementation of minimum standards on education and training .eg:</p> <p>development of company training plans, specifying content, length , type, scheduling and provider of training.</p> <p>paid training leave for all workers to enable the completion of courses.</p>
<p>removal of discrimination on the basis of race and sex</p>	<p>legislation to outlaw discrimination, remove all discriminatory practices in all institutions and establish channels of redress</p>	<p>provision of accredited on-the-job training programmes consistent with national guidelines. code of practice to eliminate discriminatory practices. non sexist curricula and training programmes.</p> <p>child care facilities.</p>
<p>free compulsory education for all children right of access</p> <p>- constitution to enshrine the right of all citizens to obtain access to education and training.</p>	<p>legislation to establish rights of access to all education facilities and override provisions in the present Trespass and property laws.</p>	<p>company training plans should outline training opportunities and programmes for all occupational categories of the workforce.</p>

EDUCATION AND TRAINING ENTRY POINTS TO THE LABOUR MARKET UNDER APARTHEID



## **3.2 Strategic approach**

### **3.2.1 Campaigns.**

The most suitable strategy would be a "rolling series of campaigns" targeting particular categories, sectors, areas and levels. The "rolling series" should set in place progressive ongoing provision. A campaign to popularise these programmes should be organised at the appropriate time.

### **3.2.2 Targets.**

This "rolling series" of programmes should aim to eliminate illiteracy and semi literacy within fifteen years. This would entail setting targets for each year over the period of fifteen years. Similarly a concurrent programme with targets for each year should be developed to take people beyond the general educational certificate. (For example in the first year while development work on the new education system is proceeding targets may be lower than in the third year when the new system is being operationalised and popularisation campaigns show some effects).

Setting exact targets, numbers and time frames would require more information on age groups, sex, development programmes, development of national standards and a subsequent survey to identify numbers of people at different levels and geographical location.

### **3.2.3 Criteria for prioritising**

Targets need to take account of giving certain groups priority in terms of immediate access to learning. Not all disadvantaged groups can be given training immediately. The size of the problem is too large and the resources too limited .

Priorities and targetting of groups of learners should be worked out in the context of the reconstruction and development programme. Within this programme particular combinations would have to be worked out to include fair representation of the following categories:

those who will contribute immediately to the development of priority sectors of the economy (eg expansion of basic needs industries, beneficiation programmes).

people in employment creation and income generation programmes.

adults with higher levels of ABE, (less education deficit) who can catch up in a short time

women , youth, rural areas, disabled.

*Note: It is not possible to prioritise only one of the above categories in working out detailed proposals. It will be necessary to consider other factors. Development of a detailed plan will have to be linked to specific initiatives and information.*

### **3.3 . Measures to improve access**

In addition to the issues identified above, access to education and training can be improved by:

- ensuring that employers in all sectors of the economy provide incentives for workers to learn by rewarding higher skills with higher wages. Skills of equal value within an occupation should be paid equally. (Refer to section on skills grading systems).
- removing unnecessarily restrictive educational entry requirements
- introducing arrangements for assessment and recognition of prior learning.
- developing modular-based education and training programmes which facilitate multiple entry and exit points in accredited courses.
- developing policies and practices which redress gender imbalances
- monitoring the selection criteria and entry requirements of education and training institutions.

### **3.4. Facilities/infrastructure**

PRP recognises that a rapid acceleration in learning can only be achieved if all education and training facilities (public and private) are utilised to the fullest maximum potential. This means that the provision of adult education and training will take place in a wide range of locations by a multiple number of providers (regional, industry, technical colleges, technikons, universities, companies and NGOs. All providers will need to be regulated by a system of common standards, qualifications and accreditation and assessment arrangements.

### **3.4.1. Existing facilities.**

An assessment/audit of existing and required infrastructure for provision of education and training should be planned and undertaken as part of planning for public works programmes and/or employment creation scheme.

The audit needs to identify buildings, equipment, materials and personnel (including educators/trainers, planners, monitors/inspectors, assessors, etc). Under-resourced institutions should be assisted to enable them to meet the criteria for becoming accredited providers. Institutions with adequate resources may need financial incentives to ensure that they adhere to the agreed standards.

A more rational use should be made of existing infrastructure eg :

- . schools and colleges should be used for longer periods (hours per day, days per week, weeks per year) and for multiple purposes such as community learning centres for both formal and non formal education.
- . private education and training facilities should be made available for use by the broader community
- . smaller employers should be encouraged to utilise existing facilities rather than spending money on building their own.
- . institutions which do not have the resources to provide practical skills training should link up with other colleges that are better equipped.

### **3.4.2. New facilities**

No new facilities should be built until a national assessment/audit of the existing training and education infrastructure has been undertaken. Decisions to build additional infrastructure should be based on the conclusions and recommendations of this assessment.

Foreign donors should be discouraged from investing in new infrastructure where other priorities have been identified. Foreign donations should be co-ordinated through a central fund controlled by multi-partite parties to prevent unnecessary wastage.

## 4 AN INTEGRATED FRAMEWORK.

### Background

Integration is the process by which different parts of the education and training system are linked, in a formally structured way, to each other.

This linkage is often necessary to overcome fragmentation and duplication, and to remove unnecessary barriers to learning. The apartheid system created an education and training system which was highly fragmented, spread over 19 different government departments. The first step for an integrated system is to abolish the racial administration and delivery of education and training. (racial integration)

Integration also refers to linkages between different parts of the training system (ie between regional training centres and technical colleges) and between the education system and the training system (such as between school and technical colleges). (systems integration)

It can also refer to linkages between the education and training system and the labour market (such as between the Dept of Manpower programmes for unemployed people and technical college courses). (labour market integration)

For example, under proposals for a reconstruction programme there will be a large number of job creation programmes and public works programmes which will provide new employment opportunities for many unemployed people. Many of these programmes will be administered by the Department of Manpower and other statutory bodies. Education and training which is provided to workers engaged on these projects should be consistent with the objectives and outcomes of the national education and training strategy for workers in the formal employment and education sector.

To be fully integrated it also needs to link all these different parts of the system in all of the different regions of the country - between national policies and regional outcomes (geographical or political integration). Failure to achieve political integration by allocating responsibility for education and training to regional governments will result in the same inefficiencies, duplication and fragmentation created by apartheid education policies, with some regions having better resources and better systems than others.

Integration therefore has a very broad meaning.

## **COSATU Principles**

(extracts from resolution at the 1991 Congress).

**"We re-affirm our commitment to work for a single, non racial and non sexist educational system geared to meet the needs and aspirations of society as a whole.**

**There must be clear links between formal schooling, adult education, industrial training and other education and training systems (eg for youth and unemployed) "**

**Education and training should continue throughout a worker's life to enable him/her to keep pace with technological change and develop his/her abilities.**

**Training must link to grading and pay. Increased skills must mean increased pay. Workers must be able to advance along a career path through training.**

**Training should be linked to economic planning and form an integral part of our attempts to restructure the economy".**

## **PRP proposals**

### **4.1 Racial integration**

- abolish the racial divisions in education and training by merging all existing departments within South Africa and TBVC states into a single national department.
- merge the separate racial certificate system.
- remove inequalities in funding provision for different racial groups.
- introduce legislation to prohibit discrimination on the basis of race for selection criteria for entry into education and training institutions.
- develop affirmative action programmes for blacks to encourage participation in learning.

## **4.2 Sectoral integration (Education, training and adult basic education).**

- create a single national department of education, ABE and training. (Department of Lifelong Learning).
- create a single nationally integrated Education and Training qualification system
- ensure that all certificates are nationally recognised.
- establish a national standards framework to govern accreditation, assessment and curriculum development.
- establish arrangements for unrestricted movement and credit transfers (articulation) between different education and training providers at different levels in the system (ABE- school; school - technical college; technikon - university).
- co-ordinate funding centrally at national level.
- co-ordinate planning (for infrastructure, resources, personnel) centrally.

## **4.3 Labour market integration**

- link competency standards to grading systems (skills grading) which promote career paths for workers.
- develop system of core (generic) competencies which are common to all workers within an occupation and/or an industry. This promotes transferability of skills between different employers, economic sectors, and subsystems of education and training.
- ensure that training for unemployed, youth and retrenched workers is accredited and leads to or results in a nationally recognised qualification.

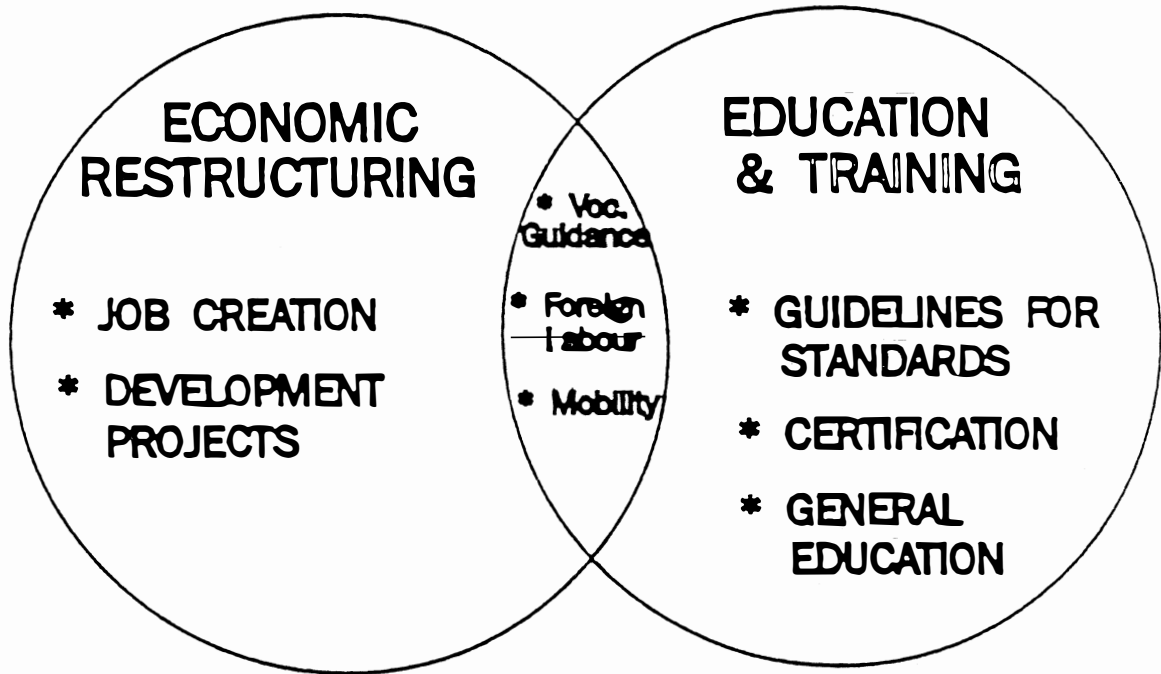
### **4.3.1 Public Works programmes and job creation schemes**

Public works programmes and job creation schemes which are created as part of a broader reconstruction programme:

- should be designed to achieve social, economic, and educational objectives, in a holistic approach

- must include ABE and training for all employees engaged on the project. A contract of employment becomes a contract of training.
- must be guided by national objectives, strategies and standards (economic and educational)
- must be based on a thorough analysis of longer term local economic needs and local development projects and should not be seen only as short term projects. Longer term regional and local needs should determine the lifespan of the education and training parts of public works programmes.
- must lay the basis for further individual and social development.
- must be linked to economic planning and must involve all major players at a national level (i.e trade unions, employers, and the state and representatives from national ABE, training and economic planning structures).
- must ensure that all education and training programmes undertaken as part of public works programmes or job creation schemes should :
  - . conform to national standards
  - . be provided by accredited providers
  - . lead to a nationally recognised certificate
- must not include special labour service conditions
- must ensure that education and training is integrated into the overall planning for the public works programme from the beginning.
- must require tenders for public works contracts to meet minimum expenditure levels for training of employees .
- must make provision that contracts of training for all employees engaged in the projects are a compulsory condition for winning the contract.
- must ensure that all training is accredited and leads to a nationally recognised certificate
- must ensure that on-the-job training supervision is provided by the contractor/sub-contractor after the completion of the structured training courses.

**ACTIVE  
LABOUR MARKET  
POLICIES**



**INDUSTRY  
RESTRUCTURING  
COMMITTEE**



**INDUSTRY  
TRAINING  
BOARD**

#### **4.4 Political integration (national - regional governmental relationship).**

- ensure that the national government has primary constitutional responsibility for standard setting, accreditation, certification, laws governing discrimination and financing.
- use central government funds as an instrument to ensure adherence among the regions to national standards.
- use national legislation to ensure regions operate within national standards framework.

## 5. GOVERNANCE

### Background.

Governance refers to the process by which the national education and training system will be planned, co-ordinated, financed and administered. At the centre of these concerns is the issue of power; who will control these functions, what organs of the state will have responsibility for what functions, the extent to which non-government sections of the community (like unions) are involved, what priorities will be established and what will be ignored or given minimal attention.

The contest for power is crucial, even within a democratic state, because it will determine which groups gets access to learning, what they learn, what is recognised and what rewards are associated with that recognition.

Various groups contest for this power. The state and business have traditionally dominated education and training policies and programmes because of their control over public and private financial resources. Certain "white craft" unions have also influenced the training policies in certain sectors, as a means to secure their control over access to skilled occupations within the labour market. This control has historically served to entrench educational benefits for a privileged minority while disadvantaging the majority. (At the moment, for example, the training system tends to favour young white males).

There are three crucial issues for the future. The first concerns constitutional powers. If regional governments are given exclusive responsibility for education and training policy, it is inevitable that different systems will emerge in different regions of the country, making the achievement of a single nationally integrated system impossible. The fragmentation, duplication and lack of co-ordination between regions will perpetuate the crisis created by apartheid policies. On the other hand, the concentration of exclusive powers at the national level may be too inflexible in accommodating diverse regional needs. The recommendations contained within this chapter can not proceed until the boundaries, powers and functions of the regional and local government structures have been agreed through the political negotiations.

The second issue is legitimacy. For the education and training system to have legitimacy, it must ensure that both the process of its development and implementation involves wide and representative participation by stakeholders and that the outcome of these negotiations delivers a system which produces benefits that serve the interests of the majority (and minority) in the community.

The third issue, arising from the second, involves the extent of democratic participation in the process of developing and implementing a new education and training system. Is it appropriate for a "democratic" state (either at national

or regional level) to have exclusive controls over the public education and training system or, in a true participatory sense, should it introduce more democratic governance processes that involve major players (such as unions, business, education and training providers, student organisations, community organisations, etc).

Similarly, the employers' domination over private sector ABE and training policy needs to be challenged by the introduction of more democratic governance processes in the workplace and all other levels.

Even where democratic governance processes are introduced, it is still essential for the state to carry out certain functions (such as the administration of schools, the granting of bursaries and the payment of teacher salaries). Precisely what functions and controls are conceded and to which stakeholders become crucial questions in who will control the levers of education and training policies and the outcomes which will impact on the lives of every South African.

**A LUTA CONTINUA !!!!**

## **Problems with current governance structures in education and training.**

### **A. Departments.**

- the current apartheid structures dealing with education and training are fragmented and uncoordinated. (There are nineteen departments of Education under different racial and provincial , TBVC and self governing territories' ministries).

- training is the responsibility of the Department of Manpower and is not linked to education

### **B National Training Board.**

*The National Training Board was established on the 1st November 1981 under the provision of the Manpower Training Act (56 of 1981). Unlike all other labour legislations, the act covers major sectors of employment in the private sector, public, agriculture sectors and domestic services.*

*Although the Manpower Training Act was extensively amended in 1981 and in 1990, the current National Training Board has a number of problems which have to be addressed.*

- the present structure of the National Training Board remains unrepresentative. Its composition, powers and functions depend entirely

on the Minister of Manpower.

- there is a lack of co-ordination between the NTB and other institutions/bodies dealing with education and training.
- most proposals from the NTB reflect the thinking and influence of major employers because they are in the majority within the Board.
- the previous strategies developed by the NTB were focused on training and have always excluded education.
- there are no clear links with other bodies involved in labour market planning (eg, National Manpower Commission, NEF).
- all issues discussed at the Board level are treated as confidential which has serious implications for democratic participation.

(Additional background information on the National Training Board is contained in Appendix).

### **C. Industry Training Boards.**

*Twenty eight Boards existed at 1 October 1993 with plans for a further six to be accredited.*

- the structure of the majority of Industry Training Boards (ITB's) are unrepresentative and undemocratic and do not involve unions, generally, and COSATU affiliates in particular, for advice on training policy. The provisions of the Manpower Training Act which govern the setting up of ITBs:

- . make it possible for employers to establish Industry Training Boards without compelling them to involve unions).
- allow employers to decide on all training, except for apprentice training in the designated trades, based on their needs
- even where unions are involved, employer representation is greater than union representation.
- union representation is not usually proportional to its membership (where more than one union seeks representation).
- many existing Boards have a narrow area of responsibility without

COSATU PRP/Consolidated recommendations on ABE and training/Nov 1993 33

rational demarcation of industries. (The Carbonated Soft Drinks Training Board).

- there is little distinction in their function (the Motor Industry Training Board and the Automobile Industry Training Board)

- in some cases they are responsible to a single company only (Transnet Training Board).

- there is a proliferation of ITBS which leads to fragmentation, duplication and a lack of coordination in relation to the development of  
career paths  
standards, certification and curriculum  
different standards being set for similar designated trades

- responsibility for the registration of the ITBs rest with a Dept. of Manpower official, not the NTB which results in an ad hoc approach to training and little chance of developing a national framework.

- there are no links with other education and training initiatives.

- some Boards operate under different legislation such as : Law and order, Health and Defence .

- most ITBs have a limited approach in terms of the categories of workers who get structured training programmes. Some ITBs provide training for artisans only, whereas those which provide training for workers below the artisan level, usually offer short courses in non technical skills training such as 6M, Justice for all, Working Together.

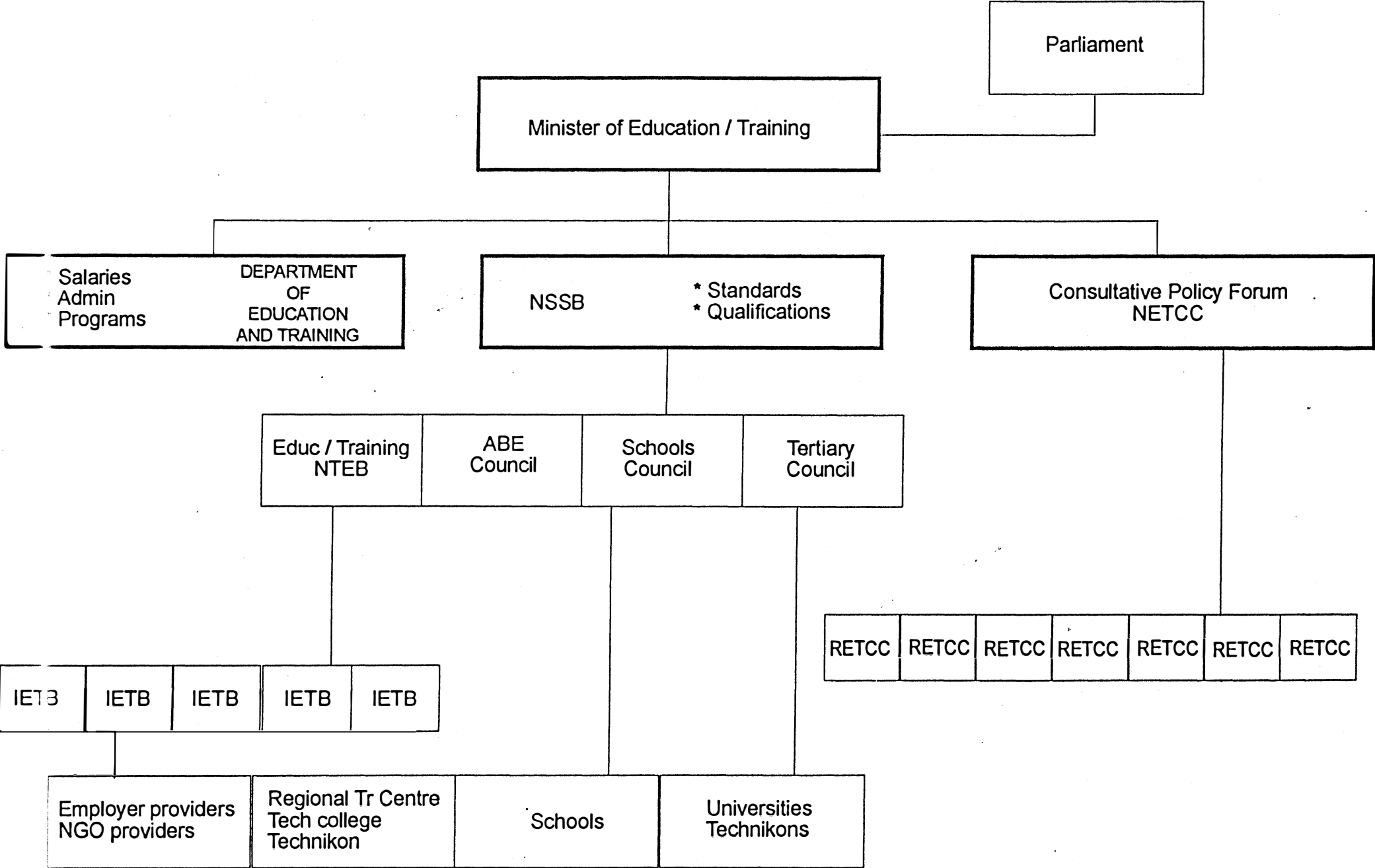
- there is a narrow conception of learning. The major focus of the ITB programmes is on narrow functional training and excludes broader educational skills.

*(Additional background information on the Industry Training Boards is contained in Appendix 15).*

#### **D. Advisory Councils**

- there are no advisory councils which are representative of wider community interests. Most functions are tightly administered by the state or where the advisory bodies have existed they have reflected the narrow sectional interests of that part of the community which supported the apartheid system.

Proposed Structure of Governance for ABE, Education and Training



## **COSATU Principles.**

(Extract from resolutions at the 1991 Congress).

**" Unions should play a central role in planning, implementing and monitoring training, with agreed procedures for selection and testing. COSATU and its affiliates should involve themselves in restructuring existing Training Boards" .**

## **PRP proposals**

*(In reading this section, please refer to the diagram)*

### **5.1 Powers and Functions of Government at different levels.**

#### **5.1.1. Policy formulation**

The responsibility for the development and formulation of education and training policy should be undertaken at the **national level**. Policy needs to focus on:

- the identification of education and training needs in accordance with national social, economic, political, technological objectives
- the development of new arrangements for standards, certification, curriculum, accreditation and educator/trainer development.
- the integration of education and training at all levels, especially between the formal compulsory schooling years and training.
- the determination of funding priorities
- the development of incentives to encourage a greater participation in and commitment to learning.
- a review of existing legislation with proposals for changes.
- the development of arrangements which improve the opportunities for access to learning, redress apartheid legacies and remove discriminatory barriers.

### 5.1.2 . Planning.

The mechanisms and the institutional arrangements for planning of the education and training system should also be done at **national** level.

National planning should focus on:

- setting targets related to both educational, employment and human resource requirements (i.e. school retention rates, gender participation rates).
- identifying skill requirements for each economic sector and region in relation to economic, social, political, industrial and technological demands of the country
- determining and allocating funds for specified activities in accordance with national policy guidelines.
- collecting statistical information by race, region, gender, industry and occupation.
- monitoring and evaluating these programmes

### 5.1.3 Coordination and monitoring.

Co-ordination of planning, delivery and evaluation is necessary to ensure that national policy guidelines and objectives are being met. It is essential that these co-ordination arrangements should also function at **national, regional and local levels**. The co-ordinating bodies should focus on:

- ensuring proper implementation of national plans
- ensure that there is consistency across all regions in terms of agreed arrangements for curriculum, certification, standards, accreditation and trainer development
- developing linkages with other areas of education and training (i.e. school and universities).
- ensuring that workers retrenched from sectors in decline can be retrained for jobs in growth sectors of the economy.
- eliminating bureaucratic practices which may retard the implementation of programmes at national, regional and local level
- advising the national planning body on policy, funding and

legislative matters

- collecting and reporting statistical information
- ensuring that maximum utilisation of existing facilities and the provision of of new ones in disadvantaged areas is achieved (eg workers colleges)
- administering incentives systems for all sectors of the society
- undertaking research and development as a means to improve benefits of the system
- undertaking regular reviews and evaluation

## **5.2. Government Departments and agencies**

- There should be one ministry dealing with education, training and ABE responsible to the national Minister for Education and Training. -
- There should be one government department of education and training which will also have an ABE directorate. All racial departments must be merged into this one Department. All training currently under the Dept. of Manpower responsibility should be incorporated into this Dept.

## **5.3. Consultative Policy Forums**

### **National .**

- There should be a **National Education and Training Council (NETC)** to coordinate overall policy on education, ABE and training. This council should be a statutory body and include representatives of:
  - all the major players (multipartite) including the state, employers, unions, providers, teacher and student organisations, ngos, civics, women, youth , etc.
  - all the sectors of the education and training system (multi sectoral) such as ABE, training, schools and tertiary.
  - all the regions.

- The ETC would be responsible for developing **policy, coordination planning and monitoring** of the nationally integrated education and training framework which would involve it in all aspects of the system:
  - standards setting,
  - accreditation,
  - certification,
  - curriculum,
  - assessment,
  - teacher/educator/trainer development,
  - support services,
  - research,
  - planning,
  - resources allocation,
  - redress/redistribution, etc)
  
- A special sub Council on ABE should be established under the NETC.

### 5.3.2. Regional

- Each region should also have its own Education and Training Council (RETCs) to co-ordinate policy, planning and evaluation of the education and training system within the national framework.
  
- The RETC should also include representatives of the major players, sectors and local areas in those regions. These RETCs should each nominate a representative to sit on the NETC.

The regional and local councils should be responsible for the coordination and monitoring of:

- teacher/educator/trainer development
- delivery and provision
- inspection
- evaluation of courses
- resources
- redress/redistribution

- There should be sub Councils for ABE in all RETCs.

## 5.4. Statutory bodies

### 5.4.1 National Standards Setting Body

- An overarching **national standards setting body (NSSB)** should be established with multi partite (all major players) and multi sectoral (subsystems of education and training) representation.

Its functions would be to:

- set a framework of national standards at different occupational levels and across all sectors which will determine the arrangements for the curriculum, assessment methods, certificates and accreditation of courses.
- develop the generic competencies to be applied across all sectors.
- resolve any differences in competency standards developed by different Industry Boards for similar occupational categories (i.e. ensure consistency across subsystems at different levels).
- set guidelines for assessment methodology and the evaluation of standards
- undertake regular assessments of the curricula, certificates and assessment procedures used by ABET providers/institutions to ensure that they are consistent with the national standards framework.

### 5.4.2. Sector Standards setting Body (SSB)

- Each sector of education and training (eg ABE, schools, training, tertiary) should establish a **sector standard-setting bodies (SSBs)** which should consist of representatives of major players in those sectors. Each SSB should have representatives on the NSSB. The functions of the SSBs should include:

- making recommendations to the NSSB on areas of overlap between sectors
  - determining core standards for the sub-system.
  - ensuring that the certificates, curriculum and assessment methods within their sub system are in accordance with the national standards.
- The S.S.Bs should be to given powers to delegate ( and monitor), certain functions to providers and other bodies as it

deems appropriate. Such functions would be :-

- assesment of prior learning of individual learners.
- company skills assessment, skills analysis and skills audits of employees.
- provision of ABE courses in accordance with national standards
- provision of education and training courses in accordance with national standards
- development of curriculum and materials

#### **5.4.3 National Education and Training Board (NETB).**

-The National Education and Training Board (NETB) should become the national SSB for the training sector dealing primarily with post compulsory education and training. This includes post-compulsory schooling to the beginning of the tertiary level (i.e. "vocational area" in traditional training terms).

