

Understanding Skills Supply and Demand in the Hairdressing Industry

REPORT OF STAKEHOLDER WORKSHOP



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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February 2018



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ACRONYMS

AHSC	Ambrose Hair and Scalp Clinic
APPETD	Association for Private Providers of Education, Training and Development
ARPL	Artisan Recognition of Prior Learning
CEO	Chief Executive Officer
CERT	Centre for Rights, Education and Transformation
CPD	Continuing Profession Development
DDG	Deputy Director-General
DHET	Department of Higher Education and Training
EISA	External Integrated Summative Assessment
EOHCB	Employers Organisation for Hairdressing, Cosmetology and Beauty
FP&M SETA	Fibre Processing and Manufacturing Sector Education and Training Authority
GDP	Gross Domestic Product
HCSBC	National Bargaining Council for the Hairdressing, Cosmetology, Beauty and Skincare Industry
HIV	Human Immunodeficiency Virus
HSR lab	Hair and Skin Research Laboratory
HWSETA	Health and Welfare Sector Education and Training Authority
MBChB	Bachelor of Medicine and Surgery
MQA	Mining Qualifications Authority
NAMB	National Artisan Moderation Body
NATED	National Accredited Technical Education Diploma
NGO	Non-Government Organisation
NQF	National Qualifications Framework
NRF	National Research Foundation
NSF	National Skills Fund
PhD	Doctor of Philosophy
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning

SAQA	South African Qualifications Authority
SARCHI	South African Research Chairs Initiative
SDPs	Skills Development Providers
SEDA	Small Enterprise Development Agency
SETA	Sector Education and Training Authority
Services SETA	Services Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
UCT	University of Cape Town
UJ	University of Johannesburg
UNISA	University of South Africa
VAT	Value Added Tax

1. INTRODUCTION AND BACKGROUND

The Department of Higher Education and Training (DHET), in collaboration with the Services Sector Education and Training Authority (Services SETA) hosted a stakeholder workshop on *Understanding Skills Supply and Demand in the Hairdressing Industry* on 18 August 2017. The purpose of this workshop was to present the findings of a study on the hairdressing industry in South Africa, which was a collaborative initiative between the hosts. The programme for the event is attached as **Appendix 1**.

The rationale for this study stemmed from an observation by the Minister of Higher Education and Training, Dr Blade Nzimande, who noted the mismatch between declining enrolments into hairdressing programmes at Technical and Vocational Education and Training (TVET) colleges and the rapidly growing hairdressing industry in the country.

The research focused on the availability and provisioning of hairdressing programmes at South African TVET colleges, including student enrolment in hairdressing programmes. It sought to determine the scope of hairdressing programmes in TVET colleges, including the curriculum and associated practical training. Furthermore, the study sought to determine the size, nature and economic contribution of the hairdressing industry in South Africa.

1.1 Summary of Key Research Findings

The research revealed that the reason for TVET Colleges not enrolling many students in hairdressing programmes is that TVET Colleges began to phase out hairdressing programmes as part of National Accredited Technical Education Diploma (NATED) hairdressing qualifications from November 2001. The NATED qualifications were deemed to be outdated and irrelevant owing to them not taking into account new trends and technologies in the hairdressing industry. The NATED hairdressing programmes

were also perceived as being biased since they focused predominantly on Caucasian hair, despite the majority of the population having “ethnic” hair care needs. Concomitantly, the provisioning of hairdressing qualifications shifted to private Skills Development Providers (SDPs) who were accredited by Services SETA. The number of institutions offering SETA accredited hairdressing qualifications (National Qualifications Framework level 2, 3, 4) are as follows: 13 TVET Colleges, 4 Private Colleges, and 43 Private SDPs. However, many of the challenges identified in the NATED hairdressing course are still observed in the SETA qualification. The learning pathways leading to all the occupations that are classified as “trades” (including hairdressing) are currently under revision. New occupational qualifications will be registered under the Quality Council for Trades and Occupations (QCTO).¹ The new QCTO qualification will replace the SETA qualification which comes to an end in 2018.

The study confirms that the hairdressing industry plays an important role in the economy, both in the formal as well as the informal sectors of the economy. It reveals that the hairdressing industry employs approximately 1 180 224 people (in both the formal and informal sectors), and its contribution to the Gross Domestic Product (GDP) is approximately 0.62%. Also revealed is that there are approximately 6 337 employers in the formal hairdressing industry with approximately 34 000 - 40 000 employers in the informal hairdressing industry. There are approximately 31 685 hairdressers in the formal sector and 57 715 in the informal sector. The monthly wages earned in the formal sector is R6 500 - R11 000 basic salary, plus 40% - 50% commission and an additional 20% commission on retail sales of hair products. There is potential to earn as much as R30 000 or more. In the informal sector, wages earned are between R2 245 - R8 000. Most informal hairdressers are not paid a basic salary; the majority tend to work on commission basis which ranges from 10% for junior employees to 35% for experienced hairdressers.

¹ <http://ncap.careerhelp.org.za/occupation/2b3798c6-1b25-4b7d-99e8-a408d81f2ce8>

CHALLENGES

- **Curriculum Challenges**

- Bias towards skills related to Caucasian hair in the curriculum.
- Lack of individual attention.
- Inadequate product training.
- Perception that students coming out of colleges are not skilled enough: Salons must still provide in-house training to upskill hairdressers.
- Inappropriate people are designing the curriculum, having no hands-on salon experience.
- Language and terminology used is inaccessible, alienating those hairdressers in the informal industry.
- Outdated curriculum.
- Curriculum is perceived as irrelevant to the skills needed in the informal Industry.
- Lengthy hairdressing course.

- **Industry Challenges**

- Perception of hairdressers as low-income earners.
- Few colleges offering hairdressing qualifications.
- Financial constraints faced by students.
- Administrative issues.
- Limited earning potential regardless of qualifications.
- An unregulated industry.
- There are no consequences to not formalising.
- It is perceived as too complicated/difficult to register the business.
- It is perceived as difficult to access information on how to formalise.
- Formalising the business is perceived to be costly.
- There is a fear of the unknown as to how formalising will change the business, and what rules and regulations will be imposed on the salons.
- Exclusion of Afro/ethnic from the industry.
- Hairdressing seen as being talent-based – on-the-job training may be more relevant.

- Lack of approved workplaces.

1.2 Recommendations

- **Funding:** To encourage enrolment in hairdressing qualifications, it is recommended that funding be made available to students in the form of tuition, equipment costs, as well as a stipend to support them while they study. For colleges, financial support is needed to enable colleges to afford the equipment needed, in addition to enabling them to provide competitive salaries to attract competent lecturers. For salons, financial incentives could be offered to salons who are willing to provide training to new or unqualified hairdressers.
- **Strengthening Career Guidance:** Negative perceptions of the hairdressing can be addressed by: a) showcasing the various career opportunities available to those with a hairdressing qualification; b) highlighting the fact that hairdressing is a lucrative industry; c) ensuring that hairdressing as a career option is presented at school career days and expos; d) providing clear, easily accessible information about how to qualify as a hairdresser; e) ensuring that the qualification route is efficient and simple (there should be no delays in the availability of trade tests and certificates); f) offering a part-time study option; and g) if possible, shortening the length of time that it takes to qualify as a hairdresser.
- **Ongoing Training Initiatives:** Product safety training was highlighted as crucial. Training on new hair trends, technology and products are also essential. There is also a need for training in the informal industry to address critical skills gaps. Regular training is, thus, advised, particularly in the form of community-based workshops. These should be affordable, accessible (with simple administrative procedures), convenient, relevant and practical.
- **Diversifying the Industry:** It was felt that the hairdressing sector is fractured in the sense that there is not enough collaboration and communication between industry stakeholders, as well as between the formal and informal industries.

- **Regulating the Industry:** It was felt that the large informal segment is detrimental, one reason being the issue of product safety. Regulating the industry from a health and safety perspective is important, so that both consumers, as well as unqualified hairdressers are protected from potentially harmful hair products.
- **Relevant qualifications and policies:** In response to the challenge of outdated qualifications, it was recommended that policies imposed on the industry are both practical and relevant. In order to do this, sector bodies must adequately consult with other role players, such as the colleges and hairdressers (who have knowledge and practical experience of the industry's needs), when they are designing the qualifications or making policy changes. The current qualification must be scrutinised in conjunction with industry leaders to ensure that it meets the current needs of the hairdressing sector in South Africa. Caucasian and Afro hairdressing skills should be equally prioritised in curricula. There may be an opportunity to revisit the current qualifications and assess whether alternative options could be provided, to make the qualification.
- **Efficient communication and support:** There seems to be a general lack of awareness about who the major stakeholders in the industry are, their roles and the services that they offer. Better communication is required to ensure that all industry stakeholders are aware of what is taking place in the industry. All jargon should be removed from communication efforts. Sector bodies need to have more of a presence in the industry, and ought to communicate effectively. Colleges need assistance with the design of curricula. Administrative processes should be improved to make it easier to get accredited, register students, obtain student certificates and resolve queries.
- **Ensuring more workplace training providers:** There is a need for workplace-based training providers to be monitored more closely to ensure that they do in fact meet industry standards for quality. It was further suggested that consultants should be appointed to train salons that have potential to become

workplace-based training providers on compliance issues and to teach them how to handle administration processes in an efficient way.

The full research report for this study is available on the following link:

<http://www.dhet.gov.za/ResearchNew/Skills%20Supply%20and%20Demand%20in%20the%20Hairdressing%20Industry%20in%20South%20Africa.pdf>

2 PURPOSE OF THE WORKSHOP

The purpose of the stakeholder workshop held on 18 August 2017 was to engage with the report, gaining stakeholder confirmation and / or challenges as to validity of the study and the findings thereof.

Key industry stakeholders were approached to serve as respondents to the report findings. The report was well received, being acknowledged and further engaged with during discussions. The workshop also featured presentations facilitating engagement around supply and demand in the sector where stakeholders shared their experiences and observations around what opportunities and challenges existed in the industry.

The respondents, presenters and delegates provided valuable insights into the industry, noting their concerns and passions about hairdressing whilst also addressing respective organisation's roles in supporting the profession.

The discussions generated throughout the workshop provided a robust platform that has not doubt left delegates with much food for thought as they move forward in growing the profession.

3 WORKSHOP PARTICIPANTS

The event was attended by over 93 participants from a wide array of organisations. The Minister of Higher Education and Training, Dr Blade Nzimande provided the opening remarks at the workshop. Also in attendance was the Deputy-Director General (DDG): Planning, Policy and Strategy, Dr Nkosinathi Sishi, as well as the Deputy-Director General: Skills Development, Mr Zukile Mvalo, from the Department of Higher Education and Training (DHET). Services SETA was represented by the senior manager of chambers, Mr Lehloma Ramajoe, the chairperson of the Board, Mr Themba Mhambi, and the Chief Executive Officer (CEO), Mr Andile Nongogo. In addition, the CEO of the QCTO, Mr Vijayen Naidoo was in attendance and served as one of the key stakeholder respondents to the study. Also present were business experts, and representatives from: the hairdressing industry, TVET Colleges, SETAs, and DHET. Some of the organisations in attendance included the following:

- Small Enterprise Development Agency (SEDA)
- SETAs: Mining Qualifications Authority (MQA), Services SETA, Health and Welfare SETA (HWSETA); and the Fibre Processing and Manufacturing (FP&M) SETA
- Association for Private Providers of Education, Training and Development (APPETD)
- National Artisan Moderation Body (NAMB)
- Employers Organisation for Hairdressing, Cosmetology and Beauty (EOHCB)
- National Bargaining Council for the Hairdressing, Cosmetology, Beauty and Skincare Industry (HCSBC)
- Association of Private Providers of Education, Training and Development (APPETD)
- Quality Council for Trades and Occupations (QCTO)
- TVET Colleges: Ekurhuleni West TVET College; Ikhala TVET College; Tshwane North TVET College; Capricorn TVET College; and Ekurhuleni East TVET College
- Universities: The University of Cape Town (UCT) and the University of Johannesburg (UJ)

- Research organisations: Hair and Skin Research Lab; Plus 94 Research; Centre for Rights, Education and Transformation (CERT); and Tsikwa
- Hair training institutions / academies / salons: Jabu Stone Products; Dark and Lovely; Afro Training; Sharpelines haircare; the Hair Academy of South Africa; Afika Hair; Skills Village; Vander Consultants; Royal hairstyles Training Academy and Salon; Lubisi Hair Centre; and Ambrose Hair and Scalp Clinic (AHSC).

The attendance list is available as **Appendix 2**.

4 WORKSHOP PROCEEDINGS

4.1 Welcome and Introduction

The programme director Mr Lehloma Ramajoe, who is the Services SETA Senior Manager of Chambers, welcomed workshop participants before calling on DHET's DDG of Planning, Policy and Strategy, Dr Nkosinathi Sishi, to introduce the Minister. Dr Sishi briefly talked to how this study was inspired by the Minister before he thanked the Services SETA colleagues for a fruitful partnership on this project. The Minister's biography is attached as **Appendix 3**.

4.2 Opening Remarks

The Minister of Higher Education and Training, Dr Blade Nzimande, addressed the audience, welcoming them to the event and highlighting the importance of the hairdressing industry and the impact it was making on the economy. He drew attention to the psychology of hair and its effect on people's self-expression, self-esteem and identity, and its association with race, culture, gender, religion, politics, age and wealth. The Minister emphasised that the meaning of hair to society is so much more than a superficial representation of style. The Minister provided a brief historical overview of the significance of hair by sharing some examples of how different cultures and religions throughout history reflected the various dimensions of their identity and beliefs through hair. He also touched on several recent examples in South Africa's own history when hair came under the spotlight, such as the case of the 2010 Soccer World Cup when many foreigners could not find a formal hair salon that catered to ethnic hair care needs. This phenomenon demonstrates the bias of the formal hair sector to Caucasian hair as highlighted in the study, and confirms that ethnic hair is catered for predominantly by the large informal sector. The Minister also spoke of his own youth and how he was a fan of the 'cheesekop' (bald hairstyle), which he joked was one of the hair choices that was taking away income from the hair care market. The Minister also made mention of the hair laboratory at UCT which has made significant strides in the field of hair care research. He ended by noting the value of stakeholder engagements such as the workshop in sharing ideas, thoughts and

reflections. He also shared some pointers towards the way forward from this engagement. Please find full speech attached as **Appendix 4**.

4.3 Background and Provisioning: Dr Hersheela Narsee: Director: Policy, Research and Evaluation – DHET

Dr Narsee provided the background to the study, addressing the rationale and purpose, research focus and importance, as well as what was hoped to be achieved as a result of the study. She addressed the methodology of the research used to obtain the data for the study before providing an overview of the qualifications that are currently offered by TVET Colleges and SDPs. She then provided information about the number and types of institutions providing these hairdressing qualifications, as well as student enrolment figures at TVET and private colleges over the past few years. Dr Narsee also provided a brief historical overview of hairdressing qualifications in the country and how TVET colleges came to stop offering the old NATED qualifications. She emphasised that hairdressing was a trade and that it required the successful completion of a trade test in order to qualify as a fully-fledged hairdresser. The full presentation is available as **Appendix 5**.

4.4 Size and Shape of the Hairdressing Industry: Mr Sibusiso Dhladhla: Acting Executive Manager: Planning – Services SETA

Mr Dhladhla talked to the size and shape of the hairdressing industry, including the status of hairdressing as a profession. He noted many negative connotations including the perception of hairdressers as being poor earners; an industry with limited potential and not for high achievers. He observed that despite these negative attitudes, the hairdressing industry was growing rapidly, making a significant contribution to the country's Gross Domestic Product (GDP). Mr Dhladhla also noted some interesting figures such as the number of hairdressers, employers and salons both in the formal and informal sub-sectors. He also shared information about the earning potential in these sub-sectors. He highlighted the barriers faced by students in enrolling for

hairdressing programmes, the critical skills gaps among hairdressers currently, and ended with recommendations on how to better cater to the needs of those wanting to pursue the profession. The full presentation is available as **Appendix 6**.

4.5 Panel of Respondents

A. Department of Higher Education and Training – Ms Gerda Magnus: Chief Director: Programmes and Qualifications

Ms Magnus noted that hairdressing was a dynamic, fast changing sector especially with regards to technology and products. This, she noted, makes qualification and curriculum responsiveness in TVET Colleges difficult.

Upon reflecting on the industry, she noted that the contribution to the GDP from the hairdressing market stems mainly from the sale of hair care products. She also acknowledged that the formal sector was much smaller in comparison to the unregulated informal sector which has extensive vast employment opportunities. She continued that success in this industry is dependent on the customer; qualifications don't matter to the consumer.

Ms Magnus then talked to qualifications and the ability of colleges to deliver on those qualifications, noting that the NATED hairdressing qualifications had been phased out because TVET colleges did not have enough learners enrolling. She added that the City and Guilds qualifications were not cheap, thus also contributing to the decline in the number of people enrolling into hairdressing qualifications.

She acknowledged that the occupational qualifications were good but noted several barriers to expanding the provision of hairdressing occupational qualifications at TVET Colleges, namely: funding with regards to infrastructure and equipment and workplace learning opportunities. She added that shorter modules towards a full qualification

could also be considered as an alternative to a long drawn-out full hairdressing qualification.

She concluded that TVET Colleges should establish partnerships with industry to keep abreast of trends and new products, adding that qualifications should enable employment and success in the field, and not act as a 'gatekeeper'. Please see full presentation attached as **Appendix 7**.

B. Employers Organisation for Hairdressing, Cosmetology and Beauty – Mr Willie Petersen: Member

Mr Petersen noted that TVET colleges' salaries are not attractive to hairdressing lecturers. He indicated that in the past, colleges employed qualified hairdressers to train learners, however, that is not the case presently. He also remarked on the difficulty of trying to up-skill subsistence hairdressers who are earning just enough to make ends meet. For that person to leave their work to attend a course for a couple of weeks will take away food from their table. He noted that there is a national bargaining council working towards formalising the informal hairdressing which they need to work with.

Providing some background on the issue of the City and Guilds qualification, Mr Petersen described how when Services SETA came out of administration in 2013 / 2014, everything stopped; there were no trade tests being done; in fact things went backwards. At that stage there were around 2000 learners in the system who could not exit the system with a qualification. Subsequently, both the union and the employer organisation through the bargaining council entered into an agreement with City and Guilds where it was agreed that if a student has a City and Guilds certificate, they would be entitled to a qualified salary. He continued that there are those people working in the industry without the necessary recognition. Most of them earn commission, but it doesn't really matter as far as the basic salary is concerned; where

it matters is their contribution to the pension fund. If that person was working at a learner salary, her pension was growing little by little.

