A case study of a workplace training programme and how it relates to the National Qualifications Framework and skills development

Bashnee Yonna Ramnath

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DECLARATION

I, Bashnee Yonna Ramnath, declare that this dissertation represents original work that has not been previously submitted to any other university. Where use has been made of the work of others, this has been duly acknowledged and referenced in the text.

Signed: _____

Date: _____

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ABSTRACT

This is a qualitative case study which encompasses a thick description of an organization's workplace training programme and how it relates to the National Qualifications Framework and Skills Development. The organization in question is Imana Foods (Pty) Ltd. The purpose of conducting this particular study is to take a close look at the workplace training programme of a particular organization and to see how it has embraced the implementation of new legislative acts such as the South African Qualifications Authority Act, the Skills Development Act, the Skills Development Levies Act, and the Employment Equity Act into its education and training policy. These legislative acts are interrelated in the sense that they have one very significant common goal, and that is to improve the South African economy. By implementing these acts, the government hopes to increase the amount of skilled labour, which in turn should lead to better job opportunities for those employees who already have jobs, and also to promote education and training to those people who are unemployed. The government hopes to keep a watchful eye on the labour market with the intention of providing training in the areas where there is a shortage of skills. My intention for wanting to examine the workplace training programme of a single organization is to determine whether or not the training programme under study is serving its purpose which is to provide equal opportunity for all the employees within the organization.

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CHAPTER 1: INTRODUCTION

As recently as 1998, many new laws governing education and training, and skills development were passed to facilitate the changes that South Africa was undergoing after years of struggle for freedom and equal rights for all South Africans. The transition from apartheid to democracy meant that many changes had to be made to make it possible for all South Africans to enjoy the advantages that a democracy had to offer. This meant that the wealth of the country had to be spread more widely than before, in order to reach all the people that live in South Africa and not just a privileged few.

During the apartheid era the majority of the people, who were mostly black South Africans, bore the brunt of the acts of racial oppression. As a result of racial segregation and oppression, black South Africans were disenfranchised and were prevented from contributing to the economy and generating wealth amongst themselves. In my background to this study, I will relate these acts of oppression and show how the black people of South Africa were forced to live in poverty. It is for this reason that South Africa has two very distinctive socio-economic groups which dominate the economy. On the one hand we have the very "rich" and "white" people and on the other, the extremely "poor" and "black" people. However, there are more extremely "poor" and "black" people than there are very "rich" and "white" people. The Government of National Unity hoped to have closed this gap by implementing new laws that were to redress the imbalances created by the past National Party Government.

The present Government of National Unity has launched various campaigns and economic strategies such as the "Reconstruction and Development Programme" and a macroeconomic strategy known as GEAR which stands for Growth, Employment, and Redistribution. The GEAR policy is expected to bring about:

- A competitive fast growing economy which creates sufficient jobs for all work seekers.
- A redistribution of income and opportunities in favour of the poor.

- A society in which sound health, education and other services are available to all.
- An environment in which homes are secure and workplaces are productive (http://www.polity.org.za/html/govdocs/policy/gear-02.html.)

A strategy of rebuilding and restoring the economy is at the heart of the GEAR policy. The GEAR policy is in keeping with the goals that have been set in the Reconstruction and Development Programme. In the context of this integrated economic strategy, the government hopes to confront the related challenges of meeting the basic needs of the people, developing human resources, increasing participation in the democratic institutions of civil society and implementing the Reconstruction and Development Programme (RDP) in all facets of society (Minister of Finance 1996).

The macroeconomic GEAR policy and the RDP are linked to the new legislation such as the SAQA Act, the Skills Development Act, the Skills Development Levies Act and the Employment Equity Act in that they all have a common goal to bring about positive change in the economy which will in turn bring about equality and provide a better standard of living for all South Africans. These acts are interrelated and share a close relationship with the present economic policies. The SAQA Act is concerned with the quality of learning being provided to learners, and the Skills Development Act is concerned with the way in which the quality of that learning is going to affect skills development of the unemployed and create new job opportunities for the employed. The Employment Equity Act is concerned with how previously disadvantaged black people will be affected at the workplace. The Employment Equity Act says that these people must receive special attention because they were previously discriminated against.

The kind of changes that these laws and policies are trying to bring about will take a long time to establish, and the successful implementation of these laws will depend on how organizations from the public and private sector of the business community choose to incorporate them into their existing human development and training policies.

I believe that the new laws are complicated and require a great deal of human resources in order to comply with them. These new laws may not be suitable in the case of smaller organizations that have to fight to survive the threat of hostile take-overs or closure of the organization. Competition is tough and with the advent of global competitiveness, the smaller organizations do not have the manpower or resources to comply with complicated laws that do not benefit the profit earning ability of the business.

The entire education and training system has come under review, to provide an infrastructure that had never before existed. The new system of education and training has to take into consideration that there were many skilled workers without formal school education or who, despite their level of skills, were unable to read and write. There are still many workers who have many years of working experience, but have not gone to school at all, or have not completed their schooling due to the poor socio-economic circumstances under which they lived. For many black South Africans this condition is still a reality.

Part of my study concentrates on those workers that have little to no formal school education. I am of the opinion that they are still being discriminated against in the workplace. Except this time, the type of discrimination is different in that it targets workers who have not gone to school or completed their formal school education. Some of the workers have years of experience but a low level of literacy. I believe that most organizations are reluctant to employ workers that have little to no education, because these organizations realize that their money and time will have to be spent in educating and training these workers, and thereafter there is the fear of losing such workers to other higher paying jobs in other organizations.

Many prospective employers have a fear of losing skilled labour to the competition after they have spent their organization's money and used up valuable resources to educate and train workers. Some organizations, on the other hand, simply do not have the financial outlay to provide intensive education and training. The government has taken the initiative to assist such organizations by implementing the Skills Development Levies Act, to ensure that money becomes available to organizations employing non-skilled and semi-skilled workers. The Skills Development Levies Act

is a control measure that has been set in place to ensure that the Skills Development Act is being properly implemented at the workplace. The government has made these provisions and set up the necessary infrastructure for businesses to educate and train their employees. The employers of business organizations, regardless of their organization's size or level of formality are still expected to take responsibility for education and training by complying with the stipulations of these new acts.

According to a recent report provided by the Department of Labour, skills acquisition is critical if the vulnerable groups within the labour market are to reach a stage where they can compete effectively in the labour market. Competitiveness and economic growth depend largely on the ability of the labour force to learn and adapt. The report further states that wages will be increasingly tied to training and upgrading of the workforce. The report further indicates that more capital-intensive industries are also expected to become more important for job creation with demands being on the skills levels of the workforce. (http://www.gov.za/reports/1998/poverty/employment-pdf.)

It can be deduced from the above extract that the responsibility for further education and training lies in the hands of the employer. Therefore I think that it is very ironic to label workers with little or no formal education as being non-skilled or semi-skilled, as their level of education has little bearing on their ability to perform skills that can be learned at the workplace. I think that the term non-skilled or semi- skilled should only reflect on the workers skills level. These are old methods of categorization, not befitting the language of the new education and training system.

Most of the workers who fall into the non-skilled and semi-skilled categories usually have years of experience and over time have learnt skills that are relevant to the jobs they perform. The workers level of education should not reflect on their ability to do their work. I believe that it is this kind of mentality that has led to the shortage of skilled labour in South Africa in general. Many employers in the past employed workers with little to no education in positions that did not require a high skill level, and did not invest in the worker's education and training, merely using such workers to forge ahead in the business. As a result these workers were mostly exploited, paid a below minimum wage and were never given the opportunity to progress or develop their skills in order to progress to higher levels.

There is a critical link between the jobs that people do at different occupational levels and the wages they receive. More than two in every five Blacks (42%) earn gross monthly incomes of under one thousand rand from employment. By contrast, only 11% of Indians and 4% of Whites fall into the lowest category. Those that fall into the lowest income category tend to be employed in jobs that require the lowest levels of skill (http://www.gov.za/reports/1998/poverty/employment.pdf).

The present government does not have the money or resources to initiate extensive education and training programmes as the number of workers who fall into the non-skilled and semi-skilled categories is too overwhelming. The government is however taking small steps to help alleviate the problems of skills shortages.

Some of the incentives being provided at the workplaces are very low and are forcing people with skills to leave the country. This problem is becoming more serious, and the government needs to find ways to entice skilled workers to stay in the country whilst encouraging non-skilled and semi-skilled workers to improve on their level of education and training in order to secure better paying jobs.

The implementation of the Skills Development Act has been developed to provide the necessary infrastructure to upgrade the skills development of non-skilled and semi-skilled workers.

However under the new laws all categories of workers are said to benefit from the changes that have been made to the education and training system. The NQF has been designed to provide workers with a high quality education. The NQF also provides learners with various entry and exit points, easier access to education and training, and mobility within the National Qualifications Framework to move about from one sector to another, without having to start from scratch every time a worker needs to change jobs. This aspect of the NQF will be described in greater detail in Chapter 3, section 3.9.

Most of the workers who I have described as having little to no education do not have the means to go back to school simply because the opportunity has presented itself.

For most of these workers, little has changed in their socio-economic status. There are various institutions which provide the means for the workers to attend classes outside of their workplace. However, attendance in classes is often erratic (Hutton, 1992). The reason for this is that the workers often have to work long hours, get a minimal wage and have social problems at home which make regular attendance at ABET classes difficult. This problem also leads to high drop-out rates and poor performance in examinations. At work, the workers are faced with the same problems, but have more control over their time, and the workplace provides a good support system to help workers deal with problems that affect their learning. ABET classes are available to workers through the public adult learning centres (PALC) or night schools, non-governmental organizations, community-based organizations, and industry based organizations. All these institutions are recognized by SAQA as training organizations and providers.

ABET bridges the gap between education and training on the National Qualifications Framework (NQF). A learner who has had little to no formal school education can enter the NQF system by fulfilling the requirements of ABET up to level 4 which is equivalent to NQF level 1 in all three of the learning areas to build credits towards achieving a recognized qualification. This will be discussed in detail in Chapter 3, section 3.9.

Imana Foods is one such organization which provides its workers with ABET classes. However, ABET plays a unique role within Imana Foods and this aspect of education and training will be discussed in detail in Chapter 4, section 4.10.

Apart from providing the workers with ABET, Imana Foods has implemented their own Skills Based Pay Certification Programme to upgrade the skills level of the workers.

These laws are fairly new, and organizations involved with education and training at the workplace are still trying to come to grips with what is expected of them. I hope that this study will encourage other researchers to explore other avenues not touched on in this thesis. I also hope that the findings that I make will help the employees of Imana Foods understand the implications that these new acts have for their present

education and training programme. Another purpose for conducting this study is my hope that the suggestions that I make, which will be based on the findings in Chapter 4, will help the employers of Imana Foods to improve their current education and training practices.

At Imana Foods, most of the workers are black and are categorized as non-skilled and semi-skilled workers. I hope to find out what impact the present legislation will have on these two categories of workers. I have highlighted the situation regarding those workers who have little to no formal school education. As I have also mentioned earlier, the government has taken the initiative to implement the new acts to benefit all categories of workers. I hope that the findings within the context of this thesis will reveal that the government's initiative to solve the problems of skills shortages will prove to be an effective solution.

According to Biggs (1997), South Africa has a greater percentage of unemployed and employed non-skilled and semi-skilled workers than the few skilled professionals that the country relies on to sustain the economy (Biggs 1997). Every individual, group or community is responsible for propping up the system and playing a role or their role to contribute towards making South Africa a safer, richer and healthier place to live.

This study has taken one organization out of the many to examine what role Imana Foods will play in contributing to a better future for all South Africans, and not just providing for the immediate needs of the organization. The purpose of this study is to reveal whether Imana Foods has welcomed the challenge to support the government's initiative to upgrade the skills levels of non-skilled and semi-skilled workers.

1.1 The Research Focus

All research has a sense of purpose and direction, and my research study is no different. There are various research questions that need to be asked that guided this study along to its end. These questions are very important to the study in that they formed the foundation layer upon which several other layers were added, which allowed me to make certain conclusions, suggestions or recommendations. These conclusions, suggestions or recommendations were based on the findings that I made

during my intensive field research. I had originally intended to focus my research on just one legislative act, namely, the Skills Development Act but after presenting my raw data to my Supervisor , it was decided that I should integrate the study and include all four of the acts, as they are interrelated and work together to serve the same purpose. I made another change in my research focus in that I decided that I should concentrate on the Imana Foods Training Programme as a whole as opposed to studying a particular group of workers within the organization. I believe that my new focus will provide my reader with a richer and more comprehensive understanding of the organization in the context of education and training.

The following are the research questions:

1. <u>What is the nature of the training programme of Imana Foods?</u>
   Imana Foods has an intensive training programme which has been designed specifically for skills training within the organization. Workers on the production line are taught how to use the different types of machinery that are required for the production and packaging of the products intended for sale. It is important to understand the nature of the Imana Foods Training Programme in order to analyse it in relation to the National Qualifications Framework and skills development legislation.

2. <u>How does the present programme under study relate to the NQF and the Skills Development Act?</u>
   This is perhaps the most crucial question to be answered, as it is the most motivating and underlying purpose behind this study. The implementation of the National Qualifications Framework (NQF) is relatively new and many organizations and educational institutions need to come to grips with how it functions. The idea behind implementing the National Qualications Framework (NQF) was to bring about standardization in qualifications across the board, and to try and bridge the gap between the kind of education that was learnt in formal institutions and the kind of education that was being offered in an informal environment such as the workplace. Previously, education that was offered by academic institutions such as universities was considered to be of a more superior standard than education received through less formal channels such as trade

schools and workplace training. The National Qualifications Framework (NQF) provides the learner with more learning opportunities, as well as many entry and exit points within the new education and training system. As a result, the learner has more accessibility and mobility to move from one point to the next without having to start at the beginning each time. It is important for Imana Foods to adhere to the standards set down by the South African Qualifications Authority (SAQA) in order to provide their workers with all the advantages that the National Qualifications Framework (NQF) has to offer.

Likewise, the Skills Development Act has been implemented to promote skills development within organizations such as Imana Foods. The National Qualifications Act and the Skills Development Act are closely linked in that the overall goal of both these legislative acts is to boost productivity in the workplace, and help to improve the South African economy.

It is important to gain an understanding of the nature of the training programme in order to answer the research questions.

3. How do the workers benefit from the programme?

   My intention here is to discover how workers perceive the benefits of the training programme. It is important to establish whether the programme has been developed to benefit the workers or just as a means to satisfy the functional needs of the organization?

4. What role does Adult Basic Education and Training (ABET) play within Imana Foods?

   The role of ABET has come to mean different things to different organizations. The importance of implementing an ABET programme cannot be underestimated, especially when an organization, such as Imana Foods, has a large percentage of its workers on the lower end of the organization's hierarchy requiring basic Literacy and Numeracy skills. I have examined the role that ABET plays at Imana Foods to determine the organization's aims and objectives. How does ABET fit in with the rest of the organization's education and training goals? Does ABET have any links to the present laws such as the SAQA Act and the Skills Development Act?

According to the Chief Executive Officer and the Course Co-ordinator, the workers who attend ABET classes are the most important part of the education and training programme. I have interviewed these workers to determine their feelings about attending ABET classes. Are the ABET classes benefiting the workers? If so, how? I have interviewed other employees who are not part of the ABET programme, such as the Chief Executive Officer, the Course Co-ordinator for ABET and the Imana Foods Training Programme, other facilitators, and some of the artisans that were on the ABET course, to determine their perceptions, feelings and attitudes towards ABET.

In order to determine the benefits of the ABET programme, I have looked briefly at the teaching methods being used, and touched on the content that is included in the Literacy and Numeracy classes. The reason for touching on the subject content of the Literacy and Numeracy ABET classes is to help determine whether the workers are benefiting from the ABET classes.

1.2 Concluding Comments

The focus of my study is to conduct a case study which examines the various aspects of the Imana Foods Training Programme, to see how it relates to the National Qualifications Framework and the Skills Development Act and other acts relating to the educating and training and skills development of the employees. The goals, aims and objectives of these acts are to impact positively on the working and training environment of the workers. Part of the study entails observing and interviewing the employees and reviewing documents that will suggest the nature of this relationship.

CHAPTER 2: METHODOLOGY

2.1 Introduction

This chapter explains the types of research methods that I have used. I provide a brief overview of the research methods, together with the research data collection techniques, sampling technique and the units of analysis that I have used and that are appropriate to my study.

Imana Foods is a well renowned manufacturing organization that has become a "household" name within South Africa. It is a relatively small organization but I believe that this organization has the necessary ingredients needed to fulfil the aims of my study. I identified this organization as being a suitable context for conducting my research study. Imana Foods has a very comprehensive training programme in operation and has a large percentage of their employees placed in the non-skilled and semi-skilled categories within the organization's hierarchy.

2.2 Types of Qualitative Research Methods

Qualitative research is an umbrella term that covers a wide array of distinct forms of qualitative research. There are basically three major types of qualitative research methods namely; ethnography, case study and grounded theory. They share a common base and are all derived from the same assumptions and worldview and are characterized by:

a) the goal of the research being understanding,
b) the researcher being the primary instrument of data collection and analysis,
c) fieldwork in most cases,
d) and the inductive building of concepts, themes, categories, hypothesis, or theories". (Merriam and Simpson 1995, pg.104).

However these forms of qualitative research approaches are quite distinguishable from each other and cannot be used interchangeably.

According to Merriam and Simpson (1995) qualitative research methods are especially well suited for investigators in applied fields such as adult education and

training because we want to improve practice. "The improvement of practice comes from understanding the experiences of those involved." Applied fields often lack well-developed theories from which hypothesis can be deduced and tested. "Qualitative research is an inductive strategy, which allows us to develop theory" (Merriam & Simpson 1995, pg.97). In contrast to this approach, the positivistic (quantitative) approach is based on the assumption that the phenomenon is studied objectively with the goal of obtaining a single true reality.

Here the researcher adopts a neutral role, which is one that does not influence what is being observed or recorded. The emphasis is on an empirical study through the use of numerical data (data that was verifiable by observation and evidence). In other words, the purpose of quantitative research is to describe phenomenon numerically to answer specific questions about hypothesis. A quantitative research method did not suit the purpose of my study as I was not concerned with measuring or quantifying my data to answer the questions that I had proposed at the beginning of this study.

I chose to use qualitative research methods that helped me describe the phenomenon that I was studying. Despite the problems associated with choosing qualitative methods as I have revealed I believe that it was the most appropriate method that was well suited to my area of study. As a researcher who has used the qualitative approach, I had encountered certain bias. As the researcher I have played a major role in the intervention as well as being the person that has collected and analysed the data. Unfortunately this was a bias that could not be avoided.

One of the motivating reasons that inspired me to undertake this particular research study was to examine the role that recent labour–related legislation has on current education and training practices within industry and to possibly improve the way in which Imana Foods provides education and training for its employees. I realized that my findings at Imana Foods were not necessarily going to be the same as in other industry-based organizations. This was one of the drawbacks of using a qualitative case study approach. The researcher cannot make generalizations about other organizations based on what was happening at one organization. By using qualitative research methods I provide the reader of this study with a thick description of the research phenomenon and attempt to link theory to practice.

2.2.1 Case Study

Merriam and Simpson (1995) define a case study as "an intensive description and analysis of a phenomenon or social unit such as an individual, groups, institution or community". Its focus is on investigating many, if not all of the variables in a single unit. By concentrating upon a single phenomenon or entity ("the case"), this approach seeks to uncover the interplay of significant factors that is characteristic of the phenomenon (Merriam and Simpson 1995, pg.108).