- The existing National Training Board (NTB) should be restructured into a National Education and Training Board (NETB) to reflect the broader educational content of training programmes including and above ABE levels.

- The scope of the NETB should be extended to cover the broader community (such as training for the unemployed, youth and retrenched workers).

- The NETB should have equal representation from all the major constituencies.

- The NETB should be responsible for:

- developing core competencies for all occupational groups across all sectors of the training system.
- issuing accreditation powers to IETBs
  - establishing committees
  - commissioning research
  - delegating powers and functions to other bodies.
  - liaising with other SSBs for other sectors.
  - liaising with IETBs, RTCs, private training centres etc on the provision of ABE within industry training programmes.
  - establishing arrangements for assessment of prior learning in all sector industries

#### 5.4.4. Industry Education and Training Boards (IETBs)

- Within the training sector, and below the NETB, there should be a network of national Industry Education and Training Boards (IETBs)
- The role of the IETBs should be to:
  - undertake industry-wide skills and training assessment needs.
  - promote education and training within the industry.
  - determine the core competency outcomes which all workers in the industry must acquire. Some of these competencies will be common to all workers across all industries and should be referred to the NETB.
  - determine skill competencies/outcomes for all occupations at all levels within the industry.
  - accredit education and training providers
  - administer and maintain trainee records and statistics eg: contracts, placements, applications etc.
  - set selection criteria, entry requirements, etc
  - develop career paths within the industry
  - provide a forum for negotiation on medium and long term education and training strategies.
  - determine and accredit specialisation competencies for the industry.
  - ensure transferability of qualification across other sectors
  - review and update education and training competencies
  - develop assessment methodology
  - determine education and training levies
  - ensure that education and training providers (eg. Regional Training Centres) provide courses which conform to industry guidelines and standards.
  - extend industry education and training access to the broader community, and redress past imbalances and discrimination.
  - integrate education and training provision with economic planning and other labour market strategies.

## 6. NATIONAL STANDARDS

### Background

A national standards framework provides the means for achieving a far reaching agenda for change in the South African education and training system.

Importantly, a national standards framework will lead to an effective, efficient, and coherent system. Different education and training providers will be required to operate within this framework ensuring better quality programmes, more flexibility and national consistency in delivery and assessment of learners. All aspects of the system - curricula, certification, assessment, accreditation, credit transfers, and recognition of prior learning arrangements will be brought within this standards framework.

Standardisation and national recognition will enable people to achieve increased mobility and transferability of qualifications across sectors and regions of the economy and across the sub systems of the education and training systems. It will discourage employers and ngo's from providing courses which do not meet national standards and qualifications.

One way to achieve a nationally consistent standards framework is to introduce a competency based system. Competency based training (CBT) is an approach to training which emphasises a person's ability to meet a prescribed standard. Under such a system a person can acquire a qualification when he/she can demonstrate that they have reached specified standards in terms of both theoretical understanding and its practical application.

To be valid and effective the standards must be clearly defined otherwise the assessment will be unreliable. Ideally, competency standards should be broadly defined to encompass knowledge, understanding and practical skills. They should take account of what people need to know if they are to succeed in working (and social) activity and should not just be limited to describing the performance of narrow functional tasks. Competence involves both the ability to perform in a given context and the capacity to transfer knowledge to new tasks and situations.

Competency standards, when linked to skills grading systems, provide a fairer means of assessing who should be promoted to higher skill/higher wage jobs. In future, promotions to better paid jobs would not be determined by one's racial background, sex, age, length of employment or other arbitrary notions presently used by employers. Instead, it would be based on competence, assessed in terms of agreed occupational competency standards.

When linked to formal arrangements for recognising prior learning, competency

standards enable learners without qualifications to have their skills recognised and given an equivalent value to those with formal education and training courses.

When linked to curriculum learning outcomes, they make the educational system more relevant to the demands of the workplace. Learners have skills which employers need.

When linked to industry education and training policies, they provide a flexible mechanism by which different industries can adapt training to suit their own needs. Moreover, standards can be updated as technology, work organisation and market conditions change. They also facilitate transferability between employment situations within and across industries.

Finally, competency standards provide a reference by which to measure and compare the educational and skill component of different types of occupations in different economic sectors and provide the basis for both broad skilling and upward skilling.

#### **Problems in the current system.**

- there is no national system of standards, either within each industry or across them
- most education and training provided by institutions is generally unsuited to the needs and requirements of the workplace.
- generally, there is no commitment to competency based training and where competency-based training is provided, it is usually defined in terms of meeting performance criteria for narrow functional tasks.
- adults with informal training and work experience have no systematic way of getting recognition for their skills.
- workers are usually promoted on a discriminatory basis which is unrelated to their skill.

## **COSATU Principles**

(Extract from resolutions at COSATU 1991 Congress)

**"Courses must... be based on clear standards allowing advancement from one course to the next."**

### **PRP proposals**

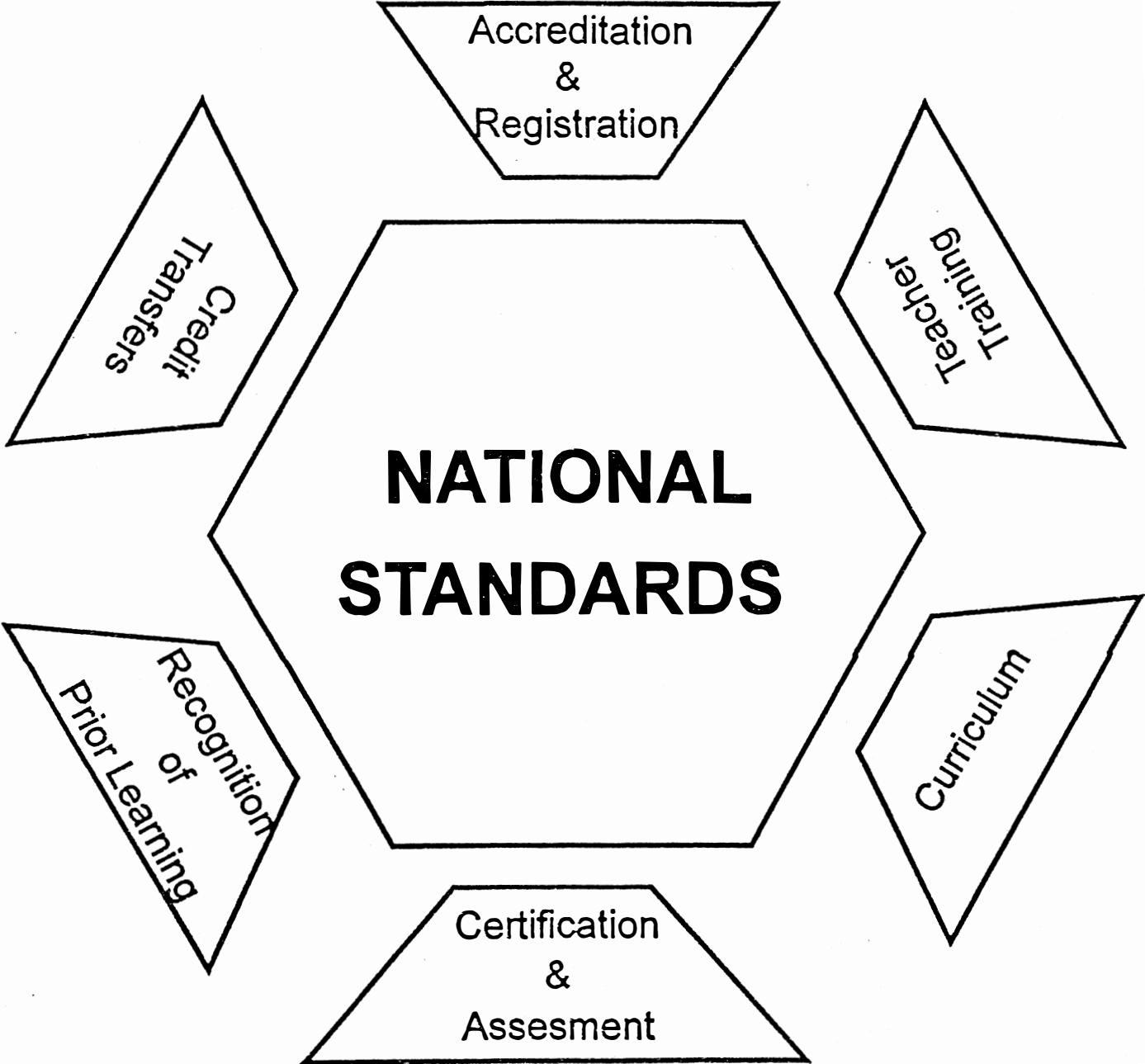
#### **6.1. Policy**

National standards should:

- be set within a national framework by (representative multi-partite) national standard setting bodies (see section on Governance).
- be based on generic (broad and general) competencies. This means that learners would be assessed in terms of generic competencies at each level of the system.
- ensure consistency by different providers in the quality of the education and training system across the country through its influence on the curricula, certification and accreditation arrangements.
- enable workers to achieve increased mobility and transferability of skills qualifications across all sectors and regions of the economy and across all sectors and regions in the education and training system.
- inform the development of curricula consistent with learning outcomes for a given certificate level.
- be the principal basis on which courses are given accreditation.
- be the basis on which ABE and training providers are registered.
- be the basis on which nationally recognised certificates are issued.

#### **6.2 Standard setting bodies**

(See governance, section 5).



## 7. CURRICULUM DEVELOPMENT

### Background

A curriculum describes what a student/adult/worker would learn in a structured education or training programme. Normally, it defines course objectives, subject content, length of study, teaching and assessment methods.

The successful completion of a required number of subjects in the curriculum for a given course should result in the issuing of a certificate.

A curriculum usually makes provision for compulsory units (which all students must study in the course) and optional units (which can be chosen by different students) which are assumed to have an equivalent educational value.

To ensure that broad-based skills are acquired by workers it is necessary to make certain subjects compulsory.

Modular based education and training allows learners to progress on individual time frames and can result in higher retention rates. Modules (or units of learning) can be developed in the own language of the student and can be completed within a short time. A course is made up of a prescribed number of modules.

## **COSATU Principles.**

(Extract from resolutions at COSATU 1991 Congress)

**"Courses must provide a general basic education and must be based on clear standards allowing advancement from one course to the next.**

**(We are committed to) a curricula which develops literacy, numeracy and the ability to think critically.**

**(We are committed to) a formal education system which is not purely academic but is geared to providing scientific and technological skills which can contribute to the development of our country".**

## **PRP proposals**

### **7.1. Parts of the curriculum**

The curriculum should reflect:

- knowledge
- skills
- attitudes or values

### **7.2. Key Principles for the curriculum**

The development of the curricula:

- should involve all major players within each sub-system in developing an overall curriculum framework and guidelines (a national curriculum development structure).
- should be written by specialists and/or education and training institutions in a way which ensures that education and training outcomes are consistent with agreed national standards.
- should ensure that learning objectives, and the skills and knowledge outcomes for each course, reflect an appropriate level of competency which results in the awarding of a nationally recognised certificate.
- should be written and delivered in a modular format. A prescribed number of modules (units of learning) would make up a course. (Note : no prescribed number was agreed).
- should allow for particular needs of particular groups of learners to be met within a nationally agreed framework

- should promote mobility between different educational and training programmes so that people can easily move between general formative education for children, ABE and technical training
- should be developed in the agreed language of instruction and must also be accessible in the language of learners, particularly at initial levels of education and training.
- should make use of technology (e.g. TV, computers and other materials) which is appropriate to learners' needs.
- should break down racial and gender stereotypes.
- should enable learners to learn at their own pace
- should make allowance for continuous assessment
- should promote active learning methods
- should promote the development of society
- should promote democratic decision-making
- should promote the building of a new democratic nation by providing a common core education to all adults. This core content should promote the ability of learners to participate actively in decision-making in industry and society as a whole and reflect the other content needed to meet the objectives for ABE and training.

### **7.3. Framework for the Curriculum.**

- (1) The national standards should be based on generic (broad and general) competencies. Learners would be assessed in terms of generic competencies at each level of the system. These competencies would describe the end point of the learning.**  
(See appendix 8 : explanation of generic competencies )
- (2) The curriculum (course materials) should consist of materials covering core skills and core subject areas.**

The proposed core subject areas are:-

1. Languages and communication ( English and one other language)
2. Numeracy
3. Development Studies

4. Social Studies
5. Environmental education/science and technology

The curriculum would seek to develop core skills such as :-

Cognitive learning, analytical, organisational, planning, administrative, technical, financial, scientific, leadership and participation skills.

- (3) The core subject areas should be broken down further into themes and concepts which can be taught through different content and contexts.**

The core concepts are listed to allow for the possibility of the same core skills and core concepts being taught through different content and contexts. (See appendix 9.1).

- (4) Each level of the system must contain a required proportion of core and specialisation modules**

This would make it possible for course materials for each level of the system to meet particular or special needs of particular groups of learners. At the same time this approach ensures that the courses will not result in narrow "functional" education.

(See appendix 9.2. for examples of specialisation modules).

*Note: The options on specifying exact proportions of core and specialisation are still to be discussed further.*

*(See attached document - appendix 10)*

- (5) There should be four levels in a national ABE and training system below artisan level.**

The exit point should be equivalent to the exit point of the compulsory phase of schooling. Adults and children will not learn the same things, nor be assessed on the basis of the same competencies. This approach will make it possible for the skills and experiences that adults have, to be recognised. It will also make it possible to take account of the fact that adults and children have very different learning needs and experiences and hours available for learning.

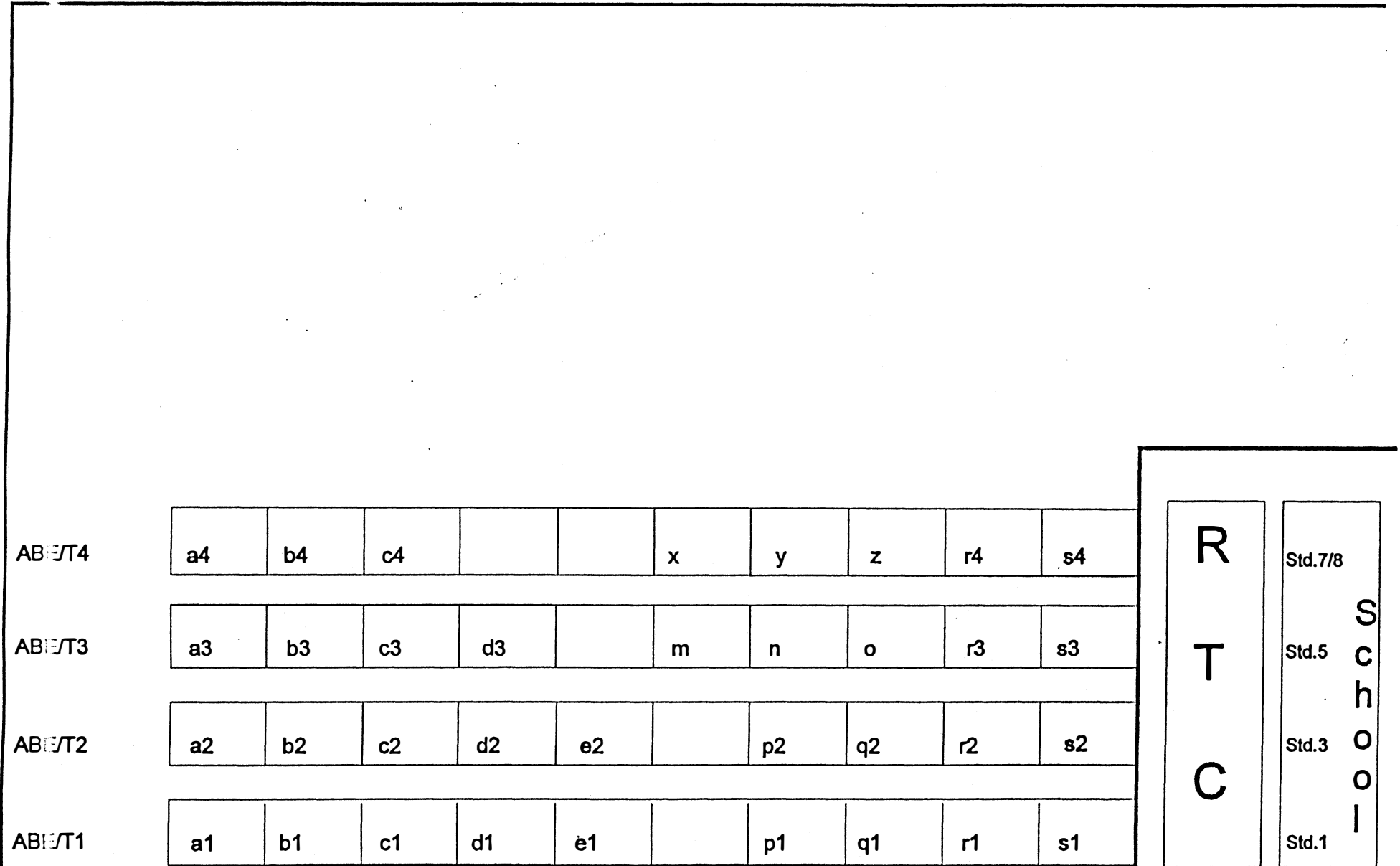
- (6) Each level of the system would cover core skills and core subject areas but in different degrees of complexity.**

The curriculum framework should make it possible for adults to complete all four levels of ABE within a reasonable time period.

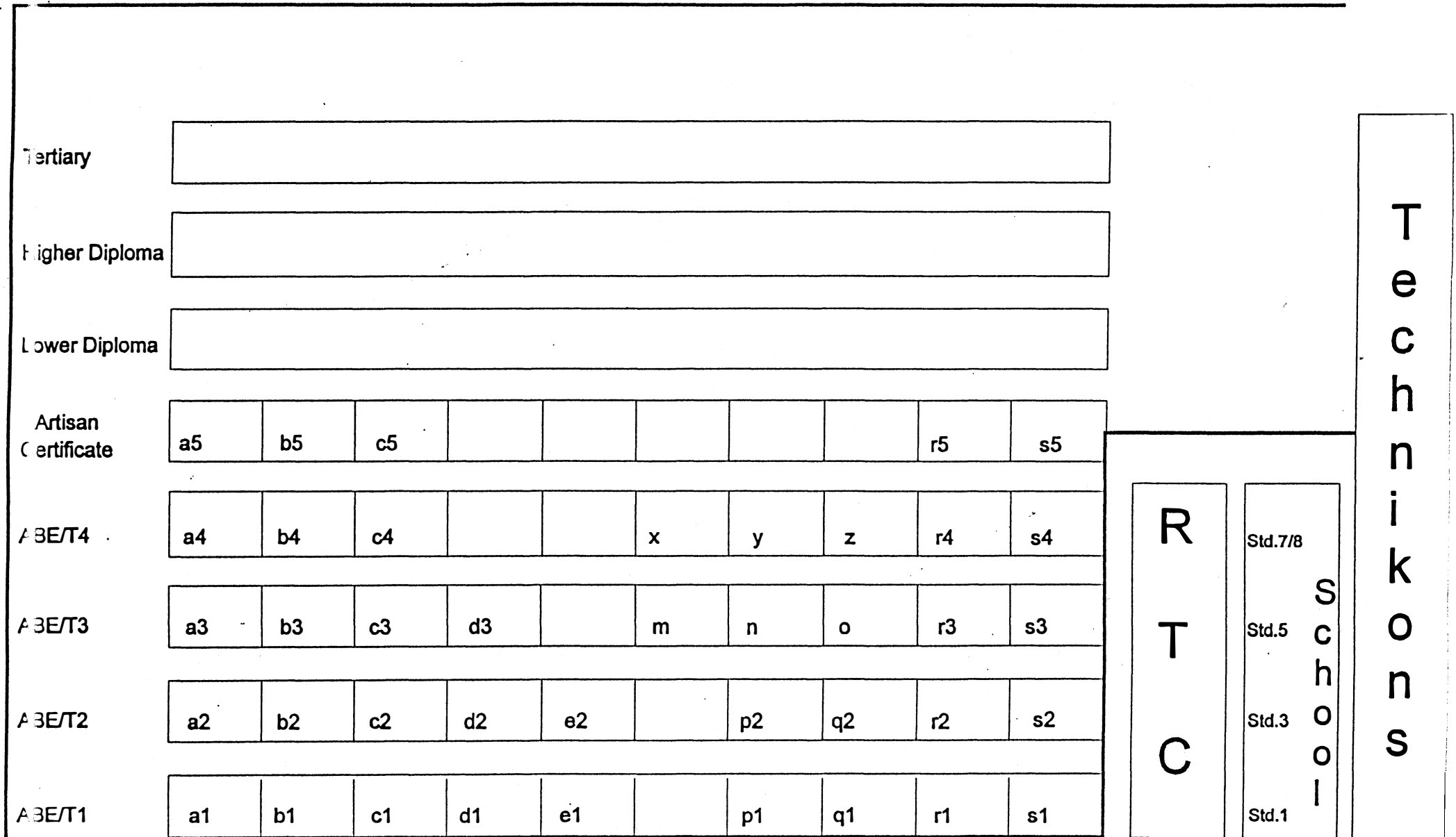
- (7) The medium of learning will initially be people's first language. Then the medium of instruction will gradually change to English.**

1. All adults will learn two South African languages as subjects in all levels of a national ABE system up to a General Educational Qualification level.
2. Subjects will be conducted through the medium of people's first languages in the first level of ABE, with a gradual transition to English as a medium of instruction in the short term. This will be reviewed later as other South African languages are developed as appropriate vehicles through which their speakers can carry out their learning at all levels.
3. A structure dealing with the development of all languages, including those of refugees and immigrants, should be set up within the Ministry of Education with clear time frames for this development process.
4. Local communities will select the second language in consultation with the Ministry.
5. The English components in the ABE curriculum must be according to national standards i.e no "survival" english.
6. The State will provide and allocate resources in such a way as to redress past and present imbalances and to make bilingual competence a reality.
- (8) English and numeracy should be taught separately and also as part of the themes in the core subject areas**
- (9) Prior Learning and experience will be assessed through competencies linked to the national standards**
- (10) The methodology should be guided by the following principles**
  - an emphasis on the development of learning strategies and reflective learning (thinking about learning) which promotes planning and decision-making skills
  - learner control over the learning process
  - build on prior knowledge
  - a task based or problem-solving approach to learning which draws on a wide range of cognitive and communication skills
  - the need to encourage the transfer of skills by:
    - the opportunities to practise new procedures across different types of problems
    - opportunities to practise skills and procedures across different contexts
  - practice in discussing and thinking about the procedures used to solve problems

# Education & Training System with multiple entry points, linkages & four new levels



# Education & Training System with multiple entry points, linkages & four new levels



## **8. CERTIFICATION AND ASSESSMENT**

### **Background**

Certification is the provision of formal recognition that competency has been achieved or demonstrated to a particular standard.

Certificates serve the role of providing individuals with a qualification which is recognised by employers and other education providers. Provided that this recognition is universal it means an adult can more easily obtain work for a specified occupation with a new employer and/or gain entry to educational and training courses offered by other institutions/providers. .

This recognition gives a worker increased mobility which can strengthen his/her bargaining power for more wages provided that the certificates are linked to skills grading systems which reward higher skills.

It also means an adult can gain credits for skills and knowledge acquired in one course when transferring to another course, provided that the certificates issued by different providers are linked and recognised by other providers/institutions.

### **Problems with current certification system**

- many certificates are not nationally recognised by companies or industry.
- most training programmes below artisan level are not subject to national standards and do not have nationally recognised certificates.
- there are no arrangements for credit transfers and recognition between education and training providers - eg technikon certificates are not recognised by universities, artisan certificates are not recognised by higher education institutions. This creates barriers to further learning.
- many ABE and training courses do not issue certificates. Even where they do, in many cases the certificates do not reflect a level of competence but merely the fact that an individual attended classes for the required time.
- certificates are not linked to skills grading systems

## **COSATU Principles**

(extract from resolution at 1991 Congress resolutions).

**"All (ABE) courses must lead to nationally recognised certificates, equivalent to formal education certificates and must enable entry into training programmes.**

**Training must lead to national or industrial certificates.**

**There must be provision for recognition and pay for skills which workers already have".**

## **PRP proposals**

### **8.1 Policy**

- a nationally integrated qualifications system should be introduced with certificates issued at all levels. PRP 's main focus was on ABET (ABE and training) certificates for the four levels below artisan level proposed in the curriculum section.
- certificates should reflect a person's competence at different levels assessed by national standards.
- certificates should be nationally recognised in that they are transferable (across industries and between different parts of the education and training system), and facilitate access to further learning
- certificates should be issued only by accredited bodies (see accreditation, section 9).
- certificates issued under the current system should be reassessed and re-valued in terms of new national standards once a new qualifications system is in place.
- the criteria for assessing a learner's competence (for the purposes of awarding a certificate) should take account of prior learning.

## 9. ACCREDITATION

### Background

Accreditation is the process by which an education or training provider is granted official approval to conduct a recognised education and training programme. It usually means that the accredited provider can issue a certificate of learning or at least be able to conduct courses on behalf of the certificate-issuing body.

Accreditation is, in other words, an important mechanism to guarantee quality control in the education and training programme.

To become accredited, a provider must usually provide education/training in accordance with certain criteria. This ensures that there is consistency in the quality of the education and training by different providers in different regions of the country.

The process of guaranteeing consistency in quality is necessary to underline and give legitimacy to the purpose of achieving national recognition for a course. This legitimacy is reflected in the issuing of a nationally recognised certificate.

Usually an accreditation body will be separate from the education and training providers but some providers (like universities) are self-accrediting.

## **COSATU principles**

no specific principle

## **PRP proposals**

### **9.1 Policy**

The aim of accreditation is to create a system where all education and training providers (companies, NGOs, public institutions, etc) deliver courses which are of an equivalent quality as a means of ensuring recognition by all education providers and companies.

The accreditation of course providers should be undertaken at the national level by Standard setting bodies.

The accreditation of ABE, education and training providers should be subject to the following criteria:

- . the education and training outcomes should reflect national standards.
- . the curricula should be non-racist and non-sexist, etc
- . access to courses should be non-discriminatory (non racist and non sexist).
- . the methods should provide appropriate, accessible and adequate tools of learning.
- . educators/trainers should be appropriately and properly qualified in the technical/educational skills for the course/subject being taken.
- . the certificate should be appropriate to the level of competency being assessed.

## 10. EDUCATOR / TRAINER TRAINING DEVELOPMENT

### Background

The ability to provide a reliable competency based education and training system also depends upon the quality of the educator/trainers who deliver the education and training. There is a critical shortage of appropriately qualified educators/trainers at present. To redress this shortage it will be necessary to ensure that the quantity of educator/trainers is improved considerably, and that appropriate remuneration is sufficient to encourage workers to become education / training personnel.

The competency of these educator/trainers must also be improved. Successful training is dependent on securing sufficient and ongoing financing for all aspects of training from planning to post-training evaluation. This must be done equitably by region to ensure effective implementation of national education and training strategies.