On the issue of entrepreneurship, Mr Petersen noted that developing learners to become entrepreneurs in a workplace situation is problematic. He explained that the employer takes on a learner and imparts entrepreneurial skills which that learner may use in opening up their own business. He argued that the employer won't be on board with that as he would be training that learner to be his opposition once the learner qualifies; the employer would rather keep the learner as an employee. This is the challenge they have with entrepreneurship which they need to address.

C. Association of Private Providers of Education, Training and Development –

Ms Sonja Ryf: Chief Operations Officer

Ms Ryf shared feedback that she had received from providers who had indicated that they would like to see flexibility in course and programme offerings so that students could gain recognition and certification for specialisations such as barbering and ethnic hairdressing. The providers also recommended making such courses and programme offerings more affordable so that learners can enter into the formal sector.

Ms Ryf indicated that that providers also highlighted the importance of entrepreneurial skills sets, which could help learners become successful business owners and transform industry.

Ms Ryf then added that the South African qualification needs to have recognition; it needs to be relevant; it needs to meet industry requirements; and it needs to be streamlined so that learners can enter the workplace and start earning a living as soon as possible.

The final recommendation she noted was related to workshops. She noted that there are a lot of in-house training available including product training. However, they need to formalise these national workshops to allow for recognition and certification of these trainings. This would allow learners doing the formal training to enter the formal market.

D. Quality Council for Trades and Occupations – Mr Vijayen Naidoo: Chief Executive Officer

Mr Naidoo talked to QCTO's mandate and involvement in the sector before describing the new QCTO qualification which he stated was a registered, valid qualification. He noted that Services SETA was appointed as a development quality partner because that is where the funding resides, in the first instance, and secondly, they were able to develop the community of experts required to develop that qualification. The issue was around the number of credits where it was 417 and had to be brought up to 540. He confirmed that the credit issue has been resolved and the qualification will be going to the committee for approval. Nonetheless, the 417 credit qualification is valid as is.

Mr Naidoo then made reference to the validity of the report finding on the disjuncture between industry and the education and training aspect. He commented that industry was quite involved in the development of the new qualification. The report also addressed the structure of the qualification with the knowledge, practical and workplace components which the QCTO qualification aligns to. He also indicated that the QCTO qualification would allow for any mode of delivery (such as the Recognition of Prior Learning, apprenticeships, Learnerships, etc.) but the trade test is the end product in order to be qualified. The challenge was around the duration of the qualification; however there is leeway as a learner can move quicker through the system depending on his/her competence. They are also exploring the issue of part qualifications which would still include the three components of knowledge, practical and work experience.

He then talked to the exit level outcomes in the qualification. Although it is at National Qualification Framework (NQF) level 4, levels 1 - 6 represent the exit level outcomes where the level of difficulty increases at each level. The hair qualification also has international comparability with the Melbourne College as well as the Red Seal programme. He noted that in order for the South African Qualifications Authority (SAQA) to register a qualification, there needs to be international comparability.

In terms of provisioning, the presenter stated that the QCTO will be responsible for accrediting the providers; it will no longer be the SETAs. They also accredit assessment centres and these are recommended by NAMB. The challenges regarding the provisioning is the availability and approval of workplaces, as well as, the funding for qualification roll out to TVET colleges.

Mr Naidoo continued that the External Integrated Summative Assessment (EISA) or trade test is a critical element of the qualification. NAMB has been approved by the QCTO as the assessment quality partner. They will coordinate all aspects around the trade test. QCTO will provide guidance with the development of the test blue print. The model that the QCTO is following is the creation of item banks where they want an electronically generated trade test. The challenge through this, however, is assessment on demand where a learner completes and would immediately want the qualification. That puts a strong requirement on front end quality assurance versus back end. The other issue is the determining of competence at grading levels.

In conclusion, Mr Naidoo indicated that there are at the point after this research where they should refocus efforts on QCTO occupations and part qualifications. The SETA qualification will come to an end in 2018; as such, they should put their efforts on the new qualifications so that they can replace the old ones by 2018 and continue. He added that they have to prioritise the implementation of hairdressing. They have to set timeframes for the phase out of the historically registered trades. They also need to focus on capacitating TVET Colleges, and finalise workplace approval criteria as well

as give consideration to the Community Education and Training Colleges. The full presentation is attached as **Appendix 8**.

E. Small Enterprise Development Agency – Ms Lizzie Mabotja: Specialist: Research & Development

Ms Mabotja commented that this was an intensive report and an eye-opener as to what needs to be done for the sector. She continued that SEDA sees the sector as filled with employers, entrepreneurs, exporters, manufacturers and, more broadly, brand ambassadors for South Africa. What she picked up from the report, is that it places a challenge on SEDA to play a strong role as an entrepreneur supporter. She added that SEDA has a lot of new offerings that allow for walking through new entrepreneurs from the talking phase, business plans, start up, all the way to facilitation of access to finance, export opportunities, as well as mentoring of the business. These are services she would imagine working very well with a short course on hairdressing, and that allows easy access into the market.

Ms Mabotja continued that they often find entrepreneurs having serious challenges in terms of inconsistent cash flow, access to technology, difficulty of finding operating premises, as well as the fragmented support from different government agencies. In addition, she noted, the businesses SEDA support don't have bookkeeping skills; they don't understand the bureaucracy of the environment; and they don't know general business management; this means the businesses come in but on average disappear within 3 and half years.

She then mentioned the rapid incubation system offered by SEDA, which they now offer for many different sectors. This is where one goes through the entry screening; a boot camp where one learns about product development, their market, as well as, how to refine one's product and what they will be able to do and offer the market. Then the client will go straight to the market and pitch to investors with the support of SEDA. Within this system, the presenter highlighted that the work does not need to stop; one

can participate in the system and still have a space to serve his/her clients. She found this to be most suitable to the hairdressing sector.

In conclusion, she noted that as QCTO and DHET go forward, they should consider inserting entrepreneurship as a focus area. The full presentation is attached as **Appendix 9**.

4.6 Discussion

- Ms Fatima Fernandes, representing the hairdressing industry on the NAMB committee, addressed her first comment to DHET where provided the history as to why hairdressing had slowly deteriorated at TVET colleges. She indicated that Government had decided not to pay the lecturers' salaries any longer; and that this responsibility was allocated to the boards of colleges. This is why the private sector got involved and a lot of the lecturers started opening up their own colleges. She advised that if the hairdressing lecturers got paid by government, and received pension and medical aid etc, they might have had a booming business at TVET public colleges. She then addressed her next comment to the QCTO where she advised that learners need to know in advance what client they are going to have to do for the trade test, and that the clients also have to book time off for work etc. She advised that the test generated by a button would not allow knowing this in advance; on the day would be too late.
- Ms Caron Du Plessis from Afro training commented that the Ethnic dry hair market is completely forgotten about; and this is something that would be a quick qualification. She revealed that it is a R3 billion industry in the country, just in sales. She remarked that they could extend this to education and training short courses (no chemicals, no cutting) and make a big dent in unemployment and skills development.

- Dr Shirley Lloyd from DHET noted that she did not hear the word Continuing Profession Development (CPD) coming through from the engagements and advised that as they look forward to designing and developing the entire system, that CPD can be used very effectively especially for the informal sector where they could step in and out of learning. Secondly, she recommended that digital technologies, open learning and other methodologies be used as a mechanism to reach these people and at least get them some kinds of formal skills which can be submitted later for the Recognition of Prior Learning (RPL) should they want a formal qualification. Thirdly, she agreed with the point on the push of a button test; she would hope that the test would also test cognitive ability, the ability to analyse, the ability to logically arrange, and the ability of the learner to cognate.
- In response to Dr Lloyd and Ms Fernandes' comments, Mr Naidoo from QCTO clarified that it's not a push of a button for the test itself, it's a push of a button to generate the test items. He advised that they want an assessment that is properly quality assured and has pre-tested items so that the judgment one makes can be defended even from a certification point of view. He took note of all of the comments but indicated that Dr Lloyd's comments is linked to his point on RPL.
- Ms Mariska Du Plessis from EOHCB agreed with Ms Mabotja about the fragmented support from government. She indicated that they serve on various fora where they do see lots of issues in terms of health, safety, sanitizing, the issue foreigners etc. She noted that there are lots of things that need to be addressed. She advised that they need to at some stage put all departments of government in one room to address these issues which are linked to all of them. In terms of CPD and professional bodies, she felt that there should be statutory professional body for hair and beauty; currently there is only one for beauty.
- Ms Mimmi Biggar from Dark and Lovely commented that there has been a decline in the relaxer market where natural hair is opted for over relaxed hair. But as simple as natural hair sounds, there is a whole art form to it, as people

are demanding sculpting, treatments, or lessons on how to maintain natural hairstyles. She indicated that she would like for this to be considered as a subject, as it an emerging preference.

- Mr Ambrose Mnisi from AHSC noted that there is gatekeeping especially in dealing with the informal sub-sector. He then queried as to who benefits from the informal sector; it is not the economy; it is the foreigners that use it as a tool for drug trafficking; and it is killing the industry. He advised that the trade test should be the entry point into the profession; what should be flexible is the pre-test. He continued that RPL must be flexible to accommodate those historically disadvantaged hairdressers. He concluded that there needs to be a regulation of the products; they cannot be a dumping country for products.
- With reference to Mr Mnisi's comment on harmful products being brought into the country, Mr Petersen noted that Professor Khumalo is working on poisonous hair products that are being imported and she will address this in her presentation.
- Ms Sonja Ryf from APPETD stated that they could employ CPD even in the informal sector. She noted that hairdressing salons do have continuous training, adding that they need to bring those product houses in to allow them to be recognised for RPL and things like that. This will allow those learners to enter the formal sector through those recognitions.
- Dr Nkosinathi Sishi from DHET talked to the importance of international comparability because they don't just want to train them for the purpose of only serving local needs. He thinks there is an underemphasis as to the important role of benchmarking especially internationally and especially with respect to assessment. He was happy with the QCTO's presentation where two benchmarking exercises were done in European settings but advised that it is also important to benchmark against established assessment bodies in the developing countries, not just Europe. This will inform curriculum development and assessment processes of the country which would also speak to the

integrity and credibility of all our processes. He indicated that the hard work Services SETA is doing in this regard will be undermined by a poor assessment system that just seeks to distribute qualifications. They must be seen to be striving for high caliber, high end qualifications that are comparable to any other qualifications in the world, and make inputs towards supporting training and development.

- Ms Mashadi Morake from Ekuruleni West College noted that Services SETA did not give certification as anticipated. She queried as to whether they would have the same backlog with QCTO. She also wants Services SETA to indicate when they will be done with the backlog. She hoped that the same situation does not happen with QCTO.
- The programme director accepted the comments, noting that they are working on improving the issues raised. He indicated that they are happy to speak to the colleague from Ekuruleni West College should she have any follow up queries.
- In conclusion, Mr Douglas Lubisi from Lubisi Hair Centre noted that SEDA helps with training programmes and financial assistance. He advised that when the hairdressers come to the SEDA offices, they should not turn their back on them; they are future salon owners. Secondly, he advised that they must teach students about primary health care, hairdressing and beauty, and the importance of entering a registered salon. He also advised on the importance of career guidance and demonstrating that hairdressing is not an inferior career.

4.7 Commission 1: *Provisioning of Hairdressing Programmes; Qualifications and Workplace-Based Learning vs. Simulated Learning*

Facilitator: Dr Shirley Lloyd: Director: NQF – DHET

Scribe: Ms Qaqamba Matha: Intern: Policy, Research and Evaluation – DHET

Presenters:

- Mr Jowie Bopape: Acting Director – National Artisan Moderation Body (NAMB)
- Professor Nonhlanhla P. Khumalo: Head of Dermatology – Hair and Skin Research Lab

A. Pathways to Qualify as a Hairdresser

Mr Jowie Bopape

Mr Bopape is the Acting Director at NAMB; a position he has occupied since 2016. From 2009-2016, he was the acting Deputy Director: Artisan Certification. He was also an artisan training instructor and Assessor in Fitting and Turning at the SAJ Training Institute from 2007 to 2009. From 1997-2007, he was a workshop lecturer in a fitting and turning workshop and also the Head of the Mechanical section at Mopani South East TVET college. And in 1996-1997, he was a high school teacher at Sebalamakgolo High School.

Summary of presentation

The presenter highlighted the seven steps to follow for one to qualify as an artisan. He mentioned the following requirements for artisan training: knowledge, practical skills and workplace training. The presenter also mentioned that there are contracted and non-contracted routes to become an artisan and each route has its own procedures. He also focused on Artisan RPL (ARPL) and on the workplace.

Issues raised

The following issues were raised during the session:

- There is a lack of workplaces.
- It is very difficult to simulate a workplace.
- Real training happens at the workplace.
- The QCTO qualification will only be accredited if linked with workplace; it is the responsibility of the course to take learners to a workplace.
- Using one's own clients count as workplace training.
- The ARPL/classroom route is not just a quick fix.
- In rural areas, there is no awareness of apprenticeships etc,

Recommendations

The following recommendations were made:

- Many salons still need assistance with administrative support.
- Many also need assistance with registration support.
- It was also recommended that real workplaces are needed to produce artisans.

The full presentation is attached as **Appendix 10**.

B. Challenges and Opportunities in the South African Hairdressing Sector

Professor Nonhlanhla Khumalo

Professor Khumalo graduated with a Bachelor of Medicine and Surgery (MBChB) in 1990, worked as a general practitioner in Langa Township and later half-time for 10 years to raise her daughters. Khumalo is a clinician scientist trained in Dermatology at Groote Schuur Hospital and the Oxford Churchill Hospital, United Kingdom. She has, to date published the largest general population data internationally on the epidemiology of African hair/scalp disorders (nearly 2000 participants aged 6-96 years). With Funding from the National Skills Fund (NSF), she launched the Hair and Skin Research Laboratory (HSR lab), a state-of-the-art national facility in May 2016. With funding from Services SETA, the National Cosmetic Safety Testing Laboratory and a new qualification (the Advanced Diploma in Cosmetic Formulation Science) will be run from the HSR Lab from 2017. Khumalo moves comfortably from the bedside to the laboratory and community in her use of clinical, basic science and public health research tools. She received the inaugural Discovery Foundation (SA) Research Fellowship Award and was awarded a PhD (Doctor of Philosophy) in Public Health from the UCT in 2007. She was appointed as a consultant dermatologist in 2008, received ad hominum promotion to the rank of Associate Professor in 2009 (full professor in 2016), Head of Dermatology at UCT in December 2012 and awarded the National Research Foundation (NRF) - South African Research Chairs Initiative (SARChI) chair Dermatology and Toxicology in 2015. She is the founding Editor of the South African Journal of Child Health and author of “Genes for Teens” a science-made-relevant-to-daily-life book that aims to inform and motivate teenagers to think before they act.

Summary of presentation

The presenter noted that there is a dilemma facing our people in terms of producing products that are not properly tested, which as a result causes hair loss especially in African women. The presenter also noted that when they talk about hair, it isn't about ethnic/Caucasian; it is about hair geometry and what the hair is capable of doing as well as what one can change from it.

She also revealed that South Africa has produced about 121 relaxers and out of these there is no indication as to how many were tested. Lastly, the presenter also noted that there is a study that is being conducted to look deeper at the issue of hygiene in

many hair salons in South Africa, focusing on the issue of human immunodeficiency virus (HIV) infection in hair salons.

Issues raised

The following issues were raised during the session:

- South Africa does not have a qualification on training scientists to formulate hair products.
- New Advanced Cosmetics Diploma has been developed.
- Colleges should play a role in taking the student into the workplace.
- How will the research reach the everyday hairdresser?

Recommendations

The following recommendations were made:

- The research on health and safety should reach normal salon workers/owners, and this can be done through developing a better relationship with private trainers and TVET colleges. Also more road shows need to be done in raising awareness on health and safety in the salons.
- There is a need for cooperation with TVET, Businesses and product formulators to move this industry forward.
- There is a need to find ways of encouraging trainings on hair.

The full presentation is attached as **Appendix 11**.

4.8 Commission 2: *Hairdressing for Sustainable Livelihoods and the Role of Industry in Supporting Qualifications, Curriculum Development and Workplace-Based Learning*

Facilitator: Ms Fatima Fernandes: TVET Coordinator – University South Africa (UNISA) College of Education

Scribe: Ms Nomfezeko Vendle: Manager: Chambers – Services SETA

Presenters:

- Mr Jabu Stone: Owner – Jabu Stone Products (Pty) Ltd
- Dr Mondli Hlatshwayo: Senior Lecturer: Centre for Education Rights and Transformation (CERT) – University of Johannesburg (UJ)

A. Hairdressing for Sustainable Livelihoods

Mr Jabu Stone

Jabu stone completed his studies in Engineering and business. He is the founder of Jabu Stone Natural Hair Care range of products which celebrates natural hair, enabling clients to have control of their hair styles in countless ways without damage. His product comprise an authentic range of hair products that provide ideal nourishment and care for natural hair. He has established salons country wide in Southern Africa specialising in Natural Hair care. In conjunction with the salons is the Hair and Beauty Institute that runs Jabu Stone Academy which is well situated in the heart of Johannesburg. This academy was established to train aspiring entrepreneurs, salon owners and those who wish to work at the salon.

Summary of the presentation

The presentation focused on hairdressing for sustainable livelihoods and the role of industry in supporting qualifications, curriculum development and Workplace-Based Learning.

The presenter highlighted the structure of the industry by mentioning that it is characterised by the Caucasian and ethnic hair markets which are further segmented into formal, semi-formal and informal.

The presentation also proposed solutions to overcome the challenges imposed by the semi-formal and informal sector which included incubation to grow those businesses to a level where they can contribute fully to the economy of the country. It also emphasised that training is at the core to professionalise the industry and to eradicate the fly-by-night businesses. Law enforcement as well as the education of the consumers with regards to hair products and services were also a means of ensuring professionalism in the industry.

Issues Raised

The following issues were raised during the session:

- Before the people buy your product, they need to buy you.
- There was an issue of consumer complacency.
- There is a mismatch with the formal and informal sector.
- Most are not registered therefore operate informally.
- To force registration and licensing will cause more animosity and tensions.
- For someone in the informal sector, to register a business and obtain a license costs a lot of money; they would rather invest the money into their business.
- South Africa should maintain good standard. There is a need for some level of supervision through regulatory interventions.

Recommendations

The following recommendations were made:

- Incubation to overcome the predominance of the informal sector in the hairdressing industry.

- Law enforcement to regulate the industry in terms of the suitable infrastructure, operating procedures and suitable equipment.
- Training and development for the practitioners in the hairdressing industry.
- Consumer education on the hairdressing products and the consumer rights.
- Mobile salons.
- Establish a body to which the consumer can complain (By-laws).
- Open financial systems to the informal sector – make it easy for them to open bank account in their own names.
- Government to encourage the local and immigrants.