My research was based on a single case study, which focuses attention on one single social phenomenon that was the Imana Foods Training Programme. The chief purpose of this case study was to give a holistic description and interpretation of the Imana Foods Training Programme and prove or disprove whether it was conforming to the stipulations of the NQF and the Skills Development Act. I have already provided some background to these legislative acts in Chapter 1, page 2 and a more detailed description is given in Chapter 3, sections 3.9 and 3.11.

The case study approach is also useful for further investigation because it reveals important variables or hypotheses. Some of the limitations of a case study however, are that it could be expensive and time consuming, since training in observation and interview techniques is necessary. Also case study narratives are generally long and policy makers and readers have had little time to read them. It is also difficult to write a narrative that meets the needs of the unknown readers.

For the purposes of this study, I conducted a case study that was rich in description and provides the reader with a deeper understanding of the phenomenon under study. I spent many long hours at Imana Foods and I believe that I familiarized myself with the people that were personally involved in the running of the programme. The aim of this study was not related to meeting the needs of my readers, but to provide them with a different perspective of the phenomenon under study.

2.3 Data collection techniques

The data for this qualitative study was collected by using observation techniques, conducting interviews and a document review. I hoped that by using these strategies I

would be able to validate my findings. These documents have been inserted as appendices which support my findings.

I have explained in some detail the data collecting techniques that I have used to compile this case study. I have observed, interviewed participants, and perused documents that assisted me in gathering my raw data. I have described these techniques and justified my use of them. It was important to get different perspectives on the same issues from all the people concerned. A cross referencing system was used in my line of questioning to gauge whether respondents shared or disputed each other's claims.

Documentary evidence formed part of the research to support my findings. Interviews formed bulk of the investigation. One of the essential properties of a qualitative case study was that it was 'heuristic' in nature. In other words, a case study brought about the discovery of new meaning, which extends the reader's experience or confirmed what was known. I have also be observed the different role players in their working environment to confirm or disprove what was being said as opposed to what was being practiced.

2.3.1 Observation

Although a seemingly straightforward technique, observation must be pursued in a systematic manner, following scientific rules, if usable and quantifiable data are to be obtained (Bless, and Higson-Smith 1995, pg.103). Simple observation, also called non-participant observation, is the recording of events as observed by an outsider, which in this case was the researcher. A researcher had to observe the social behaviour of people interacting in just about any setting

This method has its weaknesses and the researcher has to take this into account when reporting on such observations. People tend to change their behavioural patterns when they are aware that they are being watched or they may feel uncomfortable in the researcher's presence.

According to Schutt (1996) most field researchers adopt a role during participant observation that lies somewhere between the complete observer and the complete

participant (Schutt 1996, pg. 321). During my research this usually meant informing at least some group members of my research interests but then participating in enough group activities to develop a rapport with the members and to gain a direct sense of what group members experienced. I observed two meetings during the time I spent at Imana Foods. These meetings were conducted by the Chief Executive Officer in order to present his business objectives and strategies. He also gave a detailed account of the background to Imana Foods stating the purpose for the business. These meetings gave me the opportunity to understand the way in which the organization worked. I learnt about the principles and personal philosophies of the C.E.O. His personal philosophy has impacted on the education and training of his employees, and as this was a key factor in my research, the observation of these meetings added more value to my study.

In my research study, all the participants were aware of my presence and were told of the reasons for why they had to be observed. I was introduced to the other employees that attended the meeting with me. I got the impression that these employees were newly recruited members of the "Imana family". However not all of the members at the meeting were new to Imana Foods. There was one other employee that had worked at Imana Foods for a long time. For the new recruits, the meeting served to orientate them to the way the business was run. The C.E.O. included me as a contributing member of the meeting and made me feel as though I was one of his employees.

In Chapter 4, I describe the working environment and the conditions under which the employees work. This description is based on my observation of the physical surroundings which served to reflect the personal philosophy of the Chief Executive Officer.

2.3.2 Interviews

This was the most critical part of my research study, and it had to be done with a minimum of error or bias. There are many possible ways of gathering information directly from participants if such information cannot be obtained from using observation and taking field notes of such observations. The use of the different types of interviews, for example structured or unstructured interviews or questionnaires has

advantages and disadvantages that can affect the way in which the researcher presents his or her findings. If the questions are too open-ended or rigid, then this impacts on the quality of answers that the researcher gathers.

The most structured way of gathering information directly from respondents is by means of a scheduled structured interview. This method is based on an established set of questions with fixed wording and sequence of presentation as well as more or less precise indications of how to answer each question. This type of questioning format must be presented to the respondent in exactly the same way to minimize the role and influence of the interviewer and to enable a more objective comparison of the results (Bless and Higson-Smith 1995).

The aim of conducting an interview in this manner is to convert such answers into data information that is given directly by a person, as opposed to information gathered by observation of a person. The type of information that has been gathered directly from the respondents is reflective of what a person knows, which constitutes knowledge and factual information. On the other hand, a person's likes or dislikes, values, preferences, interests and tastes, thoughts, attitudes, beliefs and his or her experiences or what he or she is presently experiencing will undoubtedly infiltrate the responses given by the interviewee (Bless and Higson-Smith 1995).

Since this information is being gathered by questioning people rather than observing their behaviour, some basic conditions have to be met to ensure objectivity. Firstly, the respondents have to co-operate. They have to be willing and motivated to share their knowledge. Secondly, respondents have to express what they perceive as their reality rather than what they wish their reality to be, what they had think it ought to be, or what they believe the correct response ought to be to impress the researcher (Bless and Higson-Smith 1995).

Structured interviews have a completely different aim to the unstructured interviews. Based on categories of answers already known, the aim is mainly to determine the frequency of various answers and to find relationships between the answers to different questions. This is achieved by comparing the responses of large numbers of participants. The competence and influence of the interviewer are much less important

and the recording of the answers is usually straightforward (Bless & Higson-Smith 1995 pg. 108).

Respondents had to be aware of what they felt and thought and had to be able to express it in order to communicate the information. In my case, I knew ahead of time that a good majority of my interviewees were second language speakers, and that my line of questioning had to be simple and direct. I knew that I had to elaborate or explain if the interviewees found the questions difficult to understand. My questions were given to the Course Co-ordinator in advance as she was familiar with the respondents and was able to advise me on whether my level of questioning would be understood. She also wanted my interview schedule in advance to determine whether my questions were appropriate to my research problem and did not breech the internal security of the organization. These were issues that I considered to be a compromise for being openly welcomed into the organization to conduct my field research.

Apart from this, I also had to approach my interviewees carefully and approach them with a view to understanding their shortcomings. I had anticipated that there was going to be a language barrier and that I had no interpreter available. I tried to compensate by making my questions as short and simple as possible. I intended to provide examples and to clarify any questions that were likely to be misunderstood. I realized that there were some questions in my interview schedule [see appendix A and B] that the interviewees might feel uncomfortable about such as commenting about the attitude that the 'leadership' team had towards them and their responses that were directed at the 'leadership' team. Some of interviewees may have found this line of questioning threatening in that they might be exposed for expressing any grievances that they were harbouring toward either the training programme or other employees. This fear may have caused them to omit certain truths. I knew that respondents sometimes lie to cover up their true feelings and I, as the researcher had to be sensitive and perceptive to uncover these cover-ups (Bless, and Higson-Smith 1995. pg. 108).

If the structured type interview had to be compared to the self-administered questionnaire, questions filled out by the interviewer have definite advantages. Firstly, they can be administered to those respondents who cannot read or write. This

set up was particularly applicable to the organization where I conducted my field work. The use of this technique was certainly appropriate in the case of second language speakers from the lower end of the Imana Foods Training Programme. Secondly, this helped to overcome misunderstandings and misinterpretations of words or questions. As a result the answers given were clear and accurate. Lastly, as the researcher, I would ensure that all the questions on the interview schedule were thoroughly considered and answered (Bless, C., and Higson-Smith, C. 1995).

I realized that one of the biggest problems of using the structured interview process was that it was very time consuming especially when there were many interviewees and all of them had a tight work schedule to adhere to. I had to rely on the co-operation of the Course Co-ordinator and the team leaders who had to release their workers off the production line to be interviewed. I was informed that some participants were not keen to be interviewed as they felt threatened and felt that the questions may have been too difficult and that they would have embarrassed themselves by giving a wrong response. Some participants were not keen to be a part of my research despite the fact that they were told about the purpose for my wanting to interview them. At the end of the interviews, some of the interviewees had asked how the study benefited their jobs at Imana Foods. This was a natural response from the interviewees, but one that I as the researcher was unable to respond to as it was not my place to do so.

2.3.3 Units of Analysis

"In order to understand the type of information that has been collected with a particular measure, you must know the units of analysis it represents. The units of analysis for a study represent the level of social life on which the research question is focused, such as individuals, groups, towns, or nations" (Schutt 1996, pg.88).

According to Schutt (1996) the variables in the study cannot be understood until the units of analysis are made known to the reader of the study. My unit of analysis for the purpose of conducting this particular case study is the Imana Foods Training Programme. My units of analysis refer to the groups of people that are involved in the developing, implementation, assessment and the actual employees that are training on the programme. As this programme forms the backbone of my study, the participants

are the main or key players of the study. I chose a selected number of workers that were currently training on the programme as well as other employees that had been instrumental in the training and development of the Imana Foods Programme. These participants were representative of all the participants involved in the programme. A discussion of my sampling technique follows.

2.3.4 Sampling Techniques

"The group of people to be surveyed is called a population. It would be time consuming to survey each and every member of a large population. If the whole population has the same attributes then a representative number of members can be selected for the purpose of the study. The representative number of members is called a sample. The sample should not be too large or too small. Generally 15-20% of the population is considered to be a reliable sample" (Shah, Lombo, and Bhayat 2000, pg. 50).

"The most important distinction that needs to be made about samples is whether they are based on a non-probability or a probability sampling method" (Schutt 1996). Sampling methods in which the probability of selection of population elements is not known are referred to as non-probability sampling methods. Probability sampling methods rely on random, or chance, selection procedure. I made use of a non-probability sampling method. by choosing the sample for this study based on ties that they all have with the Imana Foods Training Programme. I believe that the interviewees that I selected are reflective of the rest of the employees within Imana Foods. The training programme under study has been implemented to provide for both the functional needs of the organization and to provide all the employees with the skills that they needed to do their jobs (Schutt 1996).

2.3.5 Document Review

The investigation of my research area includes documentation that I have gathered from the organization concerned in the case study. The documentation pertains to the current practices of Imana Foods in regards to employee education and training. These documents have been attached as appendices at the end of the study document for further scrutiny.

These documents have added rich detail to my study and I think that they confirm and validate some of my findings. These documents have played an important role in my case study as they relate to my research problem and are part of the organization which forms the context of the study. These documents were my secondary source of information. My observations and interviews were my primary source of information (Shah, Lombo, and Bhayat 2000, pg.36-38).

In the next chapter, I review the literature befitting my research study as a means to framing the study within a conceptual framework.

CHAPTER 3: LITERATURE REVIEW

This chapter forms the backbone of my study. It provides my study with its underlying structure, orientation, and viewpoint. The topic I am interested in, the specific problem that I have identified, and the purpose of my study, all reflect a particular orientation to the world (Merriam and Simpson 1995).

In this chapter I take an in-depth look at the current legislation in South Africa regarding the new education and training laws. As these legislative acts form the crux of my research inquiry, I describe these acts in detail. I align these legislative acts to a particular theory that echoes the same principles, such as human capital theory. I think it is important to determine the extent to which the employers of Imana Foods have subscribed to such a theory, and what effect it has on the education and training practices of Imana Foods. I also incorporate the personal philosophy of the Chief Executive Officer of Imana Foods into this framework, as his philosophy reflects significantly on the way the organization is run, especially with regard to the education and training of his employees. Workplace training is looked at with the intention of tracing its origins.

3.1 Background to South African history

South Africa has long since closed the door on apartheid, and all the gruesome acts of inhumanity that were committed. However, the path to freedom and reconciliation is still in progress. Several positive steps have to be taken towards achieving a full democracy in every sense of the word. A democracy is defined as, "government by the whole people of a country, especially through representatives whom they elect" and "a form of society etc. characterized by social equality and tolerance" (The Oxford Paperback Dictionary, 1994, pg.213). Within the framework of democracy, many injustices and inequalities of past actions must be addressed.

I now take a journey down memory lane back to the 1970's, in order to trace some important events in South African history. The reason for taking this journey is to help the reader of this study to understand what led to the implementation of new laws, and

why the government has adopted the Reconstruction and Development Programme along with the macroeconomic GEAR strategy. Three major new developments in South Africa's economy and society evolved.

The first important development refers to the growing assertiveness of African workers, struggling for a better standard of living. The second development refers to the economic slump of 1973, and the end of the economic boom conditions of the 1960's. The last major development concerns the growing numbers of urbanized and dissatisfied young black people, who lived in large, neglected townships on the edge of the big cities that were becoming more restless and angry about the acts of racial oppression committed against them. A critical awareness was beginning to develop (Nuttall et al. 1998, pg.97).

Racial segregation and apartheid were based on the exploitation of cheap black labour. This exploitation occurred through the migrant labour system, the pass laws, job reservation, and the prohibition of black membership of registered trade unions. Although there were a large number of poor Indian workers in Durban, and a large number of poor coloured workers in the Western Cape, black workers were the most exploited, unskilled and poor demographic group in South Africa (Nuttall et. al. 1998, pg.97).

According to Nuttall et al. (1998) the level of skill required to do a job relates to the bargaining power that workers have with their employers. Employers can usually fire unskilled workers easily and hire others, but semi-skilled and skilled employees have more bargaining power. The reason for this is that employers have usually invested in the training of skilled and semi-skilled workers, and those workers with skills are not as easily replaceable. Skilled workers tend to work with machines, and they are more central to the process of producing goods than unskilled workers (Nuttall 'et.al.' 1998, pg.98).

The 1960's was a time of economic growth and expansion of jobs. One of the consequences of this was that more and more black workers were employed in semi-skilled jobs, working on machines in the new factories. Employers decided to employ black workers, as they were generally cheaper than workers of other race groups.

Another reason pinpointed by Nuttall et al (1998) was that Indian, Coloured and White employees were moving into more highly skilled jobs.

A major obstacle experienced by black workers was that their levels of education and skill were low, and employers took advantage of the situation by hiring them to do the same jobs as workers from other race groups, but paying them a lower wage. Irrespective of their lack of education and low skill levels, black workers formed the bulk of the industrial workforce. South Africa faced a serious skills shortage; the long-term effects of Verwoerd's Bantu Education were damaging the economy (Nuttall et al 1998, pg. 100).

The problems that were carried over from the old political system are still prevalent in South Africa today. The scars and painful memories will take a long time to heal. The advent of democracy can be seen as an attempt to heal these old wounds. Democracy heralds freedom for all South Africans. Since 1994, the South African government has taken proactive measures to address the imbalances caused by the apartheid system. The socio-economic and education sector of civil society has been strengthened by the implementation of new laws to redress the "wrongs" of the past. Hopefully these changes are not going to produce long-term ill-effects, such as those of Verwoerd's Bantu Education. The new system of education and training has taken into consideration all the injustices of the old system and has made positive changes that will benefit all South Africans, irrespective of race, gender or disability. The new laws have been implemented to protect those South Africans who were previously discriminated against.

There are sharp distinctions between the practices of the old apartheid government and our present democratic government. However, although black people have been freed in many respects, the socio-economic problems caused by the apartheid system are still very apparent. The education and training of learners from the public sector, such as public schools ranging from pre-primary to tertiary level, has been affected by the new laws. I will describe the new laws in great detail at a later stage in this chapter. I hope to demonstrate how these laws have been developed and who they affect within the context of this study.

The old education system was an authoritarian one, where the teacher was the central figure in the classroom, teaching content that was very far removed from everyday life. At first the new system was not welcomed by teachers and trainers. The wording and terminology were cumbersome, and teachers found it very difficult to adapt to the new system of education and training. It was difficult for them to change over to a new system and to break free from their old teaching practices that they were accustomed to. The subject content was integrated and the teaching was very learner-centred, requiring more creativity and resourcefulness from the teacher. The training of teachers and their initial introduction to the new system was badly planned and facilitated. The use of language in the curriculum was very difficult to understand and, I believe, resulted in teachers becoming frustrated and sceptical of the new system of education and training. On the other hand, the new system has more benefits in comparison with the old system of education. I believe that the educators, learners and other key role players will come to appreciate the new system of education and training as they become more familiar with the way in which it works (Lifestyle 1999).

I have included a brief commentary on the old system of education, which I hope to contrast with the new system of education and training, in order to illustrate key differences between the two systems and to show why it has become necessary to make the changes that have now been implemented. I have elaborated on the new system of education and training and have linked it to the NQF and Skills Development to show the relationship they have to each other and to the programme under study.

3.2 Background information on the implementation of South African legislation

The new laws, such as the South African Qualifications Authority Act, the Skills Development Act, the Skills Levies Act and the Employment Equity Act, have all been implemented to ensure that the problem of skills shortages is addressed. The problem has to be addressed at a grass roots level. This implies that improvements in the provision of education and training have to be made to facilitate such changes. These changes are the link to the National Qualifications Framework. I believe that the government is committed to up-skilling the South African labour force, and are

trying to create an education and training system that is likely to produce highly qualified and skilled workers. The new system of education and training is expected to overcome all the difficulties of the past, by finding ways in which an employee can move from one job to another.

3.3 The Role Labour Unions played in Shaping Current Practice and Legislation

In the extract below, Cooper (1998) looks at the emergence of two discourses which apply to the historical origins of the labour movement and examines worker education from both a political and human resource development standpoint. The influence that labour unions had in paving the road towards the development and implementation of education and training legislation cannot be underestimated. In her article titled, "From 'rolling mass action' to 'RPL': the changing discourses of experience and learning in South African labour movement" she traces the steps that lead to the development of new education and training policies for worker education.

According to Cooper (1998), worker education in South Africa can currently be viewed as a site of struggle between two competing discourses, each vying to construct the meanings of experience, learning and knowledge. One discourse emerges organically out of the history of the labour movement and closely links education to political practice. It sees learning as arising out of workers' collective experiences of oppression and exploitation, and views the purpose of education as one of empowerment and social transformation. The other discourse, which is of particular relevance to my study has been appropriated by the labour movement from the world of human resource development. It emphasizes the assessment and accreditation of learning from life and work experience as the basis for creating new routes into higher education, employment and training opportunities (Cooper 1998, pg.1).

Cooper goes on to say that internationally, worker education is comprised of numerous strands. "Historically, these have clustered around two dominant approaches: a radical 'transformative' approach to worker education which emphasizes the building of class consciousness and can be located in a long–standing

radical or socialist tradition; and an alternative 'instrumental' approach which can be located within a reformist tradition of trade unionism and which gives priority to training for organizational-building and for facilitating the conduct of union business" (Aronowitz et al 1996 cited in Cooper 1998). Rich historical accounts of conflicts between the 'transformative' and 'reformist' discourses within worker education exist (Cooper 1998, pg.1).

Cooper (ibid) further reports that there is a third approach to worker education in which unions become involved in promoting vocational training opportunities for their workers (Aronowitz et al 1996 cited in Cooper 1998). This 'human capital' approach to worker education is seen as a response to increasing union weakness at the bargaining table (the need to provide members with benefits other than higher wages), and rising income and desire for upward mobility on the part of the membersship. Cooper says that this approach has been criticized for basing worker education on management terms, and as working against union collectivism (Aronowitz 'et.al' 1996 cited in Cooper1998).