The development of policy on the training of educators/ trainers has to be understood in the context of the transformation of our present education and training system. The recommendations made in this report which will mainly apply to learners will also apply to the *training* of educator/trainers. Moreover, for it to be significant in a 'new' South Africa, it has to be linked to national development goals and be part of the strategy to achieve these goals.

### Problems

Some of the features of current educator/trainer provision is that:

- it is done on a very small scale,
- it is not cost effective,
- the training is 'reactive' rather than part of an overall ABE and training strategy,
- there is a lack of national co-ordination in training between the bodies responsible for teacher, ABE and trainer training.
- there is a lack of nationally recognised certificates and career paths for ABE educator / trainers.

- smaller projects (NGO's in particular) lack effective coordination and a proper infrastructure,
- there is little expansion at the level of trainers,
- a plurality of training materials exist with little rationalisation,
  - the 'volunteerist' nature of teachers (in NGO's) leads to an unstable and unmotivated cadre.
- inservice and teacher support is neglected.
- the DET training is authoritarian and prescriptive and produces poorly trained school teachers as educators.

## **COSATU Principles**

(Extract from resolution at COSATU 1991 Congress).

**"Training of trainers must be a central part of the system.**

**(There must be) agreed principles for evaluation, selection of teachers and the development of programmes."**

## **PRP Proposals.**

### **10.1 Planning**

A fundamental aim is to build a solid core of mobile educators with career paths who are committed to training and learner teaching for the next 5-10 years. Whatever strategy is chosen for large scale provision, it must not compromise this aim. To achieve it is recommended that:

- a single unified qualification system is essential to ensure maximum articulation and integration amongst educator training in the formal system, workplace and ABE.
- educator training must be linked to economic growth and a national development plan, which could direct where training is required locally, regionally and nationally, and could link to Public Works Projects and other job creation activities.
- 1.5 million (10% of the 15 million learners) learners should be targeted for ABE over the next four years. This would require that 150,000 teachers be trained to meet this target. A clear plan for educator training needs to be worked out to meet this target.
- clear responsibilities should be established for the planning, implementation and monitoring of educator training at national, regional and local level. Strong coordination and effective decentralization should exist between national, regional and local levels.
- a survey, or national mapping is necessary to assess what human and physical resources are available for large scale training. A National Planning Team (which could be part of the NETF) should be put together to begin to plan a large scale ABE training strategy, for both the short and long term.

- a pilot project on ABE training should be undertaken in preparation for large scale training
- the *quality* of educator training must not be compromised for quantitative expansion
- Improved *efficiency* must lead to budgetary savings, and *quality* and *efficiency* must be understood in the context of a *cost effective* approach
- training of educator / trainers should be face-to-face rather than in the form of distance education.

## 10.2 Selection Criteria

- the minimum formal education requirement for ABE and literacy educator training should be the end of the compulsory phase of schooling (i.e. Std 7-8), although this criteria should be applied flexibly rather than rigidly, and must take the prior learning and experience of workers into consideration.
- the minimum requirement for technical training trainers is that they must first be competent in the technical field in which they will be training to an appropriate level (ie: workers who have acquired competencies at one level should be allowed to train workers at a lower skill level), and also must take the prior learning and experience of the worker into consideration.
- certain sectors of our society should be targeted for educator training. This could include trainee teachers, workers, the army (as part of military service), the youth, and all post-matriculants in industry or university.
- a mobilization strategy should be undertaken to encourage volunteers. (It is accepted that most ABE educators will be part-time with a smaller cadre of full-time cadre being trained).

## 10.3 Content of Curriculum

- *all* educator/trainers should acquire the following core skills and knowledge:
  - . report writing skills
  - . communication skills
  - . interaction / public relations skills
  - . human resource development in the teaching profession

- the curriculum for *ABE educators* should have three basic modules
  - (i) methodology,
  - (ii) learning and pedagogy, and
  - (iii) development
  
- the curriculum for *technical trainers* must include modules of methodology, maths, science plus the appropriate (compulsory) technical fields. (These technical competencies may, however, already have been acquired).
  
- the curriculum must have sound theoretical and methodological content even at a basic level, the skills developed must be generic and the curriculum for ABE educator training must share some common features with educator training for the formal system and technical/workplace education.
  
- the component of development will give access to a variety of sector specific activities in the local situation, e.g. health, welfare.
  
- the curriculum must look at democratic practices and be committed to a democratic society and social change.

#### 10.4 Levels of ABE educator training and career paths

- four levels of training should be identified from *basic* to *more advanced* to meet the human resource needs in the entire field of training.
  
- workers who acquire competency standards at one grade level should be allowed to train other workers at a lower level.
  
- a 'modular' approach to training educators is desirable with the completion of a certain number of modules allowing access to another level and prescribing clear career paths for educators
  - the training should be a combination of theory and practice and even at a basic level must not be less than 80 hours
  
- the levels of trainers and planners should be prioritized for training.
  
- the integration of the education and training system should allow for the mobility of trainers within the system.

## 10.5 Payment

- payment for educator/trainers should be based on collective bargaining agreements, even at the level of an honorarium/ casual rates.
- the four levels of ABE educator training prescribe certain minimum pay levels,
- the level of payment for ABE educators should articulate with the formal system and workplace training,
- payment should remain the responsibility of the state or industry depending on which site it is occurring.

**LEVELS OF ABE EDUCATOR TRAINING, CAREER PATHS, ENTRY REQUIREMENTS, INSTITUTIONAL LOCATION**

Levels	Entry	Pay	Curriculum	Institution	Length
ABE educator 1 (basic literacy to Grade 2)	General basic certificate (i.e. Std 7- 8) 3 ABE modules	level 1 pay	methodology I learning and pedagogy I development I  CORE MODULES	-NGOs -industry -technical colleges -community colleges -schools	80 hours to 3 months
ABE educator 2 (Grade 2 to Std 8)	Higher Certificate (i.e matric/academic or vocational) In higher certification 3-6 modules on ABE should be completed	level 2 pay	methodology II learning and pedagogy II development II + 3 more  CORE MODULES	-NGOs -technical colleges -technikons -industry	3-6 months
ABE educator 3 (teacher, teacher-trainer, basic planner)	Diploma in Adult Education or completion of a prescribed number of modules in teacher training course	level 3 pay	methodology III learning and pedagogy III development III teacher training I materials production I basic planning I	-technikons -teacher training colleges -university	6 months to 1 year
ABE educator 4 (planner, trainer, policymaker)	University degree or specialist diploma	level 4 pay	teacher training II materials production II planning II advanced methodology/learning pedagogy IV	-specialist institutions -universities	1 to 3 years

- NB:
- This scheme draws on the National qualification structure as outlined in 'an integrated approach to post compulsory education' A. Bird, and discussions with A. Bird.
  - This is a *guide* on how such a system can work so suggestions for curriculum, etc. must be understood in that light.
  - if regional training centres are established that could also be an appropriate institutional location

**AIM: TO TRAIN 150,000 TEACHERS OVER FOUR YEARS WHO WILL REACH 1.5 MILLION LEARNERS.**

YEAR 1

**NATIONAL TRAINING  
BODY OF ABE  
DIRECTORATE**

To plan a national training strategy. No. in team 20

To train 200 educators, to plan, administer, provide, oversee and monitor ABE educator training in regions (5 000 educators per region)

20 region

20 region

20  
region

20 region

20  
region

20  
region

20 region

20 region

20  
region

20  
region

YEAR 2/3/4

PER REGION

20 trainer/planners  
train  
200 teacher trainers

200 teacher trainers  
train 5 000 teachers per  
year

5 000 teachers  
reach 500,000  
learners per year

- Notes** :
- : 5 000 teachers x 10 regions x 3 years is **150,000** teachers
  - : 5 000 teachers for 500,000 learners is 100 learners per teacher

# 11. LEGISLATION

## Background

Many of the recommendations in the previous chapters depend for their implementation on the introduction of new legislation. Legislation sets out the roles, functions, powers of the bodies responsible for education and training.

Two types of legislative action are needed. One which repeals the laws which supported apartheid policies and the second is new laws which empower new bodies and sets up new programmes.

For legislation to become effective, normally it must be passed by a simple majority (50 per cent plus one) in the Parliament. However, in the Interim Government of National Unity a 2/3 majority may be required but this is still the subject of negotiations.

*The passing of legislation normally follows a period of debate in the Parliament which can vary between a day to several months. This process raises three distinct problems which must be addressed if the proposals in this document are to become a reality.*

Firstly, the proposals must have the support of the ANC Parliamentary members. Secondly, if it is necessary for the ANC to obtain the support of other parties to pass the legislation then this is likely to involve making compromises to sections of the document.

Thirdly, the process of discussing the proposals, drafting the new legislation, debating it in parliament, lobbying support for it from the minority parties and implementing it takes a considerable amount of time.

Unions and their members need to be aware that it may be several years before the changes recommended in this document come into effect. There is no quick fix.

Even so, it will be possible to effect some more immediate changes which do not require legislation in the short term (see chapter on Guidelines). These can be achieved through the negotiation of interim programmes with companies or by seeking amendments to regulations set by existing statutory bodies. In both cases, changes to legislation is not required.

## **PRP proposals**

### **11.1 Integrated systems**

A national integrated education and training system should be established. In the new constitutional dispensation. It is recommended that the regional governments should not be allocated responsibility for education and training as this will perpetuate the problems of fragmentation, duplication and lack of co-ordination which has characterised the apartheid education and training system and will deliver inconsistent and inequitable outcomes between different regions of the country.

Legislation should be introduced to ensure:

- \* - the removal of all racially discriminatory provisions and clauses in all legislation governing education and training.
- \* the abolition of all apartheid education and training structures and the creation of a single Dept of Education and Training.
- \* the enforcement and implementation of all policies agreed by the democratic co-ordinating structures in every institution
- \* guarantees of access to education and training.
- \* special education and training programmes to redress imbalances created by apartheid policies.

### **11.2 Access**

Legislation will be required to improve access to education and training in terms of:

- enshrining the rights identified in Chapter 3 (removal of discrimination, free compulsory schooling, etc).
- making changes to taxation, company and foreign investment legislation to promote spending on education and training
- giving powers to statutory bodies to raise levies from employers for education and training.
- providing subsidies/tax exemptions to employers who provide accredited education and training programmes for employees especially below the artisan level .

- establishing a central education and training fund through a levy on employers ( this should be linked with the previous point on exemptions for employers who provide accredited training programmes for workers at artisan level and below).

- ensuring that employers are obliged to sign legally binding contracts of education/training. A contract of employment should also become a contract of education and training.

- promoting the maximum utilisation of existing facilities by extending the time that these facilities can be used on a daily, weekly and yearly basis.

- ensuring that employers are required to prepare company education and training plans which establish targets, content, methods, delivery and assessment of training for their employees.

### **11.3 Governance structures.**

Legislation will be required to establish the (amended) powers and functions of consultative and statutory bodies (in terms of the functions and responsibilities described in Chapter 5) at the national and regional level to give effect to:

- democratic representation.
- the agreed recommendations and decisions of negotiations on education and training.
- extending or limiting the powers of these bodies
- enforcing decisions and providing for penalties where there is no adherence (such as the continuation of discriminatory policies and practices).

The bodies to be effected include:

The National Education and Training Board  
the Industry Education and Training Boards  
the National Education and training Council  
the Regional Education and Training Councils  
the National Standards setting body (NSSB)

An important part of the legislation will be describing the relationship between these bodies. A single body like the NSSB must be ascribed power to enforce overall adherence to a national standards framework. Other bodies must be sub-ordinate to this body in terms of their powers, accountability and registration.

#### **11.4 Standards**

Legislation is needed to establish standard setting bodies and empower them to set standards for specific industries. Ideally, these bodies should be linked to a national framework by making their powers subordinate to the powers of an over-arching standards co-ordinating body.

#### **11.5 Curriculum**

The curriculum can be written by any interested party and does not require special legislation. However, the co-ordination of curriculum development within a national framework will require the establishment of an appropriate co-ordinating body whose role, powers and functions would be defined by legislation.

#### **11.6 Certification.**

Similarly legislation is not required specifically for issuing certificates. Normally, this function is undertaken by authorised bodies which are empowered by legislation. The actual number and level of certificates and the appropriate assessment methods is determined by this body.

#### **11.7 Accreditation**

New legislation is required to provide appropriate powers and funding to accreditation bodies to implement their policies. These bodies should be one and the same as standards setting bodies. In other words, standards setting bodies should be given accreditation powers.

#### **11.8 Educator / Trainer development.**

Legislation effecting educator/trainer development is covered by legislation in other areas (such as accreditation, access, discrimination and standards).

## 12. FUNDING

### Background

A major consideration in restructuring the education and training system is the amount of public and private funds which can be made available to pay for it. Given the enormous scale of the problems created by apartheid education policies, the resources needed to redress the full scope of these problems short term will require considerable funding.

Clearly, government funds will need to be supplemented by private company spending and foreign donor contributions. There are three primary ways to fund the system.

Firstly, government spending will need to be rationalised to prevent duplication and wastage of public funds. Better systems of accountability will need to be introduced and it will be necessary to merge departments and re-allocate surplus staff to new functions/roles.

Secondly, the government needs to provide *incentives* (such as tax, trade and investment incentives) to the private sector to increase its spending on education and training; and *penalties*, where adherence to the new national framework is ignored or violated.

Thirdly, foreign donations need to be co-ordinated and channelled through a central fund so that it can be allocated to areas identified as priorities in terms of the overall national programme for reconstruction.

### **COSATU Principles.**

(Extracts from resolution at COSATU 1991 Congress)

**" Employers and the state must provide facilities for classes, paid time off for workers attending and must assist in paying for teachers and the costs of development of teaching materials.**

**Employers have a duty to train and to help finance training.**

**All workers have a right to paid education and training leave."**

## **PRP proposals**

### **12.1. Funding of Public sector training.**

The state has the primary responsibility to meet the costs of public sector provision of education and training from the state budget. These allocations should be directed towards infrastructure, educator/trainer development, financial support for learners, research, curriculum development, support for the development and management of certification, assessment, accreditation and standards.

#### **12.1.1 Access**

To encourage greater participation in the education and training system and/or to discourage practices which prevent people from learning, a number of financial assistance measures are required, such as:

- greater allocations to public sector education and training institutions to support increased student enrollments.
- a wider and larger number of learner support packages (such as bursaries, low interest student loans, living support subsidies).
- wage subsidies (to employers) to assist paid training leave provisions.
- infrastructure expenditure (such as disabled access, separate sex toilets) where these factors have previously served to prevent access.
- subsidies for child care facilities

#### **12.1.2. Governance**

- The state must fund the establishment, resourcing and operational requirements of the departments, statutory bodies and consultative bodies responsible for education and training to enable them to carry out their functions competently and efficiently.
- Funds need to be allocated for wages and benefits, training of staff, buildings and equipment, research and travel and accommodation costs for persons appointed to these bodies.
- In addition to these direct costs, the state should develop new programmes which offer assistance to employers and unions to engage in developing consultative practises in the workplace which are aimed at skills development and work organisation changes.

### **12.1.3 Standards**

Funding should be provided by the state to:

- enable standards setting bodies to carry out their functions .
- assist the industry parties in the development of the standards.
- provide incentives to institutions/providers to adhere to the new national standards framework
- promote information awareness programmes about the new standards framework.

### **12.1.4. Curriculum**

The state should support projects to develop curricula within each sector that is consistent with national standards and guidelines (see Chapter 7).

In addition the state should support NGOs and emp[loyers to develop their own curriculum provided that is within the agreed national framework.

### **12.1.5 Certification and assessment.**

The state should support negotiations for the development and (later) the administration of the new qualifications framework and the development of the arrangements for assessing learners.

### **12.1.6 Accreditation**

The state should:

- support the institutional arrangements for the administration of accreditation arrangements, and
- assist under-resourced institutions to meet the new standards and accreditation criteria.

### **12.1.7 Educator / Trainer Development**

Funding for educator/trainer development should remain the responsibility of the state although tax concessions should be considered for companies to promote trainer development. This should be equitably distributed among regions.

### 12.2.1 A (central) Education and Training Fund (ETF)

In addition to expenditure of State funds, a central national Education and Training Fund needs to be established into which all company levy payments and foreign donor contributions are deposited. (State budget allocations would remain separate from this fund).

- The Fund should be used primarily to supplement state allocations for education, training and ABE in the **non-compulsory sector**. This could be either for publically provided courses or via grants to NGOs and companies. Allocations from this fund should be directed towards those areas of priority determined at the national level. The areas for which funding could be allocated include

- the development of standards
- curriculum research and development
- the development of accreditation, certification, assessment and the recognition of prior learning arrangements
- financial assistance to learners (bursaries, etc)
- educator/trainer development
- assistance/incentives to providers and employers.
- support for trade union education
- infrastructure
- consultative and advisory arrangements

- There should be a national multi-partite administrative body to oversee the administration, control and distribution of these funds which would provide audited annual accounts to the Minister.

- The Fund should *only* be used to:

- . assist **accredited** education and training initiatives and programmes provided by employers and/or NGOs, and
- . assist those training and education providers in upgrading their facilities and resources to meet the national accreditation guidelines).

### 12.2.2. Training levy

- All employers with an annual payroll **greater than R100,000** should be required to pay an education and training levy. This levy should be set at **1,5% of employers payroll** in the first year of its operation and increasing to 3% within five years.

Those companies that already pay above this level would not be required to pay additional levies. However, for the purposes of determining whether a company has reached the minimum 1.5% threshold level, only that expenditure on *accredited* education and training programmes can be assessed as legitimate expenditure. The expenditure can include expenses relating to:

- development of company training plans
- development of company training programmes
- provision of training (wages, materials, equipment)
- assessment of individuals
- evaluation of courses
- paid training leave.

(Expenditure should not include management seminars, business conferences and overseas conventions unless it can be demonstrated that these "programmes" meet the accreditation guidelines).

### **12.3 Incentives for employers and NGO education providers**

- The state should provide a range of financial assistance measures from the budget to employers to encourage further spending on education and training, above and beyond the minimum 1.5% threshold levels. Such measures must include tax concessions; direct grants for research and development, the preparation of company training plans; wage subsidies for unemployed people or retrenched employees who are given structured training programmes. In particular, the State should:

- withhold state funds from those institutions which implement or fail to repeal discriminatory practices.
- provide tax rebates and/or cash grants to companies which implement programmes of redress that are effective.
- ensure tenders for public works contracts specify minimum expenditure levels for education/training of employees for different occupational groups among their employees.
- ensure that a specified minimum amount for education and training of local employees is set aside by foreign investors in local projects.
- ensure that companies which employ foreign skilled labour for skills which are available in the country are taxed at a higher rate.

- increase the funding and resources for provision of adult education and training (within the agreed national framework) from public funds and from other sources such as donor funding
- All state assistance must be contingent on employers and NGOs providing, and/or preparing for the provision of accredited education and training programmes.
- All state allocations to employers and NGOs from the state budget must be transparent.

#### **12.4. Employer-sponsored incentives for workers.**

Incentives are not only provided by the state to employers, but also by employers to their own employees. Employers should promote education and training for their employees by:-

- introducing paid education and training leave for employees.
- paying higher wages for higher skills (see section on skills grading).
- providing payments/other forms of incentives to encourage people to learn - eg assistance with transport, payment of course fees and textbooks for workers enrolled in accredited programmes.
- providing in-house ABE and training courses which lead to nationally recognised certificates
- implementing arrangements for the recognition of prior learning.
- developing company education and training plans.

#### **.12.5 Trade unions.**

The state should provide subsidies and grants to the trade union movement to enable it to provide a series of structured training programmes, particularly in regard to developing the capacity of union officials and shop stewards to understand, negotiate and implement new skill grading systems, complementary education and training programmes, work organisation changes and restructuring of industry. A national trade union training centre with adequate teaching and library resources and trainers in each region would be necessary.

## 13. ROLE OF UNIONS AND OTHER MAJOR PLAYERS.

### Background.

Although many apartheid policies and structures are being dismantled, there is still an urgent need for negotiations to restructure the education and training system. Some of these negotiations have in fact already started, such as those in the National Training Board and the National Education and Training Forum involving representatives from the state, unions, employers, education and training providers, teachers, students and community organisations.

In order to ensure that the new system which emerges from these negotiations serves the interests of the majority of the population, it is crucial that the trade union movement develops comprehensive, coherent and consistent arguments.

Historically, trade unions have been important agents of social change. Particularly in South Africa, it has been the union movement which has played a central role in the struggle against apartheid. This struggle has borne fruit in the move to non racial elections.

Trade union intervention in education and training negotiations is appropriate for a number of reasons. Firstly, for reasons of **equity**, it is crucial that all members of the community have the right of access to education and further training that will give them access to higher skills and better paid jobs. Secondly, because education enables people to participate in **democratic** processes and structures. Thirdly, because training will improve the skills base of the workforce and contribute to **economic development** and higher standards of living.

In the next 2-3 years all unions are likely to become involved in three separate sets of national negotiations, if the recommendations by the PRP are adopted. These are:

- the design and implementation of **skills grading systems**
- the development of a **competency standards framework** for each industry.
- the development of new **structured education and training programmes.**

In addition, unions will continue to be involved in negotiations at the company level around issues of training plans, skill audits, new technology, work organisation and multi-skilling. In order to prepare for these negotiations, unions will need to develop a programme of training for their officials and shop stewards to provide them with the knowledge, understanding and skills to negotiate these changes at national, industry and the workplace level.

## COSATU Principles

" Unions should play a central role in planning, implementing and monitoring training, with agreed procedures for selection and testing. COSATU and its affiliates should involve themselves in restructuring existing training boards".

Unions must engage in negotiations with the State, the employers and the education and training providers to achieve outcomes in the following areas:

### 13.1 Access

#### Negotiations with the State:

- changes to *legislation* that will remove discriminatory practices by employers and providers regarding access to education and training and the provision and assessment of individual skills.
- changes to *legislation* requiring foreign and domestic companies investing in significant projects to provide training for South African employees as part of technology transfer agreements.
- *new legislation* creating a national education and training fund and compulsory levies on all employers, to supplement state spending in non-compulsory education and training.
- *new legislation* requiring all companies and public works departments to develop training plans for their employees.
- provision of *financial incentives* for public and private education and training providers which encourage them to provide flexible education and training programmes, the sharing of expensive and specialised equipment for practical skills learning, articulation between providers and a commitment to an integrated qualifications framework.
- provision of a range of *financial assistance* measures to learners (bursaries, grants, subsidised loans).
- provision of better *facilities*, (such as child care , disabled access and separate-sex toilets) at institutions of learning.
- changes to government *tender regulations and/or public contracts* requiring all companies and organisation in receipt of government funds

for job creation programmes and public works programmes to provide structured training for all employees engaged on these projects.

- develop programmes which promote *equal opportunities for women* and not limit training for women to a narrow range of courses.

#### **Negotiations with employers:**

- the provision of *ABE and training courses* combining off-the-job and on-the-job components.
- provision of *paid training leave* and other benefits (such as payments for textbooks, course fees, etc) for accredited training programmes.
- the development of *company training plans* and the provision of company/workplace *information* on ABE/training provision, skills profiles, grading systems, wage rates, productivity levels.

### **13.2 Governance.**

(also, see Chapter 14 on Guidelines for Affiliates)

#### **Negotiations with the State.**

- amend *legislation* to restructure the existing bodies responsible for standards setting and accreditation (NTB, ITBs) to provide for equal and proportionate representation, stricter registration requirements and a rationalisation of industry sectors. (see *COSATU guidelines*).
- establish new *multi-partite consultative forums* responsible for co-ordinating planning and policy development.
- *new legislation and/or financial incentives* which ensures that all appropriate statutory bodies, organisations and companies adhere to the national standards and qualification framework.

#### **Negotiations with employers.**

- the establishment of *workplace governance processes* which enable workers and their unions to have some say over the introduction of new technology, work organisation changes, training and grading systems.

### 13.3 Standard setting

#### Negotiations with the State:

- develop a *national standards framework* for the whole country (NETB) (including employer federations).
- develop *competency standards* for all occupational levels in each industry sector **within the national standards framework** (IETBs) (including employer federations).

#### Negotiations with employers

- ensure that *standards are linked to skills grading systems* which promote career paths. Skills grading system negotiations should be developed in Industry Councils or with separate employers.
- ensure *commitment to the new national standards framework* and that companies, as training providers, provide training in accordance with the national industry standards.
- obtain adequate *trade union training leave* for educating our members about the new system of competency based training

#### Negotiations with providers.

- ensure that all education and training providers in the non-compulsory sector *adhere to the system of national competency based training and assesment* . Certain university degree courses can be exempted

### 13.4 Curriculum development

#### Negotiations with the State

- ensure appropriate multi-partite *curriculum co-ordinating bodies* are established and resourced by the State.
- influence the *policy, planning and co-ordination processes* for the curriculum development framework of structured education and training programmes within each industry.

## **Negotiations with employers and providers**

(see Chapter 7 for more detail on curriculum content and framework).

- *develop a curriculum framework* (curriculum design) for each industry, which specifies the the total number of modules and the combination of core and specialisation modules for each level , in line with national guidelines.
- ensure that all curricula objectives, methodology and assessment arrangements within industry/ other course programmes are consistent with national guidelines and that there are compulsory units of *generic and core competencies combined with appropriate specialisation units* in all education and training programmes and courses for all occupational groups at all levels.
- ensure that the curricula and course programmes available in public and private training colleges reflect the *educational and economic needs of workers* and are not based on company specific programmes tied to narrow functional tasks.
- ensure that the curricula enables workers to understand and participate in the research and development of *new technology* and be able to control its impact .
- ensure that the curricula enables workers to understand the overall *development of society*.
- ensure that the curricula is *non-sexist and non-racist*.

## **13.5 Certification and Assessment.**

### **Negotiations with the State and employers.**

- *legislation* to establish an integrated qualifications framework, consistent with the principles and proposals outlined in this document.
- *legislation* to establish, participate in and make accountable the relevant certification bodies to ensure that they operate within the national standards framework.
- ensure that appropriate arrangements for *recognising the prior learning* of adults/workers are established based on agreed competency standards.

### **Negotiations with providers.**

- develop flexible, understandable and transparent *processes for assessment*
- develop flexible *articulation arrangements* between different education and training providers.

### **13.6 Accreditation.**

#### **Negotiations with the State.**

- legislation to establish multi-partite *accreditation bodies* or give accreditation powers to standards setting bodies.
- develop *criteria* by which education and training providers should be accredited. These criteria should include meeting national standards, competent training personnel, adequate and appropriate teaching resources, etc. (See Chapter 9 on Accreditation).

#### **Negotiations with employers and providers**

- ensure that **only** those institutions and providers which adhere to these criteria are accredited.
- ensure the accreditation process is *continually evaluated* and improved to protect the interests of workers and maintain the educational integrity of the system.
- make it clear that unions will **only endorse** accredited education and training programmes for their members and will not participate in negotiations which are aimed at providing non-accredited.

### **13.7 Educator / Trainer Development**

#### **Negotiations with the State**

- provision of *sufficient funds and incentives* (such as career paths, good wages and working conditions) to rapidly build a large and competent workforce of ABE educators and technical trainers.
- improvements in *structured training programmes* for educator/trainers provision such as adequate training, bridging courses, recognised certificates and back-up support for educators and trainers.

- ensure the availability of *adequate teaching resources* such as technical equipment in institutions.
- monitor the *collection of information* on present arrangements at colleges, universities and other learning institutions.

### **Negotiations with employers**

- workers and shop stewards should be given the opportunity to become trainers and educators and their previous technical skills and other relevant (prior) learning should be recognised.
- appropriate career paths for workers wanting to become educator/trainers should be developed.