The full presentation is attached as **Appendix 12**.

B. The Pervasiveness of Precarious Employment: Challenges and Prospects

Dr Mondli Hlatshwayo

Mondli Hlatshwayo is a Senior Researcher in CERT at the UJ. Previously he worked for Khanya College, a Johannesburg-based Non-Government Organisation (NGO), as an educator and researcher. His areas of research include precarious work, migrant workers, unions and technological changes, workers' education, community education, xenophobia, trade unions and social movements. Hlatshwayo has published a number of peer reviewed journal articles and book chapters on the following topics: precarious workers, xenophobia and trade unions, football world cup and stadia, education and immigrant learners, and trade unions and technology. He is co-editor (with Aziz Choudry) of the Pluto Press book, Just Work? Migrant Workers' Struggle Today.

Summary of the presentation

The presentation emphasised the prevalence of the precarious workers that dominate in industries like hairdressing industry. The presenter noted that precarious employment is a dominant form of employment, describing it as short term in nature, characterised by low wages. He continued that the conditions of employment are irregular, noting the scarcity of permanent jobs. He labelled it as a global issue that is not only affecting South Africa but the rest of the world.

Issues Raised

The following issues were raised during the session:

- Precarious employment/workers are found in the hairdressing industry. The conditions that hairdressers work under make them vulnerable in the communities (cheap labour)
- This is a global issue and makes the industry understand that they are not the only ones experiencing these kinds of problems
- Historical bondages were highlighted, noting how inequality has been prevailing for quite some time.

- Such work does not contribute directly to tax but it does contribute to Value Added Tax (VAT) domestic as those earning in this way are spending their earnings in the country; they live in the country and raise their family in the country; they send the children to school etc.

Recommendations

The following recommendations were suggested:

- To respond to the issue of precarious work, there is a need to bring in other systems to help such as popular organisations, cooperatives, social movements, women's formations and trade unions.
- There is a need for support from government.
- Skills planning and government interventions have to be localised.

The full paper is attached as **Appendix 13**.

4.9 Commission Feedback Report

This session allowed the facilitators to share on the presentations that took place in their commissions.

4.10 Way Forward

Mr Zukile Mvalo, the DDG of Skills Development from DHET provided the way forward indicating that what needs to follow is:

- To review the QCTO qualification and create shorter modules/part qualifications to promote access;
- To identify potential TVET colleges who can deliver SETA or QCTO qualifications;
- To set up a structured relationship between colleges and SETA for delivery of the programmes – secure funding for at least 6 years;
- To enter into discussions with TVET Branch to see if voted funds can be made available for occupational programmes;
- To embed an entrepreneurship element in the new qualification;
- Services SETA to target informal salons and support them through an entrepreneurship programme;
- To ensure Services SETA certifications matters are resolved;
- For industry bodies together with Services SETA and universities to consider benefits of CPD and a structure;
- To train of trainers – collaboration between SETAs and Cosmetology lab at UCT; and
- To relook at the RPL Model to investigate the relationship between simulated learning and the workplace.

4.11 Closure

Mr Andile Nongogo, CEO of Services SETA concluded the event and thanked participants for coming.

5. APPENDICES

APPENDIX 1: Programme

**STAKEHOLDER WORKSHOP ON UNDERSTANDING SKILLS SUPPLY AND
DEMAND IN THE HAIRDRESSING INDUSTRY**

Date: 18 August 2017

Venue: Green Boardroom First Floor
20 Eton Road Parktown, Johannesburg

PROGRAMME			
Purpose:	<ul style="list-style-type: none"> To share findings from research on Skills Supply and Demand in the hairdressing industry To debate and consider implications of the study 		
Programme Director:	<ul style="list-style-type: none"> Mr Lehloma Ramajoe: Senior Manager Chambers – Services SETA 		
Process:	<ul style="list-style-type: none"> Presentations, commissions and report backs 		
Outputs:	<ul style="list-style-type: none"> Report of the workshop 		
Available resources:	<ul style="list-style-type: none"> Research report disseminated on memory sticks and summary handouts 		
TIMES	ITEM	RESPONSIBLE	
09h00 – 10h00 (60 mins)	Tea and registration	ALL	
10h00 – 10h10 (10 mins)	Welcome	Mr Themba Mhambi Chairperson of the Board – Services SETA	
10h10 – 10h25 (15 mins)	Introduction	Dr Nkosinathi Sishi DDG: Planning, Policy and Strategy – DHET	

10h25 – 10h40 (15 mins)	Opening Remarks	Dr Blade Nzimande Minister of Higher Education and Training
10h40 – 10h55 (15 mins)	Background and Provisioning	Dr Hersheela Narsee Director: Policy, Research and Evaluation – DHET
10h55 – 11h10 (15 mins)	Size and Shape of the Hairdressing Industry	Mr Sibusiso Dhladhla Acting Executive Manager: Planning – Services SETA
11h10- 11h30 (20 mins)	Tea/Coffee and Exhibition	ALL
11h30 – 12h30 (60 mins)	Panel of respondents	<ul style="list-style-type: none"> • Ms Gerda Magnus Chief Director: Programmes and Qualifications – DHET • Mr Willie Petersen Member – Employer's Organisation for Hairdressing, Cosmetology & Beauty • Mr Gladwin Matsila Campus Manager – Central Johannesburg TVET College, South African College Principals Organisation (SACPO) • Ms Sonja Ryf Chief Operations Officer – Association for Private Providers of Education, Training and Development (APPETD) • Mr Vijayen Naidoo Chief Executive Officer – Quality Council for Trades and Occupations (QCTO) • Ms Lizzie Mabotja – Specialist: Research & Development Small Enterprise Development Agency (SEDA)

12h30 – 12h50 (20 mins)	Discussion	ALL
12h50 – 12h55 (5 mins)	Commission Briefing	Dr Tsiliso Tamasane Manager: SP and SSP – Services SETA
12h55 – 14h00 (65 mins)	LUNCH & EXIBITIONS	ALL
14h00 – 14h50 (50 mins)	Commission 1 Provisioning of hairdressing programmes; qualifications and workplace based learning vs. simulated learning	Facilitator: <ul style="list-style-type: none"> Dr Shirley Lloyd Director: NQF – DHET Scribe: <ul style="list-style-type: none"> Ms Qaqamba Matha Intern – DHET Presenters: <ul style="list-style-type: none"> Mr Jowie Bopape Acting Director – National Artisan Moderation Body (NAMB) Professor Nonhlanhla P. Khumalo Head of Dermatology – Hair and Skin Research Lab
	Commission 2 Hairdressing for sustainable livelihoods and the role of industry in supporting qualifications,	Facilitator: <ul style="list-style-type: none"> Ms Fatima Fernandes TVET Coordinator – UNISA College of Education Scribe: <ul style="list-style-type: none"> Ms Nomfezeko Vendle Manager: Chambers – Services SETA Presenters:

	curriculum development and workplace based learning	<ul style="list-style-type: none"> • Mr Jabu Stone Owner – Jabu Stone Products (Pty) Ltd • Dr Mondli Hlatshwayo Senior Lecturer: Centre for Education Rights and Transformation (CERT) – University of Johannesburg (UJ)
14h50 – 15h20 (30 mins)	Commission Feedback Report	Facilitators
15h20 – 15h40 (20 mins)	Discussion	ALL
15h40 – 15h50 (10 mins)	Way Forward	Mr Zukile Mvalo DDG: Skills Development – DHET
15h50 – 16h00 (10 mins)	Closure	Mr Andile Nongogo Chief Executive Officer – Services SETA

APPENDIX 2: Attendees



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STAKEHOLDER WORKSHOP ON UNDERSTANDING SKILLS SUPPLY AND DEMAND IN THE HAIRDRESSING INDUSTRY

Province: Gauteng

Date: 18 August 2017

Venue: Services Seta, Green Boardroom, 20 Eton Road, Parktown

#	NAME	SURNAME	DESIGNATION	ENTITY	MOBILE NO	EMAIL	IN/OUT TOWN	% ATTEND	SIGNATURE
1	Annemarie Janse	Van Rensburg		QCTO		JanseVanRensburg.A@qcto.org.za	1:00		
2	Abigail	Madiba		Services SETA		AbigailM@serviceseta.org.za			
3	Andile	Nkosi		Services SETA		Andilenk@serviceseta.org.za			
4	Andile	Nongogo		Services SETA		AndileN@serviceseta.org.za			
5	Anton	De Jager		Bone Media					
6	Afika	Mbandazayo		Afika Hair		afika.mbandazayo@gmail.com			
7	Ashen	Sewpersad		HCSBC		ashen@hcsbc.co.za	4:30		



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8	Ambrose	Mnisi		AHSC		ahsc.mnisi@yahoo.com			
9	Angie	Naidoo		BANKSETA		angien@bankseta.org.za			
10	Bellinah	Molaudzi		DHET		Molaudzi.B@dhet.gov.za	12	100%	
11	Dr Blade	Nzimande		Minister of Higher Education and Training					
12	Brenda	Ntombela		DHET		Ntombela.B@dhet.gov.za			
13	Bongiwe Nomfundo	Mtshali		DHET		Mtshali.B@dhet.gov.za			
14	Brian	Khumalo		Sharplines Haircare		bkhumalo@sharplineshaircare.com			
15	Candy	Radebe		Services SETA		CandyR@serviceseta.org.za			



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24	Emma	Mbele		Services SETA		EmmaMb@serviceseta.org.za			
25	Ernest	Kaplan		INSETA		Ernestk@inseta.org.za			
26	Fatima	Fernandes		NAMB		fatima37990@gmail.com			
27	Gerda	Magnus		DHET		Magnus.G@dhet.gov.za			
28	Gladwin	Matsila		SACPO		matsilag@cjc.edu.za			
29	Gloria	Maulana		Services SETA		GloriaMA@serviceseta.org.za			
30	Dr Hersheela	Narsee		DHET		Narsee.H@dhet.gov.za			
31	Janine	Rabe		Services SETA		JanineG@serviceseta.org.za			<i>J. Rabe</i>



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32	Jacque	Skinner		The Hair Academy of SA		principal@thehairacademy.co.za			
33	Joy	Papier		UWC		jpapier@uwc.ac.za			
34	Jabu	Stone		Jabu Stone		jabu@jabustone.co.za			
35	Jowie	Bopape		NAMB		Bopape.J@dhet.gov.za			<i>J. Bopape</i>
36	Juanita	Pelzer		Plus 94 Research		Juanita@plus94.co.za			
37	Laura	Schultz		Bone Media					
38	Lindiwe	Masina		Services SETA		LindiweM@serviceseta.org.za			<i>L. Masina</i>
39	Leeroy	Crawage		Shellard Media					<i>L. Crawage</i>



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41	Liesel	Köstlich		Services SETA		LieselK@serviceseta.org.za			
42	Lizzie	Mabotja		SEDA		lmabotja@seda.org.za			
43	Mmaphake	Ramasodi		DHET		Ramasodi.M@dhet.gov.za			
44	Mmathapelo	Sako		DHET		Sako.M@dhet.gov.za			
45	Motlakaro	Masemola		Tshwane North TVET College		motlakaro.masemola@tnc.edu.za			
46	Mpho	Phago		HWSETA		Mphop@hwseta.org.za			
47	Melissa	Erra		DHET		Erra.M@dhet.gov.za			



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48	Monica	VanDerWalt		DHET		VanDerWalt.M@dhet.gov.za			
49	Dr Mondli	Hlatshwayo		Centre for Education Rights and Transformation (CERT)		mondlih@gmail.com			
50	Makhaya	Blaai		Services SETA		khayab@serviceseta.org.za			
51	Miki	Ndhlovu		Services SETA		mikin@serviceseta.org.za			
52	Mariska	Du Plessis		EOHCB		mariska@eohcb.com			
53	Michiel	Van der Schyf		Vander Consultant		michiel@vanderconsult.co.za			
54	Melvin	Masinga		Bone Media					



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55	Mmaabo	Moloi		Tshwane North TVET College		Mmaabo.Moloi@tnc.edu.za			
56	Mosa	Mofokeng		Accounting Authority Member: Services SETA		mosam@serviceseta.org.za			
57	Mxolisi	Moyake		HWSETA		mxolisim@hwseta.org.za			
58	Oscar	Tshifure		Plus 94 Research		OTshifure@plus94.co.za			
59	Nomakhwezi	Mkotywa		Bone Media					
60	Nomfezeko	Vendle		Services SETA		NomfezekoV@serviceseta.org.za			
61	Prof Nonhlanhla	Khumalo		Hair And Skin Research Lab		n.khumalo@uct.ac.za			
62	Dr Nkosinathi	Sishi		DHET		Sishi.n@dhet.gov.za			



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80	Tuletu	Njengele		Bone Media		Tuletu.Njengele@ikhala.edu.za			
81	Victor	Msomi		Services SETA		victor.msomi@yahoo.com	IN	100%	
82	Vuyokazi	Mofu		Ikhala TVET College		VuyokaziM@mqa.org.za			
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	Rulung	Mpakathini	hairdressing	UASA			100%		
	Glad	Matsile	cm: CJC	CJC					
	Dikea	Mokone	CSC	CSC			100%		
	Dice	Mambole	BT/LOVELY						
	Linah	Nkesi							
	Nesbert	Udombi		SSETA					
	Andrew	Matake		SSETA			100%		



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	Mosa	Mufokeng	Member					100%	
	Dudu	Letsele	Member					100%	
	Wisema	Dinane	Member					100%	



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Province: Gauteng

Date: 18 August 2017

Venue: Services Seta, Green Boardroom, 20 Eton Road, Parktown

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APPENDIX 3: Biography: Dr B.E Nzimande

Dr. BE Nzimande, better known as 'Blade', was born on 14 April 1958 in Pietermaritzburg, in a place known as KwaDambuza, some 15 kilometers from the city centre. He is the first Minister of Higher Education and Training appointed by President Jacob Zuma in 2009, and again in 2014. He also holds the position of the General Secretary of the South African Communist Party (SACP) since 1998 to date. He has also been a member of the ANC National Executive Committee (NEC) since 1994 together with its National Working Committee (NWC) between 1994 and 1997, and since 2007 to date. He holds a doctoral degree in philosophy from the then University of Natal's Sociology department, awarded in 1993, specializing in Industrial and Labour Studies.

Prior to his current position, Dr. Nzimande was a Member of Parliament and the first Chairperson of the Parliament's Portfolio Committee on Education in the democratic South Africa between 1994 and 1999. Between 1989 and 1994 he held the position of Director: Education Policy Unit at the University of Natal. He was also a member of the National Education Union of South Africa (NEUSA), the main forerunner to SADTU, the Union of Democratic Universities Staff Associations of South Africa (UDUSA) and the National Education Co-ordinating Committee (NECC), and served in many NGOs supporting the mass and labour struggles in the 1980s.

Dr. Nzimande matriculated in 1975 from Georgetown High School in Eden-dale, Pietermaritzburg. In 1976 he enrolled at the University of Zululand to study towards a Bachelor of Arts degree, majoring in Public Administration and Psychology. He participated in all the major student struggles at Ngoye university in the mid to late 1970s. This included the student protests against the installation of Chief Buthelezi as chancellor of the university in 1976, the food boycotts as well as the student reactions to the 1976 student uprisings which led to the closure of the university on 18 June 1976 for the remainder of that year. These also included pioneering gender struggles against the university's attempts to expel pregnant women students. After graduating in 1979 he returned to Edendale where he joined the Azanian Student's Organization

(AZASO). While active in AZASO, he completed his Honors and Masters degrees in 1982.

Whilst doing his honours degree at the Pietermaritzburg campus of the University of Natal in 1980, he was introduced to Marxism by one of his Psychology lecturers, Mr. Grahame Hayes, an event that was to radically change his political and academic outlook forever. Since that time Nzimande embraced Marxism as the only correct theoretical and programmatic approach in the then immediate struggles against the apartheid regime. From his being inspired by Marxism at the time, he decided that he wanted to become an academic and activist whose goal was to produce more black Marxists, both inside and outside academia, in the struggle against apartheid and capitalism.

In 1982, Dr. Nzimande undertook his internship in Industrial Psychology in the human resources department of Tongaat Hulett Sugar Ltd in Durban. During the time working at this company between 1982 and 1984, Dr. Nzimande simultaneously started running clandestine student political Marx-ist reading cells at Indumiso College of Education in Pietermaritzburg and in Dambuza from 1982, using Rick Turner's famous notes ***"Introduction to Marxism"***. He also started working part-time as a university tutor for Unisa students at the anti-apartheid education organisation, the South African Council for Higher Education (SACHED) in 1982, contextualising that university's study guides against the background of his Marxist perspectives. It was also at SACHED that Dr. Nzimande met his dear wife and life-long comrade, Phumelele Ntombela.

Working with the then Sweet Food and Allied Workers' Union (SFAWU), an affiliate of the Federation of South African Trade Unions (FOSATU), the predecessor to today's FAWU, Dr. Nzimande ran – from about 1982 – shop stewards' workshops on job grading, working with, amongst others, Cde Jay Naidoo, then KZN Secretary of SFAWU, and later to become the first General Secretary of COSATU in 1985.

At the end of 1984 Dr. Nzimande resigned from Tongaat-Hullett group at the first opportunity when offered his ideal job, a full-time academic post at the Umlazi Campus of the University of Zululand as a senior lecturer. He established the new Department

of Industrial Psychology on this campus. However, during his stay at this university he was constantly harassed by both campus management and the apartheid Security Branch, together with fellow (and Mathematics) lecturer, the now late Jabu Sithole – a UDF activist from Lamontville – for teaching 'politics' instead of psychology (and not Mathematics in the case of Jabu Sithole).

In July 1987, Dr. Nzimande left a senior lecturership position at Umlazi campus to take up a lower (and less paying) post of lecturer in the Psychology Department at Howard College, at the then University of Natal. This choice was made as a result of the fact that in the 1980s the white liberal universities had fought for more space for left-wing and other anti-apartheid academic, political and social activism than any other university campuses at the time. This then allowed Dr. Nzimande the space to continue with his community and labour movement work in the 1980s in Dambuza, uMlazi and nationally. This included work in support of building the progressive trade union movement both before and after the formation of COSATU in 1985, as well as in the building of self-defense units against the apartheid and Inkatha-based sponsored counter-revolutionary violence, mainly in KZN.

Dr. Nzimande started working with the ANC in the underground from 1986, when he was drawn into the ANC's research and policy project called ***Post-Apartheid South Africa (PASA)***, aimed at preparing the ANC for a new democratic South Africa. This project was at the time led by former President Thabo Mbeki, and included other ANC leaders like former ministers Pallo Jordan, Zola Skweyiya, and the late Manto Tshabalala-Msimang, as well as the late ANC activists Harold Wolpe and Jaya Appalraju. From inside the country PASA involved, amongst others, Cde Mathole Motshekga and Dr. Michael Sutcliffe. In February 1989 Dr. Nzimande was recruited into the underground of the SACP by Mzala Nxumalo. It was for these reasons, amongst others, that Dr. Nzimande became part of both the first ANC and SACP interim leadership core structures in the KZN Midlands at the un-banning of these organisations in February 1990.