3.4 Human Capital Theory and concepts

What follows is an elaboration of some 'human capital' concepts to provide an explanation to those who are not familiar with the theory and its implications.

"The concept of human capital refers to the fact that human beings invest in themselves, by means of education, training or other activities which raises their future income by increasing their lifetime earnings. Economists use the term "investment" to refer to the expenditure on assets which will produce income in the future, and contrast investment expenditure with consumption, which produces immediate satisfaction or benefits, but does not create future income. Assets that are likely to generate an income in the future are known as capital" (Woodhall 1997).

These descriptions have been traditionally associated with physical capital, namely machinery, equipment, or buildings that are capable of yielding an income in the future by creating productive capacity. In Woodhall's account on human capital concepts, she refers to the classical economist, Adam Smith's idea that education

helps to increase the productive capacity of workers, in the same way that the purchase of new machinery, or other forms of physical capital increases the productive capacity of a factory or an enterprise. Hence this analogy between investment in physical capital and investment in human capital is apt to the situation (Woodhall 1997).

The concept of 'human capital' was not fully developed until the early 1960's. Since that time the concept of human capital has dominated the economics of education. It has had a powerful influence on the analysis of labour markets, wage determination, and other branches of economics, such as analysis of economic growth, as well as expenditure on health care and the study of migration.

In a recent newspaper article, writer Peter Dickson provided statistics which showed that alarming numbers of skilled and professional labour were leaving the country, only to be replaced by an influx of unskilled, jobless men and women pouring into South Africa from neighbouring "war and hunger" zones (Dickson 2002, pg. 1).

The situation described above, known as the "brain drain" is quite grave and has serious implications for the South African economy. It is a difficult situation to control, and not much can be done to restrict skilled and professional people from leaving this country. Their departure is bound to have an impact on the economy. The government is trying to entice businesses into upgrading the skills levels of their labour by setting up an environment that is conducive to boosting the economy. By implementing the Skills Development Act and the Skills Development Levies Act, funding and support can now become available to organizations, so that they may further educate and train their workforce, in order to increase their human capital.

According to Woodhall (1997), investment in human capital produces benefits both to the individual and to society as a whole. The individual who participates in the education programme or vocational training benefits by increasing his or her chances of employment and by increased lifetime earnings. These additional earnings, after allowance for payment of taxes, can be compared with the direct and indirect costs of education that must be borne by the individual, including fees, expenditure on books or equipment, and earnings forgone while in school, college or university. This

example provides a measure of the personal rate of return to investment in education or other forms of human capital. Both the costs and benefits of education also affect society as a whole, since society benefits from the increased productivity of educated workers. Throughout the world this is recognized by governments who pay some or all of the costs of education (Woodhall 1997).

Woodhall goes on to ask a critical question regarding human capital: "how does human capital increase productivity?" The earliest explanation of the concept of human capital suggested that education and training raised the productivity of workers, and hence increased their lifetime earnings, by imparting useful knowledge and skills. It was not long before this assumption was attacked by critics, who argued that the higher earnings of educated workers simply reflected their superior ability, rather than the specific knowledge and skills acquired during the educational process (Woodhall 1997).

More recently, however, critics have gone further, and argued that education and training does not improve productivity by imparting necessary knowledge and skills, but simply acts as a screening device, which enables employers to identify individuals who possess either superior innate ability or certain personal characteristics, such as attitudes towards authority, punctuality, or motivation. These characteristics are valued by employers and are therefore rewarded by means of higher earnings. This line of argument is known by various names in the literature, namely the "screening" or "filtering" hypothesis. In simple terms, what this argument is suggesting is that the certification or diploma is like a "sheepskin" that enables the holder to secure a well-paid job, without directly affecting his or her productivity. It should be noted however that there is no evidence to support the strong versions of this hypothesis: i.e. that education has no direct impact on productivity. The fact that employers continue to pay educated workers more than uneducated workers throughout their working lives refutes this hypothesis (Woodhall 1997).

3.5 The New Work Order

In order to explain what is meant by the term "new capitalism" I will quote Andy Grove, the C.E.O. of Intel Corp in an address his managers:

> "You have no choice but to operate in a world shaped by globalisation and the information revolution. There are two options: adapt or die. The new environment dictates two rules: first, everything happens faster; anything that can be done will be done, if not by you then by someone else, somewhere. Let there be no misunderstanding: these changes lead to a less kind, less gentle, and less predictable workplace.... In principle, every hour of your day should be spent increasing the output or the value of the output of the people for whom you are responsible" (cited in Gee et al 1996)

The morality expressed in Grove's message is, "if you don't do it, someone else will'. Gee et al (ibid) blame increased global competition and advances in science and technology as the culprits who contribute to these new capitalist ideologies. Sadly, the message for workers living in the new capitalist environment is grave. The implications of the new capitalist work order are that more output is required from the worker with little return on his or her input.

Thus far a small number of people have become 'big winners', a larger number of people have seen their income decline or grow at an abnormally slow rate, and an even larger number of people are facing poverty. This is the reality and logic of the new capitalism. Initially two forces drive it: global competition and the fragmentation of mass markets. The globalisation of competition makes the competition fiercer and makes losing all the more likely. Science and technology allow mass markets to be fragmented into many sub-markets, to which more and more competition can direct their efforts. However, with such small fragmented markets there is less for each competitor to win. There is a crucial winner-take-all aspect to the new capitalism, which follows from the effects of science and technology (Frank & Cook 1995 cited in Gee et al 1996).

According to Gee, Hull, and Lankshear (1996) the fierceness of competition, the fragmentation of markets, and the winner-take-all nature of our science and technology-driven world means that competition centres around two things: 'quality' (i.e., the 'best' product or service for the lowest price) and 'identity' (i.e., fitting the niche as perfectly as possible so as to gain customer loyalty). The writers of this article believe that there are two ways in which businesses can cope with the intense

growth of global competition and the demands of science and technology. Firstly, such businesses need to combat competition by delivering the best quality product or service for the lowest price and secondly, by creating an identity or fitting the niche as closely as possible to attract customer loyalty.

Gee et al (ibid) elaborate further to explain how businesses can beat the competition by focusing on these two aspects: quality of product or service and the improvement of customer loyalty. Competition around quality leads to constant innovation, 'lean and mean' production, and less and less profit margin for most competitors, with large but often short-run profits for a few. Competition around identity means customisation and the creation of a local, 'close to the customer' image on the part of big businesses which need desperately to please and retain customers. However, the 'local' in the new capitalism is a deeply paradoxical notion (Gee, Hull. & Lankshear 1996, pg. 157).

Gee et al (ibid) suggest ways in which workers can help their employers cope with the pressure that the tenets of the "new capitalist" order places on the organization. They identify strategies such as:

- Constant innovation
- 'Lean and mean' efficiency
- Acceptance of high risk
- The meeting of intense customer demands creates a need for skilled and fully committed employees, each of whom has to add value at every moment to the enterprise (Gee et al 1996).

In a winner-take-all market, finishing off at the top need not spell success. Only a very highly committed team can take an organization to the top. The need for intense loyalty and commitment under such stressful conditions leads to the focus on enculturation, communities of practice, core values, and visionary leadership (Gee, Hull, & Lankshear 1996).

The kinds of principles that apply to the new capitalism are similar to what the Chief Executive Officer at Imana Foods believes his company should abide by to stay in the

competition. The C.E.O. of Imana Foods referred me to a book by Michael Hammer titled, "*Beyond Reengineering. How the process- centered organization is changing our work and our lives*", that he said was a great source of inspiration to him and that it contained valuable suggestions which he has aligned to his business strategies. The kind of ideology reflected in this book provides him with the necessary tools to survive in the world of new capitalism.

3.6 Process Centering

Process-centering shares some common principles with the new capitalist order described in detail above. According to Hammer, "reform turns into revolt when the old system proves too rigid to adapt". By this it is implied that when an organization has to make changes regarding its system of functioning, if the old way of functioning was too prescriptive, the need for new changes will not be welcomed openly by members of the organization (Hammer 1996, pg. 4).

What does 'process-centering' entail? The Industrial Revolution had turned its back on processes, deconstructing them into specialized tasks and then focusing on improving the performance of these tasks. Tasks and the organizations based on them formed the basic building blocks of the twentieth–century corporations. The difference between a task and a process is the difference between part and whole. A task is a unit of work; a business activity is normally performed by one person. A process is a contrast, which is a related group of tasks that together create a result of value to the customer. Order fulfilment, for instance, is a process that produces value in the form of delivered goods for customers. Corporations facing persistent problems in the late twentieth century could not address these problems by means of task improvement, due to the fact that their problems were 'process' related. In order to solve their problems such organizations had to make 'processes' the centre of their attention. By bringing 'processes' to the fore, reengineering turned organizations 90 degrees on their sides and caused managers to take a lateral rather than vertical view of them (Hammer 1996).

To gain a clearer understanding of what Hammer says about organizations having to bring 'processes' to the fore a more detailed description of the process and its

implications for improving business operations follows. These new processes often call for "empowered frontline individuals" who would be provided with information and would be expected to make a decision concerning the operation of the organization. This is known as the "rock face" strata in the business. This is the most critical position to be in, as employees in the "rock face" strata are in immediate contact with the customer (Hammer 1996).

'Reengineering is the radical redesign of business processes for dramatic improvement' (Hammer 1996, pg.4). The definition was coined in the 1980's. However, the key word that describes the definition is not 'radical', rather, the stress lies on 'processes'.

The next question is, why should any organization turn to 'process centering' as the answer? Most organizations that have been forced by the unrelenting global competition and an ever more powerful and demanding customer base find that the old ways, methods, services and selling procedures are no longer adequate. Perhaps if organizations realized that their existing tools for improving operations were not making a dent in persistent problems of high costs, poor quality, and unsatisfactory service, then they would have to make a choice between sure failure and radical change. I should think that the latter option would be the obvious choice. Hammer (ibid) suggests that it is better to clear the slate completely and start afresh, on clean sheets of paper. The purpose of reengineering is not just to modify the organization's ways of working; it has great potential to totally transform an organization to the point where it would be scarcely recognizable.

In a world of process-centered organizations, everything must be rethought. By this, Hammer implies that the kinds of work that people do, the jobs they hold, the skills they need, the ways in which their performance is measured and rewarded, the careers they follow, the role managers play, and the principles of business strategy that enterprises follow, must all be rethought. Process-centered organizations demand complete re-invention of the systems and disciplines of management. Hammer believes that both the inhibitors and the determinants of business success in the global economy are process issues, and only the process-centered organizations will be in a position to deal with them (Hammer, M. 1996, pg. xi-xv).

According to Hammer (ibid) "the ideas of modern business shape how we look at the world and how we see ourselves in it" (Hammer 1996, pg. xv). The radical transformation of work has ramifications far beyond the walls of the factory, the office, and the stock exchange. Hammer claims that business is the seed that forms the crystal that is our society. As the seed changes, so does the crystal. Hammer believes that the process-centered organization is conducive to creating a new economy and a new world. Those organizations that believe in the ideology behind 'process-centering' are on their way to discovering the benefits of such changes (Hammer 1996).

I have come full circle with my discussion on human capital and the New Work Order as related by Woodhall. I have also introduced some related issues centering on Imana Foods Chief Executive Officer's personal business ideology. You will find that a 'human capital' flavour emerges from this perspective.

3.7 Multi-skilling

I refer to a website report from which I have extracted information. In order to achieve an effective multi-skilling programme it is important to abide by stringent rules that apply for the successful functioning of the programme:

- The skills learned must be applied to the work practices immediately.
- Training should be seen as part of work and not something to be done when necessary.
- Allocation for sufficient time for training is essential and wherever possible, training should be carried out on site (http://www.nmc.ie/web-nmc1b/multi sk1).

It was discovered by the National Maintenance Center that payment to the employees should not be made for training per se, but for the development of new training skills. Training should be tailored to suit the individual needs of the employees, with the functional needs of the organization in mind. The introduction of a learning culture is the target for a multi-skilling programme. Most organizations do not have a plan for

this and the skills are haphazardly applied. As a result most of the skills are soon forgotten.

According to the report on multi-skilling, payments for multi-skilling agreements vary. It has been suggested by the writers of this report that new systems should pay people for using their new skills, rather than learning them and that they should be encouraging craft workers to increase their skills and thus their earnings.

In the course of Chapter 4 I hope to illustrate how the multi-skilling programme compiled by the National Maintenance Center relates to the Imana Foods Training Programme. Imana Foods is a manufacturing organization that requires skilled workers who have the ability to perform specific skills related to the operating and repairing of industrial machines used in the manufacturing of Imana Foods' products. Imana Foods is expected to provide skills training to all the workers to help them perform their jobs.

3.8 An introduction to present legislation

A detailed description of present legislation and its impacts on education and training in the workplace follows. Much of the information is from a book titled, 'An Introduction to the Skills Development Strategy'. This book contains most of the information required for this chapter. Such information can be extracted directly from the policies themselves, but the use of language and certain terminologies therein is very difficult for the common person to read and understand.

3.9. The National Qualifications Framework

The new system of education and training has been designed to try and rectify some of the problems that were prevalent in the old system of education. Some of the features of the new system that organizations such as Imana Foods need to familiarize themselves with and understand, is how the NQF is structured and what terminology such as outcomes, unit standards, and learning areas mean. Outcomes, unit standards and learning areas are important features of the new system, and if there are any

training programmes that do not feature or demonstrate the use of these features, such programmes cannot be considered to be in compliance with the principles of the NQF.

Table 1: Key objectives of the NQF

The key objectives of the NQF are to:
Create an integrated national framework for learning
Provide access, mobility and progression
Enhance quality in education and training and redress past discrimination

These objectives have been expanded into a number of principles which underlie the NQF" (Land, Lyster & Seid 1999, pg. 3).

The NQF classifies all education and training according to eight levels. The levels measure how difficult the learning for different qualifications is, rather than how the individual has studied. The levels allow comparison between different courses. They allow comparison between education and training received in different ways and in different institutions, so as to allow a person to use credits from one situation to qualify at another institution for a different but related course. The levels also allow comparison between South African education and training and the education and training that other people receive in foreign countries, but who reside and work here (Department of Labour, 2001).

Table 2: The Different Levels within the NQF

NQF Level	Band			
8 7 6 5	Higher Education and Training	Post-doctoral research degree Doctorates Masters Degrees Professional Qualifications Honours Degrees National First Degrees Higher Diplomas National Certificates	Universities Technikons Colleges	
Further Education and Training				
4 3 2	FET School/college/ trade certificates	Private Schools Government Schools	Technical, community some police and some nursing, private colleges	RDP and labour market schemes, unions, workplaces, etc

General Education and training					
1	Std 7/Grade 9 (10 years)	ABET level 4	Formal schools, urban, rural, farm, special schools	Occupation, work-based training, RDP and labour market schemes, upliftment programmes, community programmes	NGOs, churches, night-schools, private ABET programmes, unions, workplaces. etc
	Std 5/Grade 7 (8 years)	ABET level 3			
	Std 3/Grade 5 (6 years)	ABET level 2			
	Std 1/Grade 3 (4 years)	ABET level 1			
	1 year Reception				

Level 1 of the NQF comes at the end of ordinary, compulsory schooling up to grade 9 (standard 7). It can also be reached through Adult Basic Education and Training (ABET) for adults who did not get the opportunity to complete their schooling. NQF Level 1 is the first band of the NQF. This is known as the General Education and Training Band. This is the band that is of particular relevance to me in my study as most of the participants at Imana Foods fall into this category, and only a small percentage have progressed to the next level of the NQF. Levels 2, 3, and 4 of the NQF make the second band. They cover Further Education and Training (FET). This band includes those that have schooling and technical certificates up to and equivalent to grade 12, or matric. Some of the participants at Imana Foods that were interviewed fell into this band or level on the NQF. Levels 5, 6, 7, and 8 are band 3. Band 3 covers undergraduate diplomas and certificates and some trades. Level 6 covers bachelor degrees at universities and technikons. The advantage of this system is that people can progress through these levels irrespective of their age, through lifelong learning (Department of Labour, 2001).

At this juncture, I provide an example to demonstrate how the NQF functions, so that I will be able to illustrate the relationship of the Imana Foods Training Programme to the new system of education and training that is the NQF. All the levels of ABET up to level 4 fit into level 1 of the NQF, the General Education and Training Band. Only after the learners have successfully completed level 4 of ABET can they receive a national qualification. This qualification is called the General Education and Training Certificate (GETC). It is equivalent to grade 9 of formal schooling. The GETC will consist of a combination of credits from the fundamental, core and elective learning areas. A learner that is currently enrolled for ABET classes can obtain the GETC qualification in this way:

Table 3: The GETC Qualification Breakdown

Learning area	Level	Type of Learning Area
Language	(ABET level 4)	Fundamental learning area
Math	(ABET level 4)	Fundamental learning area
Human and Social Sciences	(ABET level 4)	Core learning area
Natural Sciences	(ABET level 4)	Core learning area
Management and Economic Sciences	(ABET level 3)	Core learning area
Small, medium and micro enterprises	(ABET level 4)	Electives

Each learning area as listed above contributes credits towards the final qualification (Land, Lyster, & Seid, 1999, pg. 34).

3.9.1 Learning Areas

In the old system of education and training, the word "subjects" was used to describe what is now referred to as learning areas. These learning areas resemble the old subjects quite closely but have been named differently to denote a change from the old system. There are now different types of learning areas that make up the new system. Table 3 above illustrates what these three main learning areas are, which grouped together, in the case of level 1 on the NQF, make up the GETC qualification.

3.9.2 Fundamental Learning Areas

These are the learning areas that form the basis of all other learning; what used to be referred to as reading, writing and arithmetic. These learning areas have been given new names to reflect a change in teaching methods and style. In the past, these "subjects" (now known as learning areas), were taught using rote learning of letters and numbers. The new method of teaching under the present system of education and training is learner-centred, meaning that the learners take more responsibility for their own learning, and there is far greater involvement from the learners. The old system was entrenched in a very authoritarian style of teaching which was a reflection of the political system that was prevalent at the time. The teacher was the principle provider of information, and dominated the lesson by imparting the subject matter to the learners without much participation from the learners, who were passive participants.

The learning areas covered under this category are language, literacy and communication. The overall purpose of this learning area is to empower the learners by providing them with the necessary tools to make meaning clearer, access information easily and to be able to communicate under a variety of circumstances and in a variety of contexts (Land, Lyster, & Seid, 1999) This learning area covers all eleven official languages of South Africa. It is possible to study two languages at the same level

The other fundamental learning area is mathematical literacy, mathematics and mathematical sciences. Under this learning area, the knowledge which a learner gains deals with qualitative relationships of space and time. The skills that a learner accomplishes by learning mathematics, or numeracy as it is commonly referred to,

enables the learner to engage in activities such as identifying patterns, problem-solving, logical thinking and so on, in an attempt to understand the world around him or her (Land, Lyster, & Seid, 1999).

3.9.3 Core Learning Areas

These learning areas are considered to be important for providing a basic general education. The subject content covered in this category is:

Table 4: The Differences between the New System of Education and the Old System of Education

The New System of Education and Training	The Old system of Education
Human and Social Sciences	History and the human component of geography.
Natural Sciences	Biology, science, physics, chemistry and the physical part of geography
Arts and Culture	Art and drama
Economics and Management Sciences -	Business economics, economics and accountancy
Life Orientation	Life skills and guidance
Technology	A new subject that has only been introduced recently.