### **Negotiations with providers.**

- bridging courses and other training programmes for workers wanting to become educator/ trainers should be created. allowing for the recognition of prior learning, credit transfers and articulation into higher level courses.
- a 4-level skills development education and training programme should be developed comprising components of generic, core and specialisation modules at all levels.

## **14. GUIDELINES FOR STRATEGIC INTERVENTION BY AFFILIATES.**

### **14.1. ENGAGING THE EMPLOYERS AND THE STATE**

COSATU should initiate a series of campaigns to achieve its education and training objectives:

**CAMPAIGN ONE:           A NATIONAL QUALIFICATIONS AND STANDARDS  
FRAMEWORK.**

**CAMPAIGN TWO:         RESTRUCTURING OF INDUSTRY TRAINING  
BOARDS.**

**CAMPAIGN THREE:      ELIMINATE ILLITERACY WITHIN 15 YEARS**

**CAMPAIGN FOUR:       PAID EDUCATION AND TRAINING LEAVE**

**CAMPAIGN FIVE:        SKILLS GRADING SYSTEMS**

## **CAMPAIGN ONE: A NATIONAL QUALIFICATIONS AND STANDARDS FRAMEWORK.**

### **Goals and targets**

#### **i) One national integrated system**

The aim is to ensure that the responsibility for education and training should be vested with the national government, in terms of constitutional powers. If this is not achievable for the compulsory schools sector, it is essential for non-compulsory learning (ABE, training and last two years of school).

A single Dept. responsible for education and training should be created.

#### **ii) One national Standards and Qualifications Framework**

The aim is to create an integration between education and training systems which locks in all education and training providers ensuring that they provide high quality training (through standards) and recognised by all employers and other education providers in the country.

#### **iii) Broad-based curricula**

The aim is to ensure that the curricula and the standards which inform them are based on broad educational skills that enable learners to articulate into higher level education and training courses.

### **Priority action**

- support and lobby for proposals for NQF in the NETF
- research and develop national **generic** competency standards
- research and develop industry **core** standards
- research educational competencies underlying training in each industry
- research and develop curricula for each industry

### **In the interim we have to use what already exists.**

Engage employers and providers in discussions about amending existing courses in terms of PRP guidelines.

Secure a commitment from employers to adapt to the new system when it has been developed.

## **CAMPAIGN TWO: RESTRUCTURING OF INDUSTRY TRAINING BOARDS.**

### **Goals and Targets**

#### **i) Rationalisation of existing ITBs**

Cosatu should fight for ITBs to be restructured into 15 different broad industry sectors.

- Agriculture
- Mining (blasting, quarrying, tunnel drilling, oil and gas, etc)
- Basic Metals (chemicals, steel, aluminium, electricity etc)
- Engineering durable products (machines, tools etc)
- Food and drink (consumer non-durable)
- Textile, clothing and leather
- Paper, pulp, printing and packaging
- Building and Construction
- Administration (public and private)
- Retail and Wholesale
- Social services (health, welfare, education etc.)
- Tourism and hospitality
- Transport (rail, road, air and harbour)
- Finance
- Media and arts
- Post and Telecommunication

Introduction of new procedures in establishing and registering ITBs so that they are locked into the national Standards and Qualifications Framework

#### **ii) Democratisation of the NTB and ITBs**

Establish the right of the union to be represented on an equal representative basis to employers and the State, and ensure proportional labour representation.

#### **iii) Negotiate policy changes within national standards and qualifications framework**

The aim should be to phase out existing industry standards and implement new national standards based on broad competency skills and to achieve our other policy objectives for an integrated system of education and training as set out in the congress resolution.

## Priority action

### NTB

- The Minister of Manpower must appoint COSATU delegates as suggested by the federation
- COSATU retains the right to recall any of its nominees for any reasons at any stage
- COSATU delegates will not be bound by any decisions taken and we reserve the right to campaign against such decisions
- Where there are differences of views, these must be reflected in minutes
- COSATU will discuss any matter democratically and distribute any materials to its members emanating from the NTB.

### Current negotiations in the NTB

#### COSATU should aim to:

- ◆ stop unilateral restructuring by state and employers.
- ◆ have current NTB restructured in line with COSATU guidelines on LMI
- ◆ have employers and the state to disclose all information with regard to education and training.
- ◆ make sure that current Board considers our 1991 Congress Resolutions on ABE and Training and PRP proposals.

### ITBs

#### Short Term Principles to guide our participation in ITBs

The responsibility of ITBs should be to cover

Education as well as training  
all workers not just artisans  
the entire Sector / Industry

Unions should be :-

- informed in the setting up of the board
- involved in the negotiation of the constitution of the IETB
- represented on proportional to their paid up membership where more than one union is involved.

*COSATU affiliates should use the "Draft COSATU IETB model constitution " as a guideline in their negotiations.*

- at company level (see guidelines in shop steward's manual)
- at industry level ( see COSATU guidelines on restructuring training boards, draft model constitution for IETB's, rationalisation of IETB's)
- 
- in consultative policy forums through COSATU

## **CAMPAIGN THREE: ELIMINATE ILLITERACY WITHIN 15 YEARS**

### **a. Goals and targets**

#### **i) Eliminate the problem of illiteracy and semi-literacy within 15 years.**

All adults should have the right to basic adult education and lifelong educational opportunities).

Minimum target levels should be established to specify:

- expected educational attainment levels and outcomes and performance time frames
- sectors/industries
- priority categories (eg rural, women, youth)

### **b. Priority action**

- (i) Assess needs and planning action
- (ii) Develop a supportive policy environment
- (iii) Design policies to improve ABE/T
- (iv) Improve managerial/analytical and technological capacities
- (v) Build partnership and mobilise resources

### **c. Implementation**

- i) A "rolling series of campaigns" with clear targets set in terms of educational levels, sectors, industries etc. The aim would be to have the peak in the second and third years of the first five year cycle.
- ii) A clear implementation strategy for the first five years including the training of teachers, targets, evaluation, research, mobilisation, monitoring etc.

Cosatu needs to focus on strategic initiatives/pilots which can provide guidelines later on for future initiatives and can assist with the development of suitable course materials for learners, shop stewards and teachers. These initiatives

should be in industry boards and key national companies.

Some examples of such current company initiatives are Nampak, JCC, Turfloop, Eskom, and Transnet.

Cosatu should also put a lot of energy into the BIFSA proposed programme and the Printing and Auto Industry Training Boards.

## **Structures**

### **a. Company Level**

- \* A National Steering Committees should be set up to develop a framework for ABE provision throughout the company. All relevant information should be given to the unions by the employers and the IETB'S. Unions should then use the short term guidelines and the long term policy proposals to help develop guidelines for ABE programmes in the short term before a national system is set up. Attempts should be made to ensure that PRP representatives are involved in national company negotiations.

### **b. National Level**

#### **To be discussed in COSATU**

##### **Option One: Negotiate through existing structures (NTB and NETF)**

Cosatu should fight for IETB's to be set up in all industries. Cosatu should negotiate a framework for ABE provision in industry through the NTB. The IETB's should then coordinate ABE provision in the industry.

In addition a working group on ABE under the NETF as a short term measure to focus on issues relating to the development of ABE policy within the framework of an integrated system of education and training.

The advantage of this option is that the coordination of discussions between ABE and the training and education sectors are more likely to be facilitated through the NETF and are more likely to secure a place for ABE policy discussion within the central debate. In the long term the institutional location of ABE is dealt with in the sections on governance.

## **Option two : Establish new structures**

It is proposed that a separate Negotiating Forum dealing with ABE be formed. The motivation for a separate forum is that ABE issues tend to get lost in bigger forums such as the NETF which is likely to focus on the crisis in the schooling system and the NTB which will focus on the development of a training strategy.

A separate ABE forum would then deal with the detailed development of ABE policy and the other forums. ABE Working Groups could then deal with areas of overlap in terms of areas like the curriculum, governance etc or areas of special interest to particular forums. For example the NTB Working Group on ABE could then focus on the links between ABE and Training and the NETF group dealing with Education and Training issues could focus on the proposals for large scale ABE provision.

In the long term ABE and Continuing Education needs to be seen as a permanent feature of an integrated education and training system.

## CAMPAIGN FOUR: PAID EDUCATION AND TRAINING LEAVE

### Goals and targets

#### i) Paid education and training leave.

There should be a campaign for the right of all workers to **400 hours of paid education and training leave per year**, until they have the equivalent of a general educational qualification at the end of compulsory education.

### Priorities

Establish rights for workers.

Link the leave to the provision of accredited education and training

Seek the preparation of a company training plan, specifying who and what will be provided.

Work out the timetabling and scheduling (block release, one day per week)

## **CAMPAIGN FIVE: SKILLS GRADING SYSTEMS**

### **Goals and targets**

#### **i) Develop new skills grading systems and career paths**

The aim is to develop career paths based on a skill that enable a worker to continue learning and obtain continual promotion throughout their working lifetime.

#### **ii) Negotiate wage relativities**

The aim is to ensure that skills are rewarded with wages and the acquisition of higher skills is rewarded with higher wages. The wages serve also to provide incentives to learn and continue learning.

A further aim is reduce the wage disparity between different occupational skill levels.

#### **iii) Link the grading system to national standards.**

The aim is to ensure that the skills acquired and the training undertaken to acquire those skills are nationally recognised by employers and education providers. A further aim is to ensure that the prior learning and skills of workers are assessed and recognised in terms of these standards.

### **Priorities**

Research and development of different occupational skills within each sector to determine new grading levels.

Career paths for different occupational categories should be developed including those for workplace educator/trainers.

Disclosure of information by the company and skills/grading surveys.

## 14.2. CAPACITY AND RE-ORGANISATION

### COSATU Affiliates

#### There is a need within affiliates to :

start discussions on participating in the various industry training boards.

establish structures/working groups to deal with education and training issues :

- education and involvement of membership
- conducting research eg. future growth/problems of the industry
- policy development within the union
- capacity building for collective bargaining purposes

discuss the current draft model IETB constitution in order to finalise it.

have meetings with other affiliates organising in similar/overlapping sectors and other organisations around education and training issues.

integrate the collective bargaining strategies around education and training, grading, wages and work -organisation within set timeframes.

find ways and means to draw in experiences of the participants who took part in the participatory research project in developing union capacity.

### COSATU

#### Cosatu will have to :

- coordinate and support IETB negotiations
- conduct research on identified areas
- start a process to finalise and adopt model constitution
- develop a code of conduct to end all forms of discrimination
- collect information on international experiences and assistance which may be required in these area of work.
- take initiatives to establish community based forums to facilitate
- the extension of education and training to the broader community.

# **APPENDICES**

# LIST OF APPENDICES

<b>Appendix 1.1.</b>	Basic Principles on the Education and Training System
<b>Appendix 1.2.</b>	Basic Principles on Training
<b>Appendix 1.3.</b>	Basic Principles on ABE
<b>Appendix 1.4.</b>	Basic Principles on women workers
<b>Appendix 2</b>	Aims of the PRP
<b>Appendix 3.1.</b>	Training/Grading Timetable
<b>Appendix 3.2.</b>	ABE/Literacy timetable
<b>Appendix 4</b>	Assessment of progress
<b>Appendix 5.1</b>	Progress in Affiliates
<b>Appendix 5.2</b>	Attendance Timetable
<b>Appendix 6</b>	Research Report - Format for each affiliate
<b>Appendix 7</b>	Special initiatives in regard to women workers
<b>Appendix 8</b>	Generic competencies : ABE
<b>Appendix 9.1.</b>	ABE core themes
<b>Appendix 9.2.</b>	ABE core concepts and examples of specialisation modules
<b>Appendix 10</b>	ABE Curriculum : core and specialisation
<b>Appendix 11</b>	COSATU Affiliates in ITB's
<b>Appendix 12</b>	ITB's : model of functions
<b>Appendix 13</b>	Profile of ITB's : accredited date and funds raised
<b>Appendix 14.1.</b>	Mining Industry Engineering trades training board

<b>Appendix 15</b>	Establishment, accred and functions and powers of training board
<b>Appendix 16</b>	Accredited training boards
<b>Appendix 17</b>	Training Boards Addresses
<b>Appendix 18</b>	Model IETB : draft constitution prepared for COSATU
<b>Appendix 19</b>	Dept. of Manpower relationships with other organisations
<b>Appendix 20</b>	Structure of Dept. of Manpower
<b>Appendix 21</b>	SACABE Principles and functions
<b>Appendix 22</b>	COSATU CEC Workshop 18 Nov 1993. (Summary of discussions and recommendations).

# APPENDIX 1.1

## BASIC PRINCIPLES ON THE EDUCATION AND TRAINING SYSTEM

***Adopted at COSATU Fourth National Congress - July 1991***

We reaffirm our commitment to work for a single, non racial and non sexist educational system geared to meet the needs and aspirations of society as a whole. Apartheid education is an instrument of domination. We are committed to:

- a. destroying all forms of apartheid, open and disguised in the current educational system.
- b. free and compulsory schooling for all children
- c. curricula which develop literacy, numeracy and the ability to think critically
- d. a formal education system which is not purely academic but is geared to providing scientific and technological skills which can contribute to the development of our country.
- e. Our economy needs massive growth to provide jobs and improve standards of living. But there is a serious shortage of skilled workers.

\* Large numbers of adults (victims of the government's policies) lack proper basic education.

\* Many lack literacy and numeracy skills and are unable to benefit from training programmes.

\* Urgent steps are needed to provide extensive basic adult education and training.

\* We need the skills to run industries, to shape and develop economic policies, to build a democratic society and enhance job creation.

# APPENDIX 1.2.

## COSATU PRINCIPLES

*adopted at COSATU Fourth National Congress July 1991*

### **Basic principles on Training**

- a. Training should be linked to economic planning and form an integral part of our attempts to restructure the economy.
- b. Unions should play a central role in planning, implementing and monitoring training, with agreed procedures for selection and testing. COSATU and its affiliates should involve themselves in restructuring existing training boards.
- c. The effects of past class, race and sex discrimination should be fought.
- d. Employers have a duty to train and to help finance training.
- e. All workers have a right to paid education and training leave. Retrenched or unemployed workers have a right to retraining to help them secure employment.
- f. Education and training should continue throughout a worker's life to enable him/her to keep pace with technological change and develop his/her abilities.
- g. There must be clear links between formal schooling, adult education, industrial training and other education and training systems (eg for youth and unemployed)
- h. Training must link to grading and pay. Increased skills must mean increased pay. Workers must be able to advance along a career path through training.
- i. Training must lead to national or industrial certificates.
- j. There must be provision for recognition and pay for skills which workers already have.
- k. Training of trainers must be a central part of the system.

# **APPENDIX 1.3.**

## **COSATU Principles on Adult Basic Education *adopted at COSATU Fourth National Congress July 1991***

We need to negotiate with employers and the state for nationwide adult basic education programmes open to workers and the wider community and based on the following guidelines:

- a. Courses must provide a general basic education and must be based on clear standards allowing advancement from one course to the next.
- b. All courses must lead to nationally recognised certificates, equivalent to formal education certificates and must enable entry into training programmes.
- c. Employers and the state must provide facilities for classes, paid time off for workers attending and must assist in paying for teachers and the costs of development of teaching materials.
- d. Recognition of existing skills
- e. Use of existing training centres and state colleges to promote adult basic education
- f. Agreed principles for evaluation, the selection of teachers and the development of programmes.

# APPENDIX 1.4.

## BASIC PRINCIPLES ON WOMEN WORKERS

### *Resolution adopted at COSATU Fourth National Congress July 1991*

Women workers face particular problems which need to be addressed. We want:

- a. Women's skills to be recognised and paid for - "equal wages for skills of equal value."
- b. Women trained for skilled jobs normally performed by men.
- c. Career paths for areas of traditional women's work
- d. To make it easier for women to receive training - by the provision of childcare for all trainees, equal facilities for men and women, and non sexist documentation.

# APPENDIX 2

## AIMS OF THE PARTICIPATORY RESEARCH PROJECT

- 1. To enhance the capacity of affiliates to address these issues**  
by providing elected worker participants (or organisers if the affiliates so decide) with the opportunity to develop a detailed understanding of these complex issues.
- 2. To facilitate the process of such participants leading debate around policy questions in their own affiliates.**
- 3. To ensure a coordinated approach within COSATU to the development of detailed policy proposals based on principles adopted at the Fourth Congress.**  
On the adult basic education side this would involve looking at issues like funding, linking adult basic education with the formal education system and training, possible legislation, the role of unions in negotiating these programmes, possible content for national standards, structures for coordination.  
On the training side this would involve looking at how to transform the training system to allow for clearer career paths and portability of skills.
- 4. To ensure that the research process fully addresses the problems that members face and that policy alternatives are acceptable to members.**  
This would include democratising the process of determining the content of programmes on grading/training and adult basic education to ensure that they meet members' needs and experiences.
- 5. To lay a basis of understanding on which subsequent campaign and bargaining work can be built**

## **6. To conduct research**

In the case of the adult basic education project all the participants would spend two months doing extensive interviews with people in all sectors of society. The main aim would be to develop detailed proposals (for the core content of courses or national standards) about a national adult basic education system at different levels.

In the case of the grading/training project all participants would spend extensive periods collecting information about existing grading systems, training provision, wage rates and possible career path routes. The main aim would be to assist with the formulation of national standards within a system of training which would allow for clear career paths for workers.

# APPENDIX 3.1

## COSATU Participatory Research Project : Training/Grading

Phase One (September 1992)	One day meeting 1. Meeting with participants to describe project and to explain tasks eg collect grading systems from their sector. 2. Presentation to employers to release participants.
Phase Two 18 - 31 October 1992	Two week residential 1. Background and context 2. Overview of grading systems and critique of traditional approaches 3. Links to wage policy 4. Developing proposals for new approaches based on broad banding and skill based grading 5. Develop a draft grading system for each sector 6. Prepare for a full discussion with membership.
Phase Three Nov/Dec/Jan	Two months 1. Discussion within affiliates with membership 2. Affiliates to identify countries for study visits
Phase Four 25 Jan - 6 Feb 1993	Two week residential 1. Reports from unions on discussions within own structures 2. Finalise proposals on grading systems 3. Links between proposals on grading systems and proposals on training and Adult Basic Education 4. Discussion on institutional framework and funding of training system 5. Reports on research commissioned by COSATU.
Phase Five Feb + April 1993	Overseas Study visits 2 x 1 week practical skills workshop
Phase Six 7 - 20 June 1993	Two day residential 1. Reports of overseas study visits 2. Proposals for ongoing work in affiliates probably through Industry Training and Education Boards. 3. Combining ABE and Training/grading proposals
Phase Seven 2 - 15 August 1993	1. Discussion of combined report 2. Finalise report on sections covered

# APPENDIX 3.2

## 3.2. Literacy/Adult Basic Education

Phase One (September 1992)	One day meeting 1. Meeting with participants to describe project and explain tasks (collect info about literacy programmes at work)
Phase Two 18 - 31 October 1992	Two weeks residential 1. Background and context 2. Overview of literacy programmes 3. Central issues involved in policy development in S.A. and reports on preliminary options compiled by NEPI Adult Basic Education Commission 4. Structures for coordination and implementation of large scale programmes 5. Preparation for regional and union workshops on preliminary policy options.
Phase Three Nov/Dec/Jan	Two months Reports and discussions within affiliates/constituencies
Phase Four 22 - 24 Jan 1993	Three day residential 1. Reports on union and regional discussions. 2. Preparation for overseas study visits <b>Study visits - end Feb - early March</b>
Phase Five 15 - 28 March 1993	Two weeks residential 1. Reports of overseas study visits 2. Lessons from overseas visits 3. Reports of commissioned research (COSATU and NEPI) 4. Formulating questionnaires for developing content of ABE Programmes and other proposals - including institutional framework and funding 5. Planning National COSATU workshop
Phase Six April 1993	Participants' research related to development of national standards
Phase Seven 7- 20 June 1993	Two week residential 1. Formulation of proposals for national standards 2. Reports of commissioned research 3. Formulation of other detailed policy proposals 4. Combining ABE and training
Phase Seven 2 - 15 August 1993	1. Discussion of combined report 2. Finalise report on sections covered

# APPENDIX 4

## REPORT FROM COSATU PRP - ASSESSMENT OF PROGRESS

### 1. Participation

**Consistency** of participation varied between unions:

Altogether 68 participants but 13 dropped out

- consistent, active and regular participation from nominees of CWIU(2), PPWAWU (2), SAMWU (4), POTWA (3), TGWU (5), SACTWU (2, the third Sactwu ABE rep left on maternity leave), NUMSA (3), NUM (4), CAWU (Abe rep), FAWU (Abe rep), NEHAWU (ABE rep), SADWU (Abe rep), other organisations eg ANC, REF, NLC, NACTU, SANCO, (10).
- retrenchments: NUM (2), NUMSA (1)
- time off problems: CAWU(3), NUMSA(2), NEHAWU (1)
- late nominations, irregular: SACCAWU, FAWU (training group), NEHAWU (training group)
- maternity leave (!)
- unexplained : 2 from NEHAWU

Quality of union participation in **research activities** was hampered by problems of getting time off to do research, refusal of employers to disclose information especially for training participants who had to do workplace surveys. On the ABE side research tasks were partially completed (see attached report). Commissioned research on both ABE and Training proceeded with more success. Research reports are available.

#### **1.2. Affiliate feedback**

A major problem was the lack of a **reporting mechanism** for participants to report to union structures. By and large input of PRP proposals was done through the nine affiliate workshops. A similar problem existed in COSATU until the last two meetings of the EDTF.

It appears that PRP proposals on restructuring the education and training system are generally acceptable to COSATU affiliates. However the proposals on the skills grading wages link have sparked a debate amongst affiliates on the appropriate collective bargaining strategy. To date only two unions have adopted the approach on linking skills, grading and wages. A number of unions have decided to explore this option through pilots at specific workplaces.

The COSATU Living Wage Committee has planned for this strategy to be debated fully at its national workshop. The urgency and importance of developing a coordinated strategy for collective bargaining is clear, particularly in sectors or companies where a number of affiliates are involved in the same bargaining forum.

## **2. Progress in unions internal policy discussions**

The following unions have taken policy decisions to engage employers and/or the state on restructuring of education and training provision:

1. CWIU - congress resolution
2. CAWU - congress
3. NUM -
4. NUMSA - congress
5. SAMWU
6. TGWU

The following unions have set up policy committees to deal with this area of work

1. FAWU
2. NUMSA
3. CWIU
4. TGWU
5. NUM (linked to education and training department)

## **3. Progress in union negotiations**

- \* nine unions are involved in industry training boards (ITB's) - see attached list
- \* negotiations on education and training provision at company level
  - CWIU : SASOL pilot, NAMPK, PG, AECI(?)
  - NUM : Eskom, Chamber of Mines
  - PPWAWU: NAMPK, PG Bison
  - FAWU: Premier, Coca Cola
  - TGWU : Putco, UCT, Security
  - SAMWU : Johannesburg and Cape Town City Councils
  - NUMSA : PG Bison, Eskom, MBSA
  - SARHWU : Transnet
- \* negotiations on skills grading and wages:
  - SACTWU : clothing industrial council
  - SAMWU : Cape Town City Council pilot
  - TGWU : Putco pilot
  - NUMSA : agreements in engineering, auto, tyre and rubber.
- \* PRP participants' involvement in union negotiations
  - CWIU : 2/2
  - SAMWU : 4/4
  - NUMSA: 5/6 (1 retrenched)
  - SACTWU : 2/3 (1 left on maternity leave)
  - PPWAWU : 2/2 (company level)
  - FAWU : 2/5 (3 dropped out)
  - TGWU : 3/5
  - NUM : 1 known
  - SACCAWU, NEHAWU, CAWU, POTWA, SADWU ????

#### **4. COSATU negotiations**

- \* Regional economic/development forums in which COSATU participates are in PWV, Eastern Cape, Western Cape, Natal, Border/Kei. Each of these 5 forums have set up subcommittees on human resource development. At present only three of the PRP participants are involved at this level - 1 in PWV, 1 in E. Cape, 1 in Border/Kei. Recent discussions at the EDTF meeting with COSATU W. Cape and Natal reps may lead to involvement of PRP participants.
- \* National Training Board negotiations will lay the basis for a policy framework that will be discussed at the NETF, NMC and NEF. The NTB working groups involve 9 of the PRP participants
- \* NMC subcommittee on Human Resource Development - 1 from PRP
- \* NETF (National Education and Training Forum) - refer to Mapete
- \* Reconstruction and Development Programme - human resources "pillar" involves the PRP coordinators

#### **5. Issues in the negotiations**

##### ***5.1. Issues at company level, ITB's and NTB***

- a. assessment/recognition of prior learning - skills audit
- b. development of modules - content, methodology, outcomes
- c. progression - combination of modules at each level
- d. certification and accreditation of education/training
- e. industry and national standards - for ABE and training
- f. short term guidelines

##### ***5.2. Issues in regional negotiations***

- a. short term guidelines on accredited training for job creation programmes
- b. depending on outcome of constitutional negotiations:
  - issues in 5.1. within a national framework
  - issues in 5.1. - how to ensure consistency across regions within a "federal" framework

##### ***5.3. Issues in affiliates' wage bargaining***

Some affiliates have approached the PRP coordinators for assistance in developing negotiation proposals for linking that links skills, grading and wages. These include the unions listed above which are conducting pilot negotiations on these issues.

Assistance should focus on proposals for :

- \* skills based grading system for the sector
- \* appropriate wage relativities between different levels in grading system
- \* input into broader issues related to wage determinations

## **6. Conclusion**

The first phase of the PRP has :

- a. familiarised affiliates' nominees with the 1991 Congress resolution
- b. developed the 1991 Congress principles into a set of proposals for a coherent strategy to :
  - develop an integrated education and training system
  - link skills grading and wages
  - link human resource strategy with labour market and economic strategy
  - secure basic rights : to increase adults' access to education and training and create clear routes for progression
- c. developed a resource layer of shop stewards who should be used more effectively

The various initiatives in which COSATU and its affiliates are involved sketch the context within which PRP work may have to proceed. The next phase of PRP will have to focus on supporting these initiatives more directly and at a greater level of detail.

# APPENDIX 5. 1.

**COSATU PRP Progress in Affiliates - August 1993. (To be updated)**

<b>UNION</b>	<b>Number of PRP reps (Training/ Grading)</b>	<b>Has the union est. a Training Policy Committee</b>	<b>Is the PRP participant a rep on this committee ?</b>	<b>Is the union represented on ITB's for its sector?</b>	<b>Is the PRP participant representing the union on the ITB?</b>	<b>Has the union conducted a PRP W/shop?</b>	<b>Has the union endorsed the PRP proposals on Training + ABE</b>	<b>Has the union tabled a skills grading system proposal on skills/grading</b>	<b>Has the union tabled a skills grading system proposal for discussion with employers</b>	<b>What arrangements for the PRP participant to report back to the affiliate</b>
CAWU	2	?	?	Yes	?	Yes July ' 93	?	?	No	?
CWIU	1	Yes (est. Aug. '93)	Yes	Yes (oil/chem) No (glass) No rubber)	No N/A N/A	Yes (May ' 93)	Yes	No	* Proposed SASOL pilot on skills/grading  * Are in CITB	Reports to Nat Education Sec. who reports in turn to NEDCOM/NEC
FAWU	4	No	N/A	No (Dairy) Yes (Soft drinks)	N/A No	No	N/A	N/A	N/A	Reports to national structure. Education Dept. has collapsed
NEHAWU	3	No	N/A	N/A	N/A	No	N/A	N/A	N/A	?