On the academic and intellectual fronts, Dr. Nzimande served during the mid-1980s in the editorial board of the South African Labour Bulletin, as well as being founder of a progressive IsiZulu journal, ***Injula***, whose few editions impacted significantly on

especially shop stewards and UDF community activists in the late 1980s in KZN. During the 1980s, Dr. Nzimande also served as the President of the progressive Association of Sociology in Southern Africa (ASSA), an association of progressive and anti-apartheid social science scholars and activists, as well as participating in the premier Southern African intellectual hub of the 1980s, the ***Southern African Political Economy Series (SAPES)***, based in Harare, Zimbabwe headed by renowned liberation movement scholar, Dr. Ibbo Mandaza.

In addition to serving on the Boards and committees of many other progressive organisations, Dr. Nzimande has published extensively, including numerous works related to the areas he researched, namely: *Education, Civil Society and the State, Affirmative Action and Education Policy Development* and on Socialism.

In the early 1990s Dr. Nzimande was part of the SACP delegation to the negotiations, under the Convention for a Democratic South Africa (Codesa). The SACP delegation was led by Chris Hani, although its day to day work was under the direct leadership and supervision of Cde Joe Slovo.

Since 1994 Dr. Nzimande has made an enormous contribution in the reconstruction and development of our country. Over and above his service in the first democratic parliament, he was elected General Secretary of the SACP in 1998, and for a decade between 1999 and 2009 served full-time in this political capacity. He had been elected into the Central Committee of the SACP from 1991. During his tenure as full-time General Secretary of the SACP, he led many mass struggles and campaigns of the SACP, including the highly popular campaign for the transformation of the financial sector, and the struggles for the transformation of the land and agrarian landscape, social wage and the struggle for access to affordable health for the workers and the poor. Through these struggles Dr. Nzimande, as part of the SACP national leadership collective, has been a central figure in growing the SACP into a large mass-based formation aligned to the ANC, but while also independently taking up the struggles of ordinary workers and the poor. In this way he has played a pivotal role in keeping the struggle for socialism on the radar of a post-1994 South Africa.

There has been great progress made over the past 20 years in expanding access to, and achieving success in, post-school education and training. Education at all levels remains a top priority of the South African government. The Department of Higher Education and Training is responsible for post-school education and training at universities, colleges and adult education centers.

During Dr. Nzimande's tenure as Minister of Higher Education and Training, the National Student Financial Aid Scheme (NSFAS) has more than tripled from R3bn to R9.5bn in 2015. During the same period NSFAS has been expanded to cover poor students from the Technical and Vocational Education and Training (TVET) Colleges, from R300million in 2009, to about R2, 2bn in 2015, including enormous expansion of this sector in terms of student numbers.

Under Dr. Nzimande the Department has made steady and visible progress and success in building a single, coherent, differentiated and highly articulated post-school education and training system. This will contribute to over-coming the structural challenges facing our society by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation for all South Africans, but especially the youth.

Dr. Nzimande is a well-read scholar and political activist whose political, personal and intellectual outlook has been widely influenced by the ideas (and politics) of amongst others, Marx, Lenin, Oliver Tambo, Harry Gwala, Joe Slovo and Mzala Nxumalo, and indeed his mother, Nozipho Lukhalo, as well as the local struggles of the community of Dambuza in Pietermaritzburg.

Academic Qualifications:

- PhD in Industrial and Labour Studies (1993) - University of Natal (now University of KwaZulu Natal)
- MA in Industrial Psychology (1982) - University of Natal
- BA (Hons) Industrial Psychology (1981) - University of Natal
- BA (Majors Psychology and Public Administration, 1980) - University of Zululand

APPENDIX 4: Minister's Speech

Date: Tuesday, 18 August 2017

Time: 09h00-16h00

**Venue: Services SETA, 20 Eton Road, Parktown, Johannesburg
(1st Floor, Green Boardroom)**

A. INTRODUCTION

The Programme Director, Mr Lehloma Ramajoe, the Chairperson of Services SETA Board, Mr Themba Mhambi, the CEO of Services SETA, Mr Andile Nongogo, Dr Nkosinathi Sishi, DDG of Planning in the Department of Higher Education and Training, Mr Zukile Mvalo, DDG of Skills Development in the Department of Higher Education and Training, the CEO of the Quality Council for Trades and Occupations, Mr Vijayen Naidoo, representatives from the hairdressing industry, industry and business experts, representatives of public and private TVET Colleges, Professor Nonhlanhla Khumalo from the Hair and Skin Research Laboratory, staff from Services SETA, other SETAs, and the Department of Higher Education and Training (DHET) - thank you for being here to engage with the subject of hairdressing. I look forward to hearing your responses to the research report on *Skills Supply and Demand in the Hairdressing Industry*. This meeting is quite significant – not only because of the subject matter it will engage upon – but because it is a demonstration of how the DHET can collaborate with SETAs on matters of common concern. This project shows that it is indeed possible to do so. I thank Services SETA for working together with the Department in this project.

B. THE PSYCHOLOGY OF HAIR

There is much more to hair than meets the eye. It is often associated with identity, politics, and is inextricably linked to the broader socio-economic context of society. Hair symbolises who we are and where we come from. It is reflective of race, culture, youth, health, wealth, femininity, virility, style and so much more.

There is little doubt that there is more to hair than simply what is on our heads. Hair represents a cultural phenomenon; it provides a racial signal, and it makes a political statement. It is an expression of self; a public display of style, and a personal representation of how we see ourselves, and how we want the world to see us.

Not too long ago, Pretoria High School for Girls was shamed when a teacher from the school reprimanded a pupil for her afro hairstyle. Many argued that the rebuke was against the young lady's freedom of expression, whilst others defended the warning since it appeared to violate school rules. Was this matter simply a case of an unruly hair-do, or an incident of teenage rebelliousness, or was it something deeper – perhaps a personal reflection of ethnic pride that was being halted due to cultural and racial insensitivity? Whatever the case, the young lady in question clearly had strong feelings about her hair and what it represented.

On the one hand, we see the power of hair in its ability to induce confidence and pride; on the other hand, we see the power of hair in its ability to induce shame and self-loathing. One's attitude towards one's hair and what people feel that it represents is deeply intertwined with one's sense of self-worth. This deep personal relationship between hair and self-esteem is evident throughout history, philosophy and even religion.

C. HISTORICAL SIGNIFICANCE OF HAIR: SOCIO-ECONOMIC, CULTURAL AND RELIGIOUS PERSPECTIVES

For many centuries, hair has had a significant place in the social, economic, cultural and religious lives of people. For example:

- “In 15th century Africa, hairstyles were used to indicate a person's marital status, age, religion, ethnic identity, wealth and rank with the community”
- “In ancient Egypt, hairstyles very much depended on the wealth, age and social group the individual circulated in”.

- Chinese hairstyles varied in women depending on the age and marital status.
- In ancient Israel, hair signified important features of identity with respect to gender, ethnicity and holiness. In the Bible, Samson was known for his strength, which was attributed to his long hair.
- Islam, Judaism, and Sikhism, also make reference to hair with respect to demonstrating honour and respect towards their respective religious practices.
- In the Vedic period (1700-1100BCE), Indian males were expected to shave off all their hair, leaving a lock of hair at the back or at the side, allowing "God to pull people into heaven".

Not much has changed in the 21st century. Hair, in whatever form, still signifies socio-economic status, and remains associated with many cultural and religious practices.

D. WHY THIS STUDY?

During the 2010 soccer world cup, when the country was flooded with international guests, many visitors with ethnic hair could not find a salon in the formal sector that could tend to their hair needs. Seven years later, the situation has not changed significantly. This gap in the industry is a reflection of the need to both improve opportunities for skills development, as well as to provide support for small business development. I am therefore glad to see a representative from the Small Enterprise Development Agency (SEDA) here today.

This study was therefore undertaken because there appears to be a mismatch between enrolments in hairdressing programmes at TVET colleges, and the rapidly growing hairdressing industry in the country.

E. REFLECTIONS ON THE FINDINGS AND RECOMMENDATIONS OF THE REPORT

I have gone through the report on *Skills Supply and Demand in the Hairdressing Industry*, and was quite fascinated with the findings. The positive contribution of the hairdressing industry to both the formal and informal economy of South Africa is uncontested.

It is evident however, that more TVET Colleges need to offer hairdressing qualifications in order to provide opportunities for more students to enrol for such programmes, and seek opportunities for sustainable livelihoods or business or employment. In doing so, however, the curriculum and orientation of the programme needs to shift so that it caters adequately for both afro/ethnic hair. It also needs to keep up with current trends, and should be made simple, and shortened in duration. The study demonstrates that young people are often not interested in enrolling for hairdressing programmes, not only because of funding constraints, but because the curriculum is alienating. New qualifications should therefore be more accessible, affordable and worthwhile. To this end, I look forward to hearing what the new QCTO qualification on hairdressing looks like.

F. HAIR AND SKIN RESEARCH LABORATORY

The National Skills Fund (NSF) provided the grant for refurbishment and initial equipment of the Hair and Skin Research (HSR) Laboratory which was officially opened in 2015 at the University of Cape Town. The Services SETA provided a major boost in 2016 when it collaborated to fund 2 South African firsts: the Cosmetic Safety Testing Laboratory and the Advanced Diploma in Cosmetic Formulation Science – this is a skills development program for the sector that aims to increase the share of the cosmetic market that directly benefits South Africans by providing an entrepreneurial career path for unemployed science graduates. The HSR Lab also offers Masters and PhD in Trichology & Cosmetic Science. The HSR lab is deliberately housed in the Division of Dermatology to produce cosmetic scientists who understand the importance of skin health and who aim to protect consumers from preventable harm caused by unsafe ingredients. The current lab space is very limited but ideal for the Masters and PhD programs.

The Service SETA has committed to extend the collaboration by funding a dedicated facility (The Africa Research Institute for Skin hEalth - ARISE) for cosmetic safety testing, education of cosmetic formulators, hair dresser workshops and direct public engagements (including school visits). These are activities that aim to both reduce the epidemic of cosmetic hair loss and skin damage that predominates in people of African ancestry AND increase entrepreneurs in safe product development. This infrastructure and national facility (The ARISE Building) is the leg-up South Africans need to be world leaders in science-based innovative product development for Afro Hair and Skin.

G. WHERE TO NOW:

In taking forward the findings from this study, the Department of Higher Education and Training will:

1. Explore the feasibility and implications of expanding the provisioning of hairdressing qualifications and programmes at TVET in consultation with TVET Colleges, and other role-players.
2. Investigate the viability of hairdressing as a path to a sustainable livelihood in specific communities, and assess the role of Community Colleges in to this end.
3. Acknowledge the importance of the informal sector to the economy, and explore creative initiatives by Community Colleges to upskill hairdressers working in the informal sector.

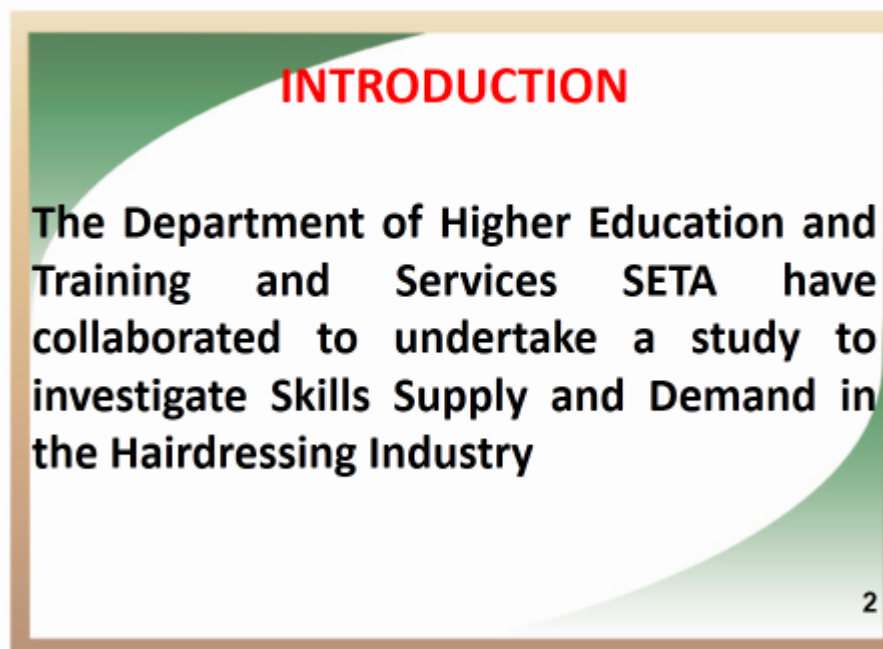
H. CONCLUSION

Stakeholder engagements of this nature are crucial to gaining understanding with regards to the various dimensions and sub-sectors of this very dynamic industry. Highlighting issues of concern, what specific actions to be taken, and how to build on existing strengths, the input from stakeholders will provide invaluable insights into improving the sector. Lessons learnt from this study and the approach thereof can also

provide guidance in investigating other professions that may require the same level of interrogation for improvement.

I would like to take this moment to extend my heartfelt appreciation to all those colleagues represented here today; it is your eager participation and contribution to gatherings and initiatives such as these that will allow us to support and grow the profession.

APPENDIX 5: Skills Supply and Demand in the Hairdressing Sector



PURPOSE OF STUDY

To examine provisioning of hairdressing programmes at TVET and private Colleges, in relation to demand in the sector

3

RATIONALE FOR STUDY

Low enrolment in hairdressing programmes at TVET Colleges

VERSUS

Rapidly growing hairdressing sector

4

RESEARCH FOCUS

- Supply: Provisioning of hairdressing programmes
- Demand: Size, nature and economic contribution of hairdressing industry
- Imbalance: Skills gaps in hairdressing sector
- Status: Status of hairdressing as a profession in South Africa

5

IMPORTANCE OF THE STUDY

Helps us to answer the following questions:

- Should we expand provisioning of hairdressing programmes?
- Are existing hairdressing qualifications appropriate?
- Do we need to re-visit the hairdressing curriculum?
- To what extent are people writing hairdressing trade tests?
- Is there a high level of interest among young people to take up hairdressing as a career?
- What can we do to overcome the perception that hairdressing studies are difficult?
- Is hairdressing suitable as a sustainable livelihood?
- Are hairdressers working in the informal sector interested in upskilling?

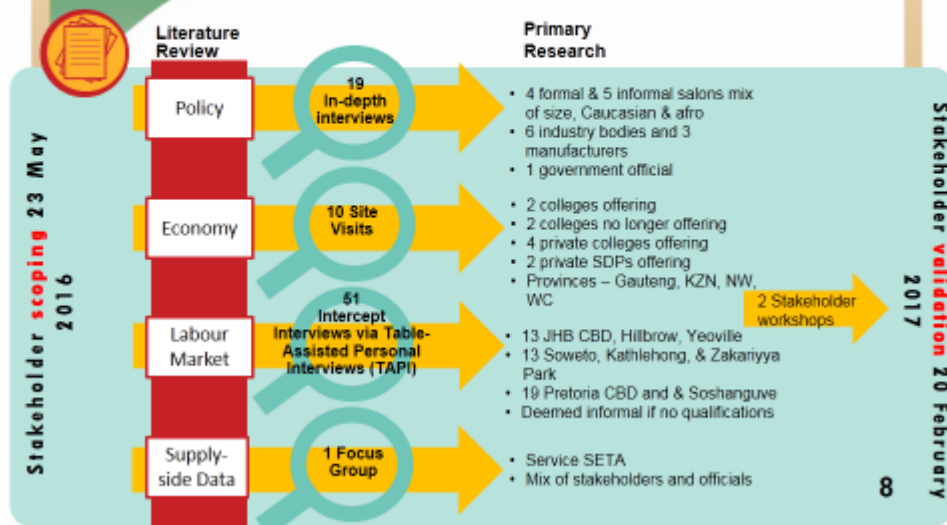
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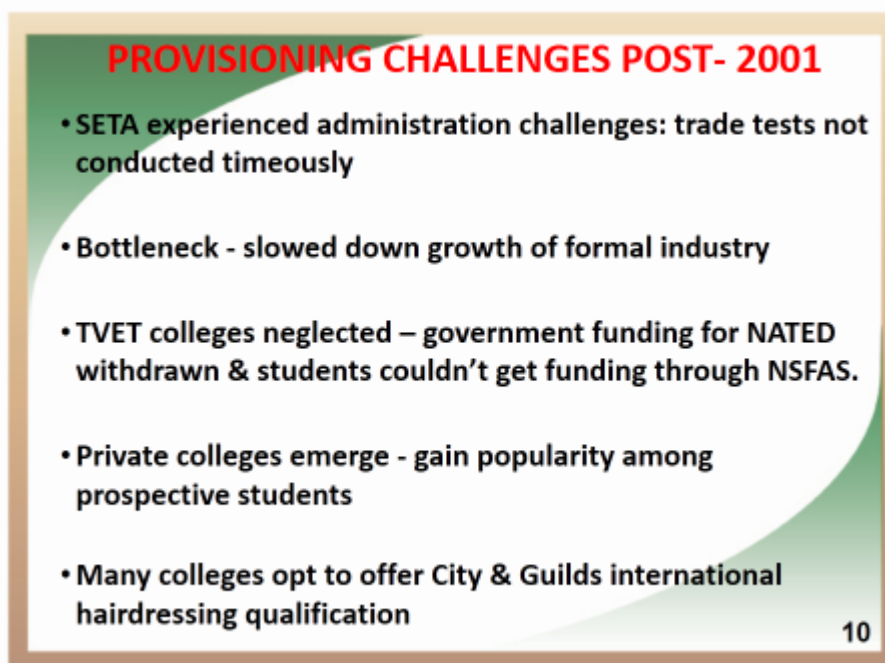
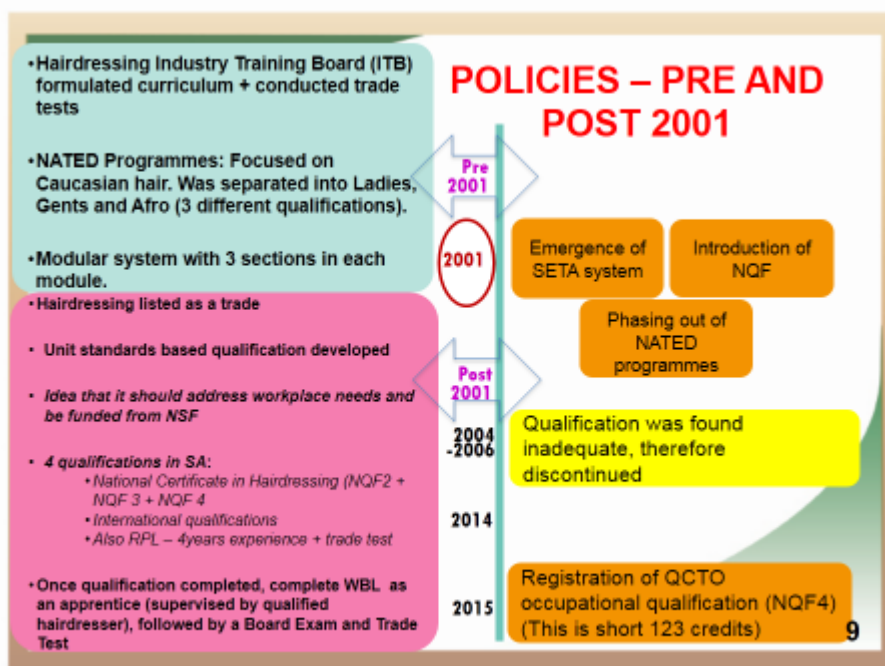
WHAT THE STUDY HOPED TO ACHIEVE?