The table above illustrates that the subjects from the old system of education have been combined, integrated and redefined to suit the objectives of the new system of

education and training. The new core learning areas are more related to the world we live in than the subjects of the old system of education, which were isolated and unrelated to the learners' lives.

3.9.4 Electives

The learning areas covered under this category have been devised to make ABET more relevant and linked to income generation. At the moment there are only a few electives that have been developed, but more electives are scheduled to be included in this category. The electives that have already been incorporated into the NQF system are:

- Applied agriculture and agricultural technology - this learning area has been designed to cater to the needs of learners who live in rural areas and who want to make a living from farming.
- Small, medium and micro enterprises – this is a very important learning area in the sense that it has been developed with the intention to provide learners with business skills that will enable them to create their own business. These skills can help these learners sustain a livelihood by establishing and maintaining their own small, medium or micro-enterprise. This learning area reflects what the government is trying to accomplish by implementing the new laws which support the growth of the economy.
- Ancillary health care – this learning area has been developed with the intention of preparing people to work as Ancillary Health Care Workers, who will provide primary health care to communities. This elective is necessary, in order to teach workers about HIV/Aids, and how to deal with the disease in the workplace, or how to provide counselling to workers that are living with Aids. It will also be a good supplementary course for those workers that are involved in the manufacturing industry, as abiding by proper hygiene standards is essential for all workers.

These learning areas are very job-related and practically based, which will provide learners with a means to better job opportunities. The skills and knowledge that the learner will gain through studying these electives can lead to more specialization in a particular area such as primary health care or technology and business skills. These electives can provide the learner with an opportunity to create work for him or herself.

3.9.5 Outcomes

"All learning in the new system of education and training is described in terms of outcomes. An outcome is a term which describes the skills, knowledge and attitudes that a learner must have by the end of a course." (Land, Lyster & Seid 1999). In short, they describe what a learner must know, feel and be able to do in order to get a credit towards a particular qualification

There are outcomes for each of the learning areas that I have described. There are also general outcomes called critical cross field outcomes and developmental outcomes. "These are outcomes which describe the underlying philosophy of our whole education and training system. They are supposed to underpin all learning in South Africa and reflect the abilities which it is hoped learners in the new system of education will acquire" (Land, Lyster, & Seid, 1999, pg. 7).

3.9.6 Unit Standards

Unit standards are a way in which outcomes are written down for each learning area within the new system. Rather than having a syllabus that describes the content areas to be covered, unit standards serve the same purpose: to list and describe the outcomes and other details of a particular learning area.

"Unit standards are the basic building blocks of all qualifications" (Land, Lyster, & Seid, 1999, pg. 8).

Unit standards describe a meaningful end-point of learning that is worth formally recognizing. Unit standards have three advantages, one of these advantages is attributable to an individual learner, the other two advantages are that it is accessible and describes the outcomes of learning. Unit standards describe the result of learning, rather than the process of learning.

In order to be assessed according to the unit standards, a learner will need to identify the specific unit standards in which they wish to be assessed, and later to have access to such assessment.

3.9.7 Lifelong learning

There are two concepts that are related to the implementation of the National Qualifications Framework (NQF), these are: what is meant by the terms 'lifelong learning' and 'Recognition of Prior Learning?' These concepts are synonymous with the new system of education and training and I believe that these concepts are applied to assessing the new workers that are recruited at Imana Foods. It is important to include an explanation of how 'RPL' and 'lifelong learning' applies to the new system of education and training. Fundamental to the National Qualifications Framework is the principle of lifelong learning. The idea behind lifelong learning is that learning does not stop when one completes formal education but rather that everyone keeps adding to their skills and knowledge throughout their lifetime. The recognition of prior learning is designed to encourage the formal recognition of learning.

The National Qualifications Framework provides national recognition for the achievement of skills and knowledge. The Record of learning is a personalized document listing all the unit standards and qualifications each individual achieves on the National Qualifications Framework. It forms part of a national database providing official proof of achievement. As the learners gain unit standards the details of such achievements are listed on the record of learning (Philips 1997, pg.52).

3.9.8 Recognition of Prior Learning

Recognition of prior learning (RPL) means that the skills and knowledge that workers have acquired through work and life experiences, rather than through formal education or training, are recognized and accredited so that they can gain access to further learning and better job opportunities. The flexibility inherent in the National Qualifications Framework enables this to occur through verification of knowledge, skills and attributes people have gained through informal learning experiences. Learners who have gained skills and knowledge outside a formal learning environment will receive credit towards unit standards and qualifications, provided that they are able to meet the assessment requirements of the unit standards.

Now that I have provided a brief overview of how the NQF came about and what it consists of, my next aim is to look at more technical issues, such as how the entire system operates and is monitored.

3.10 The South African Qualifications Framework

The SAQA Act stipulates that standards must be agreed upon in a democratic way. A qualification is made up of standards, each of which carries a number of smaller parts called credits. Each credit is equal to an average of about ten hours of learning. In order to achieve a democratic agreement about what the qualifications consists of, everyone who has a direct interest in setting standards must come together to form a Standards Generating Body (SGB) to agree to what the outcomes should be. All skills must be written as learning outcomes. These state what a learner should know and be able to do when competent. These outcomes will be recognized through national standards and qualifications. Once they have agreed upon the outcomes, the SGB sends the qualifications and standards to their National Standards Body (NSB) for registering on the National Qualifications Framework (Department of Labour 2001).

The National Standards Bodies are made up of government, organized business, organized labour, education and training providers, community and learner organizations and other relevant parties. The task of the National Standard Bodies (NSB) is to ensure that all standards and qualifications fit into the National Qualifications Framework. The NSB must ensure that all these qualifications lead from one to the next to make up the steps of the ladder, and must meet regularly to keep qualifications up to date. There are twelve National Standard Bodies, each covering a different learning area (Department of Labour, 2001).

Once standards are agreed upon, there must be a way to make certain that they are achieved, otherwise they are mere paper qualifications. Therefore, one of SAQA's functions is to accredit institutions as Education and Training Quality Assurance bodies (ETQAs). Each ETQA applies to a particular set of qualifications and standards, for example: higher education, professional qualifications, and qualifications for particular sectors of the economy. The ETQA provides learners with certificates when they achieve the standards and qualifications. It also checks providers' courses and accredits them if they can show that they have the staff and the systems needed to support successful learning. Quality assurance includes ensuring that there are assessors who can see that the standards are met even when they have

been learnt outside the course. The assessors play a very significant role and are registered by the ETQAs to do this work (Department of Labour 2001).

3.11 The Skills Development Act

The Skills Development Act (SDA) is linked to the National Qualifications Framework, and I believe that the successful implementation and enforcement of the Skills Development Act will ensure that the National Qualifications Framework attains its goals. The aim of the SDA is to improve the working skills of South Africans so that the economy can flourish and all South Africans can lead a better quality life. The SAQA Act concerns itself with the quality of learning. The Skills Development Act concerns the relevance of that learning to existing jobs as well as new jobs, especially to the country's economic growth, employment growth, and social growth. The Skills Development Act fits into, and builds on, the basis of the SAQA Act. It creates the structures and framework for the skills development strategy (Department of Labour, 2001).

In April 1999 the National Skills Authority (NSA) was set up to advise the Minister on policies and strategies for the new skills system. The NSA has 24 members who can vote, three members who attend meetings but do not vote and an executive officer who also attends meetings but does not vote. The members of the NSA represent organized labour, organized business, the community, government, education and training providers, experts on employment services, and SAQA members. The community representatives include people who represent women, youth, civics, rural groups and people with disabilities. The NSA works closely with the Chief Directorate: Employment and Skills Development Services of the Department of Labour (Department of Labour 2001).

The Skills Development Act changes the old method of vocational training by introducing learnerships and skills programmes. Both learnerships and skills programmes are intended for people who are already employed as well as people who want to enter the workplace. The new forms of professional and vocational education and training will take time to implement, but promise many benefits (Department of Labour, 2001).

The registering of learnerships and the drawing up of a skills programme are critical aspects of the Skills Development Act. They are of extreme importance and relevance to my study, as they relate to the manner in which Imana Foods has adopted and interpreted this act to suit their intents and purposes.

3.11.1 Learnerships

There are many advantages to encouraging and endorsing learnerships within an organisation. Learnerships build and improve on apprenticeships. Like apprenticeships, learners spend time working under the guidance of a skilled worker, and some time learning theory. But unlike apprenticeships, learnerships apply to all parts of the economy. Furthermore, learnerships fit into the NQF. They provide the learner with a qualification registered by SAQA. They cover more levels than the old apprenticeships. This gives the learners who qualify the opportunity to move on later to professional and other qualifications. Learnerships are based on an agreement between the learner, an employer, and a training provider.

Learnerships are said to have more advantages than the old apprenticeships. As the new education and training system has changed and adopted new ways of assessing and evaluating qualifications, 'learnerships' is a relatively new buzzword that fits into the new system (Department of Labour 2000). Under the Skills Development Act, learnerships will provide more than just technical skills. The new learnerships will teach people both general and specific skills. There are two types of general skills. The first are 'fundamental' skills, such as language and mathematics, which are essential as the basis for further lifelong learning. The second are the critical cross-field outcomes, for example solving problems, which must be an integral part of all programmes. Specific skills are those skills that are needed for a particular job or sector. An example of a person with a specific skill is someone who knows about machinery and knows how to fix it when it malfunctions.

Learnerships are based on the needs of the economy. In the past many people went for training and then started to look for employment (Department of Labour 2000). Needless to say, many people did not find jobs because they were trained in skills that were not wanted by employers. The Skills Development Act recognizes that skills do

not create jobs. The Department of Labour has set up a skills development planning unit (SDPU) to monitor what is happening in the economy and to determine what skills are needed. With a 'demand-led' approach to training, the skills development planning unit must look at what work is already happening in the workplaces and communities, or what could happen if skills were available. The Skills Development Planning Unit can determine what skills are needed by the economy. This is not a foolproof system, as the 'demand–led' approach is good in theory, but difficult to achieve in reality. Work patterns change all the time and we can never predict exactly what skills are needed at any given time (Department of Labour, 2001).

Learnerships lead to a full qualification while skills programmes are linked to SAQA standards that may be building blocks for a full qualification. This implies that a number of skills programmes relating to a particular occupation will bring a learner to the same place on the National Qualifications Framework (NQF) as a learnership.

3.11.2 SETAs

The Skills Development Act stipulates that employers, workers, and government departments who are working in a sector must come together and register with a Sector Education and Training Authority (SETA) to ensure that all these changes take place. Professional organizations and bargaining councils can also be part of the SETA if the other members agree. The purpose behind setting up SETAs is to replace the old industry training boards as key promoters of training. SETAs are organized according to sectors as opposed to industries. This ought to make it easier for people who are not formally employed in an industry but work or want to work within a sector for example, unemployed people who wish to gain access to development opportunities. In March 2000, the Minister of Labour identified 25 SETAs. The SETA responsible for the organization on which I am doing my case study is the FOODBEV manufacturing industry SETA (Department of Labour, 2001).

There are various tasks that the SETAs are responsible for overseeing:

- to make a sector skills plan which will indicate who is employed where in the sector,
- to identify the strengths, weaknesses, and opportunities in the sector,

- to see where learnerships are needed, design, market and register the learnerships, ,
- to act as an ETQA for standards and qualifications in the sector,
- to disburse money from the National Skills Development Levy, and
- to provide information about the sector to employment services, both in the Department of Labour and elsewhere (Department of Labour, 2001).

3.11.3 SETA Sector Skills Plans

The SETA sector skills plans must cover the whole sector from the biggest business to the smallest. The Sector skills plan is necessary to ensure that the SETAs are aware of what is happening in the sector and understand how it is changing and what skills are needed to support growth. The Sector skills plan must include a profile (description) of the sector, including current education and training happening within the sector. The plan must take into consideration factors affecting future changes. On the basis of both the current situations and expected changes, the sector skills plan must include a list of the employment and skills needs. The plan must include a vision of where the sector hopes to be in a few years time, how it will get there, and how it will measure its success. The sector skills plan must include a budget, and methods for monitoring, reporting and evaluation. The Skills Development Act says that SETAs can implement their skills plan through setting up learnerships, approving skills plans from workplaces in the sector, allocating grants to employers, providers and workers, and monitoring education and training in the sector

3.11.4 Workplace Skills Plans

A workplace skills plan is similar to a sector skills plan. A sector includes many workplaces. Most formal and some informal workplaces bring together workers and employers. Regulations under the Skills Development Act stipulate that workers and employers should, together, draw up a workplace skills plan. Employers will receive money for training from the SETA if there is a workplace skills plan set in motion. Workplace skills plans are like sector skills plans, but are intended to serve one workplace rather than an entire sector. Similar to a sector skills plan, a workplace skills plan describes what skills are needed, who needs the skills, how they will acquire the skills, and how much it will cost. However, the workplace skills plan focuses more detail on issues relating to the type of skills that are needed, who needs

the skills, how the organization will provide such skills and how much it will cost the organization to provide the skills (Department of Labour, 2001).

Workplace skills plans are for formal workplaces where there are more than 50 workers. There are many people who work in other places, such as those who are self-employed. There are also those people who are employed by those who run their own small businesses, who work for them selling fruit and vegetables to earn a little money. There are some people that work on development projects which are run by local government, non-government organizations (NGOs) and other such groups. Therefore it is safe to say that the economy is divided into:

- formal workplaces such as big factories, mines, offices and so on. Imana Foods fits into this category. These workplaces must develop workplace skills plans in order to obtain funding through their relevant SETA.
- Small and medium workplaces are those factories, mines and offices that usually employ between 5 to 50 workers, or even smaller workplaces doing profitable and high skilled jobs such as working with computers.
- The informal or developmental sector or other very small (micro and survivalist) enterprises with fewer than five workers. These are people that either work alone or that is they are self-employed or they earn money selling vegetables and fruit. There are also other means of earning an income in this sector such as working in government and NGO projects.

Workplaces with less than 50 workers also qualify to develop workplace skills plans in order to obtain funding from their relevant SETA (Department of Labour, 2001).

My next point of departure is to illustrate the link between the Skills Development Act and the issue of addressing equity in the workplace

The Skills Development Act stipulates that the Workplace Skills Plans must help organizations to reach their employment equity targets. The Employment Equity Act and Skills Development Acts are in unison as both these acts are concerned with the development of people. They both assist people in finding ways to progress in the workplace. The Employment Equity Act says clearly that skills development is one

of the ways in which black people, women, and people with disabilities can be helped to advance. The regulations on workplace skills plans and annual reports say that employers must include in their plan how many black people, women, and people with disabilities are likely to benefit from the planned training. The Skills Development and the Employment Equity Acts apply most fully to organizations with 50 or more employees. Both acts say that employers must consult with their employees when they draw up plans for implementation. Both acts also stipulate that someone within the organization should be appointed to assist with the planning stages and to ensure that implementation of that plan is carried out to the letter (Department of Labour, 2001).

3.12 The Skills Development Levies Act

The last legislative control measure that I describe and which relates directly to my case study is the Skills Development Levies Act. As part of the title suggests this act is very closely tied with the Skills Development Act and in essence, the Skills Development Levies Act came into being to reflect where the funding will come from, and how it will be used.

There are two types of grants that an organization can claim from the SETAs. The Levy grant is based on whether an employer pays the levy. If the employer meets with certain conditions such as producing a Workplace Skills Plan, the SETA will pay back a percentage of the levy in the form of a grant. The first grant to be claimed back is equal to 15% of the levy paid by the organization. The employer can claim a second grant if he or she reports on how far the organization has progressed in reaching the targets that were set in the Workplace Skills Plans. In 2001/2002 an employer was able claim back 50% of the levy for the implementation of a Workplace Skills Plan, that figure has now been dropped to 45% (Department Of Labour, 2001). Imana Foods complies with this requirement by submitting an annual report that outlines such targets, and describes whether the organization has met all these targets.

The other type of grant that an organization can claim back on is called a discretionary grant. These are cash grants that a SETA may give to an organization. The organization need not pay the Skills Development Levy to be eligible to receive this

grant. It is also possible for an organization to receive more money back than they had paid in the levy.

Within the discretionary grant category, there are three types of grants that an organization can claim for, namely: for registering learnerships, drawing up and implementing skills plans, and meeting priorities that the SETA might set for its sector. The ways in which the SETAs devise such grants are determined by regulations. These regulations can be found by contacting the Department of Labour. I believe that Imana Foods is likely to qualify for some of the money under this grant category as they have a fully developed skills plan in operation.

The levy grants are based on whether an employer pays the levy. If the employer meets certain conditions, like producing a workplace skills plan, the SETA will pay a certain percentage of the levy back to the employer in the form of a grant. The first grant is equal to 15% of the levy paid. The employer can receive a second grant if he or she reports on how far they have progressed in reaching the targets that were set in their Workplace Skills Plans. In 2001/2 an employer can get back 50% of the levy paid for the implementation of the Workplace Skills Plan. By 2003, this will drop to 45% (Department of Labour, 2001).

I have made several references to the National Skills Fund and I will conclude this chapter with a brief description of what the National Skills Fund entails. The Skills Development Act sets up a National Skills Fund. Twenty percent of the levy goes into this fund. In addition to this, the government pays some money into the National Skills Funds directly from taxes. Donors have also contributed to this fund. The 20% of the levies in the National Skills Fund that is not paid out to the SETAs must be used for new skills areas and development projects. One such project where money from the National Skills Funds will be utilized is for the training of unemployed people (Department of Labour, 2001).

3.13 Concluding Comments

In this chapter, I have described the theory which is central to my case study, and showed why this theory is most applicable to my research problem. I have also highlighted the underlying personal philosophy and ideology of Imana Foods, which I believe relates to 'human capital theory'. Lastly, I have described the legislative acts against which I will be measuring the Imana Foods in-house training programme. The next chapter contains a detailed analysis of my findings at Imana Foods, and thereafter I will be making recommendations based on these findings.

CHAPTER 4: FINDINGS

4.1 Introduction

This chapter is the most significant part of the study as the findings that are contained within will reveal the relationship that the Imana Foods Training Programme has with the new laws that I have highlighted in great detail in Chapter 3, page35. During the course of this chapter I hope to answer the questions I proposed at the beginning of Chapter 1, page 17-19. I hope to achieve the purpose for which I am conducting this study, and I also hope that the findings that I make will have a positive impact on Imana Foods.

4.2 The Imana "dream" or "vision"

The Imana "dream" or "vision" is central to all decisions that are made regarding the way in which the business is run. The Imana "dream" or "vision" essentially refers to the passion that the employees of the company should always have: to care for the people who they serve. The black people who work at Imana Foods refer to it as the Imana "vision", as it is a concept that they can culturally identify with, whilst the rest of the employees refer to it as the Imana "dream". In essence the "dream" or "vision" describes the underlying mission of the organization.

I attended two meetings which I believe the C.E.O. holds quite regularly to emphasize the importance of keeping the "dream" or "vision" alive. The mission of the organization is to show their customers that "Imana cares for people". The C.E.O. said that the organization's commitment to the well-being of all the employees is of utmost importance in helping to "keep the "dream" or "vision" alive. He spoke with passion about the organization's commitment towards all the people that Imana Foods serve, such as the suppliers, traders, consumers and employees of Imana Foods. He said that the education of his employees will empower them. He maintained that the education and training of the workers was an important feature of this "dream" or "vision". All the employees who I interviewed from the non-skilled, semi-skilled and skilled categories confirmed what the C.E.O. said. They said that they too have an equal commitment to their own education and training needs, so that they can become better at doing their jobs.