<b>UNION</b>	<b>Number of PRP reps (Training /Grading)</b>	<b>Has the union est. a training policy Committee?</b>	<b>Is the PRP participant a rep on this committee ?</b>	<b>Is the union represented on ITB's for its sector?</b>	<b>Is the PRP participant representing the union on the ITB?</b>	<b>Has the union conducted a PRP W/shop?</b>	<b>Has the union endorsed the PRP proposals on training + ABE</b>	<b>Has the union endorsed the PRP proposals on skills/grading</b>	<b>Has the union tabled a skills grading system proposal for discussion with employers?</b>	<b>What arrangements for the PRP participant to report back to the affiliate?</b>
NUM	6	To be dealt with in Education & Training Dept.	?	No	N/A	Yes July ' 93	Yes	No	Negotiating training proposal with Chamber of Mines.	Problems mentioned in report to previous education sector
NUMSA	5 (6)	Yes	No	Yes	No	No. Union has conducted its own workshops held in 1991,92, 93	Yes	Yes	Accepted in Auto, Motor, Engineering to be implemented over 3 years.	Report to Regional Secretaries and Regional Education Officers only
POTWA	2	No	No	No	N/A	yes (Sept ' 93)			No	Initially no. Now reports to Education Secretary
PPWAWU	2	No	N/A	Yes (Printing) No (Pulp + Paper)	No N/A	No	N/A	N/A	N/A	None
SACTWU	2	No	N/A	Yes (Clothing) Yes (Textile) Yes (Leather)	Yes No No	Yes. Feb.' 93	Yes	Yes	NO	Reports to Education Dept.
SADWU	1	No	N/A	N/A	N/A	No	N/A	N/A	N/A	?

<b>UNION</b>	<b>No of PRP reps (Training/ Grading)</b>	<b>Has the union est. a Training Policy Committee?</b>	<b>Is the PRP participant a rep in the on the TP Committee</b>	<b>Is the union represented on ITB?</b>	<b>Is the PRP participant representing the union?</b>	<b>Has the union conducted a PRP Workshop?</b>	<b>Has the union endorsed PRP proposals on Training + ABE</b>	<b>Has the union endorsed PRP proposals on skills/grading</b>	<b>Has the union tabled a skills grading system?</b>	<b>What arrangements are made for PRP to report back?</b>
SAMWU	3	In W. Cape Region only	Yes	Yes	Yes	Yes July ' 93	Yes	Yes	*Intends to pilot one with Cape Town  *ABE pilot in JCC: JHB City Council	Reports to National Education Officer + Education Committee
SARHWU	2	No	N/A	Yes	No	No	N/A	N/A	N/A	None Lack of interest. No proper forum to discuss issues
SACCAWU	4	No	N/A	Yes	No	Yes (August ' 93)	Yes	Yes	No	Report to local structures and - National Education Committee
TGWU	4	Yes at both Regional and National level	Yes	No	N/A	Yes (July ' 93)	Yes	?	No	Reports to National Education Committee.

# APPENDIX 5.2.

## ATTENDANCE TIMETABLE OCTOBER 1992 - AUGUST 1993

NAME	UNION	W O R K S H O P S						TOTAL WEEK MAX =9	Reason for non attendance	OVERSEAS	STUDY VISITS
		OCT.	JAN.	MAR. (CAPE TOWN)	JUN.	AUG.	COUNTRY			LENGTH OF VISIT	
Luzuko Madliwa	CAWU	✓	✓	OSV	1/2	x	5	?	CANADA	2 Weeks	
Richard Ntlokontshane	CAWU	✓	1/2	x	1/2	x	4	?	-	-	
Ralph Alexander	SACTWU	✓	✓	OSV	✓	✓	8	Time off	Italy	2 weeks	
Wayne v.d. Rheede	SACTWU	✓	✓	x	x	✓	6	Wage negotiations	Zimbabwe		
Mike Tshehla	CWIU	✓	✓	x	✓	✓	8	OSV	Germany	2 weeks	
Joseph Lekola	NEHAWU	✓	✓				4	Retrenched	-	-	
Billy Tshabalala	NEHAWU	✓	✓	x	1/2	x	5	?	Zimbabwe	1 Week	
Lulamile Sotaka	NEHAWU	✓						2	?	-	-
Gugu Zilwa	NEHAWU	✓	✓				4	?	-	-	
Tsietsi Bosiu	NUM	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 week	

W O R K S H O P S								OVERSEAS	STUDY VISITS	
NAME	UNION	OCT.	JAN.	MARCH. (CAPE TOWN)	JUN.	AUG.	TOTAL WEEKS	Reason for non attendance	COUNTRY	LENGTH OF VISIT
Neo Moleyane	POTWA	✓	✓	OSV	✓	✓	8	✓	Germany	2 Weeks
Calcott Dlephu	PPWAWU	✓	✓	OSV	✓	✓	8	✓	Canada	2 Weeks
Yvonne Nkosi	PPWAWU	✓	✓	✓	✓	1/2	8	Study leave	Zimbabwe	1 Week
Joseph Matshappa	TGWU	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 week
Dawood Alexander	TGWU	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 Week
Leonard Malukazi	TGWU	✓	✓	✓	✓	✓	9	✓		
Monde Mthembu	TGWU	✓	✓	✓	✓	✓	9	✓	Germany	2 Weeks
Silas Mabunda	SARHWU	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 Week
Elliot Sogoni	SARHWU	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 Week
Eric Tromp	SADWU	✓	✓	✓	x	x	5	Retrenched	-	-
Solly Lebambo	SANCO	✓					2	?	-	-
Nana Moabi	NACTU	✓	✓		✓		5	Withdrawn	-	-

		W	O	R	K	S	H	O	P	S			OVERSEAS	STUDY VISITS
NAME	UNION	OCT.	JAN.	MARCH. (CAPE TOWN.)	JUN.	AUG.	TOTAL WEEKS	Reason for non attendance	COUNTRY	LENGTH OF VISIT				
Sedick Jappie	SAMWU	✓	✓	OSV	✓	✓	8	OSV	Australia	3 Weeks				
Bongani Mbali	SACCAWU		✓	OSV	x	x	2	OSV	Canada	2 Weeks				
Kenneth Phatswe	SACCAWU				✓	✓	4	Late enrolment	-	-				
Walter Lukhuleni	SACCAWU				1/2	x	1	Late enrolment	-	-				
Bevil Lucas	SACCAWU				1/2	1/2	2	Late enrolment	-	-				
George Makhanya	NUMSA	✓	✓	✓	x	x	5	Time off	-	-				
Dan Makhele	NUMSA	✓	✓	x	x	x	4	Time off	Zimbabwe	1 Week				
Andile Masiza	NUMSA	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 Week				
Michael Adams	NUMSA	✓	✓	✓			6	Retrenched	-	-				
Alfred Mtsi	NUMSA	✓	✓	OSV	✓	✓	8	OSV	Germany	2 Weeks				
Veronica Ncitha	NUMSA	✓	✓	OSV	✓	✓	8	OSV	Canada	2 Weeks				
Nathan Bowers	POTWA	✓	✓	✓	x	✓	7	On strike	-	-				

W O R K S H O P S							OVERSEAS	STUDY VISITS		
NAME	UNION	OCT.	JAN.	MARCH (CAPE TOWN)	JUN.	AUG.	TOTAL WEEKS	Reason for non attendance	COUNTRY	LENGTH OF VISIT
Frans Mamaru	NUM	✓					2	?		
Walter Lukhuleni	NUM				✓		2	1. Late enrolment 2. Retrenched	-	-
Emmanuel Mthethwa	NUM	✓					2	?	-	
Jerry Khoatsana	NUM	✓	✓	x	✓	✓	8	Time off	-	
Ephraim Lengwati	NUM	✓	✓	✓			5	?	Zimbabwe	1 week
Henry Mahowa	NUM	✓	✓	✓	✓	✓	9	✓	Zimbabwe	1 week
Phillip Joko	NUM	✓	✓	OSV	✓	✓	8	OSV	Canada	2 Weeks
Barnard Mononyane	FAWU	✓	✓	x	✓	✓	8	Time Off	?	-
Elvis Petersen	FAWU		✓	✓	x	x	4	?	Zimbabwe	1 Week
Sindisiwe Dikwayo	FAWU		✓				2	?	-	-
Derrick Mbelu	FAWU	✓	✓	✓	x	x	6	domestic problems - (Aug)	Zimbabwe	1 Week
Nelson Rakau	SAMWU		✓	✓	✓	x	5	1. Late enrolment 2. Time off	Zimbabwe	1 Week
Adrian Oloefse	SAMWU				✓	1/2	3	?		

## 2. TRAINING

### **a) Where to find the information**

- i. Your union (education/training officer)
- ii. Industry Training Board
- iii. Questionnaire
- iv. Technical college/Technikon reps

### **b) Issues to be covered**

- i. Describe how much training is happening in your industry (numbers, type of courses, length of courses)
- ii. Describe who receives this training (manservant, supervisors, artisans, workers)
- iii. Describe the type of training (Technical/ vocational ABE induction, other)
- iv. Describe the method of training (time based, competency based)
- v. Describe who provides the training (the company, Training Board, Tech College)
- vi. Is the training on the job/off the job
- vii. Do all types of training get certificates or only some. Are these certificates recognised by other employer/other training institutions
- viii. What are the entry requirements for the courses?
- ix. Describe the general level of education of the members your surveyed.
- x. Describe what your members think are the main problems with training.
- xi. Describe the reason why your members do not do any training
- xii. Describe what your members believe could be done by the employer to improve training
- xiii. Do the members you survey want to do more training?
- xiv. Do your members get paid training leave?

## 3. TRAINING BOARDS

### **a) Where to find the information**

- i. Industry Training Board
- ii. National Training Board
- iii. Your union (Training Officer)

**b) Issues to be covered**

- i. Does a training board exist for your industry?
- ii. Does it have a constitution (attach)
- iii. What unions are represented on the board and how many? Do unions have 50% representation?
- iv. Is the union representation proportional to membership?
- v. Does your union have a representative and what position in the union is he/she?
- vi. Are all workers covered, or only some?
- vii. What is your union doing about the Training Boards? What problems/successes has it had?
- viii. Describe the powers, functions and responsibilities of the board.
- ix. Does the board provide training or not?
- x. Are these courses accredited, by whom?
- xi. Does the board have responsibility for accrediting other training providers? What are the accreditation criteria? Who has been accredited? (get lists).
- xii. Does the board develop/issue standards? What are they?

**4. WAGE BARGAINING**

**a) Where to find the information**

- i. Your union (wage bargaining department)
- ii. Labour research service

**b) Issues to be covered**

- i. Describe wage bargaining arrangements in your industry (central/company/plant)
- ii. Describe problems with wage bargaining arrangements
- iii. Is there a minimum wage rate?
- iv. What are the minimum rates
- v. Do minimum rates and actual rates differ?
- vi. What is the relativity between
  - Lowest paid and artisan?
  - Semi skilled and artisan?
- vii. What are current rates of pay?
- viii. What has been the wage growth over the last:-
  - 1 year
  - 3 years (since Jan 1990)
  - 10 years (since Jan 1983)

- ix. Describe your unions present (1993) wage bargaining strategy (list of demands).

## 5. RESTRUCTURING

### **a) Where to find the information**

- i. Your union
- ii. Questionnaires
- iii. Shop stewards

### **b) Issues to be discussed**

- i. Describe what is happening in your industry in terms of:-
  - \* retrenchments
  - \* closures
  - \* changes to working conditions (sick leave, holidays, etc.)
  - \* changes to working time (short time, part time, overtime)
  - \* changes to work organisation (teamwork)
  - \* new management technique initiatives
  - \* multiskilling
  - \* contracting govt

The description should explain if it is widespread or minimal, impact on workers, workers attitudes, union responses and successes.

## 6. YOUR UNION

### **a) Where to find the information**

- i. Your union

### **b) Issues to be covered**

- i. Has your union established a union committee to specifically deal with training issues?
- ii. Have you been nominated to sit on this committee?
- iii. Do you report to other union structures about the PRP activities?
  - a) national
  - b) regional
- iv. Has your union managed to negotiate time off for you to complete research tasks? How much?
- v. Has your union been cooperative in providing you with information resources to assist you in collecting information?
- vi. Has your union taken any initiatives to implement proposals arising out of PRP activities? What are they?

# APPENDIX 7

---

## Special Initiatives in regard to Women Workers

1. Intake and facilities
2. Code of Practice
3. Documentation to be non-sexist
4. Recognition of Prior Learning
5. Exposure to non-traditional work
6. Full maternity and childcare rights for trainees
7. Promotion of career paths in traditionally female areas of work eg. office administration
8. End sexual harassment

# APPENDIX 8

## Generic Competencies

<p>Competency 1</p> <p>Thinking about and Using Learning Processes and Strategies</p>	<p>This is the capacity</p> <p>– to be aware of the processes and strategies one uses to think and learn eg. reflect, hypothesise, categorise, integrate, memorise, draw analogies.</p> <ul style="list-style-type: none"><li>- to consciously use these processes and strategies to learn more efficiently and to plan, monitor and evaluate one's performance on any task.</li><li>- to consciously use skills, procedures and information learnt or used in one context in another context (transfer).</li></ul>
<p>Competency 2:</p> <p>Solving Problems and Making Decisions</p>	<p>This is the capacity</p> <ul style="list-style-type: none"><li>- to see a problem as consisting of a number of elements, to generate strategies for arriving at possible solutions, to establish criteria for choosing the most appropriate solution and to evaluate the effectiveness of the chosen solution</li></ul>
<p>Competency 3:</p> <p>Planning, Organising and Evaluating Activities</p>	<p>This is the capacity</p> <ul style="list-style-type: none"><li>- to plan and organise one's own activities, including making good use of time and resources, sorting out priorities and monitoring and evaluating one's own performance</li></ul>

<p>Competency 4:</p> <p>Working with others as a member of a Team/Group/Organisation/Community</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to interact effectively with other people both on a one-to-one basis, in groups and in organisations, including understanding and responding to the needs of others and working effectively as a member of a team/group/organisation/community</li> </ul>
<p>Competency 5:</p> <p>Collecting, Analysing, Organising and Critically Evaluating Information</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to locate information, sift, interpret, sort and synthesise information in order to select what is required and present it in a useful way</li> <li>- to critically evaluate both the information itself and the sources and methods used to obtain it</li> </ul>
<p>Competency 6:</p> <p>Communicating Ideas and Information</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression</li> </ul>
<p>Competency 7:</p> <p>Participating in Civil Society and Democratic Processes through understanding and engaging with a range of interlocking systems (legal, economic, political, social)</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to contribute to the shaping and maintaining of a democratic society through understanding a range of interlocking systems (legal, economic, political, social) and participating in democratic structures and processes.</li> <li>- to engage with a range of state and non-governmental institutions (e.g. social, political, legal, educational, health) to obtain access to information and services.</li> <li>- to exercise and defend one's rights</li> </ul>

<p>Competency 8:</p> <p>Using Science and Technology critically to enhance control over the environment in a range of fields and contexts</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to apply scientific and technological ideas (e.g. energy, conservation, germ theory, ecosystems) to enhance control over the environment and to improve the quality of life for oneself and those with whom one shares the environment.</li> <li>- to critically evaluate the effect of technology in different fields (e.g. health, agriculture, environment, pollution) and contexts (e.g. urban, rural, workplace, home, community).</li> </ul>
<p>Competency 9:</p> <p>Applying mathematical ideas and Techniques</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to apply mathematical functions (addition subtraction, multiplication, division, etc.) concepts (number, space, etc.) and processes (estimation, problem-solving etc.) for multiple purposes.</li> <li>- to use a variety of mathematical tools (calculators, etc)</li> </ul>
<p>Competency 10:</p> <p>Understanding and Using the Core Skills, Concepts and Procedures that underlie the domains of Social and Human Sciences; Natural Sciences; Arts, Language and Literature</p>	<p>This is the capacity</p> <ul style="list-style-type: none"> <li>- to apply core skills, concepts and procedures from a number of domains in order to critically interpret and evaluate information and evidence</li> <li>- to use such information and evidence to participate in local and national decision making on a variety of issues (allocating resources, locating industries, etc.)</li> </ul>

**Note:** The term "capacity" is used in the sense of "the potential to do something". It is broader than "ability" and is not fixed or easily observable. It allows for a range of levels or standards within the curriculum.

**Note:** After the development of specialisation modules especially to meet the needs of people in rural areas and safety and health needs, it might be necessary to add some generic competencies which would relate to the specialisation modules. It is also necessary to check if the generic competencies reflect all the skills and knowledge areas listed as being necessary to advance in career paths.

# Appendix 9.1.

## The proposed core themes under each core subject area are:-

### Language and communication

- \* first language
- \* additional language (possibly English)

### Numeracy and Mathematics

mathematical functions (addition, subtraction, division, multiplication, percentages, etc and their application e.g. measuring, buying wisely, banks and budgeting, checking payslips)

### Development studies

- \* Citizenship, interpersonal, and participation skills
- \* Self-reliance
- \* Project or organisational management
- \* Political economy
- \* Economics

### Social Studies

- \* History
- \* Economics
- \* Political and social issues eg living and working conditions
- \* Social institutions
- \* Industrial relations
- \* Governance and rights

### Environmental education

- \* Health and safety
- \* Geography
- \* Science and technology
- \* Pollution
- \* Natural sciences
- \* Environmental management
- \* Energy
- \* Forced migration

**Note:** The details of these themes still need to be developed. Further discussion is also needed about exactly what details within the themes would be covered in each of the various levels of a national ABE system.

# APPENDIX 9.2.

## Proposed core concepts are:-

- \* oppression
- \* colonialism and imperialism
- \* liberation
- \* exploitation
- \* capitalism
- \* socialism
- \* communism
- \* democracy
- \* rights
- \* trade unionism
- \* economic growth
- \* production
- \* inflation
- \* privatisation/nationalisation
- \* sustainable development/self-reliance
- \* popular participation
- \* trade and tariffs
- \* infrastructure
- \* poverty
- \* services
- \* conservation
- \* ecosystem
- \* needs
- \* land use

## Examples of specialisation modules are:-

- \* agriculture
- \* typing
- \* culture and sports
- \* business economics
- \* arts and crafts
- \* cooperatives
- \* bookkeeping
- \* community development
- \* industrial technology
- \* industrial processes (i.e. technical training)
- \* secretarial skills
- \* international relations
- \* child-care
- \* income generating activities
- \* media skills
- \* adult education and training
- \* managerial studies
- \* job creation skills
- \* gender issues
- \* intermediate and advance computer skills

# APPENDIX 10

## (Curriculum)

The need for an integrated education and training system means that the curricula for traditional (and new) training courses has to be broadened to include core educational skills such as literacy, numeracy, communication, problem solving, planning and the ability to undertake further learning. These core skills are built into the curricula of all training courses at all levels.

Also because of the legacies created by the apartheid policies in the education system there is an enormous need to redress the educational deficiencies of the workforce and adult population generally. Core educational skills have been defined for ABE programmes.

While the need for core educational skills was identified and endorsed PRP could not agree on the extent of this core content and has proposed alternatives for discussion by affiliates. These are:

- 1. a single integrated system of four levels of predominantly ABE courses with a 70 per cent core of general educational skills and 30 per cent specialisation (job specific) skills.**

*The first proposal is aimed at redressing the educational deficiencies of many black adult workers (and non-workers) who were forced to leave school early, and accordingly, comprises a large educational component with a minority amount of job-specific skills. The four levels (of about 400 hours each) is intended to take about four years (this is approximately one day per week over 50 working weeks for each level) bringing workers up to the equivalent educational level of Standard 7/8. At this point workers would then be able to meet the minimum educational entry requirements for post secondary courses.*

*There are two major criticisms of this approach. The first is that with such a large emphasis (70 per cent) on educational skills, it will be difficult to argue for a skills regrading of adult workers on the basis of their (informally acquired) technical skills. Many workers who presently perform the skills of higher graded (and higher paid) workers, but are not paid for it, can expect to be upgraded on the basis of their technical skills.*

*If, however, these credits only account for 30 per cent of the total course requirements and it becomes necessary for them to*

*complete another 280 hours of education before they can be regraded up one level, then it is possible that the workers themselves will seek quicker alternative avenues to a grading (and wage) increase. (For workers who could be upgraded two or three levels on the basis of their technical skills this could be a delay of up to two and half years).*

*An employer not wanting to pay the costs of four years of education may simply propose an alternative exclusively task-based training system with the promise of quick rewards (and regrading) linked exclusively to narrow technical skills. In this situation, the worker is more likely to choose the employer's vocationally-biased option and so undermine the COSATU educationally-biased one.*

*The response is to argue that the system should also be designed to accommodate unemployed people who cannot benefit from regrading increases since they do not have jobs.*

*The second criticism is simpler. It is unlikely that the employers will agree to pay for 1600 hours of training of which only 500 hours will be directly relevant to their training needs. The negotiating environment is one where the unions will be battling to get the employers to pay for any training.*

**2. the same single integrated system but with a decreasing amount of general educational core content at each level, starting with 70 per cent core at Level 1 and reducing to 20-30 per cent at level 4. (see diagrams)**

*The second proposal is aimed at addressing these criticisms while maintaining a meaningful degree of educational core skills at each level.*

*It is argued that at the two lower levels it should be possible to argue for 70 per cent educational core (or even more at Level 1) but that this needs to be reduced at Levels 3 and 4 so that job specific skills comprise the majority of the learning outcomes. No fixed proportions of core/specialisation have been discussed .*

*It should be noted, however, that educational core skills could still be taught within nominal "specialisation" modules through contextualised learning. This would require a creative adaptation of the curricula. In this way the bias towards vocational skills would not be as large as it may seem.*

*This approach is seen as more achievable within collective bargaining negotiations and would allow existing skills to be*

*credited against a larger proportion of the course requirements, thereby accelerating the regrading options significantly. Even so, this still may be too slow for some workers.*

- 3. a separate (dual) non-integrated system of four levels of predominantly vocational/job specific courses in parallel with the ABE courses, up to artisan level only, where the core educational skills will comprise approximately 20-30 per cent of the total, the remainder being job specific competencies.**

*The third proposal is not an integrated system (and is therefore contrary to COSATU principles). It has simply been proposed because the two groups within PRP could not agree on the core/specialisation content of an integrated systems approach.*

*This option would enable regrading of workers for their existing skills to be undertaken more rapidly as technical skills would count for 70-80 per cent of total credits at all levels.*

*However, it runs the risk that workers who reach Level 4 in the vocational path may still have insufficient educational skills to meet minimum entry requirements to higher post secondary courses, and secondly, would marginalise union influence/involvement in the ABE course pathway. Moreover, the competition for scarce education budget funds is likely to favour one system over the other with the possible consequence that organised labour could become antagonistic towards ABE development - an unhealthy development.*

# APPENDIX 11

## COSATU AFFILIATES PARTICIPATING IN THE INDUSTRY TRAINING BOARDS

UNION SECTOR/ INDUSTRY	COVER FULL INDUSTRY	ITB/ IETB	NEGOTIATED CONSTITUTION	50% UNION/S RE PRESENTATION	PROPOTIONAL TO MEMBERSHIP	ALL WORKERS COVERED	UNION INVOLVED
CWIU Petrol	No	ITB	Yes	Yes	No	No	Yes
SAMWU Local govt	Yes	ITB	Yes	No	No	Yes	Yes
SACTWU Clothing	Yes	ITB	Yes	Yes	Yes	Yes	Yes
Textile	Yes	ITB	Yes	Yes	Yes	Yes	Yes
Leather	Yes	ITB	Yes	No	Yes	No	Yes
NUMSA Auto	Yes	IETB	Yes	Yes	Yes	Yes	Yes
Tyre	No	IETB	Yes	Yes	Yes	Yes	Yes
Engnrg	Yes	ITB	Yes	Yes	No	No	Yes
Motor	Yes	ITB	Yes	Yes	No	Yes	Yes
Eskom	Yes	ITB	Yes	Yes	No	Yes	Yes

UNION SECTOR/ INDUSTRY	COVER FULL INDUSTRY	ITB/ IETB	NEGOTIATED CONSTITUTION	50% UNION/S RE PRESENTATION	PROPOTIONAL TO MEMBERSHIP	ALL WORKERS COVERED	UNION INVOLVED
PPWAWU Printing Plp/Paper Forestry Wood	Yes ? ? Yes	ITB ? ? ITB	No ? ? No	No ? ? No	No ? ? No	Yes ? ? No	Yes ? ? No
SACCAWU Commercial Catering Banking	? No ?	? ITB ?	? No ?	? No ?	? No ?	? Yes ?	? Yes ?
TGWU Transport Scrty/CIng	? Yes	? ITB	? No	? No	? No	? No	? Yes
SARHWU Railways Airways Habour	No No ?	ITB ITB ?	No No ?	No Yes ?	No No ?	Yes Yes ?	Yes No ?
FAWU Beverages Dairy Fishing Hospitality Sugar	No ? ? ? ?	ITB ? ? ? ?	Yes ? ? ? ?	Yes ? ? ? ?	? ? ? ? ?	Yes ? ? ? ?	Yes Yes ? ? ?

UNION SECTOR/ INDUSTRY	COVER FULL INDUSTRY	ITB/ IETB	NEGOTIATED CONSTITUTION	50% UNION/S RE PRESENTATION	PROPOTIONAL TO MEMBERSHIP	ALL WORKERS COVERED	UNION INVOLVED
NUM Mining Eskom	Yes Yes	ITB ITB	No Yes	Yes Yes	No ?	No Yes	No ?
NEHAWU Educ/Hlth	?	?	?	?	?	?	?
SADWU Domestic	?	?	?	?	?	?	?
POTWA Post/Tlcom	?	?	?	?	?	?	?
CAWU Building CvlEngnrg Bldprdtmnf	Yes Yes ?	ITB ITB ?	No No ?	No No ?	No No ?	Yes Yes ?	Yes Yes ?

N.B Question marks indicate unavailable information as at 17th November 1993.