- Inform enrolment planning at TVET Colleges
- Address qualification, programme and curriculum issues with regards to hairdressing
- Address issues of workplace-based learning (internships; learnerships; apprenticeships)
- Address issues of practical work vs simulations

7

METHODOLOGY OVERVIEW





WHY DID TVET COLLEGES STOP OFFERING NATED HAIRDRESSING QUALIFICATIONS?

- In 2006, CEO of Services SETA met with DHET to decide where to locate the Hairdressing qualifications since it did not make sense for both SETA and TVET colleges to offer these qualifications. It was then agreed that the Services SETA would offer the qualification.
- Given that hairdressing is an artisan type of qualification, and given its compulsory workplace component, Services Seta seemed best placed to administer this qualification.
- In terms of the trade test, NATED students had to still do several modules of the occupational qualification to qualify to take the trade test.

11

CURRENT PROVISIONING

THE PROVIDERS

TVET Colleges (Public)

13



Private Colleges

4



City & Guilds training centres

32



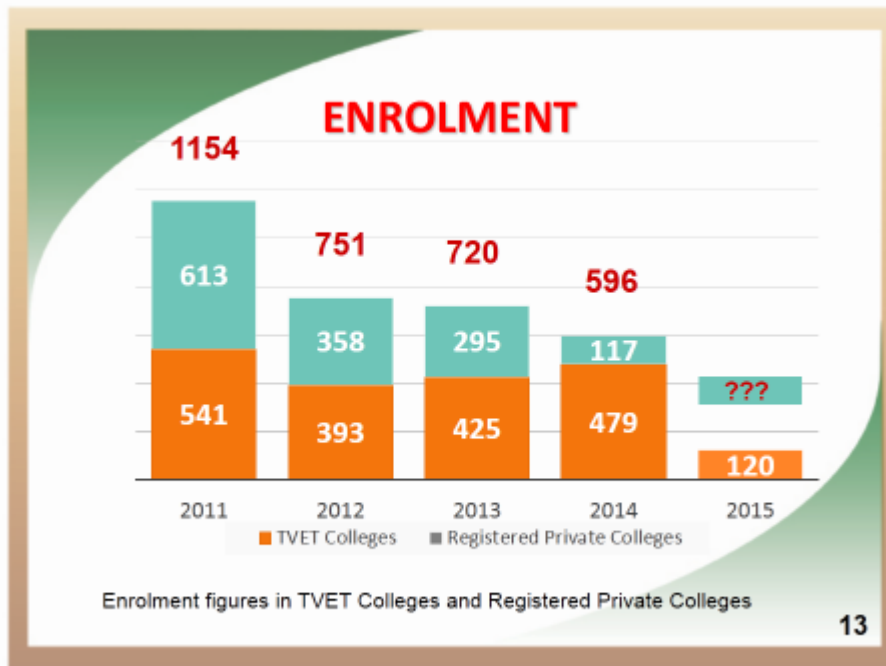
Internationally recognised

Private Skills Development Providers (SDPs)

43



12



HAIRDRESSING QUALIFICATIONS



= SETA accredited
hairdressing
qualifications (NQF
2,3,4)

NEW

A nationally recognised hairdressing
qualification registered under the Quality
Council for Trades and Occupations (QCTO)

Not recognised by
Services SETA

City and Guilds international
recognised qualification

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HAIRDRESSING QUALIFICATIONS: TVET COLLEGES

- Currently hairdressing qualifications are only offered as **OCCUPATIONAL QUALIFICATIONS**
- Hairdressing Qualifications **NOT** offered through **NCV (and have never been)**
- Hairdressing qualifications are currently **NOT** offered through **NATED** (they used to be)

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CURRICULUM CHALLENGES

- Bias towards Caucasian skills
- Outdated (not in-line with recent hair technologies and trends).
- Does not cater to the skills needed in the informal industry.
- Not enough individual attention.
- Inadequate product training in the curriculum.
- A need for ongoing training on safe product usage
- Concerns that students coming out of colleges are not skilled enough – salons still need to have their own in-house training initiatives to up-skill hairdressers
- Incorrect people designing curriculum – do not have hands-on salon experience
- Language and terminology used at colleges - inaccessible and alienating to hairdressers in informal industry.

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CHALLENGES FACED BY TVET COLLEGES

- **FUNDING:** Hairdressing not funded from Voted Funds. Therefore funding not regular
- **LENGTHY HAIRDRESSING COURSE:** Hairdressing course too long (3 years). Leads to students becoming frustrated or running out of funds and consequently dropping out.
- **OUTDATED QUALIFICATION:** Biased towards Caucasian hair skills; developed without adequate input from industry experts; impractical; irrelevant to skills required
- **LACK OF APPROVED WORKPLACES:** Salons need to be approved as workplace-based training providers, yet inadequate capacity to monitor and approve salons. Therefore, challenge to find an approved salon. Also, not all approved salons are good. Compliance requirements for approval are difficult to adhere to.
- **SLOW ADMINISTRATION:** Delays in students being able to write their trade tests; delays in issuing certificates, without which they are often not able to obtain formal employment.

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CONCLUSION

- There are a number of challenges in the provisioning of the hairdressing qualifications. It is hoped that today's engagement will not only verify and add to what has been observed by the study, but that it will also provide opportunity to brainstorm some innovative ideas in addressing these challenges so that we may improve how we support those pursuing the profession and subsequently help grow the profession in the country.
- Look forward to the presentation on the size and shape of the hairdressing industry to give an overview of the impact this sector really has on the economy and society at large.

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APPENDIX 6: The Size and Shape of the Hairdressing Industry in South Africa

The Size and Shape of the Hairdressing Industry in South Africa

Stakeholder Engagement 2017



1

Overview



- Overview of the hairdressing industry
 - Status of hairdressing as a profession
 - Contribution to economy
 - Labour market
 - Earning Potential
 - Migrant Labour
- Demand side of Hairdressing Industry
 - Barriers to enrolment
 - Reason for not formalising
 - Critical Skills Gaps
- Recommendations

2

Status of Hairdressing as a Profession



- Not well-respected profession – perceived as profession for “dropouts” or for those with no other option
- Many people in the informal hairdressing industry in particular end up doing hairdressing “by default” – having started off trying something else
- Perceptions of poor earning potential
- Unregulated industry with large informal sector
- The availability of products to the general public is contributing to fewer people feeling the need to qualify formally as hairdressers
- Many formal salons have unqualified personnel and are not compliant with industry regulations – such as registering with the Bargaining Council

Despite the negative status of hairdressing, it is a rapidly growing industry as can be seen from the increase in the figures of salons, hairdressers and economic contribution of the sector.

3

Contribution to the Economy

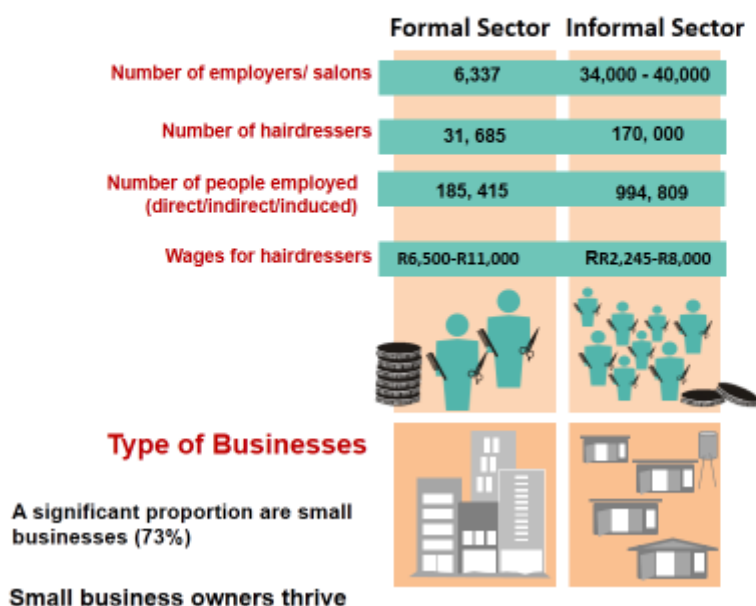


- **0.62% of the total South African GDP**
- **2.02% of the total labour absorption**
- **8.9% of tax revenue, generated by non-financial enterprises.**
- **Income for the low-income earning groups**
- **Contributes to a strong export economy**



4

Labour Market



5

LABOUR MARKET (2)



Sub-Sector	No. Employers (2013)	% of Total Sector
Business Services	126,193	87.64%
Hair Care	6,337	4.40%
Marketing and Communication	2,667	1.85%
Labour Recruitment Services	2,621	1.82%
Hiring Services	2,041	1.42%
Cleaning	1,490	1.03%
Beauty Treatment	1,033	0.72%
Collective Services	580	0.40%
Funeral Services	494	0.34%
Postal Services	273	0.19%
Household Services	110	0.08%
Project Management	101	0.07%
Contact Centres	34	0.02%
Domestic Services	13	0.01%
TOTAL	143,987	100.00%

In comparison to other services sub-sectors, hair care, has the second highest number of employers (though it only comprises 4.40% of registered employers)

NB: These figures do not include the informal sector which is estimated to be over 5 times the size of the formal sector.

6

Earning Potential: Formal Sector



- **Basic salary:** Approximately R6,500 for junior hairdressers to R11,000 for senior hairdressers
- **Commission:** In addition to basic, commission is also paid based on number of clients
- **Product sales commission:** In addition to basic and commission, stylists also earn commission on sale of products
- **Total potential earnings:** The take-home salary a hairdresser can earn after tax is reportedly around R17,000 per month - this could range from R9,000 to R30,000

7

Earning Potential: Informal Sector



Basic Salary

- The least common in the informal sector, starting from as little as R500 per month
- Typically someone starting out may only be paid for their transport costs – “payment” is the skills they learn
- A hairdresser with more experience could expect to earn a basic salary of between R3,000 and R4,000 per month – though the expected salary of someone with a very large client base and many years of experience may be as much as R8,000 per month

Commission

- The most common type of agreement between salons and hairdressers
- “Earn while you work”: hairdressers earn commission based on the number of clients
- For a hairdresser who is starting out, commission is likely to be between 10% and 30%
- For a very experienced hairdresser, the commission may be increased to around 35%
- Salaries were reported to range from R1,500 to around R4,000
- A large client could increase your earnings substantially – to as much as R40,000

Rent-a-chair

- In this agreement, the salon owner pays the rent for the premises and provides chairs and workspaces for hairdressers. Hairdressers then pay rent to use the workspaces. They need to bring their own equipment (such as scissors) and need to purchase their own hair products
- In general, a hairdresser could expect to pay around R1,500 per month to rent a chair in an informal salon but the earnings would go directly to the stylist renting the space

8

Migrant Labour



Migrant Labour

82% of informal hairdressers interviewed were not South Africans

Country	n	%
Mozambique	13	32%
Zimbabwe	8	20%
DRC	2	5%
Lesotho	1	2%
Other African country	15	37%
Non-African country	2	5%



9

Demand for Skills



FORMAL:

Demand for formally qualified hairdressers is high in formal sector

Risk that if demand is not met, formal salons will become increasingly “informal” in the sense that they may be forced to hire unqualified individuals

INFORMAL:

Demand in informal sector also high

Unqualified hairdressers are finding it easy to find jobs where salons are willing to train inexperienced stylists. This is in part driven by the high staff turnover

High staff turnover is not surprising, given the low commission earned. It is reported that stylists would prefer to open their own businesses

10

BARRIERS TO ENROLMENT

DIRECT BARRIERS

- Low student demand for formal qualifications

Year 1 at public
TVET college costs
between
R15,000 – R36,000

INDIRECT BARRIERS

- Perception of hairdressers as low-income earners
- Entering the profession by default means no passion for the profession
- Exclusion of Afro-Hair sector from industry:
 - Afro-Hair not growing as much as formal, excluded from training opportunities, feel that no one cares, no opportunities for black stylists in the formal sector perceived as for whites
- Limited earning potential regardless of qualifications; Unregulated industry where qualifications are undervalued
- Success not dependent on qualifications
- Mistrust of colleges – might not qualify
- Hairdressing seen as being talent-based – on-the-job training may be more relevant.

SERVICES
SETA

Unqualified hairdressers
entering the informal
market reportedly earn as
little as R350-R500 per
month.

Equipment costs also impact
on affordability (e.g.
professional scissors, hair
dryer, clippers, combs,
brushes, apron, products,
towels etc.)

11

Reasons for not formalising

- Seen as being too complicated/difficult to register a business
- Difficult to access information on how to formalise
- Formalising is perceived to be expensive. This would not allow salons in the informal industry to remain competitive
- There are no consequences to not formalising
- Fear of the unknown – how will formalising change the business, and what rules and regulations will be imposed on the salons

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Critical Skills Gaps



FORMAL INDUSTRY

- Improved communication skills and client etiquette
- Problem-solving skills
- Product safety
- Salon management skills
- Hygiene
- Product sales

INFORMAL INDUSTRY

- Basic hair analysis
- Product safety
- Business management / entrepreneurial skills
- New hairstyles / trends
- Complementary skills (eg. Nails, facials, make-up etc)

13

Recommendations (1)



FORMALISING THE INDUSTRY

- There is a need to regulate the industry
- There is also a need to diversify the industry

FUNDING

- Government should include Occupational Qualifications as part of Ministerial approved programmes

QUALIFICATIONS

- Relevant qualifications and policies
- Redesign SETA qualifications into Occupational Qualifications
- Introduce short courses for ongoing skills programmes

CURRICULUM

- Adequate balance of Afro-Hair and new trends

CAREER GUIDANCE

- Encourage more students to qualify
- Address negative perceptions of hairdressing

14

Recommendations (2)



COMMUNICATION AND SUPPORT

- There is a need for efficient communication and support from industry bodies

WORK-PLACE BASED LEARNING (WBL)

- Salons (both informal and informal) should expand opportunities for students to undertake workplace-based learning through learnerships, internships or apprenticeships.

FACILITATION OF WBL

- Services SETA should serve as an intermediary between Colleges and providers on the other hand, and the workplace, on the other.
- Services SETA should facilitate student access to WBL, ensuring good quality workplace training providers

FUNDING OF WBL

- There should be an overall increase in funding for learnerships, apprenticeships or internships in the area of hairdressing

SIMULATED LEARNING

- WBL can used to prepare for trade tests and to achieve trade certificates
- Qualifications can be completed with simulated learning - technology

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APPENDIX 7: DHET RESPONSE



Our view on the Sector

1. Dynamic fast changing sector with regards to technology and products which makes responsiveness difficult
2. Market/Industry contribution to GDPs predominantly derived from haircare products
3. Formal sector is small compared to the informal sector
4. It has large employment opportunities for the informal sector
5. Unregulated sector, both in product development and hairdressing practitioners
 - Low barriers to entry
6. Success not dependant on a qualification

Qualifications

- N4 – N6 discontinued in 1980's
- N1 – N3 discontinued in 2010
- No new qualifications ever developed for hairdressing
- Existing SETA qualification, under stewardship of Services SETA
- Hairdressing is a registered trade and a trade test is required at the end of the qualification
- City and Guild qualifications popular alternate but not subsidised at all an therefore costly.

College ability to deliver the qualification

- Dynamic industry responsiveness may be problematic
- Capital intensive as workshops will need to be equipped with dryers, basins etc.
- Consumables are expensive therefore a expensive programme to run. (similar to engineering programmes)
- Compulsory workplace component may be difficult to secure as most workplaces are informal.

Proposed approach

1) Principals

- Qualifications should support ability to find employment
- Qualifications should therefore be an enabler not a "gate keeper"

Therefore

- Do not propose establishing a formal professional body; or
- Increasing regularities in this industry other than what the industry itself may desire.

Proposed approach

2) Positioning Colleges to be responsive

1) In consultation with QCTO develop part qualifications which are:

- * short;
- * family inexpensive; and
- * accessible.

This will support new entrants to:

- * gain immediate employable skills
- * gain more advanced skills as the informal business develops

2) Part qualifications must include Entrepreneurships skills to support small business development

Proposed approach

- Support colleges to work in partnership with small providers/salons to support practical skills.
- Support colleges to work in partnership with product houses for continue product and technique updates to ensure responsiveness
- Promote trade tests and RPL of trade tests for students

APPENDIX 8: QCTO RESPONSE



Stakeholder workshop on Understanding Skills Supply and Demand in the Hairdressing Industry

Response to the Research Report on the
Hairdressing Sector



Contents



1. QCTO Involvement in the Sector
2. New QCTO Qualification
3. Provisioning
4. Assessment
5. RPL
6. Certification
7. Concluding Remarks



QCTO Involvement in the Sector



1. QCTO responsible for all qualifications and part qualifications registered on the OQSF – includes historically registered qualifications and recorded trades.
2. QA of historically registered qualifications delegated to SETA's
3. QCTO acknowledges shortcomings highlighted in the report regarding the hairdressing trade qualifications.
4. The SSETA together with QCTO has attempted to deal with some of the issues (especially certification issues).



QCTO Involvement in the Sector



In terms of the Skills Development Act the QCTO is responsible:

- To **establish and maintain** occupational standards and qualifications
- To **quality assure** occupational standards and qualifications and learning in and for the workplace
- To **ensure the quality** of occupational standards and qualifications and learning in and for the workplace



New QCTO Qualification



1. Occupational Certificate: Hairdresser (ID 97226) registered hence a valid qualification
2. SSETA appointed as Development Quality Partner
3. Issue of number of credits resolved – revised qualification (540) credits will be tabled for approval at the QCTO Qualifications Committee.
4. Favourable comments in the research report
 - Industry involvement in the development of the qualification
 - Structure of the qualification consisting of three compulsory components viz. Knowledge, Practical and Workplace Experience.
5. Challenges – duration of the qualification
6. Development of Part Qualifications being explored.