The meetings that the C.E.O. holds in the conference room have the purpose of determining whether Imana Foods is achieving its objectives. I describe the content of the C.E.O's meetings where he outlines his business strategies for achieving the organization's objectives. These strategies are not related to my study as they relate more to the running of the business and have no bearing on the Imana Foods Training Programme. However, where appropriate I make reference to his personal beliefs and philosophies.

The C.E.O. feels that the Imana Foods Training Programme will provide their workers with the necessary skills to equip them to handle more responsibility and empower the workers to play an active role in the decision-making processes of the business. The C.E.O. believes that by making the worker on the factory floor feel as though the organization belongs to him or her, and that he or she must take responsibility for the success of the business, it will lead to a more driven and motivated workforce. This kind of attitude is in keeping with the tenets of Human Capital Theory. See Chapter 3, section 3.4 for a detailed description of this theory. The C.E.O stressed that the workers must show responsibility towards their own learning. According to the C. E.O. the success of the individual worker must be determined by his or her own commitment. Imana Foods will respond to such commitment by sponsoring the worker to achieve his or her career aspirations.

4.3 Workers' perceptions of the Imana "Dream"

Workers were asked whether they shared in the Imana dream and if so, how?
The workers all said that they share in the Imana "dream".

Table 5: Ways in which Workers Share in the Imana "Dream"

No.	Percentages	Responses
3	28%	The workers are encouraged to study and progress within the organization and wanted to.
4	37%	The workers are expected to be more responsible for making business decisions, and show independence and are always encouraged by their team leaders to do their best at all times.
4	35%	The workers are expected to produce the best quality product because they cared for the customer, and they confessed that keeping the customer satisfied shows that Imana cares for people.

The above responses indicate that the workers either agree with what the C.E.O. is trying to impart or that they know what they ought to say. The responses also indicate that they understand what the Imana "vision" means and they understand how they can play a role in achieving the "dream" or "vision".

When I interviewed the C.E.O., he said that he was trying to establish an egalitarian approach in order to create a flat structure within the organization. He felt that the workers have certain roles to play within the organization, but detested the idea that workers should answer to a manager. He found the word "management" to be repugnant and insisted that I refer to the employees that are situated on the upper end of the organization's hierarchy as the "leadership" team. He said that he looked upon all the employees at Imana Foods as "servant leaders". The idea behind this notion is that the employees working at Imana Foods, irrespective of which level or category they were placed on, must serve the needs of the people, namely the customers, traders, suppliers and serve themselves by studying further and developing skills that will improve their job performance.

I was told by the C.E.O that Imana Foods was concerned with meeting the needs of the community and the people that work at Imana Foods. He said that the cut-throat working environment of the corporate world was not appealing to him and that it was not something that he wanted to expose his employees to. The organization was intent on serving the needs of the community and maintaining its Christian ideals. Refer to Chapter 4, section 4.4 for a more detailed description of the organization's historical roots.

During my time spent at Imana Foods, I realized that this organization was unique, in that there is an atmosphere of contentment and harmony. There is a feeling of family togetherness, and I observed that the working environment was very warm and inviting. There were no gold plated plaques stuck to individual office doors. It was difficult to know who belonged where, and who held what position. The offices were very simple and practical, and no one office was better than the next. The Chief Executive Officer had a very basic office that was no bigger and fancier than any of the other employees from the "leadership" team.

The employees went about doing their jobs, walking in and out of offices without having to schedule an appointment to see the Chief Executive Officer (C.E.O.) or other members of the "leadership" team. This proved to me that the C.E. O. and the rest of his "leadership" team had their doors open to their employees, encouraging communication on all levels of the organization. Furthermore I observed that employees wore casual clothing, and addressed each other by their first names. Even though workers on the production floor wore uniforms, they too referred to employees from the "leadership" team by their first names. It was clear that the employees at Imana Foods were not concerned with formal titles, and that they did not allow such barriers of communication to affect their working relationship with each other. Even the cars in the parking lot were not flashy, boasting the status of the corporate "big shot".

My observations of the physical working environment at Imana Foods made me realize that Imana Foods was driven by people who were passionate about what the organization was trying to achieve. The workers attested to the caring, friendly, compassionate approach that the employees in senior positions have towards them.

They also said that these employees were very encouraging, supportive and dependable. The atmosphere at Imana Foods is very family orientated and the workers commented on how fortunate they feel to be working in such an organization. As mentioned below , Imana Foods hopes to maintain the Christian values on which the organization was based.

4.4 Background information about Imana Foods

In 1984, John Alcock, the former owner of Imana Foods, had a vision of creating a warmer, more caring family generated business, rather than a high pressured environment usually associated with corporate organizations in South Africa and around the world. Imana Foods started out in a garage, attached to a home in Kloof. John Alcock was a successful corporate business man for many years until he was fired from his job. This was a critical financial setback for his family. He tried his hand at many business ventures in an attempt to salvage his standard of living and to bring home a sustainable income to support his family. He was in his early fifties when he lost his long standing job, and it can be presumed that this triggered feelings of panic and fear within him. He was approached by a Johannesburg-based organization to lead their Direct Sales division in Kwa-Zulu Natal. Unfortunately, this venture was a failure and John Alcock had to go in search of another job.

John Alcock turned to religion. He seemed to be consumed by a sense of Godly duty to help to uplift his community. The family got by on the generosity of friends who supported them, giving them a place for shelter and food. The church was John's sanctuary, proving to be more rewarding than being part of a cruel and demanding corporate world where loyalties to a job did not matter. There are thousands of younger, more eager applicants waiting for jobs like the kind John Alcock lost. At the age of fifty, John's chances of being re-employed in the corporate world were slim to none.

John Alcock worked in the neighbouring black communities in the Kloof area. He became a lay preacher and won over the love, trust, and friendship of the people to whom he preached.. Although John Alcock had found his true passion in life, this new-found passion was not helping him to provide for his more immediate needs.

Peter Ron, a family friend, helped him to establish his new enterprise by providing him with the formulations for the product soya mince. John started his own business at home as a means to provide his family with income. The Alcock family members and friends from the community worked long hours with very basic raw materials and resources , to bag soya mince for distribution and selling. They did not weigh the plastic bags of soya mince, but merely estimated the quantities as they did not have a proper and accurate scale to work with. The only machinery used on site was an ordinary concrete mixer to mix the formulation together. The rest of the work was done manually by family and friends.

It was this kind of brotherhood and creation of strong "Christian" family values that John Alcock wanted to incorporate into his new organization's policy. His son Paul, presently the Chief Executive Officer of Imana Foods (Pty) Ltd, is adamant that this is the kind of "spirit" he wants to maintain to drive the organization forward. It is this very spirit and intense passion that Paul Alcock proudly refers to as "keeping the Imana dream alive". Paul Alcock feels that if all the employees of Imana Foods feel a strong sense of passion and responsibility for their jobs, and regard the organization as their own that this will be likely to secure the success of the organization.

In 1987, the entire operation moved out of the garage to its first factory site. The household name for the once unmarked plastic bags of soya mince was now "Imana Foods". The name for the product was Africanised as it targeted the African consumer market. Soya mince is an extremely nutritious product that helps thousands of children in Africa fight against malnutrition. Piet O' Ryan, a close family friend of the Alcock family, and Director in Food Chemistry at Imana Foods travelled throughout Africa. His travels through Africa led him to believe that "Africa should be redeemed and salvaged from the wreckage" that he witnessed (Alcock 2002). The findings that Piet O' Ryan made during his journey through Africa were used to promote the nutritional value that soya mince has to alleviate problems associated with a poor, unbalanced diet. The protein present in soya mince is an aid to try and restore good nutrition to the children of Africa who suffer from malnutrition, which also causes related diseases, even death.

Imana Foods was born out of a religious sense of duty to uplift the black community specifically. The organization was bounded by strong Christian principles: to feed the hungry, clothe the naked, house the homeless and uplift oppressed and exploited people (Alcock 2002). The C.E.O. maintains that this is a mission that Imana Foods must continue to abide by.

In further chapters I will place emphasis on the organization's principles and values in order to establish whether these beliefs are held by all the employees who work at Imana Foods. The strong Christian ties of the past are reflected in the present day working environment, and I believe it is this warm and caring atmosphere that cements the organization together. However, a contradiction regarding the strong Christian beliefs of the organization and the disadvantages of the system to the workers potentially exists. While the employees of the "leadership team" believe that the organization is bound by a religious sense of duty, the organization's needs appear to rise above the needs of the workers on the production line.

Workers on the factory were interviewed to ascertain their feelings about working for Imana foods.

4.4.1 Imana Foods

Imana Foods originally started off with the manufacturing of soya mince. As the organization grew and established itself in the marketplace, they began to manufacture a more versatile range of products namely: stock cubes, soup mixes, soya mince with gravy, soup gravy, super soya mince, gravy mix, muffin mixes and crumpet mix. The soya mix that Imana Foods manufactured in their garage-based business was a very basic product, and has since then been improved on in quality and standard. Imana Foods is able to provide their customers with a larger variety of flavours than they had done when the business first originated. Now Imana Foods has expanded their range in all categories of the products mentioned. Imana soya mince was originally intended for sale to African people as it was a very nutritious, low-cost and wholesome meal that was expected to alleviate the problem of malnutrition amongst young poverty stricken children of Africa. The products of Imana Foods are marketed to consumers as being a "value for money meal" and appeal to those consumers who live on a tight budget.

Imana Foods is a relatively small manufacturing organization with a staff of seventy-six employees. The staff largely consists of black workers who fall mostly in the lower rung of the organization's hierarchy (see Table 7 below). About 72% of all the workers fall in the lower two rungs of the organization's hierarchy and form the majority of workers. They are mostly plant and machine operators and assemblers, labourers and related workers. Out of this percentage of black workers, 51% of the workers are male, 47% are female, and the remaining 2% falls in the disabled person's category. The gender of the disabled workers has not been disclosed.

Table 6: The Imana Foods Organogram

Level	Description	Skills/ Competencies
6	Director	
5	Professional	Engineer
4	Graduate	Technician
3	Skilled	Artisan
2	Semi - Skilled	Machine Setter Develop operational skills &
1	Non - Skilled	Operator Learn operational skills

Table 6 depicts the positions of the employees within Imana Foods. The organogram serves to illustrate the different levels which exist and describes the type of position that an employee holds. The organogram also describes the kind of skills/competency an employee must have to perform a job at a particular level. Table 8

below traces the steps that an employee on level 1 must take to progress to level 6. The organogram has been designed by taking a "from the bottom up" approach. The workers on level 1 are the non-skilled workers who have the lowest skills/competency levels. The titles that have been used by the "leadership" team to describe workers on level 1, 2 and 3 are very outdated and are not in line with what is expected of the organization in terms of the new acts that were passed, such as the Skills Development Act.

According to the description of level 1 and 2 workers provided by the organization, they have specific skills that have been listed in the far right column of Table 6. Workers that are initially recruited and assessed as being non-skilled must begin their training on level 1 of the Imana Foods Training Programme (Table 8) and progress through the training programme until they reach level 3, the final level on the Imana Foods Training programme. At this point such workers will be labelled as skilled level 3 workers. Those employees who do not train on the Imana Foods Training Programme follow Career Path B. These employees do not work with any machinery and do not need intensive skills training.

Most of the training or qualifications required by an employee to follow Career Path B are National Certificates, Diplomas and Degrees. According to the employees from the "leadership" team these courses are offered at Colleges, Technikons and Universities. The organization is prepared to sponsor the worker throughout his or her education. The workers are split into two main categories. Level 1 to 3 workers form the majority of the workers and train on the Imana Foods Training Programme. The rest of the workers are from level 4 to 6 and follow a more professional pathway.

The employees from level 4 to 6 occupy such positions as senior officials and managers (4%), technicians and associate professionals (5%), clerks (11%), service workers, shops and market sales workers (1%), agricultural and fishery workers, and craft and related workers (7%).

The racial distribution of workers belonging to the upper rung of the hierarchy is as follows;

Table 7: Racial Classification of Employees from level 4 to 6.

No.	Percentages	Race Group	Male	Female	Disabled
9	57%	White	39%	18%	
2	14%	Asian	11%	3%	
		Coloured			
4	29%	Black	18%	11%	

4.5 Interviewees

I interviewed 16 out of the 76 employees that work at Imana Foods. Of these employees, 31% fell in the upper rungs of the organization's hierarchy, and the other 69% were either labelled as non-skilled, semi-skilled or skilled labourers. The non-skilled, semi-skilled and skilled labourers are directly involved with work pertaining to the production line and are also those workers receiving training on the Imana Foods Training Programme. My study places a great deal of emphasis on the Imana Foods Training Programme. In order to get a true reflection of how the present legislation is affecting the efficiency of the Training Programme, the feedback that I received from the participants training on the Imana Foods Training Programme provided the necessary information needed to draw my conclusions in the final chapter of this study.

The employees that I interviewed from the "leadership" team consisted of the Chief Executive Officer, the Course Co-ordinator, a part-time ABET Facilitator, and two technicians/associate professionals. These employees lead teams comprised of non-skilled and semi-skilled workers on the production line. A more in-depth look at their job descriptions and functions follows below. All the employees that I have selected to interview have provided me with their views, attitudes, opinions and their perceptions of the Imana Foods Training Programme. Their feedback has provided me with more insight regarding the efficiency of the Imana Foods Training Programme, as well as its relationship to the NQF and the Skills Development Act.

4. 6 The Nature of the Imana Foods Training Programme

The Imana Foods workplace training programme has been developed to provide workers with multi-skills that equip them to operate and repair the machinery that they work with, in order to carry out their specific job functions. This workplace training programme has been aptly titled, "Skills Based Pay Programme". As the title suggests, the workers receive a pay incentive for the courses that they have completed and the skills that they learnt. Refer to Chapter 3, section 3.7 where I have provided a description of multi-skilling as applied to the Imana Foods Training Programme.

The idea behind the Skills Based Pay Programme is to encourage all the workers to study and to climb as high up the organization's hierarchy as possible. It is also a means of ensuring that the workers acquire as many new skills as possible. The Course Co-ordinator provided me with an example of how the workers train on the Imana Foods Training Programme. She said that the workers are able to operate all machinery on a particular level on the Skills Based Pay Certification Programme. Some workers tend to excel at particular skills and remain at that position or choose to specialize in that particular area when he or she reaches artisan level (level 3 on the Imana Foods Training Programme).

Recently the Imana Foods Training Programme had to be renamed. This had to be done because the Course Co-ordinator realized that there were gaps in the workers records, due to poor administration and record keeping. Some of the workers who were enrolled for specific courses on the Skills Based Pay Certification Programme received certification and pay incentives for such courses, but had never completed them. As a result some of the workers have to redo some of the courses to receive the correct certification; therefore they named the programme, "Skills Based Pay Certification Programme. Refer to Appendix D which explains the reasons for the change in name. It has been estimated by the Course Co-ordinator that the re-certification process should take a year to complete. Note that the re certification programme is currently in progress. I refer to the Skills Based Pay Certification Programme as the Imana Foods Training Programme and ask that the reader of this thesis regard the new reference as the only programme that will be under discussion.

The Imana Foods Training Programme has three distinct levels. Most of the employees begin their training on level 1. Unless a new employee from another organization is employed at Imana Foods and is assessed as having more experience and skills that warrants him or her being placed on the next level, all employees usually start on level 1 and progress upward to the next level. Workers on this level are machine operators. These workers must learn how to operate the Cartoner, Form Fill Seal, Shrinkwrap, Weighing and Tape Sealer machines. Workers that are on level 1 are expected to train in related courses that are appropriate to their jobs, such as the ABET Literacy level 1 and 2 Numeracy level 1 and 2, Hygiene and Safety courses. Workers that are categorized on this level within the Imana Foods Training Programme are referred to as non-skilled workers. I was recently informed by the Course Co-ordinator that all the machine-related work involving the workers on level 1 will be replaced by automation in the near future. It is therefore in the best interests of the workers to apply themselves to studying further and progressing to a higher level within the Imana Foods Training Programme. The Course Co-ordinator further stated that the organization does not want to retrench any employees, and that it was in the best interests of level 1 workers to progress to the next level.

Table 8: The Skills Based Pay Certification Programme

Level 1		Level 2		Level 3	
Machine Operator	%	*Machine Setter*	%	*Artisan*	%
Literacy 1/ 2	12	**Literacy 3**	8	**Literacy 4**	10
Numeracy 1/ 2	12	**Numeracy 3**	8	**Numeracy 4**	10
Hygiene		**Food Handlers/ Quality I**		**Food handlers/**	6
Safety		**Cartoner (C2)**	20	**Artisan Training**	
Cartoner	17	**FFS2 (Qualitech/ NPS)**	16		
Form Fill Seal	30	**SW2 (Ace Pack)**	16		
Shrinkwrap	12	**N1**			
Weighing	17	**N2**			
Tape Sealer					

Training Providers:

1. Internal Training: Line leaders (Sydney)
2. Artisan Training: HMS Placements & Technical Training Consultants
3. ABET: Media Works
4. Hygiene: CSIR (hygiene awareness)
5. Food Handlers: CSIR
6. Quality Control: to be arranged
7. Business Skills: to be confirmed (Team Business, Human Capital Corp)
8. Forklift Driver Certification: LOTC
9. Occupational Safety: LOTC

10. First Aid: Academy of Emergency Medical Training

The next level on the training programme is level 2 and workers on this level are known as the machine setters. The workers on this level are responsible for overseeing the machines, and are able to fix the machines should they experience any problems. These workers have a much deeper understanding of the machinery that they work with. These workers must be able to understand, operate and repair equipment if required. The Cartoner (C2), FFS2 (Quality/ NPS) and the SW2 (Ace Pac) are machines that the workers handle at this level. The courses that these workers study and are trained in are ABET Literacy level 3, Numeracy level 3, and Food Handlers/ Quality1. More courses are expected to be added in at a later stage. After the workers complete all their courses on this level, they have the option of studying for their N1 and N2 which are their trade qualifications. These trade qualifications were part of the old national system of technical qualifications, but no longer apply under the new education and training system. These trades qualifications are not offered on site. Any worker who wants to pursue a career in a relevant trade is encouraged to do so and is fully sponsored by Imana Foods. Workers on this level are categorized as semi-skilled.

Level 3 is the highest level on the Imana Foods Training Programme. Workers on this level are known as artisans. These workers are regarded as skilled workers and receive training in very specialized fields. Artisan training includes training in Electronics, Fitters, and Millwrights. Millwrights are those artisans that are qualified to handle both the job functions of the electrician and the fitter. This is a relatively new apprenticeship being offered to the workers of Imana Foods. At this very specialized level, the workers receive a monthly salary with added benefits whereas the workers on level 1 and 2 receive weekly wages with no fringe benefits, although some of the workers on level 2 have been known to receive a monthly salary. The Course Co-ordinator said that this situation needs to be reviewed and reassessed. The courses that level 3 workers must train in and complete are their ABET Literacy level 4 and Numeracy level 4, and Food Handlers/Quality II courses in addition to their artisan training. Artisan training is an option, it is not necessary for all the employees to go for artisan training.