# APPENDIX 12

## INDUSTRY TRAINING BOARDS: MODEL OF FUNCTION

NAME OF ITB	SET STANDARDS	ACCREDITATION	TRAINING	ESTABLISH TRAINING CRITERIA	ANALYSIS (NEED MANPOWER)	TRADE TESTING	DEVELOPMENT	MONITORING / EVALUATION
Aerospace		X	X	X	X		X	X
Automobile	X	X		X				
Building	X	X			X	X	X	X
Carbonated Soft Drink	X	X	X	X			X	X
Civil Engineering	X	X	X				X	
Dairy	X	X			X	X	X	X
Electrical Contracting	X	X	X					
Eskom	X	X	X					
Footwear	X	X						
Furniture	X	X	X			X	X	
Hairdressing & Cosmetology	X	X	X				X	
Hospitality		X						
Info Technology	X	X	X					
Local Authorities	X	X	X	X		X		
Maritime	X	X						
Metál & Engineering	X	X				X IN PROCESS		
Mining	X	X	X			X		X
Motor	X	X		X	X			
Plastics	X	X			X			X
Printing, Newspaper & Packaging	X	X	X					
Road Transport	X	X			X			X
Textile	X	X	X			X		
Transnet	X	X						
Clothing *	X	X	X					

\* Not accredited at present

# APPENDIX 13

## PROFILE OF TRAINING BOARDS

- Accreditation date and funds raised -

	Accreditn date	Formula applied	Funds Raised ( '000)
MINING INDUSTRY ENGINEERING TRADES	1/7/90	R400pw	898
FURNITURE INDUSTRY	17/8/90	1 - 2% of wages	4000
INFORMATION TECHNOLOGY INDUSTRY	22/8/90	R50.00 or 1%	1411
DAIRY INDUSTRY	24/9/90	R12.75 pw/quarter	675
ESKOM AND ALLIED INDUSTRIES	17/12/90	Budget to Eskom	1550
TRANSNET LIMITED	31/12/90	Budget to Transnet	1700
BUILDING INDUSTRIES	7/2/91	1,0% pp pq	16167
TEXTILE INDUSTRY	22/4/91	R0.40 pp pw	942
HAIRDRESSING AND COSMETOLOGY IND.	13/5/91	R20.00 p/salon pm	450
MARITIME INDUSTRY	14/5/91	Donation basis	180
PLASTICS INDUSTRY	27/5/91	0.75% wages pq	3000
FOOTWEAR INDUSTRY	14/6/91	R1,50 pw pm	400
HOSPITALITY INDUSTRIES	14/6/91	0.01 of wages pq	4819
LOCAL AUTHORITIES	22/7/91	0.04% of salary pa	2800
CIVIL ENGINEERING INDUSTRY	22/7/91	0.5% of wages pq	4000
METAL AND ENGINEERING INDUSTRIES	5/8/91	Budget to Ind Cnl	?
ROAD TRANSPORT INDUSTRY	7/8/91	0,5% drivers wgs pq	600
PRINTING NEWSPAPER AND PACKAGING	7/10/91	R17.60+R2,00pw	6953
ELECTRICAL CONTRACTING INDUSTRY	2/12/91	R3,50 pw pw	600
AEROSPACE INDUSTRY	13/7/92	R19,44 pw pm	600
AUTOMOBILE MANUFACTURING INDUSTRY	17/5/93	Budget from major co's	180
CARBONATED SOFTDRINK INDUSTRY	19/2/93	Not established yet	0
MOTOR INDUSTRY	3/5/93	?	5000
TOTAL (Excel. metal)			56 926

# APPENDIX 14.1.

<b>MINING INDUSTRY ENGINEERING TRADES TRAINING BOARD</b> <b>Accredited: 1 July 1990</b>	
≈ Composition of Board	Private sector & trade unions have equal representation
≈ %/No. of Industry Representation	95 -100% (BMI estimate)
≈ Employees/Industry Sector	± 100 000
≈ Scope	All aspects of all mining
≈ Formula	R4/ artisan/ month
≈ Funds (1992)	R898 304 (DMP)
≈ Model of Function	Set standards Accreditation Training
≈ Level of Training	Apprentices Artisans
≈ No. of People Trained	± 5 000 in training
≈ Length of courses	(max) of 4 years CBMT

# APPENDIX 14.2.

## FURNITURE INDUSTRY TRAINING BOARD

Accredited: 17 August 1990

⌘ Composition of Board	7 employer representatives Industrial Council = 7 regional seats & 2 union seats
⌘ %/No. of Industry Representation	± 900 employers out of 1200 (75% participation)
⌘ Employees/Industry Sector	35 000
⌘ Scope	Manufacturing - mainly wood but does include other materials e.g. metal, plastic etc.
⌘ Formula	Varies between 1% - 2% depending on region. Where the levy is 1%, training course fees are also paid.
⌘ Funds (1992)	R4 million
⌘ Model of Function	Set standards Accreditation Training
⌘ Level of Training	Artisans Supervisors
⌘ No. of People Trained	± 338 Artisans + ad hoc training
⌘ Length of courses	Apprentices: 2 - 4 years CBMT (1 -5 Days)

# APPENDIX 14.3

<b>INFORMATION TECHNOLOGY TRAINING BOARD</b> Accredited: 22 August 1990	
⌘ Composition of Board	
⌘ %/No. of Industry Representation	± 200 50% (BMI estimate)
⌘ Employees/Industry Sector	4 000
⌘ Scope	Any equipment in an office that needs a technician
⌘ Formula	1% of salary/ month
⌘ Funds (1992)	R1 411 189 (DMP)
⌘ Model of Function	Set standards Accreditation Generic training
⌘ Level of Training	Technicians
⌘ No. of People Trained	1992 - 253 (enrolments) 1993 - 334 (enrolments)
⌘ Length of courses	± 1 week

# APPENDIX 14.4.

<b>DAIRY INDUSTRY TRAINING BOARD</b> <b>Accredited: 24 September 1990</b>	
⌘ Composition of Board	Private Sector Trade union seat(s) vacant 10 seats
⌘ %/No. of Industry Representation	± 35% of companies but 80% of employees
⌘ Employees/Industry Sector	16 000 in secondary dairy
⌘ Scope	Secondary dairy - manufacturing, processing & marketing
⌘ Formula	R12,75 VAT incl./employee/quarter
⌘ Funds (1992)	R650 - R700 000
⌘ Model of Function	Set standards Accreditation Establish trades
⌘ Level of Training	Artisans to management Operators - labourers
⌘ No. of People Trained	± 110 in introductory courses
⌘ Length of courses	CBMT 1 - 4 years

# APPENDIX 14.5.

<b>ESKOM AND ALLIED INDUSTRIES TRAINING BOARD</b> <b>Accredited: 17 December 1990</b>	
⌘ Composition of Board	Eskom and Unions have equal representation
⌘ %/No. of Industry Representation	100%
⌘ Employees/Industry Sector	44000 in Eskom
⌘ Scope	Electrical; Mechanical (fitting & turning); Instrument (industrial)
⌘ Formula	Budget submitted to Eskom
⌘ Funds (1992)	R1.5 million - R1.6 million
⌘ Model of Function	Set standards Accreditation Training
⌘ Level of Training	From apprentice to management
⌘ No. of People Trained	830 apprentices + 530 other (40% Blacks, Coloureds, Asians; 60% Whites - rapidly changing)
⌘ Length of courses	Apprentices 1 - 4 years (max) CBMT Management - 1 day/ 2 weeks/1 year

# APPENDIX 14.6.

<b>TRANSNET TRAINING BOARD</b> Accredited: 31 December 1990	
≠ Composition of Board	Equal representation by training business centres and unions
≠ %/No. of Industry Representation	100%
≠ Employees/Industry Sector	80 000
≠ Scope	Railways - Road - Airways - Harbours
≠ Formula	Receive budget from Transnet
≠ Funds (1992)	1992 - R 1.7 million 1993 - R 1.6 million
≠ Model of Function	Set standards Accreditation
≠ Level of Training	Apprenticeships Some semi-skilled
≠ No. of People Trained	1 229 apprentices in training (80 Black, 118 Coloured, 161 Asian & 870 White)
≠ Length of courses	Time based apps = 4 years CBMT (max) 4 years

# APPENDIX 14.7

<b>BUILDING INDUSTRIES TRAINING BOARD</b> Accredited: 7 February 1991	
⌘ Composition of Board	
⌘ %/No. of Industry Representation	50% (BMI estimate)
⌘ Employees/Industry Sector	260 000
⌘ Scope	Total building industry
⌘ Formula	1% of wage account/ employee/ quarter
⌘ Funds (1992)	R16 167 467 (DMP, 1991)
⌘ Model of Function	Set standards Accreditation
⌘ Level of Training	Apprentices only
⌘ No. of People Trained	4 600 registered
⌘ Length of courses	Varies CBMT

# APPENDIX 14.8.

<b>TEXTILE INDUSTRY TRAINING BOARD</b> <b>Accredited: 22 April 1991</b>	
✂ Composition of Board	Employer representatives - 16 Negotiating with trade unions for equal representation
✂ %/No. of Industry Representation	80% (BMI estimate)
✂ Employees/Industry Sector	92 275 (CSS, 1990)
✂ Scope	Manufacturing of threads, yarns, weaving & knitting processes & dyeing
✂ Formula	40c/ employee/ week [1/8/93 - 25c/ employee/ week]
✂ Funds (1992)	R941 901 (DMP)
✂ Model of Function	Standards set Accreditation Very minor training
✂ Level of Training	Management
✂ No. of People Trained	± 50/ year
✂ Length of courses	2 days - CBMT

# APPENDIX 14.9.

<b>HAIRDRESSING &amp; COSMETOLOGY INDUSTRY TRAINING BOARD</b> Accredited: 13 May 1991	
⌘ Composition of Board	Employer organisations & trade unions 4/16 are from unions
⌘ %/No. of Industry Representation	90% of 1 800 salons
⌘ Employees/Industry Sector	5 400
⌘ Scope	All aspects of hairdressing (will be expanding into cosmetology)
⌘ Formula	R20 + VAT / salon monthly
⌘ Funds (1992)	R 450 000
⌘ Model of Function	Set standards Accreditation Training
⌘ Level of Training	Apprenticeship
⌘ No. of People Trained	600 in training (90% White)
⌘ Length of courses	2 years (min) - 3 years (max)

# APPENDIX 14.10.

<b>MARITIME INDUSTRY TRAINING BOARD</b> <b>Accredited: 14 May 1991</b>	
✍ Composition of Board	12 employer representatives 12 employee representatives Dept. of Manpower and Transport also linked
✍ %/No. of Industry Representation	± 90% participation
✍ Employees/Industry Sector	100 000 in 4 sectors
✍ Scope	4 sectors:- Marine; Fishing (in-shore & deep sea); Cargo handling; Commercial
✍ Formula	Donation basis - dependent on size of company. Funded by companies on the board
✍ Funds (1992)	R180 000
✍ Model of Function	Set standards Accreditation
✍ Level of Training	Officers e.g. engineering/ deck hands/ booking clerks/ drivers
✍ No. of People Trained	Not known at this stage
✍ Length of courses	Varies per sector Deck hand = max 4 years CBMT [each section = a few days]

# APPENDIX 14.11.

<b>PLASTICS INDUSTRY TRAINING BOARD</b>	
<b>Accredited: 27 May 1991</b>	
✂ Composition of Board	6 employer & 6 employee representatives
✂ %/No. of Industry Representation	± 640 companies out of 18 000 ± 50% (BMI estimate)
✂ Employees/Industry Sector	44 000
✂ Scope	Plastic convertors, suppliers of raw materials and machinery for conversion processes
✂ Formula	0.75% of gross remuneration / quarter
✂ Funds (1992)	R 3 million
✂ Model of Function	Set standards Accreditation
✂ Level of Training	Technologists, management, operators, machine setters, designers & quality control
✂ No. of People Trained	± 400 in training
✂ Length of courses	From 10 day to 3 years (CBMT)

# APPENDIX 14.12

<b>FOOTWEAR INDUSTRY TRAINING BOARD</b>	
<b>Accredited: 14 June 1991</b>	
≠ Composition of Board	3 trade union seats & 6 private sector seats
≠ %/No. of Industry Representation	± 20% of factories 50% of employees (BMI estimate)
≠ Employees/Industry Sector	20 600
≠ Scope	Footwear & related industries/component suppliers
≠ Formula	R1.50/ employee/ month
≠ Funds (1992)	R 400 000
≠ Model of Function	Set standards
≠ Level of Training	Artisans to management
≠ No. of People Trained	1992 - 300 supervisors (Majority are Asian males, due to area)
≠ Length of courses	± 8 - 10 weeks

# APPENDIX 14.13.

<b>HOSPITALITY INDUSTRY TRAINING BOARD</b> <b>Accredited: 14 June 1991</b>	
✍ Composition of Board	Employers & government - strong movement from trade unions for inclusion. 14 members
✍ %/No. of Industry Representation	Most big companies 80% - 90% (BMI estimate)
✍ Employees/Industry Sector	Between 250 000 (formal statistics) and 750 000 (informal - includes small restaurants, etc)
✍ Scope	Hotels, restaurants, franchise organisations, guest houses, clubs, industrial catering companies
✍ Formula	1% of total wage bill quarterly
✍ Funds (1992)	R4 818 827 (DMP)
✍ Model of Function	Accreditation (Working on setting of standards)
✍ Level of Training	Across the board
✍ No. of People Trained	± 455 registered for 3 years (60% White, 30% Black, 10% Coloured & Asian)
✍ Length of courses	Hotel managers & professional cookery - 3 years

# APPENDIX 14.14.

<b>LOCAL AUTHORITIES TRAINING BOARD</b> <b>Accredited: 22 July 1991</b>	
≠ Composition of Board	12 Employer representatives + 2 employee/trade union representatives (from local authorities)
≠ %/No. of Industry Representation	± 800 local authorities 100% (BMI estimate)
≠ Employees/Industry Sector	2 300
≠ Scope	All local authorities covering 10 trades
≠ Formula	0.04% of salary budget per annum
≠ Funds (1992)	R 2.8 million
≠ Model of Function	Set standards Accreditation Training
≠ Level of Training	Apprentices Instructors
≠ No. of People Trained	700 in training ( 103 Black, 29 Coloured, 14 Asian [23 % increase in this group] & 481 White)
≠ Length of courses	32 weeks spread over a 3 year period. CBMT Trade test written after 84 weeks on-the-job-training

# APPENDIX 14.15.

<b>CIVIL ENGINEERING INDUSTRY TRAINING BOARD</b> Accredited: 22 July 1991	
⌘ Composition of Board	Mainly private sector 2 seats = union representation
⌘ %/No. of Industry Representation	560 80 % (BMI estimate)
⌘ Employees/Industry Sector	55 000 at present
⌘ Scope	Whole civil engineering industry
⌘ Formula	0.5% of wage bill paid quarterly
⌘ Funds (1992)	R 4 million
⌘ Model of Function	Set standards Accreditation Training & development
⌘ Level of Training	Artisans to management
⌘ No. of People Trained	20 000 <i>mandays</i> (don't work with number of trainees)
⌘ Length of courses	2 days/ 17 weeks/ 6 months

# APPENDIX 14.16.

<b>METAL &amp; ENGINEERING INDUSTRIES ARTISAN TRAINING BOARD</b> <b>Accredited: 5 August 1991</b>	
⌘ Composition of Board	8 union & 8 employer representatives
⌘ %/No. of Industry Representation	1400 employers (only those that have apprentices) 80% (BMI estimate)
⌘ Employees/Industry Sector	30 000
⌘ Scope	Anything from plastics, metals to shoes etc.
⌘ Formula	Submit budget to Industrial Council
⌘ Funds (1992)	?
⌘ Model of Function	Set standards Accreditation Workshops (but not training)
⌘ Level of Training	Artisans
⌘ No. of People Trained	1500 1st year apprentices Total = 7640 (1500 Black, 720 Coloured, 420 Asian, 5000 White)
⌘ Length of courses	100 weeks (min) 4 years (max) CBMT

# APPENDIX 14.17

<b>ROAD TRANSPORT INDUSTRY TRAINING BOARD</b> Accredited: 7 August 1991	
⌘ Composition of Board	Mostly private sector with some trade union involvement Reconstituting so that there will be equal representation
⌘ %/No. of Industry Representation	2 500 employers 80% (BMI estimate)
⌘ Employees/Industry Sector	60 000
⌘ Scope	Road transport for hire or reward e.g. furniture removal
⌘ Formula	0.5% of drivers wages quarterly
⌘ Funds (1992)	1992 - R0 (suspended its function) 1993 - R 600 000
⌘ Model of Function	Set standards Accreditation
⌘ Level of Training	Apprentices to management
⌘ No. of People Trained	Not known at present
⌘ Length of courses	Management development - 3 years Driver course - 3 days

# APPENDIX 14.18.

<b>PRINTING, NEWSPAPER &amp; PACKAGING INDUSTRIES TRAINING BOARD</b> <b>Accredited: 7 October 1991</b>	
≠ Composition of Board	2 employer bodies with 12 seats trade union - 7 seats
≠ %/No. of Industry Representation	820 90% (BMI estimate)
≠ Employees/Industry Sector	39 765
≠ Scope	Broader aspects of printing, packaging & newspapers
≠ Formula	Section 39.4 of Manpower Act
≠ Funds (1992)	R6 953 007 (DMP, 1992)
≠ Model of Function	Set standards Accreditation (international) Training
≠ Level of Training	Artisans up to skills level 6 & trainees
≠ No. of People Trained	Apprentices - 340 CBMT 800 time based + 200 students who are enrolled
≠ Length of courses	2 - 4 years CBMT

# APPENDIX 14.19.

<b>ELECTRICAL CONTRACTING INDUSTRIES TRAINING BOARD</b> Accredited: 2 December 1991	
⌘ Composition of Board	Equal representation from trade unions and private sector
⌘ %/No. of Industry Representation	60%
⌘ Employees/Industry Sector	12 000
⌘ Scope	Anything to do with electrical contracting
⌘ Formula	R3.50/person/week
⌘ Funds (1992)	1993 - R 600 000* (Industry estimate)
⌘ Model of Function	Set standards Accreditation Training
⌘ Level of Training	Apprentices
⌘ No. of People Trained	600 in training
⌘ Length of courses	2 1/2 years - 5 years CBMT

# APPENDIX 14.20.

<b>AEROSPACE INDUSTRY TRAINING BOARD</b> <b>Accredited: 13 July 1992</b>	
≠ Composition of Board	Represented by private sector, unions & associated employee assoc. (not equal)
≠ %/No. of Industry Representation	308 90% (BMI estimate)
≠ Employees/Industry Sector	6 500 - 7 000)
≠ Scope	Everything associated with aerospace & related industries
≠ Formula	R17.05/person/month
≠ Funds (1992)	R 600 000
≠ Model of Function	Set standards Accreditation
≠ Level of Training	Apprentices to commercial pilots
≠ No. of People Trained	354 apprentices in training
≠ Length of courses	Apprentices: 96 weeks (min) to 208 weeks (max) = 4 year practical contract Flight crew - 2 years

# APPENDIX 14.21.

<b>CARBONATED SOFT DRINK INDUSTRY TRAINING BOARD</b> <b>Accredited: 19 February 1993</b>	
⌘ Composition of Board	ABI & trade union
⌘ %/No. of Industry Representation	ABI 38% of industry
⌘ Employees/Industry Sector	ABI : 4 600 Total industry : 12 000
⌘ Scope	Carbonated soft drink industry
⌘ Formula	Will be fixed contribution/employee. Levy system not yet established.
⌘ Funds (1992)	Not applicable. Accredited February 1993 - no figures.
⌘ Model of Function	Set standards Accreditation Training
⌘ Level of Training	Artisans to management
⌘ No. of People Trained	200 trainees (120 Black, 30 Coloured, 20 Asian & 30 White)
⌘ Length of courses	5 - 15 days per module

# APPENDIX 14.22.

<b>MOTOR INDUSTRY TRAINING BOARD</b> <b>Accredited: 3 May 1993</b>	
⌘ Composition of Board	Private sector and 2 unions with equal representation
⌘ %/No. of Industry Representation	100%
⌘ Employees/Industry Sector	172 000
⌘ Scope	Everything except manufacturing
⌘ Formula	Levies published in the Government Gazette, based on fixed ratio
⌘ Funds (1992)	1993 - ± R 5 million
⌘ Model of Function	Set standards Accreditation Training in the future
⌘ Level of Training	Artisan to management level
⌘ No. of People Trained	1 000 in training
⌘ Length of courses	In future will be 1 week to 5 years CBMT (apps)

# APPENDIX 14.23

## **AUTOMOBILE MANUFACTURING INDUSTRY EDUCATION AND TRAINING BOARD**

**Accredited: 17 May 1993**

≈ Composition of Board	Equal representation (employees & employers); unions (NUMSA & Yster & Staal)
≈ %/No. of Industry Representation	7 major companies = majority of industry 100 % (BMI estimate)
≈ Employees/Industry Sector	35 000
≈ Scope	All associated assembly & manufacturing industries
≈ Formula	Fee paid by each of the 7 companies - amount decided by companies themselves
≈ Funds (1992)	1993 - 6 months = R49 000 R180 000 = budget
≈ Model of Function	Set standards Accreditation Recommendations for trade tests reformulation
≈ Level of Training	Artisans only
≈ No. of People Trained	750 artisans in training
≈ Length of courses	3 years min - 4 years max

# APPENDIX 15

## DEPARTMENT OF MANPOWER

### MEMORANDUM

#### ESTABLISHMENT, ACCREDITATION AND FUNCTIONS AND POWERS OF A TRAINING BOARD

##### A. INTRODUCTION

In view of the provisions of the Manpower Training Amendment Act, 1990 (Act No 39 of 1990) and the progress already made by certain industries with the establishment of training boards, this memorandum has been compiled. The purpose hereof is to provide training boards for industries who have already reached an advanced stage of progress and industries who are contemplating the establishment of training boards, with a working document against which progress can be measured and from which can be determined which further steps must be taken.

Industries who intend to establish a training board are advised to contact the Registrar of Manpower Training in the first instance in order to determine whether there is not already in existence a training board for a related industry and area with which they can join in.

For more detail this memorandum must be read with the Manpower Training Amendment Act, 1990. Industries are advised to liaise with the Registrar as soon as possible if any clarification is required in connection with the establishment of training boards. The Department will at all times be available for assistance and advice.

##### B. ESTABLISHMENT

1. The Manpower Training Amendment Act, 1990, provides for the establishment of a training board in respect of an industry and an area with a view to accreditation by the Registrar of Manpower Training.
2. A training board may be established by any -
  - (a) employer, if the Registrar so approves; or
  - (b) employers' organisation; or
  - (c) group of employers; or
  - (d) group of employers organisations; or
  - (e) group of one employer and one or more employers organisations; or
  - (f) group of employers and one or more employers organisations; or

- (g) one or more industrial councils; or
- (h) trade union; or
- (i) group of trade unions; or
- (j) group of employees,

by signing a constitution for the training board.

3. A draft constitution compiled in accordance with the provisions of the Act and already measured against the circumstances of various industries, is available in the office of the Registrar of Manpower Training. Industries intending to establish a training board may also request the Registrar for assistance and need, therefore, not encounter significant problems with such establishment.
4. The main objective of a training board must be the promotion of training and its constitution must provide, if possible for the representation of all parties including employees involved in the industry.
5. Regarding the training of employees in general, the establishment and accreditation of a training board is optional, although the Department of Manpower strongly recommends it.

If an industry however trains apprentices it will be obliged to establish a training board and to apply for accreditation in order to continue with the training of apprentices under the Act, as the Amendment Act transfers the administration of and control over the apprenticeship system to training boards.

6. Although the Amendment Act provides for a transitional period during which industries are still granted the opportunity, after the coming into operation of the Amendment Act, to establish a training board to take over the administration of the apprenticeship system, this period will probably not exceed 3 years and industries are advised to regard the establishment of their training boards as a high priority. Failure by industries, which already train apprentices, to have their training boards accredited and their competency based modular conditions of apprenticeship introduced prior to such return date, will result in the falling away of the trades designated in the conditions of apprenticeship of such industries and consequently the entire apprenticeship system within that industries.
7. Industries who are not at present training apprentices but intend doing so is not subject to this transitional limitation, but will only be considered for accreditation in respect of the apprenticeship system if such apprentice training is based on the competency based modular training system.

C. GUIDELINES IN RESPECT OF EMPLOYEE REPRESENTATION WHEN A TRAINING BOARD COMPILES A CONSTITUTION WITH A VIEW TO ACCREDITATION

The Manpower Training Act, 1981, prescribes that employees must be represented on the training board. It is, however, not determined what the ratio between employer representation and employee representation must be. If there is no employee representation on the training board when the training board applies for accreditation the Registrar of Manpower Training shall, in terms of section 12B(1A), appoint employee representatives on the board.

In order not to delay the accreditation of a training board it is suggested that employers envisaging to establish a training board, beforehand negotiate with employees and those trade unions having an interest in the relevant industry regarding participation in the establishment of and representation on a training board.

When the training board submits a constitution and applies for accreditation the Registrar shall thus have insight in the documentation with regard to the negotiations with employees and their trade unions as well as the results thereof.

The aforesaid modus operandi will not only facilitate the task of the Registrar, should section 12B(1A) be applied but will also ensure that the training board enjoys the full support of the employers and employees in the industry.

D. ACCREDITATION

1. A training board desiring accreditation shall submit to the Registrar -
  - (a) its constitution, signed by or on behalf of the parties to the training board; and
  - (b) its application for accreditation,
 and shall furnish to the Registrar such information as he may require.
2. In order to qualify for accreditation -
  - (a) the main objective of the training board must be to promote training;
  - (b) its constitution must be consistent with the Act; and
  - (c) if it also trains apprentices it must -
    - (i) submit modular conditions of apprenticeship and make available practical training schedules;
    - (ii) submit relevant documents such as contracts, certificates and a logbook; and

(iii) determine standards in collaboration with the Registrar in respect of trade tests in terms of section 28;

(d) it must financially be in a position to function as a training board.

3. If there is not already in existence another training board accredited for the same industry and area, the Registrar may accredit such training board and issue a certificate of accreditation to that board.
4. After accreditation the training board obtains all the powers and accepts all the liabilities conferred upon and imposed on a training board by the Act.
5. Should a training board, however, fail to exercise its powers or carry out its functions, the Registrar has the right to withdraw its accreditation and to seize the assets of the training board.

#### E. FUNCTIONS AND POWERS OF TRAINING BOARDS

1. Over and above the functions and powers imposed on and conferred upon a training board in terms of its constitution, the Act also empowers a training board to obtain funds in an orderly manner through a levy in terms of section 39 of the Act in order to enable it to promote training.
2. In respect of apprentice training the Act confers upon an accredited training board all the powers necessary to administer the apprenticeship system, as, inter alia the introduction of conditions of apprenticeship, the making available of competency based modular training schedules, the control over training, the conducting and certification of trade tests and the accreditation of training centres and trade test centres for use by the industry concerned.
3. Accredited training boards will also have to function in close co-operation with the Department of Manpower and other training boards in order to promote training in the country, by determining training needs and initiating training programmes, furnishing vocational guidance, bringing about closer liaison between formal education and training, encouraging the training during economic down swings, making available of statistics and to obtain wider recognition of their training endeavours.

#### F. CONCLUSION

1. In the new dispensation following the Manpower Training Amendment Act, 1990 training boards will have to take over from the Department the total responsibility for the full spectrum of training in their respective industries. The role of the Department will only be the establishing of a legal framework within which training boards can function, the consolidation of statistics and reports and the publication thereof in the Departmental annual report and the rendering of advice.

2. Experience has taught that regular personal liaison between prospective training boards and the officers in the office of the Registrar of Manpower Training significantly added to the speedy solving of problems and disposal of the steps preceeding accreditation. The contact persons at the office of the Registrar are:

Mr V Venter (012) 3106282

~~Mr J J Hoon (012) 3106242~~

~~Mr S J P Desua (012) 3106233~~

The dedicated involvement of all persons concerned is of the utmost importance and the co-operation of industries is relied on.