New QCTO Qualification



Purpose

- Shampoo, condition and treat hair and scalp.
- Provide hair-styling services.
- Provide hair-cutting services.
- Apply chemical services to hair.
- Maintain professional standards when interacting with clients.



New QCTO Qualification



Knowledge Modules:

- 514101000-KM-01, Introductory Studies for Hairdressers, at NQF Level 2, 4 Credits.
- 514101000-KM-03, Shampooing, Conditioners and Treatment, at NQF Level 2, 4 Credits.
- 514101000-KM-05, Hair Styling, at NQF Level 3, 12 Credits.
- 514101000-KM-02, Hair and Skin, at NQF Level 3, 6 Credits.
- 514101000-KM-04, Communication and Sales, at NQF Level 3, 4 Credits.
- 514101000-KM-06, Hair Cutting, at NQF Level 4, 26 Credits.
- 514101000-KM-07, Chemical Hair Services, at NQF Level 4, 26 Credits.

Total number of credits for Knowledge Modules: 82 Credits. Practical



New QCTO Qualification



Practical Skill Modules:

- 514101000-PM-01, Shampoo, condition and treat scalp and hair, at NQF Level 2, 8 Credits.
- 514101000-PM-06, Maintain Professional Customer Services, at NQF Level 3, 4 Credits.
- 514101000-PM-02, Style Hair, at NQF Level 3, 30 Credits.
- 514101000-PM-03, Cut Hair, at NQF Level 4, 36 Credits.
- 514101000-PM-04, Colour Hair, at NQF Level 4, 36 Credits.
- 514101000-PM-05, Provide Chemical Hair Treatments, at NQF Level 4, 36 Credits.
- Total number of credits for Practical Skill Modules: 150 Credits.



New QCTO Qualification



Work Experience Modules:

- 514101000-WM-01, Provide shampooing, conditioning and treatment of hair and scalp services in a hair salon, at NQF Level 2, 10 Credits.
- 514101000-WM-05, Maintain Professional Standards when Interacting with Clients, at NQF Level 3, 10 Credits.
- 514101000-WM-02, Provide Hair-styling Services in a Hair Salon, at NQF Level 4, 55 Credits.
- 514101000-WM-03, Provide Hair-cutting Services in a Hair salon, at NQF Level 4, 55 Credits.
- 514101000-WM-04, Provide Chemical Hair Treatment Services in a Hair Salon, at NQF Level 4, 55 Credits.

Total number of credits for Work Experience Modules: 185 Credits.



New QCTO Qualification



EXIT LEVEL OUTCOMES

1. Demonstrate the use of shampoo, condition and treat hair and scalp on the head.
- 2: Demonstrate ability to do different hair styles.
- 3: Demonstrate to ability to cut hair.
- 4: Provide chemical colouring hair services.
- 5: Provide chemical reformation hair services.
- 6: Provide professional client services



New QCTO Qualification



Old Credits			New Credits		
Theoretical	82 credits		Theoretical	108 credits	20%
Practical	150 credits		Practical	108 credits	20%
Workplace	185 credits		Workplace	324 credits	60%
Total	417 credits		Total	540 credits	



New QCTO Qualification



INTERNATIONAL COMPARABILITY

Melbourne College: The Melbourne College in Australia offers a Certificate II in Hairdressing. This qualification provides learners with employability skills in hairdressing. Learners are taught how to, provide assistance to other operators, interact with customers and provide customer service, follow workplace safety procedures, provide assistance to colleagues and develop hairdressing industry knowledge. Related modules include, shampooing, drying, salon safety, merchandising, hair cutting, colouring and application of chemical treatment.

The Red Seal Program: The Red Seal Program in Canada is designed to create mobility to skilled workers across Canada. Within the Red Seal Program, there is National Occupational Analysis where a Hairstylist trade qualification is registered. This qualification focuses on understanding of hairstylists shampoo, cut, and style and chemically treat hair. Learners may also provide scalp treatments and hairpiece services. In some jurisdictions, hairstylists may also provide basic natural nail services, basic facial care and ear piercing services. Hairstylists may work in hair salons, spas, schools and hair replacement clinics, as well as in the fashion and entertainment industries.



Provisioning



1. QCTO accredits SDPs (9 to date)
2. QCTO accredits Assessment Centers recommended by NAMB (for recorded trades and new occupational qualification)
3. Challenges
 - availability and approval of workplaces.
 - funding for qualification roll out in public TVET



EISA (trade test)



1. NAMB approved as Assessment Quality Partner for all trade qualifications – requires working closely with SSETA (CEPs) to develop assessment instruments (trade tests).
2. QCTO to provide guidance with development of test blueprint
3. Creation of Item Banks (Tasks) – use of CEPs
4. Electronically generated trade tests.
4. Challenges
 - Assessment on Demand - Requires strong “front end” quality assurance.
 - Determination of Competence/Grading levels.



RPL



1. Qualification design accommodates RPL
2. RPL possible for knowledge, practical and workplace components.
EISA (trade test) compulsory to prove competence.
3. ARPL toolkit for hairdressing developed.
4. Provides a mechanism to address the informal sector.

CERTIFICATION

1. Backlog in certification addressed.
2. QCTO turnaround time average of 4 days (policy stipulates 21 working days)



CONCLUDING REMARKS



1. Refocus effort on QCTO occupational qualifications and part qualifications.
2. Prioritise the implementation of Hairdressing – similar to the DSSP project. Implies close working relationship between the DHET, SSETA and QCTO as well as Occupational Task Team (CEPs)
3. Set timeframes for phase out of historically registered trades.
4. Capacitate TVET Colleges
5. Finalise workplace approval criteria
6. Consideration be given to role of CET Colleges.



APPENDIX 9: SEDA RESPONSE

**Presented by :
Lizzie Mabotja
Specialist: Research and Development**

**Small Enterprise
Development Agency
(Seda)**

Response to the Research
Report on the Hairdressing
sector



Key Points

1. **Employers : Direct employment** for the hairdressing industry was estimated to be **57 715** in 2015.
2. **Entrepreneurs:** The hairdressing industry is one in which small business owners thrive.
3. **Exporters:** The hairdressing industry contributes to a strong export economy. It is estimated that the hairdressing industry exported R9.4 billion in 2015, contributing positively to our nation's balance of payments. The impact on the balance of payments is a positive **R12.56 billion per annum**.
4. **Manufacturers: Product development;** The sector has potential manufacturers. That can be trained in product development. There is an increased awareness in the need to manufacture ethnic hair friendly products.



Key Points

1. Training and Qualification:

Qualification does not determine success, but important towards standardization of certain services provided by the sector and for health and safety regulations.

2. Provision:

Widening provision

Short courses

3. Curriculum:

Diversifying the curriculum



Seda's Offerings (Client Journey)

- Seda Business Talk and Start (for start up clients)
 - Entrepreneurship awareness events
 - Business start-up training
 - Franchise awareness
 - Business planning
 - Business registrations
 - Cooperative development



Seda's Offerings (Client Journey)

- Seda Growth and Build (for operational businesses)
 - Access to local markets
 - Access to export opportunities
 - Access to technology
 - Facilitation of Access to finance
 - Sector Programmes
 - Business Mentoring
 - Hotline to assist with late payment of SMMEs



Seda's Offerings (Client Journey)

- Seda Business Talk and Start (for start up clients)
 - Entrepreneurship awareness events
 - Business start-up training
 - Franchise awareness
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 - Business registrations
 - Cooperative development



Seda's Offerings (Client Journey)

- Seda Growth and Build (for operational businesses)
 - Access to local markets
 - Access to export opportunities
 - Access to technology
 - Facilitation of Access to finance
 - Sector Programmes
 - Business Mentoring
 - Hotline to assist with late payment of SMMEs



Seda's Offerings (Client Journey)

- **Manufacturing Support Programme**

The key objectives are to:

- Provide high end advisory services to existing manufacturing small and medium enterprises employing between 10 and 200 people.
- Improve the productivity of targeted SME's.
- Improve the quality of both products and services of targeted SME's.
- Improve competitiveness of selected SME's.
- Contribute to increase in turnover.
- Contribute to export sales.



Seda's Offerings (Client Journey)

- **Supplier Development Programme**

Development of suppliers for market access linked to specific opportunities from corporate buyers

The programme aims are to:

- Improve performance of SME's in winning public and private sector contracts
- Improve growth and diversification through procurement
- Facilitate localised supply chain

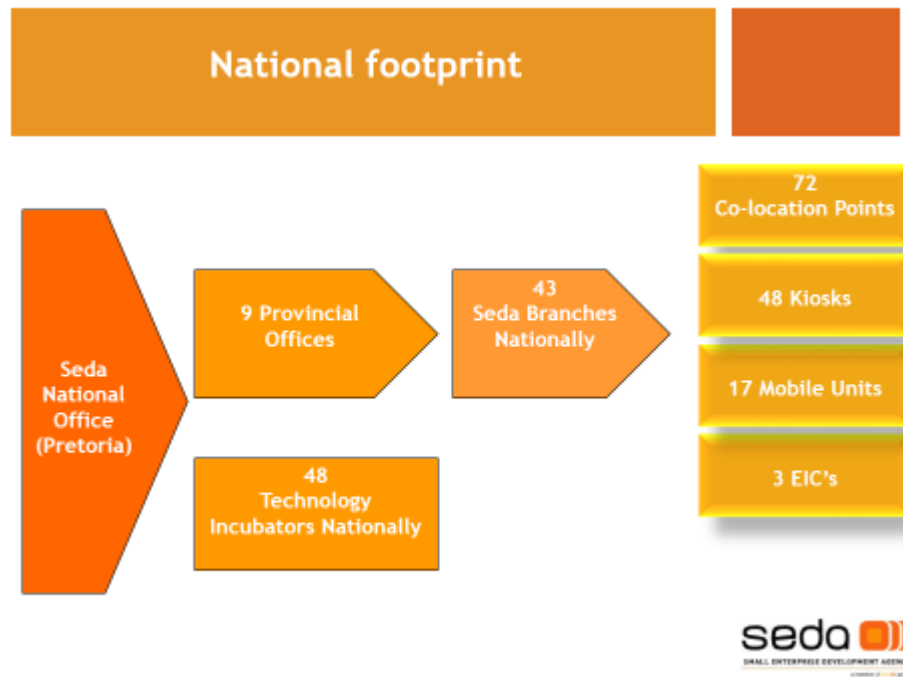


Seda's Offerings (Client Journey)

- **Mentorship**

- Coaching sessions (SAPLATO & EMPRETEC)
- One-on-one mentoring with sector specialist
- Post Finance Mentorship





Key SMME Challenges

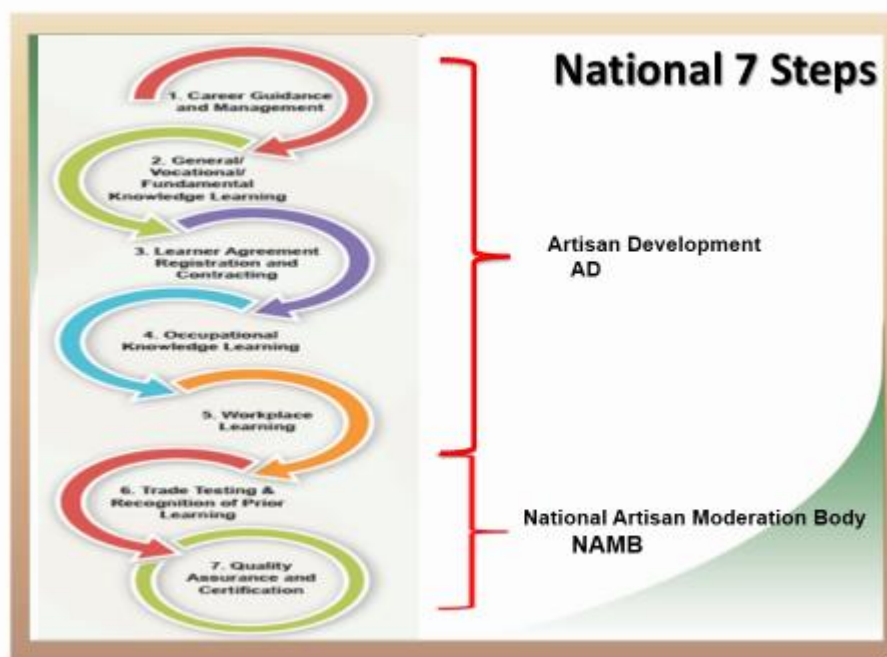
1. Inconsistent cash flow
2. Access to the latest technology
3. Difficulty accessing operating premises
4. Fragmented support from government agencies
5. Lack of business skills e.g. bookkeeping, understanding of the regulatory environment and administration , general business management skills.
6. Competition from large enterprises

Seda as a Partner

1. Joint programme development
2. Entrepreneurship focus inserted in the curriculum
3. Development of Sector specific programme, e.g rapid incubation programme



APPENDIX 10: Commission 1A- Pathways to Qualify as a Hairdresser



Artisan Development Programme

Requirements:

- Knowledge
- Practical Skills
- Workplace

According to TT Regs. You are required to comply with the above to get an access to a trade test

2

PATHWAYS TO QUALIFY AS A HAIRDRESSER ARTISAN

CURRENTLY

- *CONTRACT ROUTE*
- *NON-CONTRACT ROUTE*

CONTRACT ROUTE

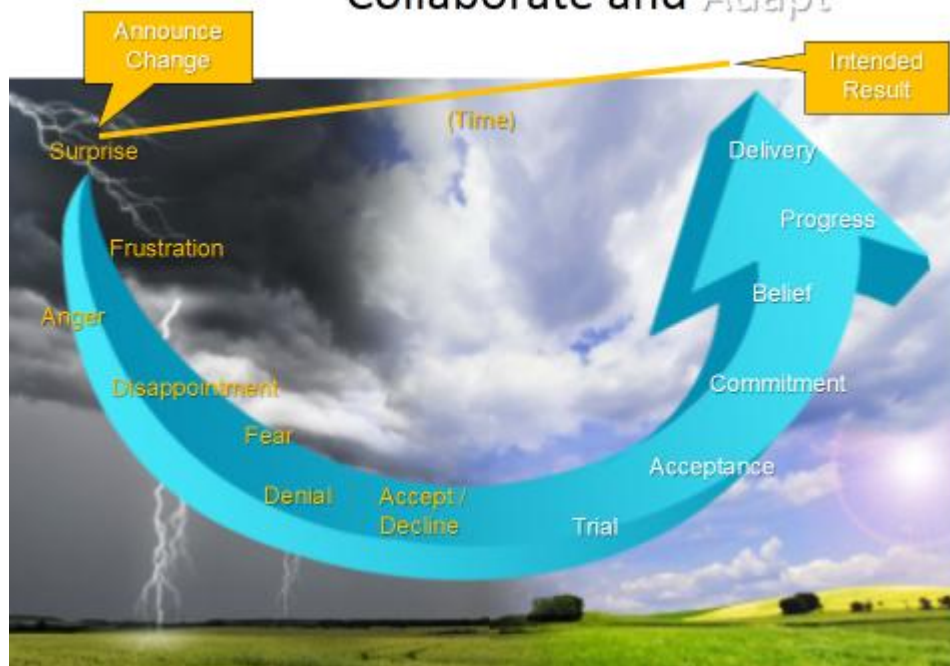
- *There must be a learner contract Managed by a SETA
– PROVIDER-LEARNER-EMPLOYER*
- *Candidate will then get an access to a trade test as per 11 (3) of the Trade Test regulations*
- *Pass the Trade Test: ARTISAN*

PATHWAYS TO QUALIFY AS A HAIRDRESSER ARTISAN

NON-CONTRACT ROUTE

- *Educational qualification as per TT regs*
- *The candidate must have worked for a certain number of years as prescribed in the regulations*
- *Candidate will then get an access to a trade test as per 11 (5) of the Trade Test regulations*
- *Pass the Trade Test: ARTISAN*

Collaborate and Adapt



New Development regarding process and Pathways

FOR NON-CONTRACTED LEARNERS:ARPL

- ❖ **Service letters**
- ❖ **Educational report**
- ❖ **Minimum 3 years relevant experience needed**

Register for ARPL programme at TTC

- ☐ **SoR**
- ☐ **Access to a Trade Test**
- ☐ **Pass TT = ARTISAN**

Recommendation to improve processes, Pathways and Quality

Many Salons all over in the Country

- ❖ **Provide support**
- ❖ **Assist them in registering as businesses**
- ❖ **Use them as our Workplace to place apprentices**
- ❖ **Advise some to be SDP/TTC**

APPENDIX 11: Commission 1B – Challenges and Opportunities in the South African Hairdressing Sector



The Hairdressing Workshop

18 August 2017



Challenges and Opportunities in the South African Hairdressing Sector

Professor Nonhlanhla P. Khumalo

MBChB, FCDerm, PhD
Head of Dermatology, Director of the Hair and Skin Research Lab
Groote Schuur Hospital and the University of Cape Town

Contact Dermatitis

(from cosmetics or chemicals used at work)



- Side effects from contact with chemicals
 - Prevalence 16.4% - 60%
 - Highest among Hairdressers
 - Can be reason for unfair dismissal because of absenteeism
 - **Unpredictable**
- treatable and avoidable once diagnosed

Khumalo et al adverse effects of hairdressing: a systematic review. *Arch Dermatol* 2006

Chemical burns

Hair straightener (relaxer) sold without neutralizing shampoo!



Little girl with permanent hair loss that is
completely preventable...

African women have the highest prevalence of cosmetic alopecia in the world!



In Cape Town: 30% >18 years and 5.8% in 6 year old girls!

Even in those who go to professional hair dressers!

66% use hair relaxers to straighten hair and their risk of alopecia >3-6X higher than in those with natural hair

What about "Hair Relaxers"?