The percentage columns illustrated in the above diagram reflects how the pay incentive programme works. I will provide a hypothetical example to demonstrate how the pay incentive is calculated. Upon completion of a course, the worker is rewarded by being given a certain percentage of his or her wages. However, the percentage is not calculated on the total amount of wage received by a worker. If a worker on level 1 completes his or her Literacy 1 or 2 course and earns a wage of R600 per week and a worker on level 2 completes his or her level 2 or 3 Literacy course and earns a wage of R1000 per week, the difference in their wages is R400. The percentage is calculated against the difference between their wages, i.e. between the machine operator's and the machine setter's wage. Therefore, after completing Literacy level 2 the machine operators will receive a 12% pay increase on the difference of R400, 00 as an incentive. Not all the courses listed on the Imana Foods Training Programme (Table 8) result in a worker receiving a pay incentive upon completion of a course.

4.6.1 Career advancement within the Imana Foods Training Programme

It is important to gain an understanding of how the training programme provides the workers with an opportunity to advance to higher levels. During the course of my field research, I was told by the C.E.O. and other employees from the "leadership" team that the workers were encouraged to advance as high up the Skills Based Pay Certification Programme as they wanted to.

In order to trace the workers' progression within the Skills Based Pay Certification Programme, I interviewed those workers who were receiving training on different levels of the programme, to establish their position from the beginning of their employment to where they are currently positioned in the programme. I also wanted to establish what impact their years of work experience and qualifications were having on their eligibility to progress within the programme.

4.6.2 Work experience

Interviewees were asked how many years of work experience they had in total?

Table 9a: Total Years of Work Experience

No.	Percentages	Years worked in total
6	54%	6 to 10 years
4	36%	11 to 15 years
1	10%	16 to 20 years.

I decided to sub-divide this response as the percentages above do not reflect that the workers gained all their years of experience by only working at Imana Foods. Some of the workers have had previous work experience whilst others worked at Imana Foods when the organization was first established. The data below indicates how many years of work experience each worker gained at Imana Foods specifically.

Table 9b: Total Years of Work Experience at Imana Foods

No.	Percentages	Years worked at Imana Foods
1	10%	1 to 5 years
6	54%	6 to 10 years
4	36%	16 to 20 years

At least 90 % of the workers had a minimum of between 6 to 10 years of work experience at Imana Foods. It is possible that the workers' years of work experience has lead to the workers gaining a good understanding of their jobs, but there is insufficient evidence to deduce that this alone has contributed to their career advancement within the organization. It is probable that their level of education also contributes to the way in which workers are categorized within the Imana Foods Training Programme.

4.6.3 Qualifications at recruitment

Interviewees were asked what their qualifications were at recruitment.

Table 10: Formal qualifications

No.	Percentages	Responses
3	27%	Grade 10
1	10%	Grade 10 and certificate in computer literacy.
3	27%	Grade 12 and relevant trade qualifications.
4	36%	Grade 12 and relevant degree and diploma qualifications.

Based on formal qualifications only 37% of the workers actually fall within the non-skilled category, whilst the other 63% have a minimum of grade 12 of formal school education. Refer to Table 6 and Table 8 of this chapter to see how the workers are classified within the organization and on the Imana Foods Training Programme. The next question that I posed to the workers shows that there is no correlation between their level of education and the job category in which they are classified. According to the data that has been collected, 72% of the workforce fall in the bottom two rungs of the organization's hierarchy.

4.6.4 The Current Job Level of the Workers

Interviewees were asked what level they are currently on within the Imana Foods Training Programme.

Table 11: The Current Work Level of the Workers within the Imana Foods Training Programme

No.	Percentages	Responses
2	18%	Level 1.
5	45%	Level 2.
1	10%	Qualified artisans.
1	10%	Currently studying to become artisans.
2	17%	Career Path B

4.6.5. Progression within the Imana Foods Training Programme

Interviewees were asked to describe how they began their work at Imana Foods and went on to other levels

Table 12: Worker progression

No	Percentages	Responses
7	63%	Level 1 (machine operator) - level 2 (machine setters)
2	19%	Level 2 (machine setters) – level 3 (artisan training).
2	18%	The workers are on Career Path B and are not engaged in working on any of the production lines involving work with machines.

The data above illustrates that all the workers have progressed by only one level within the Imana Foods Training Programme. However, there has been progression and opportunity for advancement within the production line. Refer to Table 9b earlier on in this chapter, 90% of the workers currently training on the Imana Foods

Training Programme have been working at Imana Foods for a minimum of 6 to 10 years. This implies that progression on the production line occurs quite slowly. The Imana Foods Training Programme is flexible in that workers can change direction or interests whenever an opportunity presents itself. Those workers that are not technically minded or do not have the aptitude for working with machinery can branch off into Career Path B, which is generally related to jobs that are either clerical or administrative in nature. In an organization like this there are also opportunities for workers to branch out into marketing and sales. Career Path B has not been indicated in Table 8 as workers on this path are involved in formal training and attend formal institutions such as colleges, technikons and trade schools.

4.7 The benefits of the Imana Foods Training Programme

The Imana Foods Training Programme was designed to suit the functional needs of the organization, and to provide the workers with the necessary skills to perform their job functions. However, it is just as important for the workers to have their needs met. The questions that I posed to the workers are to gauge what their feelings are towards the programme itself and to ascertain what benefits the programme had for them personally. The organization claims that they are providing a pay incentive to those workers that enrol and successfully complete their training courses, but what about those workers who are not part of the Imana Foods training 'Pay incentive' programme? Imana Foods has an extensive training programme in operation. During my interviews with the Course Co-ordinator, the C.E.O., the Production Line Manager, and the Stock Control Officer who is also responsible for team leadership, told me that their commitment towards the workers education and training was an important priority because they realized the positive effects of having an educated and skilled workforce.

4.7.1 Worker Perceptions

The Interviewees were asked whether they were rewarded for their success upon completion of their courses.

Table 13: Rewards

No.	Percentages	Responses
8	72%	Received rewards
1	10%	Did not receive any reward
2	18%	Not sure if they received a reward

The fact that a significant percentage of workers reported not having received any reward or said that they were unsure whether or not they had received any rewards could be attributed to the past failures of administrative staff. I realize that this sounds contradictory to what the "leadership" team had said about being concerned about their employees well-being. It is a communication problem that I believe can be easily rectified through group discussions Most of the problems regarding re-certification and pay incentives can be attributed to poor administration and record keeping.

4.7.2 The Reward System

The interviewees were asked what sort of rewards they received.

Table 14: Types of Rewards Received for Courses Completed

No.	Percentages	Responses
4	36%	Certificate and once off-payment.
2	19%	Pay increase.
2	19%	Pay increase and increase in work responsibility.
3	26%	Did not receive any rewards at all.

About 26% of the workers that I interviewed indicated that they were not aware that they were receiving monetary benefits for the courses they trained in. This is a problem that the "leadership" team needs to urgently address. The responses that I received for this particular question were very surprising. I thought that all the workers understood what the employees from the "leadership" team were saying, but it is clear that there was a great deal of confusion and misunderstanding between the "leadership" team and the workers training on the Imana Foods Training Programme. However, the worker's responses provide me with a very interesting insight as to what the workers regard as their rewards.

It has become abundantly clear that the so-called pay incentive which was intended to be the focal point of the Imana Foods Training Programme has failed in its mission. This problem can be easily resolved, but it has to be first realized by the "leadership" team of the organization. I think that it is a system that has great potential, but more thought has to be given to planning and implementation.

4.7.3 Meeting the Worker's Expectations

The Imana Foods Training Programme has been in existence since 1999, but has since undergone several changes in management approach. Although the Course Co-ordinator originally ran the ABET courses at Imana Foods, she now also assists with the other training needs of the organization. She provided me with background information regarding the establishment of the Imana Foods Training Programme. It was important to establish whether the individual needs of the workers had been taken into account when developing the programme or whether it was merely intended to provide the organization with a multi-skilled workforce.

The interviewees were asked whether the training and certification programme met with their expectations. All the workers on the training programme were satisfied with it.

However, one of the workers on Career Path B, who is not on the training programme, and who currently works on level 1 as a machine operator expressed her open disappointment about the programme. She said that the programme does not cater for

the individual needs of the worker. She went on to say that the skills needed to work on the production lines require a worker that has an aptitude for working with complicated machinery. She does not enjoy being a machine operator. She was biased and based on her opinion on her personal frustration. I observed an interaction between this worker and the Course Co-ordinator who expressed her concern for the worker's position. The Course-Co-ordinator offered to schedule a meeting with one of the employees from the "leadership" team who deals with career counselling matters to discuss the worker's future within the organization. Most of the other workers have expressed their satisfaction with the training programme which implies the programme is serving its purpose and that the workers are happy to comply. The workers are satisfied with the training programme despite not knowing how it functions because I believe that they have faith in the "leadership" team and trust that their "leaders" are doing their best to provide education and training for them. I believe that the workers are grateful for the opportunities that the "leadership" team have given them.

I personally believe that the Imana Foods Training Programme should have been designed by taking into consideration the individual needs of all the workers. Although the training programme makes room for other career pathways, from the data collected, I can see that most of the workers have only progressed by one level since recruitment. It seems that once they have reached artisan level that they have reached their peak within the organization. Even though they are given the opportunity to specialize as artisans or craft workers, there are still limitations to the training programme. Those workers with a minimum of grade 10 of formal school education are not eligible to study further. If the organization included more of the ABET core learning areas and electives, this would provide those workers with the opportunity to complete level 1 and progress onto level 2 on the NQF. The C.E.O. of Imana Foods said that the commitment and initiative must ultimately come from the worker. I think that most of the workers realize that they need to study further in order to secure their jobs at Imana Foods.

4.7.4 Certification

The C.E.O., the Course Co-ordinator, the line production manager, and the stock controller said that aside from the certification that the learners receive on

successfully completing their ABET courses, they also receive certificates for completing the courses on the Imana Foods Training Programme. The certificates that are given to the workers after they have completed their ABET courses are from an external body known as the Independent Examinations Board (IEB) and are recognized and accredited by SAQA. On the other hand, the certification given on the Imana Foods Training Programme merely denotes that the worker has been on training for a course, has been assessed and has completed the course. The responses below provided by the workers will reflect the confusion regarding the credibility of the certification.

Workers were asked whether they had received any certification for the courses that they trained in.

Table 15: Receiving Certification for Courses Completed

No.	Percentages	Responses
5	45%	No certification for their skills training
6	55%	Received certification for their skills training.

The 45% of the workers who reported not having received any certification fall into the percentage of workers who do not understand how the certification process works. Alternatively, they are probably those workers who need re-certification. Some of these workers are on Career Path B.

4.7.5 Recognition and Credibility of the Certificates

The workers are supposed to receive certification after they have completed each of the courses on the Imana Foods Training Programme as described earlier. I have also pointed out that these certificates are only intended to serve as a record to the worker

and the organization that the course was completed. These certificates carry no weight, and cannot be seen as the worker building credits towards a recognizable qualification as described under the National Qualifications Framework.

Workers were therefore asked whether their certificates are recognized by other organizations should they want to leave Imana Foods.

Table 16: Recognition and Credibility of Certificates

No.	Percentages	Responses
6	54%	Certificates will be recognized by other organizations
3	28%	Certificates will not be recognized by other organizations
2	18%	Were not sure whether the certificates will be recognized by other organizations.

There appears to be confusion and misunderstanding amongst the workers. More than half the workers believe that their certificates will be recognized by other organizations. This implies that the workers were not told how the certification programme works and the reasons for receiving the certificates. Imana Foods is a relatively small organization, and I expected the channels of communication to be much more effective than those of a large organization where it is more difficult to convey important information such as this.

4.8 The relationship of the Imana Foods Training Programme to the National Qualifications Framework (NQF)

Chapter 3 provides a detailed overview of the National Qualifications Framework.. In this chapter the link or lack thereof between the Imana Foods Training Programme and the National Qualifications Framework is reflected on.

4.8.1 Accessibility, Mobility and Progression

The Imana Foods Training Programme has been designed to serve the functional needs of the organization and has little to do with the new system of education and training. The courses that are provided within the Imana Foods Training Programme are very different to any of the learning areas listed on the NQF. Although Imana Foods offer their workers an ABET programme, it is not intended to help those learners that do not have grade 12 of formal school education to strive towards achieving a GETC qualification. A large percentage of the workers already have grade 12 of formal school education. It is not beneficial for those workers who already have grade 12 of formal school education to register for a GETC qualification, which is a lower qualification than they already have. The ABET programme at Imana Foods serves merely to provide the workers with Language, Literacy, Communication (Literacy) and Numeracy skills that will enable them to cope with the technical jargon and to brush up on their communication and business skills which forms part of their courses on the Imana Foods Training Programme.

The courses that are offered on the Imana Foods Training Programme cannot be considered as an elective learning area as the courses have not been developed with the NQF features in mind. The Imana Foods Training Programme is a multi-skilling plan that focuses on specific job functions (refer to Chapter 3 which describes what multi-skilling means and the benefits of implementing such a programme). The courses on the training programme were not written according to unit standards registered with SAQA. These courses were developed long before the SAQA Act was passed. The courses have not been rewritten to suit the new requirements as stipulated by SAQA. None of the courses on the training programme can be considered substantial enough for a worker to use outside of Imana Foods. The courses will not be recognized by other organizations should a worker want to leave Imana Foods. The future of the non-skilled and semi-skilled workers is only secure if

they remain at Imana Foods. Apart from the ABET programme which Imana Foods offers the workers, the Imana Foods Training Programme has no link to the NQF at all.

4.9 The relationship of the Imana Training programme to the Skills Development Act.

I have discussed the Skills Development Act in great detail in Chapter 3, and in this chapter I aim to illustrate the ways in which the Imana Foods Training Programme is either complying or not complying with the stipulations of the Skills Development Act. The objectives of the Imana Foods Training Programme are measured against those of the Skills Development Act to determine if Imana Foods meets with all the criteria and specifications of the Skills Development Act.

4.9.1 Learnerships

Imana Foods has sent several of their employees for apprenticeship training, and many of the workers believe that the artisan training (an apprenticeship) is a very prestigious qualification when in fact it is no longer regarded in that light under the new laws. I asked the C.E.O. and the Course Co-ordinator why they had not registered any learnership as yet. The C.E.O. did not see any urgency and expressed a "wait and see" attitude towards the new laws. He said that he was not convinced that these laws would succeed in meeting their objectives. He further stated that if he were compelled to register learnerships he would, but until then he would continue as he had always done. The Course Co-ordinator said that there are no learnerships that have been written up which apply to or benefit the organization. She said that Imana Foods is in need of skilled workers and cannot wait for legislation to create or make provision for the workers to engage in learnerships. She also said that the process to register learnerships is very costly, time consuming, and cumbersome.

4.9.2 Workplace plans and programmes

The Imana Foods Training Programme is a skills plan but has no bearing on the NQF and the Skills Development Act in that the courses being run on the programme are not linked to SAQA standards and do not lead to any qualification. The Imana Foods Training Programme is run internally. The workers are assessed by employees from

the upper levels of the organization's hierarchy Lastly, the certification that the workers receive for completing these courses does not carry any credits as they are not recognized learning areas.

During my interviews with the C.E.O. and Course-Co-ordinator, it was confirmed that Imana Foods claims money back from the FOODBEV SETA for training. The Course Co-ordinator writes an annual report that describes the workplace plans and programmes. The report contains detailed information regarding the workplace plans and programmes, as is done in a sector skills plan only now the information relates to the organization's training programmes. Imana Foods has registered a workplace skills programme with the FOODBEV SETA. Although the courses that are on the Imana Foods Training Programme are not designed according to any unit standards set by SAQA, it is still regarded as a workplace skills programme by the FOODBEV SETA. The ABET courses are part of the training programme and form an integral part of the workplace skills programme. It is not viewed by the leadership team of Imana Foods as a separate Workplace Skills Training Programme.

Imana Foods is complies partly with certain aspects of the Skills Development Act. The Course-Co-ordinator has confirmed that the organization has the administrative structure in place and according to her the organization is conforming to the stipulations of the Skills Development Act. Imana Foods has complied in the following ways:

- They have developed a Workplace Skills Plan.
- They have formed a Skills Development Committee. The reason for doing this is because every workplace with more than fifty workers must have a Skills Development Committee. Imana Foods has a staff of seventy-six employees. If there is a union, the union is part of this forum. I was told by the line production manager that Imana Foods is affiliated with worker unions.
- The Course Co-ordinator doubles as the Skills Development Facilitator. The Skills Development Facilitator is responsible for ensuring that the organization is complying with all the requirements of the act. He or she advises and helps plan skills development for the workplace. Sometimes organizations appoint already

existing employees to act in this capacity and thus this is what Imana Foods has done.

I do not believe that both the employers and workers of Imana Foods had equal input in the drawing up of a Workplace Skills Plan. Most of the workers from the non-skilled and semi-skilled categories within the organization were unaware of the Skills Development Act and the impact that it was expected to have on education and training. I have shown that most of the workers who I interviewed are unaware of the implications concerning their certification and reward system. This implies that they had little to do with the planning and development of Workplace Skills Plan. I reveal the attitudes that the "leadership" team expresses towards the Skills Development Act. This proves that most of the "leadership" team do not fully understand what the Skills Development Act stipulates and hopes to accomplish for the benefit of the workers. I believe that there are several misconceptions that the "leadership" team have regarding the Skills Development Act.

4.9.3 Addressing equity at the workplace

Imana Foods has provided me with documentation that illustrates a workplace employment equity plan (see Appendix E). It lists the intention of the organization to empower the previously disenfranchised workers of Imana Foods, by providing them with education and training that will help them reach higher positions within the organization's hierarchy. The Skills Development Act and the Employment Equity Act work hand in hand to achieve the goals set out by these acts. There is a close link between the prescribed categories of the Skills Development Act and the designated groups of the Employment Equity Act. The Employment Equity Act stipulates that black people, women and people with disabilities must receive special attention because they were discriminated against under the apartheid government. The Sector and Workplace Skills Plans must not only pay attention to growth in the sector or business, they must also address social issues and questions of equity. These Sector and Workplace Skills Plans must determine the number of skilled men and women that are employed. It must also focus on the skills and employment patterns of African, Coloured, Indian and White people in order to address the imbalances which exist in the workplace. Imana Foods has clearly identified the categories of workers which require education and training and pledge their commitment to empowering

such workers. I believe that in this respect, the Imana Foods Training Programme is complying with the stipulations of the Skills Development Act and Employment Equity Act.

4.9.4 Claiming Money back from the SETA

According to the C.E.O. and Course-coordinator at Imana Foods, they are paying their Skills Development Levy, and therefore the C.E.O and the Course Co-ordinator perceive that Imana Foods is complying with the stipulations of the Skills Development Act. However, the paying of the skills levy is compulsory and Imana Foods has no option but to comply. This is just a small part of the act that they are complying with, and it is by no means sufficient to ensure the success of the act. The Course Co-ordinator also reported that the money that Imana Foods claims back from the SETA is not nearly as much as they spend on education and training.

4.9.5 The Attitudes of the Employees towards the Skills Development Act.

The attitudes expressed by the "leadership' team were that the Imana Foods Training Programme preceded the implementation of the Skills Development Act. They further stated that the Imana Foods Training Programme was developed along similar lines to those of the Skills Development Act. According to the C.E.O., the training programme has been developed to meet the demands of the organization and he said that he would comply with the stipulations of the Skills Development Act as long as it benefits the organization to do so. The Course Co-ordinator agreed with his decision, as complying with all the requirements of the act meant a very costly, time-consuming and a complicated endeavour. . She said that registering learnerships through SAQA was time-consuming and complicated, involving the filling out of lengthy application forms.