ISSUED BY THE REGISTRAR OF MANPOWER TRAINING  
PRETORIA

1991-9-2

MEMO/E/es

ACCREDITED TRAINING BOARDS

TRAINING BOARD	TELEPHONE AND FAX NUMBER	CONTACT PERSON	REPRESENTATION	DATE OF ACCREDITATION	SCOPE OF TRAINING	TRADE TESTS	FUNDING*
1. MINING INDUSTRY ENGINEERING TRADES TRAINING BOARD P O BOX 809 JOHANNESBURG 2000	(T) 011 - 8388211 (F) 011 - 8341884	MS S CARTHY	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	1 JULY 1990	APPRENTICES AND ARTISANS	M.I.E.T.T.B.	39(4)
2. FURNITURE INDUSTRY TRAINING BOARD P O BOX 8407 JOHANNESBURG 2000	(T) 011 - 3319749/0 (F) 011 - 3341894 (ASK FOR FAX)	MR J GILMOUR	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	17 AUGUST 1990	ALL TRAINING	F.I.T.B.	48
3. INFORMATION TECHNOLOGY INDUSTRY TRAINING BOARD P O BOX 3277 RANDBURG 2125	(T) 011 - 7893805 (F) 011 - 7893327	MR F INGARFIELD	EMPLOYERS 19 EMPLOYEES 1	22 AUGUST 1990	ALL TRAINING (NO APPRENTICES)	-	39(4)
4. DAIRY INDUSTRY TRAINING BOARD P O BOX 1284 PRETORIA 0001	(T) 012 - 286400 X 179 (F) 012 - 3231856	MR G VENTER	EMPLOYERS 14 EMPLOYEES 2	24 SEPTEMBER 1990	ALL TRAINING (NO APPRENTICES)	-	39(4)
5. ESKOM AND ALLIED INDUSTRY TRAINING BOARD PRIVATE BAG X13 HALFWAY HOUSE 1685	(T) 011 - 3137235 (F) 011 - 3151323	MR L BURGER	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	17 DECEMBER 1990	ALL TRAINING	C.O.T.T.	-
6. TRANSNET TRAINING BOARD P O BOX 1283 JOUBERTPARK 2044	(T) 011 - 7255921 (F) 011 - 7255430	MR J JOUBERT	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	31 DECEMBER 1990	ALL TRAINING	C.O.T.T.	-
7. BUILDING INDUSTRIES TRAINING BOARD P O BOX 1955 HALFWAY HOUSE 1685	(T) 011 - 3151522 (F) 011 - 8051418	MR E SONNENDECKER	EMPLOYERS 8 EMPLOYEES 3	7 FEBRUARY 1991	ALL TRAINING	B.I.T.B. + C.O.T.T.	39(4)

\* LEVY SCHEME IN TERMS OF SECTION 39(4) OF THE MANPOWER TRAINING ACT, 1981 OR SECTION 48 OF THE LABOUR RELATIONS ACT, 1956.

<p>8. TEXTILE INDUSTRY TRAINING BOARD P O BOX 16837 DOORNFONTEIN 2028</p>	<p>(T) 011 - 4023373 (F) 011 - 4042101</p>	<p>MR J NAGEL</p>	<p>EMPLOYERS 16 EMPLOYEES 2</p>	<p>22 APRIL 1991</p>	<p>ALL TRAINING</p>	<p>-</p>	<p>39(4)</p>
<p>9. HAIRDRESSING AND COSMETOLOGY INDUSTRY TRAINING BOARD P O BOX 1966 ROODEPOORT 1725</p>	<p>(T) 011 - 7601685 (F) 011 - 7601274</p>	<p>MR IRONS</p>	<p>EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES</p>	<p>13 MAY 1991</p>	<p>ALL TRAINING</p>	<p>C.O.T.T.</p>	<p>39(4)</p>
<p>10. MARITIME INDUSTRY TRAINING BOARD P O BOX 6348 ROGGEBAAI 8012</p>	<p>(T) 021 - 4193520 (F) 021 - 252517</p>	<p>MR D P POWELL</p>	<p>EMPLOYERS 9 EMPLOYEES 2</p>	<p>14 MAY 1991</p>	<p>ALL TRAINING (NO APPRENTICES)</p>	<p>-</p>	<p>-</p>
<p>11. PLASTICS INDUSTRY TRAINING BOARD P O BOX 1128 EDENVALE 1610</p>	<p>(T) 011 - 6097956 (F) 011 - 4522643</p>	<p>MR J GALLOWAY</p>	<p>EMPLOYERS 6 EMPLOYEES 3</p>	<p>27 MAY 1991</p>	<p>ALL TRAINING (NO APPRENTICES)</p>	<p>-</p>	<p>39(4)</p>
<p>12. FOOTWEAR INDUSTRY TRAINING BOARD P O BOX 23100 DIASLAND 6009</p>	<p>(T) 041 - 552517 (F) 041 - 556012</p>	<p>MR A WOOD</p>	<p>EMPLOYERS 6 EMPLOYEES 2</p>	<p>14 JUNE 1991</p>	<p>ALL TRAINING (NO APPRENTICES)</p>	<p>-</p>	<p>48</p>
<p>13. HOSPITALITY INDUSTRIES TRAINING BOARD P O BOX 1329 RIVONIA 2128</p>	<p>(T) 011 - 8036010 (F) 011 - 8036702</p>	<p>MR J FOURIE</p>	<p>EMPLOYERS 10 EMPLOYEES 2</p>	<p>14 JUNE 1991</p>	<p>ALL TRAINING (NO APPRENTICES)</p>	<p>-</p>	<p>39(4)</p>
<p>14. APPRENTICE TRAINING BOARD FOR LOCAL AUTHORITIES P O BOX 10638 JOHANNESBURG 2000</p>	<p>(T) 011 - 8363711 (F) 011 - 8341189</p>	<p>MR J VENTER</p>	<p>EMPLOYERS 10 EMPLOYEES 2</p>	<p>22 JULY 1991</p>	<p>APPRENTICES AND ARTISANS</p>	<p>C.O.T.T.</p>	<p>39(4)</p>

15. CIVIL ENGINEERING INDUSTRY TRAINING BOARD P O BOX 644 BEDFORDVIEW 2008	(T) 011 - 4551700 (F) 011 - 4551153	MR E ROOS	EMPLOYEES 8 EMPLOYERS 2	22 JULY 1991	ALL TRAINING (NO APPRENTICES)	-	39(4)
16. METAL AND ENGINEERING INDUSTRIES ARTISAN TRAINING BOARD P O BOX 61826 MARSHALLTOWN 2107	(T) 011 - 4921533 (F) 011 - 4921542	MR H BURROWS	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	5 AUGUST 1991	APPRENTICES AND ARTISANS	C.O.T.T.	48
17. ROAD TRANSPORT INDUSTRY TRAINING BOARD P O BOX 4660 RANDBURG 2125	(T) 011 - 7891357 (F) 011 - 7891367	MR H KNOTHE	EMPLOYERS 6 EMPLOYEES 2	7 AUGUST 1991	ALL TRAINING (NO APPRENTICES)	-	39(4)
18. PRINTING, NEWSPAPER AND PACKAGING INDUSTRIES TRAINING BOARD P O BOX 2500 BELLVILLE 7535	(T) 021 - 9491463 (F) 021 - 9491468	MR K VAN DER WESTHUIZEN	EMPLOYERS 12 EMPLOYEES 7	7 OCTOBER 1991	ALL TRAINING	P.NPITB + C.O.T.T.	39(4)
19. ELECTRICAL CONTRACTING INDUSTRIES TRAINING BOARD P O BOX 33367 JEPPESTOWN 2043	(T) 011 - 6141112/3 (F) 011 - 6145638	J C BAKER	EMPLOYERS 8 EMPLOYEES 4	2 DECEMBER 1991	ALL TRAINING	E.C.I.T.B. + C.O.T.T.	39(4)
20. AEROSPACE INDUSTRY TRAINING BOARD PO BOX 16213 ATLASVILLE 1465	(T) 011 - 9272563 (F) 011 - 395-1103	MRS GAYLE NEWBY	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	13 JULY 1992	ALL TRAINING	A.I.T.B. AND C.O.T.T.	39(4)
21. CARBONATED SOFT DRINK INDUSTRY TRAINING BOARD P O BOX 76202 WENDYWOOD 2144	(T) 011 - 4448444 (F) 011 - 4448315	MR A J PARKER	EQUAL REPRESENTATION OF EMPLOYERS AND EMPLOYEES	19 FEBRUARY 1993	ALL TRAINING	C.O.T.T.	-

# APPENDIX 17

ANNEXURE B

## TRAINING BOARDS-ADDRESSES

The Training Co-ordinator Motor Industry Training Board P O Box 3770 RANDBURG 2125	Mr J P Erasmus  011 - 792 8570
The Training Director Clothing Industry Training Board P O Box 226 SALT RIVER 7925	Mr Riches  021 - 448 2470
The Secretary Automobile Manufacturing Industry Education and Training Board P O Box 40611 ARCADIA 007	Mr Pierides  012 - 323 2003
The Group Manpower Development Consultant Chemical and Allied Industry Training Board 44 Devonshire Avenue HOWICK 3290	Mr Jenkin  0332 - 307 022
The Executive Director Sugar Milling and Refining Industry Artisan Training Board P O Box 2278 DURBAN 4000	Mr Davidson  031 - 304 3551
The Secretary Fishing Industry Training Board P O Box 7444 ROGGEBAAI 8012	Mr Maasch  021 - 251 300
The Chairman Paper, Pulp and Board Manufacturing Training Board P O Box 1551 RICHARDS BAY 3900	Mr D Gerson  0351 - 902 2111

The Secretary  
The Associated Clubs of SA  
P O Box 1032  
JOHANNESBURG  
2000

Mr Roscoe

011 - 834 8311

The Executive Director  
Association of Southern African Travel Agents  
P O Box 5032  
JOHANNESBURG  
2000

Mr C du Toit

011 - 215180

The Secretary  
Jewelery and Precious Metal Industry  
P O Box 1536  
CAPE TOWN  
8000

Mrs K Martin

021 - 215180

The Secretary  
Training Board for Financial Institutions  
and Services  
P O Box 7735  
JOHANNESBURG  
2023

Mr S W du Toit

011 - 335 4000

PETRO/LYS/cg

# APPENDIX 18

skwp5-cosatu.con

## MODEL INDUSTRY EDUCATION AND TRAINING BOARD

### DRAFT CONSTITUTION PREPARED FOR COSATU

(DRAFT 3 - 17 JULY 1991)

#### PREAMBLE : STATEMENT OF BELIEF

1 Believing :

- 1.1 That future growth and adaptation are essential prerequisites for the success of the Model Industry.
- 1.2 Appropriate skill-based training and development for all employees is the most important basis of future growth and adaptation in the Model Industry.
- 1.3 Education and training initiatives should be linked to programmes for economic transformation and industrial restructuring.
- 1.4 Training and skills development for all employees should be viewed as part of employment and an investment in the future.
- 1.5 Trade unions and employees have a central role to play in human resource development.
- 1.6 Employers and employees and their respective representatives should jointly determine education and training requirements in the industry.
- 1.7 The state has an obligation and duty to train and assist in the process of training.
- 1.8 All practices which have the effect of unfairly discriminating against employees on the basis of race or sex or on any other basis are detrimental to the growth, adaptation and success of the Model Industry.
- 1.9 An urgent and combined effort of employers and employees including affirmative action plans should be implemented to rectify the effects of past unfair discrimination.
- 1.10 The lack of educational qualifications, or any other disadvantages from which employees may suffer as a result of unfair discriminatory practices, should not in any way prevent employees who are capable of advancement from receiving education and training and improving their skills.
- 1.11 Education and training programmes must include provision for recognition of prior learning, however

or wherever it was acquired, provided that the learning skills can be verified.

- 1.12 Adult Basic Education must be accommodated in the Industry's future education and training dispensation according to the following guidelines:
- \* Trade Union involvement in all aspects of literacy training.
  - \* Courses must be designed to take learners to nationally recognised standards.
  - \* Companies must provide facilities and support programmes for the training of trainers.
- 1.13 Every employee in the industry has the right to a career path with prospects of advancement upon the completion of accredited education and training courses.
- 1.14 Every trainer has the right to a career path.
- 1.15 All employees should receive appropriate rewards and incentives for education and training and the completion of accredited courses.
- 1.16 All employees have the right to paid time off at their normal rate of pay for accredited education and training courses and for agreed study purposes.
- 1.17 Provision for adult basic education should be made where the lack of basic educational skills is an inhibition to skill-based training and/or career advancement for any employee.
- 1.18 There should be a clearly defined and agreed upon articulation between industry training, adult basic education and job grading within the industry.
- 1.19 No job grade or employment position should require any formal qualification which is either not inherently required for the job or which tends to reinforce the effects of past unfair discrimination.
- 1.20 Redundant employees have a right to training and re-training to equip them for future employment.
- 1.21 Unemployed workers desirous of employment in the industry have a right to training, within the framework of an overall plan for human resource development in the industry.

- 1.22 There must be clear links and bridges between formal education, an industrial education and training system and other education and training systems.
- 1.23 All education and training should be based on industry-wide standards and broad skill bands defined within the industry while at the same time providing particular workplace skills and laying a base for further development and training.
- 1.24 Education and training must be continually updated to meet the needs of a changing economy.
- 1.25 Education and training should be modular and competency-based within an industry framework. Flexible combinations of modules should be possible within the framework.
- 1.26 Education and training should provide portable skills recognised according to industry-wide standards, while at the same time providing particular workplace skills and laying the basis for further development.
- 1.27 All human resource development should be linked to a coherent medium and long-term plan for the industry negotiated between representatives of employers and employees in the industry.

the undersigned representatives of employers and employees in the Model Industry hereby agree to the establishment of an Education and Training Board for the Industry.

1. **NAME**

The name of the board shall be "Model Industry Education and Training Board" (hereinafter referred to as "the Board").

2. **REGISTERED OFFICE**

The registered office of the Board shall be Social Contract House, Two Way Street, Johannesburg or any other premises as the Board may determine from time to time.

3. **AREA OF JURISDICTION**

The Board shall have jurisdiction over all education and training and all aspects thereof in the industry as defined in the Republic of South Africa.

4. **LEGAL PERSONA**

The Board shall be a body corporate and shall, in its name, be capable in law of suing or being sued, of investing

funds and of operating banking and other accounts, of entering into contracts and of doing or performing such acts and things as body corporates may do or perform subject to the provisions of this constitution and of the Act.

5. **OBJECTS OF THE BOARD**

The objects of the Board shall be to:

- 5.1. Assume responsibility for the:
- \* education and training needs of employees in the industry;
  - \* education, training and retraining needs of redundant employees in the industry;
  - \* education and training needs of unemployed persons and others desirous of employment in the industry, with a view to preparing them for future employment in the industry;
- within the framework of a long-term human resource development plan.
- 5.2. Identify education and training needs in the industry.
- 5.3. Carry out the duties and exercise the powers which are by the Act imposed on or conferred upon the Board, with due consideration of the training needs of the industry.
- 5.4. Assume responsibility for the promotion and administration of apprenticeship training in the industry.
- 5.5. Do whatever may be necessary to promote education and training in the industry including but not limited to:
- \* the development and accreditation of education and training institutions;
  - \* the maintenance of records of training and certification;
  - \* publicising educational and training opportunities;
  - \* providing incentives for education and training to both employers and employees.
- 5.6. Do whatever may be necessary to improve education and training and promote cross recognition of training

- qualifications and the establishment of nationally recognised standards.
- 5.7. Develop and establish a system of human resource planning and training structures for the industry.
  - 5.8. Encourage and finance research into all aspects of education and training including the improvement of education and training.
  - 5.9. Encourage the development of modular and competency based education and training.
  - 5.10. Liaise with the National Training Board and other training boards and institutions.
  - 5.11. Co-ordinate the implementation of an appropriate adult basic education programme for the industry.
  - 5.12. Develop a clear system of articulation between industrial skill-based training modules and training modules in adult basic education and an industry wide grading system based on broad skill bands.
  - 5.13. Establish education and training criteria and competency standards acceptable to both employers and employees in the industry.
  - 5.14. Develop career paths and provide a career counselling service for all employees in the industry.
  - 5.15. Continuously monitor and evaluate all education, training and testing to ensure that these are not discriminatory in effect and maintain industry standards.
  - 5.16. Ensure that entry criteria and procedures for all education and training programmes once clearly defined are made available to all employees in the industry.
  - 5.17. Formulate guidelines for the provision by employers to employees of financial incentives for education and training.
  - 5.18. Identify all aspects of education and training in the industry which have the affect of unfairly discriminating against employees on the basis of their race or sex, or on any other basis.
  - 5.19. Formulate non-discriminatory principles and criteria for the recognition of prior learning and selection and testing of candidates for education and training and make these available to all interested parties.

- 5.20. Take the necessary steps, including but not limited to:
- \* the implementation of an adult basic education program;
  - \* the development of an affirmative action program;
  - \* the establishment of a committee empowered to resolve disputes relating to discrimination;
- to eliminate unfair discrimination and ensure full equality of opportunity in the industry.
- 5.21. Take the necessary steps to implement a system of training levies in terms of s.39 of the Act and/or s.48 of the Labour Relations Act 28 of 1956.
- 5.22. Utilise the funds available to the Board for the purpose of furthering the objects detailed above.
- 5.23. Do whatever may be necessary to achieve the objects set out above.

6. **MEMBERSHIP OF THE BOARD**

- 6.1. The Board shall consist of the following founding members :
- \_\_\_\_\_
- \_\_\_\_\_
- 6.2. Any employer, group of employers, employer's organisation, group or federation of employer's organisations, trade union, trade union federation or group of trade unions engaged in the industry may, on application, be admitted to membership of the Board if it complies with the requirements of membership that the Board may determine from time to time provided that no organisation which practices racial discrimination shall be admitted to membership.
- 6.3. The requirements shall be made available to any employer, group of employers, employer's organisation, group or federation of employer's organisations, trade union, trade union federation or group of trade unions engaged in the industry on the written request.
- 6.4. Any party may withdraw from the Board on giving three (3) calendar months notice in writing to the Secretary. A party who withdraws from the Board shall have no claim on the funds of the Board, including its contributions, as from the date of withdrawal.

- 6.5. The Board shall consist of ... representatives, who shall serve as members of the Board.
- 6.6. Employers and employees shall at all times have an equal number of representatives on the board.
- 6.7. Representation as between the parties shall be on a proportional basis. Trade union representation shall be in proportion to membership in the industry. Employer representation shall be in proportion to the number of employees employed by that employer in the industry. The representation of employer organisations and federations or groups and federations of trade unions or employees shall be likewise on a proportional basis.
- 6.8. The employer side and the employee side shall meet separately once a year to allocate representatives to the Board in terms of Section 6.7. Agreement shall be reached by a decision of two-thirds of the representatives present, calculated, in the case of employees, on the basis of membership in the industry and in the case employers the number of employees employed in the industry.
- 6.9. If no agreement is reached at a meeting in terms of clause 6.8 the provisions of clause 11.2 shall apply mutatis mutandis.
- 6.10. The appointment of representatives and alternates to the Board shall be according to the constitutions of the organisations they represent.
- 6.11. Observers, including experts in any field related to the objects of the Board, may attend any meeting of the Board on the invitation of any member of the Board, but shall have no speaking or voting rights: Provided that the Board may decide to grant speaking rights to any expert or observer.
- 6.12. If a seat on the Board becomes vacant through the withdrawal, resignation, death or disqualification of a representative or an alternate, the vacancy shall be filled by the party who appointed such representative or alternate. Any representative or alternate so appointed to fill a vacancy shall hold office for the unexpired portion of the period of office and subject to the same conditions as his predecessor.
- 6.13. Representatives shall hold office for two years and shall be replaced by the respective parties within thirty (30) days after the expiration of each period of appointment and shall be eligible for re-appointment.

- 6.14. A representative or an alternate may resign by giving at least seven (7) days notice in writing to the Secretary and to the party which appointed him.

7. **POWERS AND DUTIES OF THE BOARD**

The Board shall have all such powers as may be necessary to enable it to carry out its functions and fulfil its objectives and, without limiting the generality thereof, it shall have the powers to :

- 7.1. Appoint committees as is more specifically provided for in clause 9 below.
- 7.2. Appoint persons whom it may authorise to perform any of its functions in terms of this constitution or the Act.
- 7.3. Formulate general policy of the Board on all aspects of education and training.
- 7.4. Review the financial affairs of the Board and its various committees.
- 7.5. Where necessary, consult with the Minister on the imposition of a levy in terms of Section 39 of the Act and/or Section 48 of the Labour Relations Act and to make recommendations in this regard.
- 7.6. In its discretion, impose identical or differential levies on all or any of its employer members or on any class of employer members.
- 7.7. Appoint a Secretary of the Board.
- 7.8. Approve the annual report and the annual budgets of the Board.
- 7.9. Determine the scale of remuneration, compensation and/or allowances for Board and Committee members, executives and staff of the Board, from time to time in general meeting.
- 7.10. Make and enforce rules relating to general procedural and administrative matters on which this constitution is silent and which are not inconsistent with the provisions of this constitution, the Act or any other law.
- 7.11. Make and enforce rules relating to the appointment, removal, duties and powers of office bearers, officers and authorised persons and the circumstances in which members shall vacate their offices.

- 7.12. Decide on all matters of procedure on which this constitution is silent.
- 7.13. Establish a system for monitoring and auditing all accredited training centres on a regular basis.
- 7.14. Do such other lawful things as in the opinion of the board appear to be in the interest of the board and which are not inconsistent with the objects or any matter specifically provided for in this constitution.

## 8. ELECTION OF OFFICERS AND DUTIES

### 8.1. CHAIRPERSON AND VICE CHAIRPERSON

- 8.1.1.1. The Board shall at its first meeting, following the appointment of representatives, by show of hands on motion duly seconded elect from among its ordinary members a chairperson and a vice chairperson.
- 8.1.1.2. The chairperson and the vice chairperson shall hold office for one year or until the expiry of the period for which they are appointed as representatives, whichever is the shorter and shall be eligible for re-election subject to the proviso that:
  - 8.1.1.2.1. the offices of chairperson and vice chairperson shall revolve annually between the employer side and the employee side;
  - 8.1.1.2.2. if the chairperson is elected from the employer side, the vice chairperson shall be elected from the employee side, and visa versa.
- 8.1.1.3. By agreement of at least two thirds of the representatives on both the employer and employee sides the provisions of clause 8.1.1.2.1 and/or clause 8.1.1.2.2 may be waived.
- 8.1.1.4. The chairperson shall preside and enforce order at all meetings at which he is present, sign minutes of meetings after confirmation, endorse accounts for payment and financial statements after approval by the Board, and sign all cheques on the Board's banking account in terms of clause 12.5. He shall, in addition, perform such other duties as by usage and custom pertain to the office of Chairperson.

8.1.5. The vice chairperson shall exercise the powers and perform the duties of the chairperson in the absence of the latter.

8.1.6. In the event of both the chairperson and the vice chairperson being unable to perform their duties, the Board shall by show of hands on motion duly seconded, elect an acting chairperson from among those present who shall exercise the powers and perform the duties of the chairperson while so acting.

8.2. **THE SECRETARY AND OTHER OFFICERS**

8.2.1. The Board shall appoint a Secretary, who shall attend all meetings of the Board and record minutes of all these proceedings, conduct all correspondence of the Board, keep originals of letters received and copies of those despatched, present a report at each meeting of the Board of correspondence which has taken place since the last meeting, bank all monies received on behalf of the Board within three (3) days of receipt thereof, keep such books of account and submit statements of the financial position of the Board to the Board as prescribed in clause 10.3.3, counter-sign cheques on the Board's banking account and perform such other duties as the Board may direct.

8.2.2. The Board may appoint such other employees as may be necessary.

8.2.3. The employment of the Secretary of the Board shall, as the Board in its discretion decides, be subject to a period of notice of ... months on either side, and the employment of any other employee of the Board shall be subject to one calendar month's notice on either side provided that the Secretary or any employee may be dismissed without notice for serious neglect of duty or misconduct.

9. **COMMITTEES OF THE BOARD**

9.1. The Board may from time to time establish Committees and may, subject to such conditions as it may deem fit, either generally or in relation to any particular matter, assign to any such Committee any power conferred or duty imposed upon the Board in terms of this constitution or the Act. Provided that :

9.1.1. The Board may at any time vary or set aside any decision made by such a Committee in the exercise

of any power or the carrying out of any duty so assigned.

9.2. **EXECUTIVE COMMITTEE**

9.2.1. The Board shall appoint an Executive Committee which shall be a permanent Committee of the Board and comprise two representatives from the employers' side on the Board, two representatives from the employees' side on the Board and the Secretary. Where the Chairman of the Board is appointed as one of the representatives, he shall be the Chairman of the Executive Committee. If the Chairman of the Board is not appointed to the Committee, the Committee shall appoint a Chairman from amongst its members.

9.2.2. The Executive Committee shall handle all matters referred to it by the Board and report to the Board.

9.2.3. The Executive Committee shall, in consultation with the Finance Committee, be authorised to invest the funds of the Board, conduct financial transactions and enter into contracts on behalf of the Board.

9.2.4. The Executive Committee shall meet from time to time as may be deemed necessary, but at least five times annually.

9.2.5. The quorum for meetings of the Executive Committee shall be two appointed members present in person, subject to the members present comprising at least one member who is a representative on the employers' side and one member who is a representative on the employees' side.

9.2.6. For the purposes of this sub-clause the Secretary shall not be a representative of either the employee side or the employer side and shall have no vote.

9.2.7. The provisions of clause 10.2.5 and clauses 10.2.7 to 10.2.11 shall apply mutatis mutandis to all meetings of the Executive Committee.

9.3. **OTHER COMMITTEES**

9.3.1. The board may establish committees on such basis as it deems necessary for the effective performance of its functions and may assign to any committee any power or function conferred or

duty imposed upon the board by this constitution or the Act. Committees may be established for any region within the jurisdiction of the board or any other basis.

- 9.3.2. The Board may at any time alter the area of jurisdiction or the scope of the powers of any such Committee.
- 9.3.3. A Committee so established may consist of members of the board and/or non-members appointed by the employer side and the employee side : Provided that the number of members on either side are at all times equal. The provisions of clause 10.2.5 of this constitution shall apply mutatis mutandis to the meetings of any Committee.
- 9.3.4. For the purposes of clause 9.3.3 :
  - 9.3.4.1. any member, office bearer or official of a trade union which is a party to the Board shall, if appointed as a representative of the employees, be deemed an employee in the industry;
  - 9.3.4.2. any member, office bearer or official of an employer's organisation, which is a party to the Board or any Director of a Company which is an employer in the industry or any person employed as a Manager or in any other supervisory capacity by an employer in the industry shall, if appointed as a representative of the employers, be deemed an employer in the industry.
- 9.3.5. The chairperson of any Committee may be the chairperson or the vice Chairperson of the Board or a person chosen by the Board or the Committee from amongst the members of the Committee or otherwise, as the Board may determine : Provided that :
  - 9.3.5.1. If the chairperson of any such Committee is not chosen from among the representatives of the employers or employees on the Committee, he shall not be entitled to vote.
- 9.3.6. Any Committee may, in its discretion, co-opt an additional member or additional members to assist it in exercising its powers and carrying out its duties :
  - 9.3.6.1. Provided that such additional member or members shall have no vote.

- 9.3.7. The Board may include rules in its rules of procedure relating to the calling and conduct of meetings of Committees, the keeping of the minutes of the proceedings at such meetings, the appointment, removal, duties and powers of office bearers, officers and authorised persons; the handling of disputes in connection with training in the industry; the powers and duties of the chairman and other members of the Committee; the circumstances under and the manner in which the chairman and other members of Committees may be removed from office; the filling of vacancies and generally relating to all matters necessary or incidental to the exercise of a Committee's powers and the performance of its functions and may repeal or alter such rules.
- 9.3.8. ALTERNATIVELY Meetings of a Committee shall be conducted mutatis mutandis in the manner provided for in clauses 10.2.3 to 10.2.1 of this constitution in so far as these clauses may be applicable.
- 9.3.9. No member of a Committee who is not a member of the Board shall have access to the records of the Board except with the consent of the Chairman of the Board.