- Filled the first recorded patent, innovative at the time
- Active ingredient = NaOH
- 2017 Active ingredients = NaOH or similar
- Why is this a problem?
Increases skin pH from about 6.5 to 12-14!
- Occupational health regulates that a:
pH>10.5 is irritant to the skin
pH>11.5 is corrosive to the skin
Thus epidemic of hair loss is not surprising!
- >100 years since Mr Morgan - Black women deserve safer cosmetics! We can't make poison safer and need to turn away from relaxers toward new, innovative science driven product development and increase opportunities for unemployed science graduates – this dream contributed in part to establishing the HSR Lab



Garrett Augustus Morgan 1877-1963
Cleveland Businessman and Inventor

- Thank Mrs Johanna Moriti for writing a letter of support for our Lab 2014. Jo'M Cosmetics was testing the natural hair products in Spain



Equipment: kind donation from a family charity



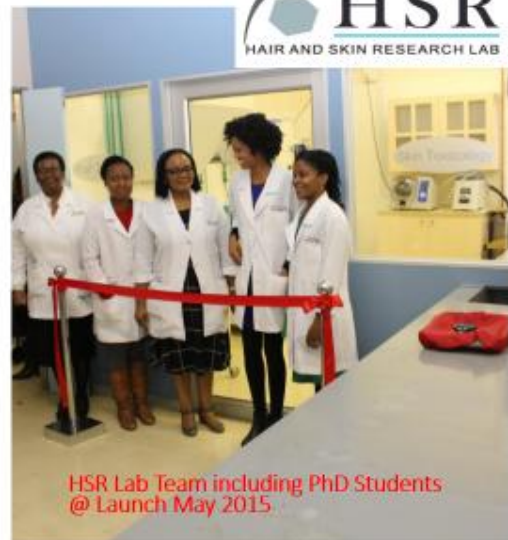
At the height of our desperation we received a fume hood:
kindly donated by Dr Judy Dlamini.

A source of much encouragement!

Scientists explaining how
equipment works @ the
Launch 2015



NSF Funded Lab renovations and initial equipment



HSR Lab Team including PhD Students
@ Launch May 2015

Funding boost: Services SETA 2016



What has Services SETA Funding done?

Completed foundational infrastructure for scientific innovation

- Hair Structure, Geometry and Biochemistry (HSR – HSGB) Group
Dr Jennifer van Wyk (managing scientist)
Dr Malebogo Ngoepe (collaborating scientist)
- Proteomics, Pathology and Molecular Imaging (HSR - PPMI) Group
Dr Henry Adeola (managing scientist)
- Genetics and Molecular Biology (HSR-GMB) Group
Dr Afolake Arowolo (managing scientist)
- **HSR Cosmetic Science Group**
Ms Ntombenhle Sishi (managing scientist)



HSR Lab team May 2017 includes MSc and PhD Students



Hair curl groups

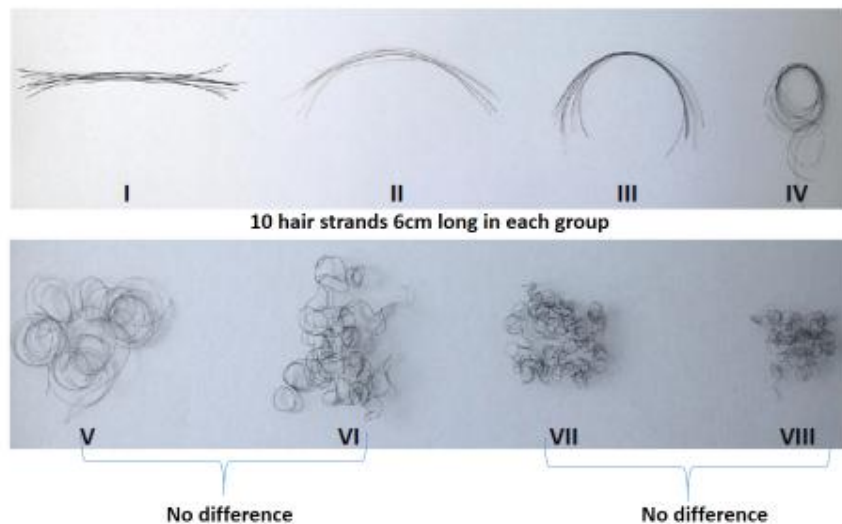
(African, Asian, European = unscientific)

6 more scientifically valid (reproducible) than 8 groups

Hair also important in
Medicine e.g. testing HIV
drugs to monitor treatment

Latest HSR Lab Team Publication
Mkentang et al Plos One 2017

Easy to manipulate that
which you understand!
We are getting there!



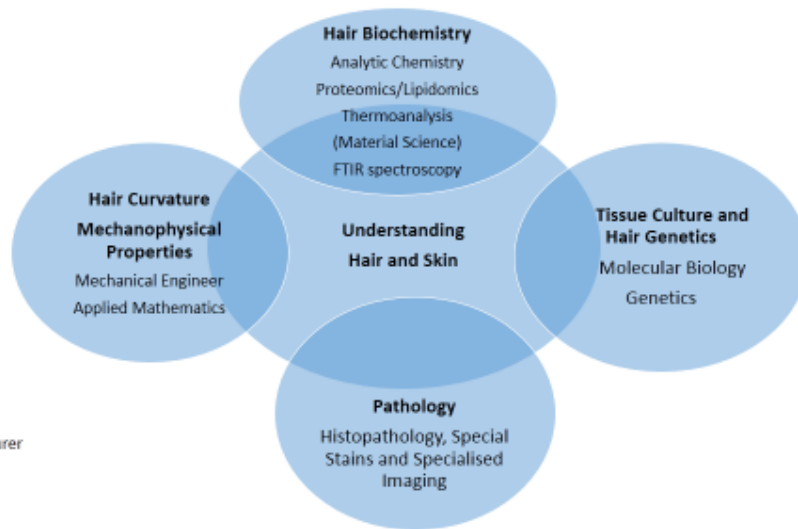
Multidisciplinary Team Approach

Experienced Scientists – from various fields

Lead Capacity Development of new generation innovators and inventions



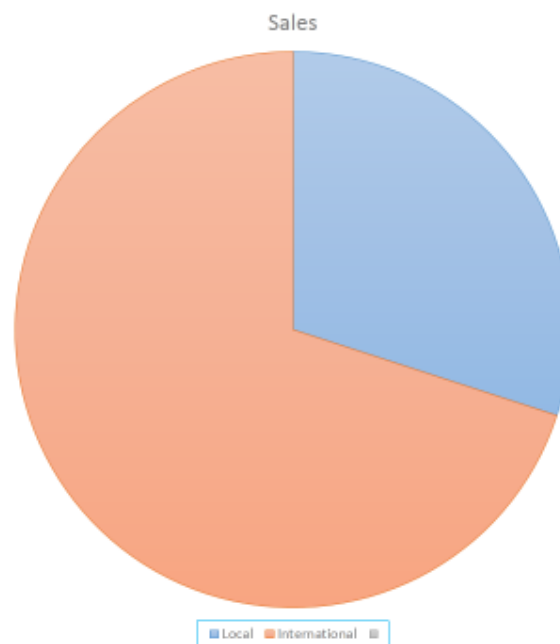
Dr Malebogo Ngoape
DPhil Oxon (PhD Oxford)
Mechanical Engineering Lecturer



African hair product market share
(excl. services) estimated at SA 1.2 Billion ZAR
70% owned by multinationals

How to increase the share of the market that directly benefits South Africans?

How to improve innovation and safe hair product development?



Technicians

Capacity Development, new generation scientist



Mr M Mbovana



Mrs N Makesi



Miss Thulisa Mkatazo



Mrs A Martinus

Post Doctoral Fellows

Capacity Development, new generation innovators



Dr Kwezi Molamodi



Dr Mariba LEBEKO



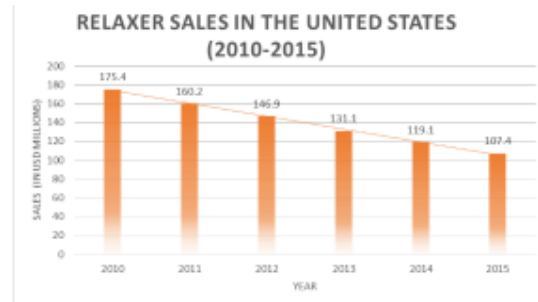
Dr Pumza Magangane



Ms Lindiwe Lamola
PhD Thesis submitted

Skills transfer senior scientist: tests ingredients in cosmetics

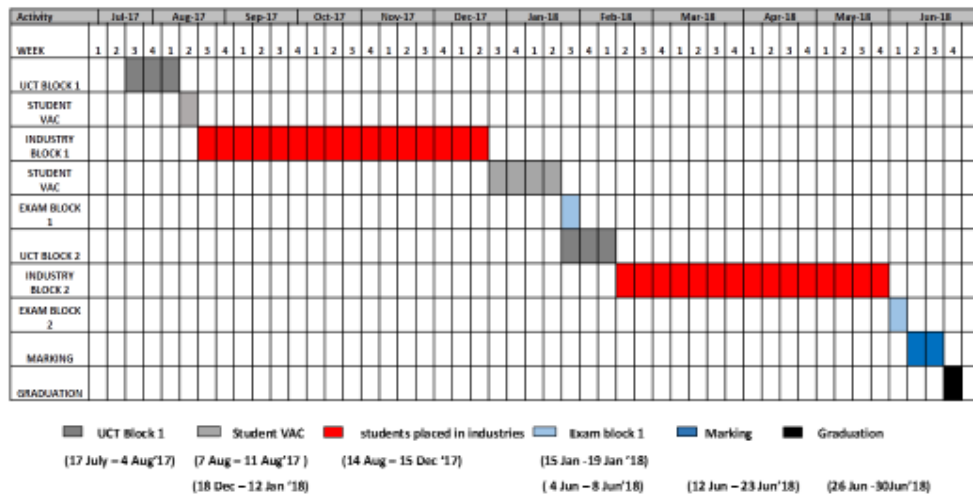
- **Ms. Ntombi Sishi (Final year PhD Candidate)**
- **20-yr Industry Experience as a Cosmetic Chemist**
- (Brands: *Black Like Me; Jabu Stone; Perfect Choice; Soft and Free*)
- **Will co-ordinate/teach the new Advanced Diploma with Dr Molamodi**



What has Services SETA Funding done? Within 6 months:

- Completed analysis of all Hair Relaxers on the SA market
 - 121 Products!
 - Study will be published before end of the year – thanks to Services SETA
- Ms Ntombenhle Sishi (managing scientist completing her PhD)

What has Services SETA Funding done? Advanced Diploma in Cosmetic Science (post-BSc or equivalent) first 8 students:





Simbabalwe Somlota



Nomahlubi Nazo



**Vuyokazi Namntu
MSc**



Mtwini Phelokazi



SisandaMpungutye



Nonelwa Mankuntywana



**Nolonwabo Hlazo
BSc Honours**



Siyanda Dukashe

HSR Lab Commitment in Partnership with the Services SETA

• Advanced Diploma in Cosmetic Formulation Science

- First of its kind graduate program in SA, Curriculum Developed and Approved
- Blended 1-year program: only 7 weeks spent at HSR lab, rest at local company R&D labs for hands-on experience whilst completing modules and assignments
- A science graduate can move from being unemployed to qualification as cosmetic formulator + 1 year work experience! With increased capacity can help reduce unemployment and increase entrepreneurship
- Understanding of the science behind cosmetic formulation as well as preserving skin health
- First intake July 2017, thereafter 20 candidates per year (max capacity for current space)

• National Cosmetic Safety Testing Laboratory

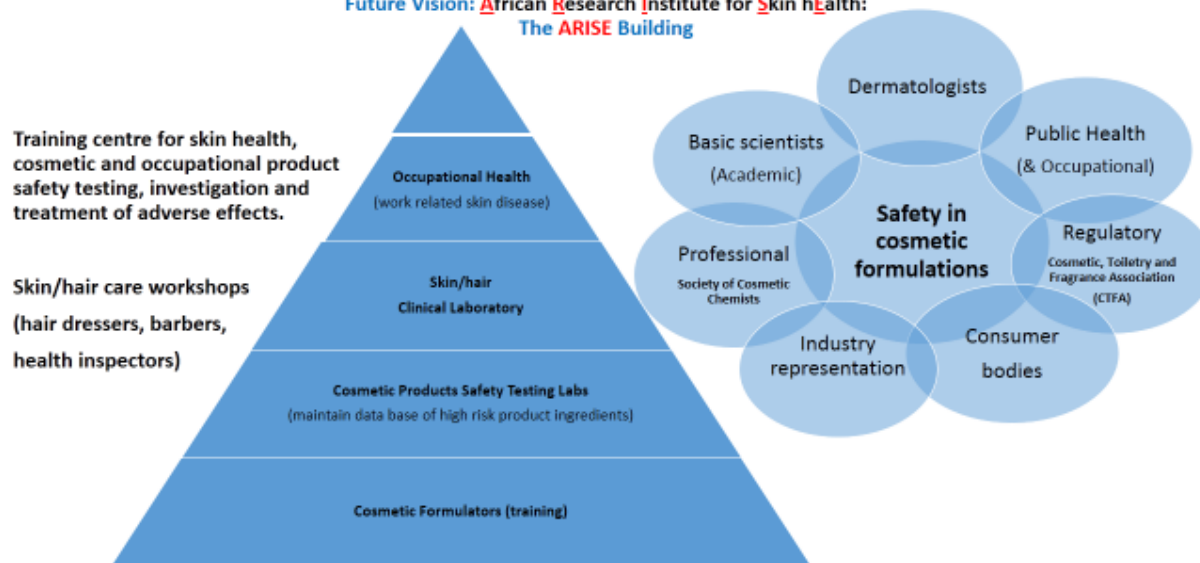
- Developing a facility for cosmetic testing with an initial focus on safety and creating a public database of illegal ingredients in cosmetics

Special challenges relating to the HSR Lab commitment

- Space and Capacity tight in current lab located in the Groote Schuur Hospital building.
- To upscale the Advanced Diploma to 40 students per year by 2020 and increase coverage of tested cosmetics. Need to move all cosmetics related work out of the Hospital Building. HSR Lab will continue to focus on Medical and Basic Science Research
- We need a dedicated building: [Africa Research Institute for Skin health: ARISE Building](#) for all cosmetics related work

Prioritizing Safety Requires a Multidisciplinary Collaboration AND Dedicated Space

Future Vision: African Research Institute for Skin Health:
The ARISE Building



Many Cosmetic Industry Challenges

- Regulation
- Compliance
- Enforcement
- Technical hairdressing skills
- Professionalization of ALL hairdresser training
- Labour related
- **Health and Safety**
- etc..

Folliculitis Keloidalis Nuchea (FKN)

Easy to diagnose
yet illusive!

Prevalence

- 10.5% > 18yrs men
- 4.7% last year of school in boys
- 0.3% >18yrs in females

Pathogenesis

- In-growing hairs?
- Friction from collars etc??
- Similar to keloids or shaving bumps
pseudofolliculitis barbae?

Sperling et al – a primary scarring alopecia



Blood and virus detection on barber clippers



Dr N.E.Z Spengane
Division of Dermatology UCT
Groote Schuur Hospital





Blood and virus detection on barber clippers

- **8% of** all clippers were **(+) for Hep B virus**
- **42%** of all clippers were **(+) for HBB** suggesting microscopic blood contamination - **72%** were from barbers not used to cutting **vs 33.3%** from clippers or chiskop barbers ($p = 0.023$)
- **Risk of HIV transmission?**

Unknown but need to quantify – SHAKA Study

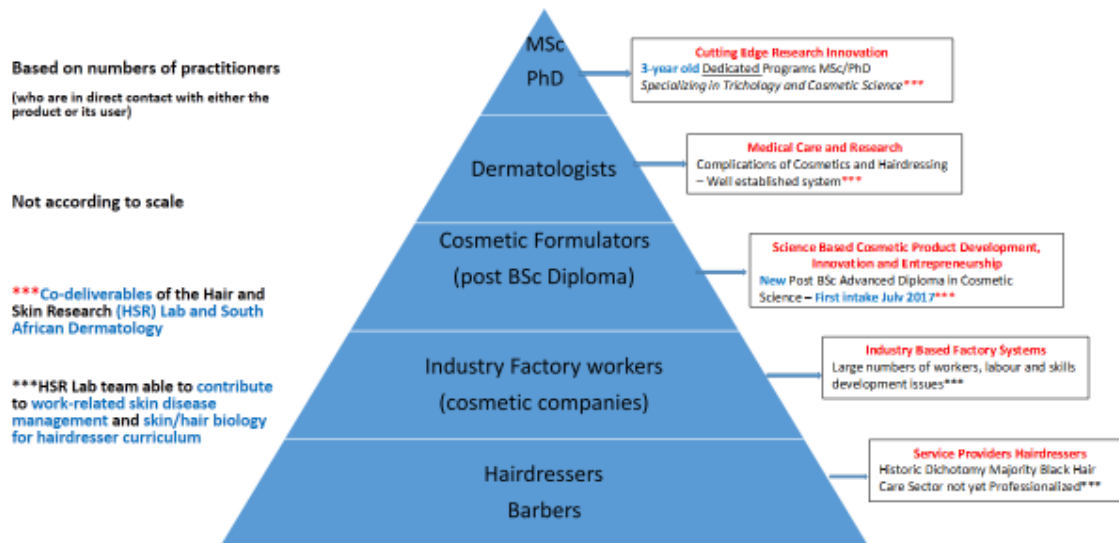
Scalp Hair And Keloid And Viruses



Dr Zandi Spengane

Occupational Medicine, Public Health, Health Inspectors

The South African Hair Dressing Human Resource Pyramid

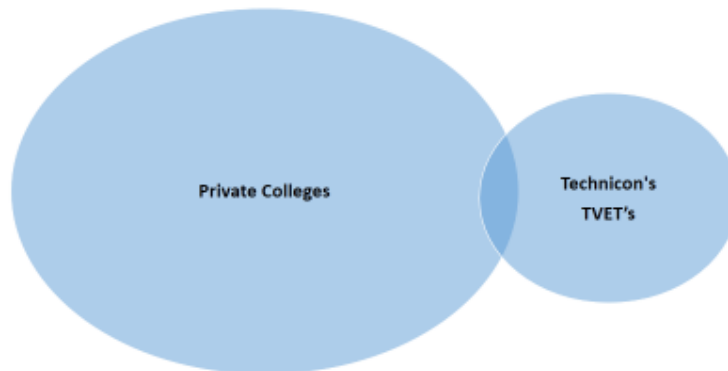


Many Cosmetic Industry Challenges

- Regulation
- Compliance
- Enforcement
- Technical hairdressing skills
- Professionalization of hairdresser industry
- Labour related
- Health and Safety
- etc..