The other employees who I interviewed from the skilled category of the Imana Foods company believed that the Skills Development Act was not impacting on the education and training practices of Imana Foods. These workers felt that the Imana Foods Training Programme was implemented long before any legislation was passed and that it was adequate, providing the workers with a relevant training programme that satisfies the needs of the organization. The workers also expressed their

satisfaction with the Imana Foods Training Programme as mentioned earlier on in this chapter.

Most of the employees from all the categories listed on the Imana Foods organogram are confused about the requirements of the Skills Development Act, and as a result believe that the Imana Foods Training Programme meets with the all requirements of the act. Imana Foods developed a Workplace Skills Plan and paid the Skills Development Levy. However, these are just a few requirements that have been fulfilled. The Imana Foods Training Programme on its own does not meet any of the criteria set down by the SAQA Act regarding education and training under the new system.

4.10 The Role of ABET at Imana Foods

"The role of ABET at Imana Foods is meant to be seen as a stepping stone". This is what I was told by the "leadership" team. The workers are encouraged to enrol for their ABET classes regardless of whether or not they have grade 12 of formal school education. However, some of the workers that have grade 12 of formal school education feel that enrolling for ABET classes is unnecessary. In contrast, the Course Co-ordinator feels that although all the workers have a minimum of grade 10 education, they still need ABET classes to strengthen their language and numeracy skills that are fundamental to coping with and understanding the course material of the other courses on the training programme. The Course Co-ordinator went on to say that the quality of education that the workers received at their respective schools was questionable, and that even though the workers themselves already hold a formal school leaving certificate or senior certificate, they still need to enrol for ABET classes. She feels that the workers should enrol and participate in ABET classes, as they will need and use these skills at a later stage as they advance up the Imana Foods Training Programme.

4.10.1 The ABET Programme

The ABET programme at Imana Foods consists of only the fundamental learning areas as listed on the NQF. The ABET programme runs alongside the Imana Foods Training Programme and serves to complement the training programme. It is expected

that the literacy and numeracy skills learnt through ABET will help the learners cope with the other courses on the training programme. Both the fundamental learning areas are offered from ABET level 1 to 4. The workers are assessed by the results obtained through the placement tests that they took. Imana Foods is registered with the Independent Examination Board (IEB) and the workers sit for examinations set by the IEB. The IEB is a registered and SAQA accredited institution.

The examinations run every six months, and the workers write the examinations when they are fully prepared. The Course Co-ordinator told me that the pass rate at Imana Foods is very good. The course-coordinator has not registered any of the workers to sit for the examinations at the end of this year. She said that the workers had a very busy six months on the production floor. They were not committed to attending the classes and were therefore not fully prepared to write the examinations

According to the document on the ABET Programme run at Imana Foods (see Appendix E) the Imana ABET programme was implemented to enable the workers to gain important life skills and develop their potential to succeed both at work and in their daily lives (The Imana Foods ABET Programme).

The Media Works ABET course is designed so that the workers can work through each course at their own pace, without the need for a full-time teacher. The computer is the main teaching tool. The learners access their lessons through the computer. The lesson on the computer is followed up by written activities in the workbook, so that the learner can practise what he or she has learnt. Each learner is responsible for his or her own learning.

The computer-based programme offers the workers the opportunity to improve on their written and spoken English communication skills, develop their Numeracy skills and gain basic computer skills (see Appendix E). Some of the employees from the skilled category on the Imana Foods Training Programme said that the workers have been able to overcome their fears regarding working with computers and that they have grown in confidence.

A facilitator is available to assist learners with any problems encountered during the lesson. The learners write down problems that they want to ask the facilitator about during their tutorial lesson. The facilitators provide additional lessons to help those learners experiencing problems with their lessons.

The learners work individually on the computer and must attend lessons for 2 hours per week. If the learner cannot attend classes in the time allotted to him or her, arrangements can be made to make up for the lesson at a time that is convenient to the learner.

Facilitation classes are provided to the learners. These classes are thirty minutes long and are provided in each of the learning areas that the learner is enrolled for. This is the time set aside for learners to discuss their problem areas and to do corrections for the work that was completed in their workbooks. The workbooks are marked at least once a week.

4.10.2 Benefits of the ABET Programme

According to the "leadership" team, the ABET programme has benefited the workers in several ways. The "non-skilled" workers have become more confident and are able to communicate their thoughts and ideas to other workers. The worker's English second language skills have improved and they find it easier to cope with the reading of the training manuals and the instructions concerning the use of the machinery. According to the course-coordinator, the younger workers are very motivated and have a burning ambition to achieve results and progress within the organization. The older workers have made steady progress. According to the course-coordinator and other employees who are responsible for the workers on the production line, ABET has benefited those workers from the non-skilled category. The ABET courses do not lead to any credits that the workers can use to build on towards a recognized qualifications on the NQF. However these fundamental learning areas provide the workers of Imana Foods with a good foundation that helps them cope with the courses on the Imana Foods Training Programme. The Line Production Manager reported that the workers have benefited both at work and at home from attending ABET classes. Their communication skills are developing and they are gaining more self-confidence. The workers use their Literacy and Numeracy skills at home to help their children do

their homework. The Numeracy courses have helped workers set up small businesses at home for their spouses or family members to run while they are at work. The Literacy and Numeracy skills have helped them at work to progress to a higher level and receive more money.

4.10.3 The course content of the ABET programme

The ABET programme is intended to provide the learners with skills that will equip them to cope with their job functions and matters pertaining to their everyday lives. The course-coordinator and part-time facilitator said that the course material relates to everyday activities relating to the workers' everyday lives. The course material covers subject matter such as filling out application forms at banks, deposit slips, how to use an ATM machine, and other life skills that relate to the workers' everyday lives. The Course Co-ordinator feels that electives should be added to the ABET programme that are relevant to the work situation of the workers, and which provide the workers with a better understanding of the work environment by exposing the workers to a wider range of subject matter. According to the Course Co-ordinator, including a wider range of subject matter provides the worker with more choices in which to specialize. One of the employees who had completed his level 3 literacy course criticized the programme by saying that he was unhappy with the projects that learners were expected to comply with, because they were not related to the job they were doing at Imana Foods. He said that it would have been more beneficial if the project helped him understand his job better.

4.10.4 The relationship of the ABET Programme to the Skills Development Act

During my field research I conducted several interviews concerning the relationship that the ABET programme has to the Skills Development Act. I interviewed the C.E.O., the Course Co-ordinator, and other employees from level 3 on the Imana Foods Training Programme, and they said that the Skills Development Act did not have an impact on the ABET programme, as this programme was implemented long before the Act was passed. As mentioned previously, ABET is not considered to be an independent programme. Although the ABET programme is the only system which provides the workers with credits that they could use to build on to achieve a full qualification, only those workers that do not have grade 12 of formal school education will benefit.

There are only a handful of workers who do not have grade 12 of formal school education. Training is very costly, and it will not benefit the learners to get the GETC qualification. The Imana Foods Training Programme is the only programme that is viewed as important by the "leadership" team and is the only avenue through which the non-skilled and semi-skilled workers can progress upward within Imana Foods. As the C.E.O. said: "the ABET programme is a 'stepping stone' and not the main form of education and training that the workers receive." It has become clear that the ABET programme, though limited in its scope, is providing the workers with skills development.

4.11 Concluding Comments

A strong current of confusion and misunderstanding flows through this chapter. The views, feelings and thoughts of the "leadership" team differ from the views of the employees that work on the production lines. It is my opinion that the employees at Imana Foods do not understand how the new laws function. Although the C.E.O. of Imana Foods seems to think that the Imana Foods Training Programme adheres to the stipulations of the Skills Development Act, in reality it does not conform to most of the stipulations of the new acts. There is evidence of part compliance, but clearly there are too many inconsistencies which suggest that Imana Foods has not embraced the intentions and objectives listed for the NQF (see Table 1) and the South African Qualifications Authority Act (SAQA).

Chapter 5 consists of the recommendations that I have made based on the finding from this chapter.

CHAPTER 5: CONCLUSION

This chapter attempts to provide an overview of all the information that has been gathered thus far and draws a conclusion based on the findings that were made in the previous chapter. It is not my intention to take sides, but to present two sides of the situation.

The "leadership" team at Imana Foods has shown compliance with certain aspects of the Skills Development Act and the Employment Equity Act. They have failed to meet the criteria set out by the SAQA Act, and their qualifications do not correspond with any of the qualifications listed on the National Qualifications Framework. Imana Foods needs to seriously consider the implications of their actions as their decisions impact on the lives of the workers whom the organization professes to care about. The C.E.O. has stressed on numerous occasions that he is concerned with the well being of his workers and part of the philosophy of the organization is to create responsible "servant leaders" who are expected to contribute in all respects to the prosperity of the organization. The C.E.O. hopes to build on and strengthen the strong Christian principles and values that the organization was originally founded upon. However, I do not believe that he can achieve this if he puts the functional needs of the organization before the needs of the workers who serve the organization. I have found that both the workers and the "leadership" team are very committed and show a high regard for each other. However, I find that the part compliance of the organization towards the present legislation is a sign that not everything is as it seems. Perhaps the loyalty from the end of the "leadership" team is not as strong as the kind of loyalty that is expected from the workers on the production lines. I have no doubt that education and training plays an important role at Imana Foods, but it appears that it is more in theory than practice.

On the other hand the new laws have specific goals to attain, and have been designed to create a more skilled workforce that is expected to improve the country's economy, as it is believed that education and training has a profound effect on the productivity of workers. It is clear that present legislation and government policies have been entrenched in human capital principles and are not particularly intended to be for the

benefit of the workers, but strongly in favour of promoting education and training with the hope that it will yield a stronger and more skilled workforce. In my opinion, this is the underlying reason behind the implementation of present legislation.

There were no surprises concerning the way in which the different race groups were distributed, and the positions that they held within the organization. The majority of the workers were situated at the bottom end of the organization's hierarchy and they were all black. Refer to Table 6 and 7 for a brief overview of the organization's hierarchy and racial classification of the employees from level 4 to 6. This sort of organizational hierarchy is reflective of a third world country. The document review process revealed that the "leadership" team are aware of this fact and that they have proposed to rectify the situation by encouraging black workers to train and reach higher levels within the organization's hierarchy (see Appendix D). Imana Foods is prepared to sponsor those workers that show ability to study further. The C.E.O. and Course Co-ordinator said that the organization is not a SAQA accredited institute and therefore cannot provide specialized training to their workers. For those workers who want to study through a technikon or college the organization commits itself to providing financial support. Workers that take the initiative and make the commitment will be encouraged, supported and rewarded by the organization for their efforts.

The new laws which govern education and training, such as the SAQA Act, reflect the government's commitment to improving the quality of education for all South Africans. If organizations such as Imana Foods comply with the acts, the vision that the government had in mind when these acts were passed will be fulfilled.

However, it appears that the government did not consider the implications that the SAQA Act, the Skills Development Act, the Skills Levies Act and the Employment Act would have on smaller organizations such as Imana Foods. The financial outlay, the time commitment, and administrative work involved in implementing and carrying out the different requirements of the acts are not beneficial to smaller organizations. The effort required from smaller organizations to fully comply with the regulations of these various acts can be served more effectively on more important aspects of the business. I feel that these laws are better suited to the larger organizations such as

Unilever, S.A. and Robertson's Spices, who have the manpower and resources to manage the complicated administrative needs required of the organization in this regard.

Imana Foods however should not be absolved of all responsibility with regard to skills training, and in its duty to contributing to the South African economy. Provision should be made to make the administrative load lighter, and assistance should be rendered where possible to help the organization cope with meeting the requirements of all the legislative acts. This is something that the organization itself can take up with the FOODBEV SETA.

As stated by Woodhall (1997, pg. 38), investment in human capital has the potential to produce benefits both to the individual and to society as a whole. What this implies is that individuals who engage in educational programmes or vocational training benefit by doing so. These individuals are increasing their chances of finding employment and thus the possibility of receiving increased lifetime earnings. The off-shoot of these benefits is that society is likely to benefit from the increased productivity of educated workers as the standard of living for such workers is likely to rise (Woodhall 1997).

The benefits that an educated individual receives in return for his or her personal investment and the effects of such an investment on society have been recognized by governments worldwide who pay some or all of the costs of education (Woodhall 1997). It can be deduced that these governments see a clear link between education, increased productivity, and the ability of such individuals to lead a better standard of living. South Africa is not at the stage where the government can pay for education and training in both the public and private sectors of the economy. However because of the realisation that education and training have definite and positive effects on the economy therefore the present laws have been implemented to ensure that education and training is taking place in industry and other areas of the economy. If South Africa is to compete successfully on a global scale, then the country has to increase the skill levels of its workforce. This can only be achieved by providing appropriate skills training in the workplace.

Woodhall goes on to ask the critical question of how human capital increases productivity (see Chapter 3, page 39). However, the answer that is provided to her question is later criticized. The critics of the human capital theory argue that education and training do not increase the productivity of a worker but rather acts as a screening device for the employer to sift out employees with certain characteristics such as attitudes towards authority, punctuality, or motivation from those employees that do not display such desired tendencies. However true this may be, such hypotheses have been ruled out as having insufficient evidence to back the claim that education and training has no direct impact on productivity. I personally believe that education and training is the key to unlocking the potential of workers, and such useful knowledge and skills can never be lost if a worker changes jobs, but can rather be applied to the new working environment.

I believe that Imana Foods also supports the tenets of human capital theory in that they invest in their "human capital" to increase productivity and to upgrade the skill levels of the workers in the hope that the organization's productivity and profit making ability is boosted. Therefore Imana Foods has designed and implemented their in-house training programme specifically intended to develop the workers according to the needs of the organization and not necessarily to cater to the needs of the individual.

The Skills Development Acts have been implemented to serve the educational and training needs of employees. The employer must bear the financial risk and resources but receives support from the relevant SETAs. Organizations can claim back money from the SETAs for paying the Skills Development Levy, and meeting other conditions of the SETA. Even those organizations that have not paid a skills levy are entitled to claim money back from the SETA. The risk of losing skilled workers to other organizations is no longer such a burden as organizations such as Imana Foods are receiving financial aid through claiming back money from the SETA for money spent on skills development and training.

The Chief Executive Officer is not convinced that registering his workplace Training Programme with the Food and Beverages Manufacturing Industry Sector Education and Training Authority (FOODBEV) will make any significant difference to the

training programme in existence. I agree that filling out cumbersome application forms to register and align their organization's qualifications can be time and money spent saving the organization from hostile closure. The Course Co-ordinator made a very practical observation regarding the education and training of the employees and the issue of time and cost: that the organization cannot afford to prioritise registering their courses with the FOODBEV SETA, or design the courses on the Imana Foods Training Programme according to SAQA unit standards. The Course Co-ordinator said that the organization is not an educational institute but a business. This is true, but the organization should be held accountable for meeting the needs of the workers, and should not just do what is convenient at the expense of the workers who serve the organization.

Both the "leadership" team and the workers engaged on the Imana Foods Training Programme said that they were satisfied with the Imana Foods Training Programme because it serves the functional needs of the organization and provides the organization with a multi-skilled workforce. The workers have expressed their satisfaction with the courses and are not aware of any of these new laws or what they mean. The C.E.O. said that he would comply to the new acts if he was coerced into doing so but does not see the need. I think that the workers are in the dark about the changes that have been made and legislated, and would not be satisfied with the Imana Foods Training Programme if they realized that it does not benefit them as much as it could. It could even be argued that Imana Foods is purposely duping the workers into believing that their needs are important and being catered for. However, I think that Imana Foods, being a relatively small organization, is trying to make some kind of compromise by providing employment to low-skilled workers and providing education and training to improve their skills. I am sure that over time Imana Foods will incorporate more of the stipulations of present legislation into their training agenda. None of the "leadership" team showed a complete indifference or disregard towards the new laws, which implies that they have an open mind regarding change.

As mentioned in Chapter 4, section 4.4.1, Imana Foods is quite a small industry that has a staff of about seventy-six employees. The employees from the "leadership" team believe that the organization was designed with specific objectives in mind that adequately suit the training needs of the employers and employees alike. The Imana

Foods Training Programme is flexible and adaptable and allows the worker the choice to move into another area of specialization. I have made reference to Career Path B in Chapter 4, section 4.4.1 which describes how the worker can opt not to work on the production line.

The Imana Foods Training Programme and ABET classes are offered to all the employees to whom the courses apply. The employees are not compelled to study or train for any of the courses and all education and training is done on a voluntary basis. The organization is prepared to send at least three employees at a time for artisan training. According to the Imana Foods Employment Equity Plan (see Appendix D) Imana Foods seeks to sponsor at least one full-time scholar each year. Imana Foods tries to identify those with potential at an early age so as to ensure that they get every opportunity to go as far with their education as they are capable of going (Employment Equity Plan 2002 pg.2 of 3).

The organization has an Equity plan outlining their objectives (see Appendix D). I believe it is a plan that is in keeping with the Skills Development Act. Imana Foods has pledged its commitment to addressing the imbalances of the past by making room for previously disadvantaged black workers to study further so that they are able to progress to higher levels within the organization.

Imana Foods pays a skills levy and also claims money back from the FOODBEV SETA for developing a Workplace Skills Plan, and the submission of a yearly report to the SETA which outlines the education and training targets that were met as specified in the Workplace Skills Plan. The Workplace Skills Plan is a detailed plan that serves to inform the FOODBEV SETA of all the training that has been implemented to meet the training targets that the organization has planned. According to the Course Co-ordinator, the organization is complying with the administrative aspects of the Skills Development Act by filling out the annual report.

Imana Foods has been acknowledged by the FOODBEV SETA. The company has received grants for implementing a Skills Training Programme that empowers the "non-skilled" and semi-skilled workers. The Imana Foods Training Programme serves its purpose by providing skills development to the workers that work on the

production line of the organization. The other employees are being sent for further education and training to outside providers, such as Technikons and colleges. Imana Foods is sponsoring their employees for further training and development.

The organization has drawn up a Skills Programme, and although the courses on the Imana Foods Training Programme are not registered or recognized by SAQA, the employees from the "leadership" team say that Imana Foods is complying with the present legislation where it applies and benefits the needs of the organization

The C.E.O. has expressed his misgivings about the present legislation. He does not believe that these acts will have the desired impact on the economy that the government expects them to have. He believes that he should wait a while longer before plunging his organization into the "depths of bureaucracy". The new laws are very complicated and require time and money in order to incorporate the stipulations of the acts into the existing Workplace Training Programmes of Imana Foods.

I recommend that the C.E.O. take the administrative functions of the business more seriously. I also recommend that he document his business objectives and strategies more coherently in the form of a Human Resource Policy which other employees can consult when the need arises. This is an important document for the business and I personally believe that no organization should be without one. I do not think that the Chief Executive Officer's presentations alone are sufficient in getting across the right message. I have collected data which shows that many of the employees are confused about their pay incentives and certification. This can be solved in a small organization such as Imana Foods through group discussion and effective record keeping.

Imana Foods has implemented an ABET programme to complement the Imana Foods Training Programme. At the moment, they only offer two of the fundamental learning areas, namely Language, Literacy and Communication and Mathematical Literacy, Mathematics and Mathematical Sciences. I recommend that Imana Foods considers adding on the core learning areas and electives that will benefit those workers with up to grade 10 of formal school education. This will provide them with an opportunity to further their education and training, rather than being on the production line as non-skilled or semi-skilled workers for the rest of their working lives. I believe that some

of the relevant electives can be implemented as part of the Imana Foods Training Programme to enrich the workers' understanding of the technology that they are expected to work with.