## 10. MEETINGS

### 10.1. ATTENDANCE AT MEETINGS

- 10.1.1. Alternates who must be approved by the Board will be permitted to represent members in their absence at any meeting of the Board. An alternate will for the purposes of any particular meeting which he may be required to attend, acquire the same status as the member he is representing insofar as voting and other rights and duties are concerned.
- 10.1.2. A member may be obliged to relinquish his position on the Board should he miss ... consecutive meetings without apology or should he, notwithstanding full apology and notwithstanding the attendance in his stead of an alternate, fail to attend ... consecutive meetings. The decision as to whether the member shall relinquish his position in such circumstances shall be solely within the discretion of the Board.

10.1.3. A representative of the Department of Manpower shall be entitled to attend any meeting of the Board but shall have no voting power.

10.2. **PROCEDURE AT MEETINGS**

10.2.1. The Board shall meet by not later than November of each year and such meeting shall be known as the Annual General Meeting of the Board at which meeting the audited accounts and the annual report shall be adopted and approved.

10.2.2. The chairperson shall at the written request, which request shall in sufficient detail reflect the purpose for which the meeting is being called, of any two Board members or of his own volition and in consultation with the Executive Committee, arrange additional meetings if required, provided that notice of at least twenty-one (21) days is given prior to the date of the meeting. Notice of any meeting of the Board shall show the business to be transacted.

10.2.3. A majority of members of the Board shall constitute a quorum at meetings of the Board. Where no quorum is established at a particular meeting, then the meeting shall stand adjourned to the same day in the week following, or, in the event of such day being a public holiday, to the subsequent working day, at the same time and place. For the purposes of that subsequent meeting the members or alternate members present shall constitute a quorum.

10.2.4. Alternates shall be entitled to attend all meetings of the Board, but shall not be entitled to take part in debate, or vote, unless their principals are absent.

10.2.5. For every representative on the employers' side who is absent from any meeting, and in whose place an alternate to a representative of the employers does not act, one representative on the employees' side shall not be allowed to vote at that meeting, and vice versa. The representatives of the employee side or the employer side as the case may be who are present at that meeting shall determine by majority vote which of their number shall be so excluded from voting.

10.2.6. If the chairperson so decides any motion shall be submitted in writing and shall be read by him. No motion shall be considered unless seconded. Except where otherwise provided in this

constitution or decided by the Board, all matters forming the subject of motion shall be decided by the vote of those present who are entitled to vote and voting shall be by show of hands.

- 10.2.7. Every meeting of the Board shall be conducted in private unless the Board otherwise decides.
- 10.2.8. The Secretary shall keep minutes of all proceedings of every meeting of the Board.
- 10.2.9. The Secretary shall submit the minutes of any meeting of the Board to the next succeeding ordinary meeting of the Board, and the Board shall, if in agreement therewith, confirm the minutes by way of resolution, and the chairperson shall thereafter sign the minutes as confirmed.
- 10.2.10. The Secretary shall retain in safe custody in the head office of the Board, a copy of the confirmed minutes of every meeting of the Board for a period of five (5) years from the date of confirmation of the minutes, and shall circulate such minutes not later than twenty-one (21) days after the date of the meeting to all members.
- 10.2.11. No decisions taken at a meeting of the Board shall be invalidated by the absence of any representatives if they have been properly notified in terms of clause 10.2.2 above.

## **11. PROCEDURE FOR DECISION MAKING AND DISPUTE RESOLUTION**

- 11.1. A decision of the Board shall be a decision of the majority of the members of the Board: Provided that in the case of a dispute over a matter of substance or policy a party representing one third of the membership of its side, calculated on the basis of membership in the industry in the case of the trade union party and on the basis of numbers of employees employed in the case of an employer party, may exercise a veto.
- 11.2. Disputes relating to the interpretation of this constitution shall be resolved by the agreement of at least two thirds of the representatives to the Board on both the employer side and the employee side present at a general meeting. If no agreement is reached the dispute shall be determined by an arbitrator chosen by agreement from the Independent Mediation Services of South Africa (hereinafter "IMSSA") panel of arbitrators.

- 11.3. The chairperson shall be entitled to execute a casting vote over and above his ordinary vote on all matters of procedure whenever there is an equality of votes. The vice-chairperson or any other acting chairperson acting in terms of clause 8.1.4 or clause 8.1.6 above may also exercise a casting vote in the circumstances contemplated herein.
- 11.4. A dispute over any other matter, including a matter contemplated in clause 11.1 above, may, with the consent of all parties to the dispute, be referred to a mediator and/or an arbitrator chosen by agreement from the IMSSA panel.

12. **FINANCING OF THE BOARD**

- 12.1. The activities of the Board shall be financed from a fund which shall be established by the board and which shall consist of:
- 12.1.1. a contribution from each employer party to finance the running of, and all activities of, the board in accordance with a budget drawn up by the Finance Committee and approved by the Executive Committee;
- 12.1.2. training levies including training levies in terms of Section 39 of the Act and/or s48 of the Labour Relations Act;
- 12.1.3. interest earned; and
- 12.1.4. any other funds that may accrue to the Board from any other source.
- 12.2. The fund shall be administered by a committee appointed by the Board from among its members consisting of an equal number of representatives of employers and employees and known as the Finance Committee. The provisions of section 10.2.5 of this constitution with regard to the procedure of meetings of the Finance Committee shall apply mutatis mutandis.
- 12.3. Surplus funds of the Board shall be invested in accordance with Section 12D(3) of the Act.
- 12.4. The Finance Committee shall investigate financial matters such as the amount of levies to be charged and the administration of funds and make recommendations thereon to the Executive Committee.
- 12.5. The books of account of the Board shall be audited annually by auditors appointed by the Board. The year end for the purposes of accounting shall be 30 June of

each year. Copies of the final audited accounts and statements and the auditor's report thereon shall be forwarded forthwith but not later than 30 August of each year to the Registrar, Manpower Training and to the National Training Board and to members of the Board.

- 12.6. All payments from the funds of the Board shall require its approval and shall be made by cheque signed by the chairperson or vice chairperson and counter-signed by the Secretary, provided that single payments of less than R50,00 may be made from petty cash.
- 12.7. Funds required for a petty cash account, which shall be kept in such form as the Board may determine from time to time, shall be provided by the drawing of a cheque signed in the manner specified in clause 11.5 above. Unless the Board approves, cheques amounting in the aggregate to more than R200,00 (TWO HUNDRED RAND) or such amount as the Board may from time to time impose, shall not be drawn during any one month in respect of petty expenses.
- 12.8. Quarterly statements showing the income and expenditure and the financial position of the Board shall be submitted to it by the Finance Committee.
- 12.9. No member or alternate member of the board, a committee of the board, no training adviser, authorised person or officer and no person allowed to be present at any meeting of the board, a committee of the board, or at any interrogation referred to in s5 of the Act, shall disclose to any person any information in relation to the financial or business affairs of any person, firm or business which came to his knowledge in the course of the performance of any function or the exercise of any power in terms of the Act or as a result of his attendance at such meeting or interrogation, as the case may be, except -
  - 12.9.1. to the Minister or an officer as defined in s1(1) of the Public Service Act, 54 of 1957; or
  - 12.9.2. in the performance of his functions or the exercise of his powers in terms of this Act; or
  - 12.9.3. in the course of proceedings in the industrial court or a court of law.

### 13. **INDEMNITY**

The Board hereby indemnifies the office bearers, employees and Committee members of the Board ("the servants") against

any claims whatsoever that may be made against them provided that :

- 13.1. The claim arose due to an act or omission on the part of the servant acting fully in the course and scope of his employment by the Board.
- 13.2. The claim did not arise due to dishonesty, fraud, breach of trust, wilful default or wilful breach of duty on the part of the servant.
- 13.3. All expenses or disbursements incurred by the servant in defending any claim against him whether of a civil or criminal nature shall be reimbursed to him by the Board provided that the action giving rise to the claim is covered by the indemnity set out above.

14. **AMENDMENT OF THIS CONSTITUTION**

No amendment of the provisions of this constitution shall be valid or enforceable unless agreed to by two thirds of the representatives to the Board on both the employer side and the employee side present at a general meeting. Notice of such amendment must in addition have been given at least twenty-one (21) days prior to the meeting in default of which the amendment shall be invalid. The Department of Manpower must be notified of such amendments not less than fourteen (14) days prior to the date of coming into operation thereof.

15. **DISSOLUTION OF THE BOARD**

The Department of Manpower must be notified timeously of the intention of the Board if it decides to dissolve. Upon its winding-up, deregistration or dissolution, the assets of the Board. Remaining after the satisfaction of all its liabilities, shall subject to any applicable legislation be transferred to such organisation(s) as determined by the members of the Board at or before the time of its dissolution, or failing such determination, by the Court.

16. **OFFICIAL LANGUAGES**

This constitution shall be made available in both official languages to each party to the Board.

17. **DEFINITIONS**

- 17.1. Any expression used in this constitution which is not specifically defined hereunder but which is defined in the Manpower Training Act, 56 of 1981, shall, unless the contrary intention is clearly apparent from the wording contained herein, bear the meaning assigned to it in that Act.

- 17.2. In the interpretation of this Constitution, unless inconsistent with the context, the singular shall include the plural and vice versa, the masculine shall include the feminine and the following words and expressions shall have the following meaning :
- 17.2.1. "ACT" - shall mean the Manpower Training Act, No. 56 of 1981, as amended from time to time;
- 17.2.2. "ALTERNATE" - shall mean a person appointed to act on behalf of a representative in the absence of the latter;
- 17.2.3. "ACCREDITATION" - means the process whereby the Board obtains recognition in terms of the Act and training centres obtain recognition by the Board and are authorised by the Board to conduct training and testing of competence;
- 17.2.4. "ACCREDITATION LEVEL" - means the level at which the process of accreditation takes place, namely "first level" meaning accreditation of the Board by the Registrar, and "second level" meaning accreditation by the Board of training centres for the industry;
- 17.2.5. "BOARD" - means the Model Industry Education and Training Board;
- 17.2.6. "DEPARTMENT" - means the Department of Manpower;
- 17.2.7. "EMPLOYEE" - shall mean an employee as defined in the Act;
- 17.2.8. "EMPLOYER" - shall mean an employee as defined in the Act;
- 17.2.9. "INDUSTRY" - shall mean the Model Industry as defined in ... ALTERNATIVELY in which employers and employees are associated mainly for ...;
- 17.2.10. "NATIONAL TRAINING BOARD" - means the National Training Board established by Section 3 of the Act;
- 17.2.11. "TRAINING INSTITUTION" - shall mean an institution or body accredited by the Board and may include ...;
- 17.2.12. "REGISTRAR" - means the Registrar of Manpower Training appointed in terms of Section 12 of the Act;
- 17.2.13. "SECRETARY" - means Secretary of the Board;

17.2.14. "TRAINING CENTRE" - means any training centre as contemplated in terms of Sections 31, 32 or 34 of the Act or any trade test centre accredited or to be accredited by the Board for the purpose of providing training for the industry or the conducting of trade tests, respectively.

17.2.15. "UNFAIR DISCRIMINATION" - shall mean any distinction, exclusion or preference made on the basis of race or sex which is unfair. Unfairness, in this context, means -

(a) any discrimination which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation;

(b) any discrimination that is not based on the inherent requirements of the job.

Any agreed practice which is based on affirmative action and seeks to rectify the affects of past unfair discrimination will not constitute unfair discrimination.

# APPENDIX 19

## DEPARTMENT OF MANPOWER Relationships With Other Organisations

- **With Department of Manpower**

Formal and informal discussions with

- Chief Directorate: Manpower Training
- Directorate: Career Services
- Chief Directorate : Labour Relations

- **Other Government Departments**

- \* Interaction through participation of members of other departments at board and committee level
- \* NTB staff serving on committees of
  - Department of Agricultural Development
  - Education and Training
  - National Health and Population Development
- \* Circulation of completed research reports

- **Parastatals and others**

Discussions regarding exchange of information, avoidance of duplication etc. with

- DPM
- NMC
- HSRC
- NPI
- Development Bank

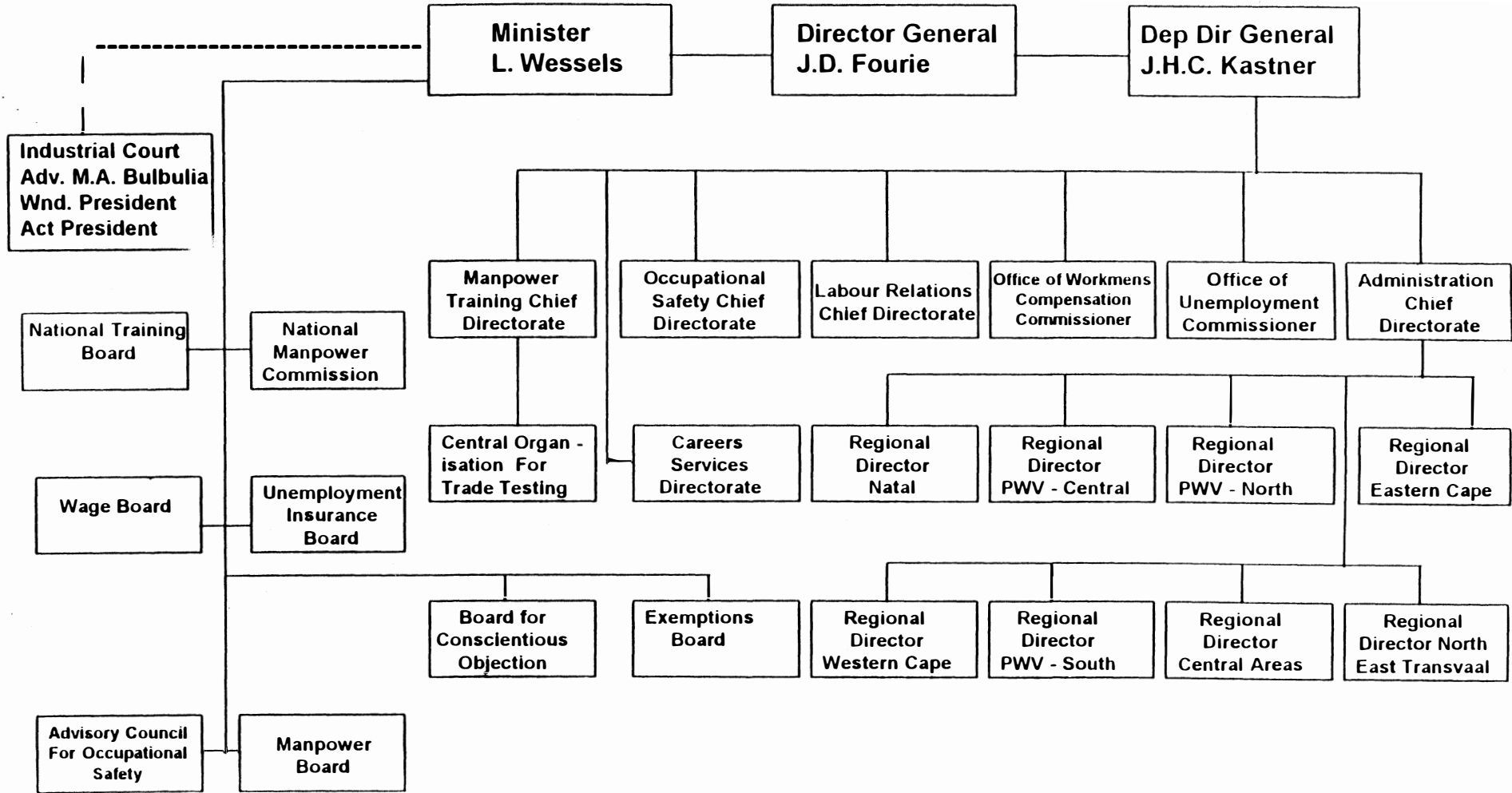
- **Training Boards**

Co-ordinating function with regard to rationalising of trades within industries, overlapping of levies etc.

- **Regional Training Committees And Broader Training Community**

- Regional information services arranged
- Future role being considered

Department of Manpower  
Top Management



# APPENDIX 21

## SOUTH AFRICAN COUNCIL FOR ADULT BASIC EDUCATION (SACABE)

SACABE would have three major purposes:

1. to provide a coordinating structure of progressive forces in ABE
2. to facilitate and support the rapid and large scale expansion of ABE
3. to prepare for a major commitment to and involvement in ABE by a democratically elected government.

### ***Principles to guide the work of the Proposed structure***

- (i) greater coordination of existing activities is necessary to enable large scale and rapid expansion
- (ii) where possible the expansion of ABE should take place through the support and strengthening of existing providers
- (iii) ABE needs, and must encourage, the participation in its planning and organisation of those involved in its activities
- (iv) Where no adequate provision exists, the structure will have to set up new programmes if large scale expansion is to take place
- (v) The structure should be set up in way that it can be integrated into a larger newly developed institutional framework for ABE and training.

### ***Functions of the South African Council for ABE***

- (i) to provide as soon as possible a national structure for the coordination and mutual support of progressive forces in ABE
- (ii) to elaborate and promote a national policy on ABE
- (iii) to make possible the rapid and large scale expansion and improvement of ABE provision for the people of South Africa.
- (iv) To ensure that the following steps are taken to implement that policy throughout the country either by supporting the programmes of competent agencies and providers where they exist, both at local and national level, or by helping to set up new programmes where no such agencies exist by creating new agencies or where necessary direct provision:
  - the development of flexible but widely accepted curricula within national standards
  - certification, accreditation and recognition of ABE within the framework for a national integrated system of education and training.

- the preparation, publication and distribution of teaching/learning materials at affordable prices to all ABE bodies wishing to use them, including materials produced by existing agencies
- the effective utilisation of appropriate media for ABE and the creation of access to them as widely as possible among learners and agencies
- training of ABE teachers and workers
- carrying out of research, monitoring and evaluation of needs, methods, materials and programmes of ABE and the dissemination of their findings
- to identify resources and sources of funds for ABE in South Africa and abroad and to act as a channel through which those resources can be made available to existing agencies and new programmes within guidelines and priorities agreed within the national framework for developing an integrated system of education and training.

It is proposed that Nedcom and the ANC Education Department convene a meeting with the other organisations involved in the NEC plus the NLC and SAALAE to discuss the idea of convening a national conference of major players in ABE with a view to forming SACABE.

*Regional and local levels*

Sub-structures of SACABE should also be set up at regional and local levels

## **(1) Assessing needs and planning action**

### **1.1. Survey**

- \* an audit of capital and recurrent resources
- \* a survey of numbers of people needing ABE classes at the different educational levels and information about the sectoral and regional breakdowns. This survey should also address questions around the best venues, times for classes and needs of potential learners.
- \* \* Cosatu needs to push for a survey within industry/company

1.2. research into the educational competencies underpinning training in the different industries. This research would be similar to the BIFSA research.

1.3. To develop specialisation modules eg on special needs of industrial workers eg overlaps between ABE and training and to pilot these

1.4. To identify what training will be needed for personnel at different levels i.e programme coordinators, shop stewards, materials developers, monitors, teachers etc and to plan for this

## **2. Developing a supportive policy environment**

See recommendations on legislation, governance

## **3. Designing policies to improve ABE/T**

- \* elaborate and promote national policy including certification and articulation
- \* to set in motion arrangements for monitoring, accreditation and certification
- \* setting targets with regard to sectors, regions and educational levels
- \* setting institutional and administrative arrangements in place i.e. who is going to do the work and how etc

## **4. Improving managerial, analytical and technological capacities**

See recommendations on training of educators/trainer

## **5. Building partnerships and mobilising resources**

- \* pilot projects
- \* coordination

### *a. Structures - National Level*

Given the total lack of coordination within the field of ABE at present, the PRP supported the recommendation from the ANC Education Department to set up a Coordinating Council of ABE which would aim to bring together all **players in ABE from the democratic movement**. It is proposed that this Council be called the South African Council for Adult Basic Education ( SACABE )

ABE policies and mobilise resources including financial resources. This would include campaigning for employers to support the proposed national policy framework and to providing the necessary financial and other assistance to a national integrated system of education and training within which ABE provision is a central priority.

# APPENDIX 22

<p><b>COSATU CEC WORKSHOP 18 NOVEMBER 1993</b> <i>Summary of discussions and recommendations</i></p>
--

## **Session One : Introduction to workshop**

### 1. Introduction (Jayendra Naidoo)

#### 1.1. Aims of the workshop (As per agenda)

- \* To discuss PRP report and
- \* To develop an integrated perspective on policy formulation in COSATU in a way that will allow us to make policy that will address our needs and discuss a process to take our policies forward

#### 1.2. What are the issues

- \* dealing with employed and unemployed
- \* effective delivery system
- \* education and training
- \* wages
- \* industry restructuring
- \* workplace reorganisation

All issues above to be discussed in the context of the programme for economic reconstruction and raising living standards of people

## Session 2: ABE, education and training

The PRP presentation covered the following

2.1. The PRP has identified four key areas for intervention in restructuring ABE, education and training. These are :

- \* expanding provision and improving access
- \* improving the quality of education and ABE and training
- \* providing recognition of this learning
- \* ensuring benefits of education and training result in better rewards

2.2. The diagrams presented showed:

- \* overview of areas covered in PRP recommendations
- \* problems under apartheid
- \* four new levels of ABE/T
- \* education and training system with multiple entry points, linkages and four new levels
- \* proposed structure of governance for ABE, education and training  
national standards, certification/assessment, curriculum, recognition of prior learning, credit transfers, teacher training, accreditation

2.3. Guidelines for strategic interventions by affiliates

### **Recommendations**

The workshop recommended that CEC accept the PRP framework with the following issues to be addressed:

- \* the system should cater for vulnerable workers and unemployed workers
- \* what to do about commercial providers who provide narrow ABE/training
- \* some issues in relation to proposed governance structure
  - eg - duplication of national consultative structures at regional level
  - powers and functions of consultative structures
  - capacity of civil society
  - ABE Council to be linked to IETB's
  - link NETCC and NSSB substructures

## Session Three : Wages

3.1. Presentation from LWC by Jane Barrett raised the following issues:

- \* Living wage
- \* narrowing wage gaps
- \* centralised bargaining
- \* productivity
- \* social wage

Other issues covered in the presentation

- \* levels of bargaining and standard setting (national, sectoral, enterprise)
  - \* national minimum wage (national for marginalised sectors?)
  - \* attack on industrial councils and reduction in wage determinations
- (See attached notes)

The workshop had a lively discussion on the issue of national and sectoral minimum wages. The workshop delegates stressed the need for a COSATU policy on this issue -- there has been three years of discussion and still no policy. A policy is urgently needed particularly as a basis for a COSATU response to the MERG report, discussions on wages for people in job creation schemes, youth corps, peace corps.

Various unions commented on this issue - eg FAWU and NEHAWU indicated that the debate was no longer about the principle of a national minimum wage but where and how it should apply. CWIU opposed the idea of legislating a minimum wage, emphasised the struggle for a living wage and further recommended that this discussion be deferred.

SACTWU argued that we are in a position to take a decision on this issue and proposed a summary as follows:

- \* COSATU has a policy on setting minimum labour standards - this includes wages.
- \* Standards can be set through legislation or through collective bargaining. COSATU supports collective bargaining. In practice this means centralised bargaining and a platform of workers rights
- \* in the interim minimum wage levels should be legislated for badly exploited workers .

CWIU suggested that the proposal be referred to affiliates for discussion and decision by January 1994 EXCO.

To be decided by CEC.

### 3.2. Skills grading system:

PRP proposals presented by Sam Morotoba covered the following:

- \* problems with current system
- \* effect on wages
- \* advantages of skills grading systems
- \* what a skills grading system could look like
- \* how to move from current systems to skills grading systems

Affiliates raised a number of concerns, including:

- \* how to answer the needs of workers who are skilled and ready for advancing along a career path in an industry where the possibilities for advancement do not exist because of the nature of the industry.
- \* emphasis on raising wage levels of lower grade workers is resulting in a neglect of higher grade workers who are leaving the unions.
- \* proposals for career paths for lower grade workers is meeting negative reactions from artisans.
- \* the impact of such a policy on national inflation
- \* too many grades in the example given.
- \* concern about multi tasking being "sold" as multi skilling
- \* how to link this strategy with strategies for reconstruction and economic growth
  - eg are we working on the assumption that we cannot win the demand for a moratorium on retrenchments?
  - retraining of retrenched workers for work in other sectors can only work if there is growth in other sectors.
  - we have to convince employers to see human resource development as an investment, not a cost.

#### **Recommendation**

After the discussion workshop recommended that CEC accept the framework presented on the basis that :

- \*the PRP framework provides a useful strategy to deal with a number of the issues raised in the workshop,
- \*that enough similarity exists in the issues affiliates are battling with and that the PRP recommendations provide a comprehensive strategy for dealing with these issues- eg career paths, skilled workers.
- \* COSATU has the responsibility to ensure that it addresses the most important issue - that the strategy is seen as part of a broader package of policies on reconstruction. If introduced piecemeal, workers will suffer.

### 3.3. Productivity

A short input was made by Alistair Maichin of the PRP

During discussion affiliates indicated that COSATU should look more closely at the issue of productivity. We have to be clear about the gains and losses of strategies to improve productivity .

- \* eg reduction in the defect rate in production will result in job losses unless the market for the product is increased. Similarly multi skilling has an upwards and downwards effect - it may work in favour of lower grade workers who can now do more skilled work in addition to what they have always done, but it will cause a negative reaction from higher skilled workers who now have to do work which they consider to be below them. Another issue relates to strategies to increase productivity through increasing the intensity of work. The issue of productivity opens a range of new issues which require a new set of struggles.
- \* the key issue for COSATU to address is how to link the discussion about productivity with job creation, economic growth, increasing the size of the domestic market through a high wage strategy and increasing the market externally.
- \* union strategies on provident funds must be re-examined - if unions buckle under pressure from workers for provident funds to be paid out, it will kill the concept of provident funds as a national asset for investment.
- \* Manufacturing industry is central, it is the engine of economic growth and therefore South Africa has to expand its manufacturing base.

The workshop recommended that COSATU should hold further discussions on productivity,

## **Session Four : Institutional framework**

Presentation by Lisa Seftel

The presentation covered the following:

- a. National level:      economic and development  
                                 labour market and industrial relations  
                                 institutional framework for ABE education and training
- b. Industry level:      issues, bargaining structures
- c. Plant level :        issues, bargaining structures

### **Recommendation**

The paper should be reworked so that it presents clear issues and options for affiliates to debate. The reworked document should contain

- \*        a summary of existing policy eg congress resolution on relationship between different forums
- \*        the questions in the paper should be reformulated so that the debate is clearly presented with options for affiliates to discuss.
- \*        The research unit should be drawn in to support COSATU's policy discussion in this area. The first task will be to collate research which has already been done. Then a proposal can be developed on further research which may be required.
- \*        Time frame for discussion paper : ready for EXCO in January and further discussion at workers' rights workshop

## **Session Five: The way forward**

Presentation by COSATU GS (Sam Shilowa)

The presentation covered the following:

1. Research: - to help us develop policy
  - \*PRP phase 2
  - \* NALEDI
2. Policy development
  - \* PRP phase two
  - \* Conference on worker rights and reconstruction
  - \* Campaigns Conference 1994
3. Capacity building
  - \* see recommendations in secretariat report at congress 1993 on restructuring of COSATU
  - \* PRP phase two
4. Recommendations from earlier sessions

### **Recommendations**

- \* Add under research : COSATU needs to make a response on the whole MERG report, not only on wages section. COSATU should discuss the ongoing work of the ISP.
- \* CEC should decide where the issues discussed today can be taken further eg on Living Wage Committee (see recommendations of cost cutting committee)
- \* Policy development requires a concrete programme for developing capacity of African comrades eg to produce discussion papers, make presentations.