As I mentioned before, the Imana Foods Training Programme does not help workers build credits towards any SAQA accredited qualification. However, ABET can be seen as a pathway to achieving a higher qualification. On the other hand the Imana Foods Training Programme provides the workers with the relevant skills suited to the kinds of jobs needed at Imana Foods. Most of the workers already have up to grade 12 formal school education and for them it is unfair to move backwards. The ABET GETC qualification is a lower qualification than the grade 12 qualification. I recommend that the organization consider implementing specialized language courses and include the relevant business skills that would accommodate workers that already have grade 12 qualifications.

After weighing all the evidence I believe that the policies of the National Qualifications Framework (NQF) and Skills Development Act (SDA) are favourable and have good intentions. As I have already mentioned in Chapter 3, the language used to express the rules and requirements of the acts are very difficult and complicated to understand without the help and experience of a qualified and trained advisor for interpretation. I recommend that the C.E.O. of Imana Foods reassess his position regarding the NQF and the Skills Development Act. I think that he should have an open mind about the purposes of these new acts. By complying with the requirements he will contribute to the success of these new acts. The bodies responsible for ensuring the success of the new laws should consider simplifying the language used in order to suit the employers and employees from both the formal and informal workplaces.

If all the other employers from organizations such as Imana Foods had the same attitude as the C.E.O., then the entire system would definitely collapse. However, as mentioned earlier on in this chapter, the SETAs need to provide smaller organizations with more assistance and resources that will help them cope with the administrative demands which present legislation has saddled them with.

The new system of education and training is a balanced and well-planned system that I believe is far superior to the old system of education. The new system of education and training strives towards providing learners with options and opportunities. The responsibility for creating a stronger economy and a better standard of living for all South Africans does not lie in the hands of a few, but with all the role players contributing to the success of the country's economy.

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APPENDICES

APPENDIX A: Interview Schedule A

Within Imana Foods there are three groups of people that have to be interviewed, Management, the facilitators and the Learners. I have identified these groups of people as being directly involved with the running of the learning programme, and who are responsible for its continued success.

Management Level

1. How many levels of ABET (Adult Basic Education and Training) are being offered by the organization?
2. How many participants are there in each level?
3. How were the participants identified?
4. What are the different programmes being offered? (Literacy, numeracy, life skills, management, administration, etc.)
5. How was the content for each programme identified and developed?
6. What is the duration of each programme?
7. How much funding is allocated to each programme?
8. How is the effectiveness of each programme being assessed?
9. What incentives are being offered to participants for improved qualifications?
10. How often are the programmes being reviewed and upgraded?
11. Are participants involved in the reviewing and upgrading process?
12. Does the organization have a written Human Resource Policy?
13. What are the main elements of the policy?
14. How was the policy developed? (Top/down, bottom-up, consultative?)
15. Are all the members of the organization aware of the policy?
16. How do you ensure that they are aware of the policy and are acting out the specifications of the policy?

Facilitators

1. Are the learners' activities outcomes based/ linked to assessment criteria?
2. What approaches are used in the presentation of the learning activities?
3. Explain the methods used in the presentation of the learning activities?
4. How is the effectiveness of the learning activities evaluated?
5. How often are the learners assessed?
6. What methods of assessment are being used?
7. Are the participants involved in their own assessment?
8. Are the participants aware of the assessment criteria?
9. Are there any problems experienced within the organization which affects the smooth running of the learning programme?
10. What are the learners' attitudes towards their learning programmes?
11. How do you deal with absenteeism from learners?
12. How are learning difficulties being experienced by the learners' handled?
13. What is the pass rate of learners who attempt the examinations?
14. How does the organization regard a learner who has failed a course?
15. What types of resources do you have available for the learner to use?
16. Is there anything you would like to change about the learning programmes?
17. If the answer to the above question is yes, what changes do you recommend?
18. What are the challenges that you face as a facilitator engaged in these learning programmes?
19. What is your opinion of the skills development programmes being undertaken in this organization?
20. How is Adult Basic Education and Training viewed by management?

The Participants

1. Is the programme suited to your needs?
2. Is the teaching/learning approach appropriate?
3. Are the teaching/learning methods effective?
4. Is the duration of the programme satisfactory/suitable?
5. Are suitable resources being provided?
6. Is sufficient time being allocated for study purposes?
7. What are the benefits of the programme to you?
8. Are you experiencing any difficulties with the learning content?
9. Has attending these learning programmes helped you improve your work performance?
10. What are your aspirations for the future?

APPENDIX B: Interview Schedule B

Research Topic:

A case study of a workplace training programme and how it relates to the National Qualifications Framework (NQF) and the Skills Development Act.

Questions

1) How many years of work experience do you have?
2) Does the "leadership "team at Imana Foods encourages you to study and further your career?
3) Can you describe what it is like to work at Imana Foods?
4) What kind of relationship do you have with the employees from the "leadership' team?
5) Are you aware of what the Imana Foods "Dream" is?
6) What are your current qualifications?
7) Do you share in the Imana Foods "dream"?
8) If so, how?
9) What level within the skills Pay Based Certification Programme are you currently on?
10) Can you describe how you began your work here at Imana Foods and went on to other levels?
11) Were you rewarded for your success upon completion of your course?
12) What sort of reward did you receive?
13) Does the training and certification programme meet with your expectations?
14) Does this incentive encourage you to train and further yourself within the organization?
15) Have you received any certification for the courses that you have trained in?
16) Do you know whether or not these certificates are recognized by other organizations, should you want to leave Imana Foods?
17) What are your reasons for wanting to participate in these courses?

APPENDIX C: The Skills Based Pay Re-certification Programme

3. The Skills Based Pay Re-certification Programme 2002

3.1 **Aims:**

- To launch the SBP Programme
- To ensure that all incomplete accredited training is completed.
- To assess each team member's level of competence and provide refresher training where necessary.
- To provide an opportunity for those who have received little training to date, to receive formal work skills training in level 1 and / or II modules the need and want to complete.

3.2 **Sequence and Format:**

- All team members are informed about the SBP Re-certification programme
- Begin with Level II accredited learners assess Level I and II skills
- Secondly, assess level I accredited learners
- Finally, train and assess those learners who have received very little training to date
- Feedback to learners
- Assessment review

Note:

- Individual assessments will be conducted
- Revision of skills already tested + teaching and assessing of new skills will be carried out concurrently
- Adequate time needs to be given to allow learners to practice new skills before being assessed. All assessments however must be completed by 30 June 2002.

3.3 **The introduction of the SBP Re-certification Programme 2002 to teams:**

To be discussed.

3.4 **The SBP Project documentation**

i. Register and summary record of team training

ii. One *'Assessment: Observation Checklist'* pack per learner: Level I

Level I & II i Learner files: Learner Guides, where needed

Note:

- Individual assessments will be conducted
- Revision of skills already tested + teaching and assessing of new skills will be carried out concurrently
- Adequate time needs to be given to allow learners to practise new skills before being assessed. All assessments however must be completed by 30 June 2002.

3.5 **The introduction of the SBP Re-certification Programme 2002 to teams:**

To be discussed.

3.6 **The SBP Project documentation**

i. Register and summary record of team training

ii. One 'Assessment: Observation Checklist' pack per learner: Level I Level I & II

iii. Learner files: Learner Guides, where needed.

APPENDIX D: EMPLOYMENT EQUITY PLAN

1. The Nature and Structure of the Business
   a. Imana Foods is a marketer of branded food products to the FMCG (Fast Moving Consumer Goods) industry. It was founded in1984, in a private garage attached to a home in Kloof. It has since grown to serve the whole Southern Africa marketplace, with it products being found in Namibia, Botswana, Swaziland, Zimbabwe, and to a limited extent, Mozambique and Zambia.
   b. Imana Foods consists of two basic operations:
      i. Marketing of Brands, with brand teams responsible for the performance of the brands under their respective care.
      ii. Stock Replenishment, ensuring that stock is available to satisfy orders as they come in.
      iii. All other activities are outsourced, the extensive use of outsourcing being a critical part of the Imana business strategy.

2. Workplace Profile: analysis of current composition:
   a. Imana grades Skills Levels as follows:

i.	Level 1	Unskilled
ii.	Level 2	Semi-skilled
iii.	Level 3	Skilled: artisans, higher level clerical staff
iv	Level 4	Professional: three or four year university degree or equivalent
v.	Level 5	Professional: university Masters degree of Doctorate or equivalent
vi.	Level 6	Company Director

   b. Blacks, Indians and Coloured are under-represented in leadership and professional positions in Imana Foods.
   c. Females across all race groups are under-represented in leadership and professional positions in Imana Foods.
   d. White Males occupy a big proportion of the high-skill jobs.

e. The skills profile reflects a large proportion of Level 1 and 2 skills in the business, reflecting the status of a third world company. These positions are largely occupied by Blacks.

3. Objectives and Strategies

a. Imana Foods fully embraces the need for "transformation. We live in a country of "two nations, one "rich and White, the other poor and Black. Imana Foods has a Dream, a Vision, for making a difference to this state of affairs. Imana Foods has a vision for bringing the previously disenfranchised through into professional and leadership positions in Imana Foods.

b. Imana Food's sees itself achieving this transformation primarily through:

   i. An "Affirmative Skilling program: A massive commitment to education and training for employees, with a strong affirmative action bias.

   ii. A program to involve everyone in business decisions: Everyone in Imana Foods is to have business responsibility for some aspect of the business, responsibility by the Rock Face in the business decisions will be achieved through the Process Centering Agenda.

   iii. Promoting on merit: Everyone is to be given the ongoing opportunity to take on more responsibility for caring for the consumer and Trader. Imana Foods commits itself to giving the people opportunity to do more, for the Consumer and Trader. Readiness to take on such further responsibility will be indicated by the results achieved with the responsibilities already allocated.

c. The Imana Foods skills Profile will progressively be moved from a high proportion of Level 1 and Level 2 skills, to a preponderance of Level 3 through Level 4 skills, as Imana Foods moves from the Third World into being a world class First World Food Company. Our current people will be given every opportunity and inducement to continuously acquire new and higher value skills. This will result in Imana Foods employing very few people with no more than Level 1 and Level 2 skills.

4. Affirmative action measures
   a. Affirmative Skilling
      i. Described above. In addition,
      ii. Imana Foods will seek to sponsor at least one full-time scholar each year, seeking to identify those with potential at an early age so as to ensure that they get every opportunity to go as far with their education as they are capable of going. This sponsorship would be with a view of bringing those so sponsored into Imana Foods fold.
   b. Promotion and Recruitment: where two candidates for one position are deemed to be equally suitable by virtue of education, skill, experience and any other factors relevant to the position in question, preference shall be given to the 'under- represented, in terms of our then current Workplace Profile.

5. Retention: Training and Development:
   a. Described above. Further.
   b. It is intended that study and skills development becomes a way of life for every employee at Imana Foods. Part and parcel of caring for our Consumers and Traders is to acquire more knowledge and skills which will equip us to identify and serve Consumer and Trader needs more precisely
   c. Accordingly. Imana Foods is to develop a 'campus like feel, becoming "a place of learning.
   d. We don't want to lose talented people. So the primary intention is to provide these people with every opportunity to grow while in the employ of Imana Foods, to the extent that Imana Foods is able to accommodate their aspirations in terms of positions available and in terms of training resources.

6. Duration of the Plan and Timetable for Planned Measures
   a. The Work Place Profile shall be updated and reviewed annually.
   b. The objective is that the Work Place Profile shall reflect progress in the "transformation agenda each year."

c. The effectiveness of the "planned measures shall themselves be reviewed each year. If the "affirmative skilling combined with "opportunity to take on more through Process centering is not sufficient, then that strategy would have to be reviewed.

7. Monitoring and Evaluation

a. All Imana Foods employees belong to Process Teams, which get together at least monthly to discuss pertinent issues.

b. At least on an annual basis, every Process Team in Imana Foods will discuss progress made on our Work Place Profile, and the effectiveness of the "Planned Measures.".

c. This feedback will then be collated and an Annual Employment Equity Plan shall be drafted.

d. This annual Employment Equity Plan shall be submitted to the authorities required by legislation, and shall be available to all Process Teams for scrutiny.

8. Responsibility for Implementation

a. The Chief Executive Officer has prime individual leadership responsibility for implementation.

b. The Board of Directors has prime joint leadership responsibility for implementation.

c. Every Team Leader is responsible for engaging his or her whole team in the process.

d. Every individual in Imana Foods is responsible for their own active participation In the Imana Dream, "Redeem Eden, this process of achieving equity in the Imana Foods Work Place Profile being part and parcel of that Dream.

APPENDIX E: The Imana Foods ABET Programme

The Aim of the ABET Programme

The ABET programme was implemented at Imana to enable employees to gain important life skills and develop their potential to succeed both at work and in their private daily lives.

It forms an important part of the general skills development programme. It provides students with the communication and numeracy skills that are needed in order for them to progress successfully through the rest of the skills development programme.

The computer based programme offers students the opportunity to improve their written and spoken English communication skills, develop their numeracy (maths) skills and gain basic computer skills.

Available Courses

English Communications:	Numeracy (Maths)*:
Basic Oral	Level 1,2,3
Level 1, 2, 3	Level 4 (NQF1)
Level 4 (NQF1)	* Level 2 English literacy skills are a necessary requirement.

Enrolment requirements and costs

The ABET programme is available to all Imana employees.

Enrolment is free and voluntary, but students who register for a course are expected to complete the course and write the exam for it within a reasonable time period (12-18months; 24 months for level 4 students)

How the programme operates:

The Media Works ABET course is designed so that students can work through each course at their own pace, without the need for a full time teacher.

The student: Each student is responsible for his or her own learning.

The Computer: The computer lesson is the main teaching tool. Students begin each new lesson by working through it on the computer.

The Workbook: The lesson on the computer is followed up by written activities in the workbook, so that the learner can practise what s/he has learnt.
Level 4 (NQF1) students do their written work on the computer as well.

The Facilitator: The facilitator is available to help students with any problems that they are having and provide additional teaching. The facilitator is not a replacement for the computer lessons.

The computer lessons and the workbook are the heart of the programme. Students drive themselves forward through the programme by working through the computer and workbook lessons, on their own, each week.

The facilitator meets with the students once a week to discuss their progress and to help them with any work that they have not understood or are finding difficult.

The structure of the ABET programme:

Independent Work Classes:

- 2 hours per week.
- Students attend classes on their own to work though the computer lesson and complete the same lesson in the workbook.
- Students can follow the times given in the Independent Work Timetable or attend whenever is convenient for them, provided they complete 2 hours of independent work a week.

Facilitation Classes:

- 30 minutes per week, per subject.
- Each student meets with the facilitator to discuss and work through problems and go over corrections. Students are encouraged to use this time to practise speaking English.
- Students need to try to follow the facilitation class times given in the English/ Numeracy Class Timetable, but can make arrangements to see me at another time, if this is not possible.

Marking:

The workbooks are marked by the facilitator at least once a week. Mistakes and problems are dealt with during facilitation. All corrections must be done before any new work is begun.

Assessment:

- Continuous assessment: students are assessed throughout the year by means of the work in their workbooks, revision exercises, class tests, projects and their use of spoken English during facilitation classes.
- Formal Assessment: At the end of each course, students write a 3 hour national exam which is set and marked by the Independent exams Board (IEB). Exams are held in June and November each year. Students who pass the exam are receive a certificate from the IEB.
- Level 3 (English) students: all level 3 students need to complete a project before being able to write the exam.
- Level 4 (English) students: all level 4 English students need to complete at least two projects/ written assignments and present a prepared talk before being able to write the exam.
- Level 4 (Numeracy) students: Need to complete a project before writing the exam.
- The Level 4 (NQF1) final mark is made up of : 50% internal assessment
  50% formal exam mark

APPENDIX F: ABET Registration Form 2002

Skills Development

Imana Foods

Interview: Artisan Training/ Training Path 2002-2004

Date: May 2002

Machine Setters

Name	Qualifications/ Training/ Comment	Training Plan
Mavis Kweyama *	Wants to do an N1 Std 8 SBP I & II complete (1999) ABET English 2 (1999)	· SBP Re Certification · ABET English 3 complete - Oct 2002 · ABET Numeracy 2 & 3 - Oct 2003 · N1 - Oct 2003
Archel Mkhize *	Wants to do N3 and continue with artisan training Matric (1990) N2- Electrical (1992) (no trade test) Prelim Safety Training (1991) SBP I & II complete (1999)	· SBP Re Cert · ABET English 2 complete · ABET English 3 complete · N3 - July 2003 · Apprenticeship Training - Jan 2004

Isaac Mnxasane *	Wants to go on Apprenticeship training Matric (1991) N4 - Mechanical Engineering (1993) SPB I & II complete (1999) Forklift (2001)	· SBP Re Cert · Apprenticeship training - Nov 2002
Philson Mtshali *		· SBP Re Cert · Complete ABET Eng 3 - Nov 2002 · ABET Numeracy - 2 & 3 - June 2003 · N1 - July 2003
Khaye Ngcobo	Interests: Artisan Training (Electrical) and Financial Management diploma Get advice from tech re. further technical studies, based on existing qualifications Matric (1994) N2 - Engineering studies (1998) SBP I complete (1999) SBP II incomplete Forklift (2001) First Aid (2002) ABET Numeracy 2 (2002)	· Complete SBP II · SBP Re Certification · ABET English 4 complete - June / Oct 2003 · ABET Numeracy 3 complete - Oct 2003 · N3 - Oct 2003 · Apprenticeship Training - Jan 2004

Nathi Shezi	Interests: Artisan training-. Engineer Needs to: · Complete N2 theory (Fitting and machining) - Tech, Sept-Nov 2002 (eve classes/ technisa/ tech full time) Matric (1992) N2 (1993) - needs to complete theory SBP I & II complete (1999) Forklift (2001) First Aid (2001)	· SBP Re Certification · Complete N2 theory - Sept 2002 · N3 - Jan 2003 · Apprenticeship Training - July 2003
Mbuso Gwala	Interests: Apprenticeship training (electrical) + Electronics Matric (1991) N3 (1992) SBP I complete (1999) SBP II incomplete Imana Computer Systems (1999) Forklift (2001)	· Complete SBP II · SBP Re Certification · Complete ABET Eng 3 (exam on request?) · Apprenticeship Training - July 2002

Luke Nene *	Wants to do N1 (Mechanical or Electrical) Matric (1993) SBP I complete (1999) SBP II incomplete Introductory Computer Course (2000) First Aid (2001) Forklift (2001) ABET Numeracy 2 (2002)	· Complete SBP II · SBP Re Certification · Complete ABET Eng 4- June 2003 · Complete ABET Numeracy 3 - June 2003 · N1 - July 2003
Leon Ramba	Interests: Artisan (Electrician) ----- Engineer Matric (1991) N5 (1993) SBP I & II complete (1999)	· SBP Re Certification · Apprenticeship Training - July 2002
Medrinah Mtshezi	Matric (1996) SBP I & II complete (1999) First Aid Level One (2000) HASREP (2001) ABET Numeracy 2 (2002)	· SBP Re Cert · Complete ABET Eng 3 - Nov 2002/ June 2003 · Complete ABET Numeracy 3 - June 2003 · N1 - Oct 2003

Notes:

Only Forty-five percent of the respondents have complied with the request to write up a short history, detailing their work experience and qualifications. These respondents have been reflected with a star next to their names.