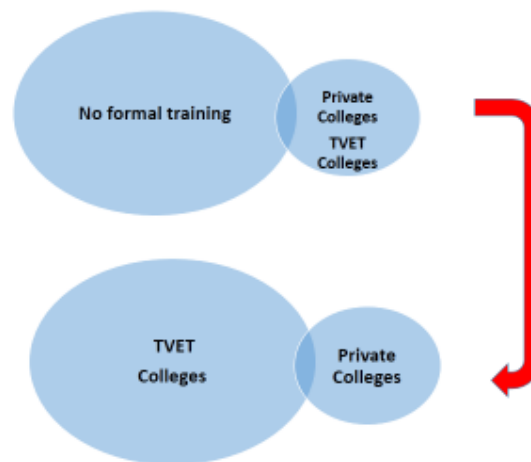
Hairdressers – white market

Training is more consistent
Industry professionalized



Hairdressers – African hair market

Training is inconsistent
Industry yet to be professionalized



Technical Vocational Education and Training
TVET Colleges

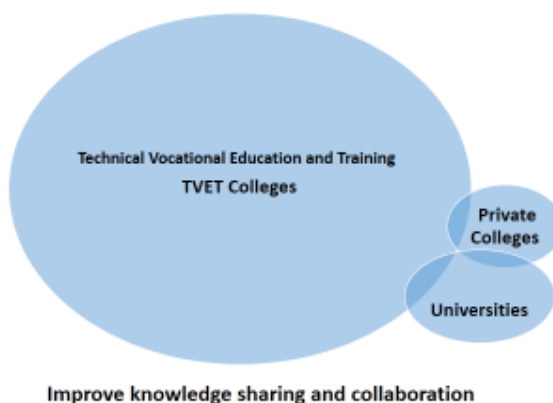
Private
Colleges

Universities

End the current isolation

Lead Training of Hairdressers AND Host Skills Updates for Hairdressers

Bryant TUST College
 Buffalo City TUST College
 Capertown TUST College
 Central Johannesburg TUST College (JAC)
 Esselen KZN TUST College
 College of Cape Town
 Eastcape Midlands TUST College
 Durbanville TUST College
 Durbanville East TUST College
 Durbanville West TUST College (DWC)
 Edendale TUST College
 Epping TUST College
 Felix Bay TUST College
 George Mandela TUST College
 Georgeville TUST College
 Goldfields TUST College
 Inxuba TUST College
 Inyanga TUST College
 Ingwavuma TUST College
 King Sabas Dalindyebo TUST College
 Lesotho TUST College
 Lesotho TUST College
 Londen TUST College
 Majuba TUST College
 Mafikeng TUST College
 Mankwato TUST College
 Mochos TUST College
 Morigatse TUST College
 Northern Cape Rural TUST College
 Northern Cape Urban TUST College
 North TUST College
 Orkney TUST College
 Port Elizabeth TUST College
 Sekhukhune TUST College
 South Cape TUST College
 South West Gauteng TUST College
 Tlokweng TUST College
 Tlokweng North TUST College
 Tlokweng South TUST College
 Umfolozi TUST College
 Umtata TUST College
 Umtata TUST College (UPT)
 Vhembe TUST College
 Vryheid TUST College
 Waterberg TUST College
 West Coast TUST College
 Western Cape TUST College



Cosmetic Industry Challenges

- Regulation
- Compliance
- Enforcement
- **Technical hairdressing skills** vvv Addressed by TVET Colleges
- **Professionalization of hairdresser industry** NOT GARANTEED!!
- Labour related
- **Health and Safety** can vvv improved by TVET College training
- etc..

Formal Training is key for technical skills, However:

Professionalization of the African hairdressing industry is NOT possible without addressing poor facilities

- Formal training has to be desirable
- It has to be linked to a direct benefit (otherwise its seems useless)
- An example of benefit could be access to **affordable business premises** with **minimum healthy/safety standards** where a qualification and licence are an entry requirement.

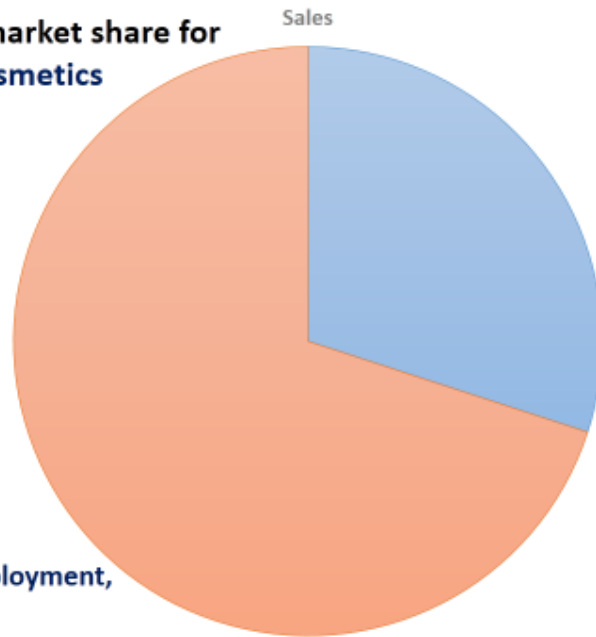


Let's imagine a future where the market share for African hair products and other cosmetics

70% South African owned

30% Internationally owned

What effect would that have on unemployment, poverty and the African child?

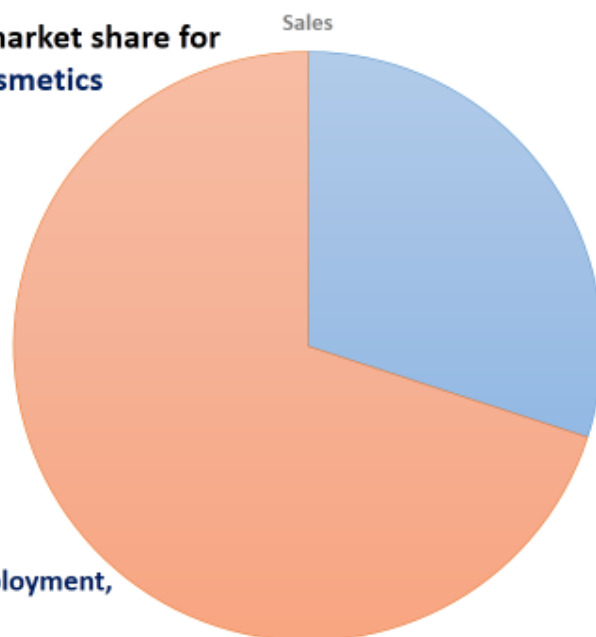


Let's imagine a future where the market share for African hair products and other cosmetics

70% South African owned

30% Internationally owned

What effect would that have on unemployment, poverty and the African child?



APPENDIX 12: Commission 2A – Hairdressing for Sustainable Livelihoods





ETHNIC HAIR INDUSTRY

INTRODUCTION

MAIN CHALLENGES

- HIGHLY FRAGMENTED
- INFLUX OF IMMIGRANTS
- LACK OF STANDARDS, STATUS, GLAMOUR
- NON-ENFORCEMENT OF REGULATIONS
- INDIFFERENCE TO PROFESSIONAL QUALIFICATIONS
- CONSUMER COMPLACENCY

 higher education & training
Department: Higher Education and Training
REPUBLIC OF SOUTH AFRICA





STRATEGIC IMPERATIVES

PROPOSAL

GOALS/OBJECTIVES

- Make Hairdressing Training Attractive
- Increase College Training Enrolments
- Transform Industry Image (Informal – Professional)

{MAKE HAIRDRESSING GREAT AGAIN}

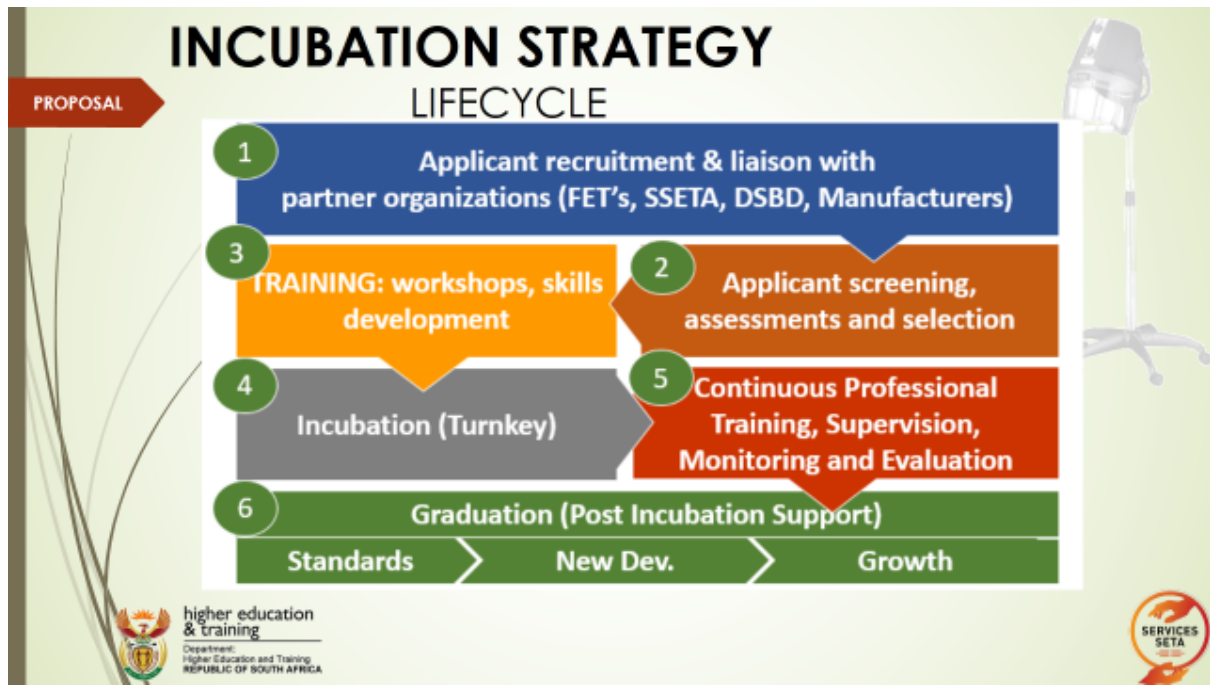
CAUTION: POURING NEW WINE INTO OLD WINE SKINS

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Department: Higher Education and Training
REPUBLIC OF SOUTH AFRICA









INCUBATION – SETTING STANDARDS

PROPOSAL

INFRASTRUCTURE STANDARDS

OPERATING PROCEDURES STANDARDS



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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SERVICES SETA

ACHIEVING OUR GOALS

PROPOSAL

GOALS/OBJECTIVES

{MAKE HAIRDRESSING GREAT AGAIN}

- Create Environment where Hairdressing Training is Attractive
- Increase College Training Enrolments
- Transform Industry Image (Informal – Professional)
- Improve Self-regulation (Compliant vs. Non-Compliant)
- INFORMED CONSUMERS

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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SERVICES SETA



THANK YOU

➤ ANY QUESTIONS?



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



WORKSHOP: UNDERSTANDING SKILLS SUPPLY AND DEMAND IN THE HAIRDRESSING INDUSTRY

- DEPARTMENT OF HIGHER EDUCATION AND TRAINING ('DHET') IN COLLABORATION WITH THE SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY ('SESETA')
- 18 AUGUST 2017

APPENDIX 13: Commission 2B - The Pervasiveness of Precarious Employment: Challenges and Prospects

The pervasiveness of precarious employment: Challenges and Prospects

Mondli Hlatshwayo

Centre for Education Rights and Transformation

University of Johannesburg

Introduction

Precarious workers, whom Standing (2015) refers to as the “precariat”, have become a global phenomenon, signalling a cataclysmic decline in the power of labour and all the marginalised groups pursuing the cause of economic and social justice. The paper aims to:

1. Try to define precarious work as a very strong trend in the global South and in Africa;
2. Discuss precarious work in the South African environment, which is characterised by chronic unemployment, poverty and inequality;
3. Explore sources of precarious work, one of which is the continual attempt by capital to reduce the value of labour power and the consequent weakening of labour;
4. Provide empirical evidence based on the testimonies of precarious workers employed in both the public and the private sector; and
5. Begin to suggest possible implications for community-based planning, education and skills training.

The paper is largely informed by qualitative research conducted between 2016 and 2017; the main aim of which was to understand the living and working conditions of precarious workers. One of the medium outcomes of the research project was to suggest non-formal educational interventions which could support precarious workers in their hidden and overt struggles to increase their social agency.

Two hundred in-depth interviews were conducted with precarious workers in Johannesburg, Tshwane, Ekurhuleni, Mangaung, Nelson Mandela Metropolitan Council, Ethekwini and Cape Town. The interviews and conversations covered the following: biographical information;

formal, non-formal and informal education; the nature of employment and work history; cooperation, conflict and resistance in the workplace and in community life. Workers who participated in the study worked as support-service workers in universities, community health-care workers, expanded public-works workers, factory workers, retail workers and fisher-folk. Due to limitations of space and time, the paper does not capture all the findings.

Precarious work as a new reality

In an attempt to define precarious work, McKay et al. (2011:5), argued that this type of work should be understood “in relation to instability, lack of protection, insecurity and social or economic vulnerability”. The public, private and informal sectors have used the services of precarious workers, who earn low wages, have no benefits such as medical aid, tend not to be unionised, are subjected to irregular employment and therefore do not have job security. What Theron (2014) described as “externalisation” in the form of outsourcing and labour brokerage enabled companies to hire an intermediary who became a supplier of cheap labour. Noting the prevalence of precarious work, the International Labour Organisation (ILO) stated:

... vulnerable forms of employment [globally] are expected to remain above 42 per cent of total employment in 2017, accounting for 1.4 billion people worldwide. **In fact, almost one in two workers in emerging countries are in vulnerable forms of employment, rising to almost four in five workers in developing countries** (my emphasis). As a result, the number of workers in vulnerable forms of employment is projected to grow globally by 11 million per year (ILO 2017:2).

In highlighting the social and geographical dynamics of precarious work, the ILO noted, “The two regions most affected by vulnerable employment are Southern Asia and sub-Saharan Africa” (ILO 2017:2). This indicates that precarious work is one of the real questions of the Global South and of Africa in particular, further reinforcing the old economic and social divide between north and south. This indicates that, under current conditions of precariousness, building solidarity with the working classes and the marginalised of Africa and the South remains a more critical task than ever before. Solidarity can also involve exchanging views on how movements and formations in other parts of the South are conducting popular educational initiatives whose sole aim is to build the organisational capacity of precarious workers to challenge their conditions of precariousness.

A critical point has to be made to those involved in struggles for social and economic justice: that organising and education around precarious work should be linked with struggles for women’s emancipation; this is partly supported by the ILO’s argument that “Indeed, vulnerable

employment is consistently higher for women across Africa, Asia-Pacific and the Arab States (ILO 2017:8).

According to the Statistics South Africa (StatsSA) Report covering the period between 2009 and 2015,

The rise in employment levels was supported by increases in eight of the ten industries, the largest of which were recorded in Community and Social Services (737 000), Finance (336 000) and Construction (216 000). In addition, strong employment growth in occupations such as Elementary occupations (**663 000**), Sales (540 000) and Manager (178 000) supported the robust employment growth over the period 2009 to 2015. Between 2009 and 2015, employment levels in the formal sector increased by 968 000 to 10,9 million, while informal sector employment increased from 2,2 million in 2009 to 2,6 million in 2015 (STATSSA 2015:1).

In the South African context, especially during the 1980s, what is now regarded as precarious work was commonly referred to as atypical work, as it was less common then. However, precarious work is currently becoming a dominant mode of work and the decline of the labour movement and the intensification of exploitation by employers have made matters worse for precarious workers and their families, as these workers earn low wages (Kenny & Webster 1998; Barchiesi 2011). “Fiscal consolidation” or “fiscal discipline”, which is basically the implementation of austerity measures with the sole objective of transferring resources from the working class and the poor to monopoly capital, has also contributed to an increase in the use of precarious work by the post-apartheid state. These days, there is more visible employment of precarious workers by the state, through various forms of employment; in some instances, the state uses labour-brokers and service providers, which are key elements of precarious work. Home-based care workers, expanded public works employees, community project workers, interns and community educators are precarious workers for the state in post-apartheid South Africa.

In arguing that South Africa’s labour market is extremely flexible and is also characterised by rising forms of precarious employment, Mabasa commented:

All the research on labour market restructuring in the post-apartheid political economy refutes this belief [that the labour market is rigid]. Informal and precarious forms of employment are expanding, whilst formal and standard employment is declining. This indicates that the nature of work has changed drastically over the past twenty years, proving that the South African labour market is not rigid at all (Mabasa 2017: 5).

The prevalence of precarious work in the public sector and the EPWPs compelled Samson to draw this conclusion:

The framing of the EPWP as a mechanism to assist the 'unemployable' relegated to the 'second' economy is an attempt to discipline both those employed on the projects to accept their marginalised status and organised labour to accept the de facto creation of a two-tier labour market. If the EPWP is to be prevented from creating new forms of exclusion in the labour market, eroding labour conditions in the public sector and creating the conditions associated with the 'second' economy unions will need to overcome current exclusions within their own organising practices and find ways to organise and represent these workers (Samson 2007:244).

Put differently, precarious work has not only entrenched a two-tier labour market in the private sector but also in the public sector, which was meant to deliver “decent work” for workers who contributed immensely to the destruction of formal apartheid. The phenomenon of precarious work is, in essence, destroying permanent jobs which offer benefits and job security.

Why is precarious work so prevalent?

In identifying the causes of the growth in precarious work, McKay et al. (2011:7) remarked, “Precarious work is generated by employers seeking to minimize labour costs and shift the economic risks of their businesses onto their workforce”.

According Kalleberg,

We must first recognize that the growth of precarious work represents global challenges. All countries face pressures to be more competitive in product and labour markets and to adapt to social and economic changes such as rapid technological changes and increased movements of people across national borders. We must also understand that the sources of precarious work and insecurity are not mainly the features of globalization per se, such as immigration or international trade; rather, they derive from the shifting of the risks of work from employers and governments to workers themselves (Kalleberg 2017: 1).

According to Castro,

... flexibilization, economic globalization and financialization of the economy are the main causes of precarious work. But interestingly, linking precarious work to the debate on income inequality shows that precarious work not only affects the ‘losers’ of globalization, but also the ‘winners’. Nowadays, economists tend to agree that a high rate of income inequality slows down economic growth in the long term. Combined with governments that continue to struggle with their budgets due to low tax revenues, this will eventually also be a concern for those who are better off (Castro 2014:1)

In interpreting this statement, it can be argued that capital faces another contradiction, largely because precarious work and austerity measures can be regarded as sources of discontent. The possibility arises of building an oppositional movement that can sow the seeds of an alternative society, since governments, capitalists and their agents, as well as mainstream economists, worry about the fact that precarious work and poverty are an outcome of policies which

threatens the existence of capitalism in the long run. Of course, the future of the system depends largely on the balance of forces and on how the poor and marginalised respond and organise.

Commenting on resistance against precarious work globally, Grevatt said,

The International Metalworkers Federation has publicized many struggles around the world of precarious workers demanding secure employment. Strikes in south Korea, marches against labor law “reform” in Turkey, organizing drives in Indonesia, and educational campaigns around the globe are part of an international metalworkers campaign called “precarious work” that affects us all (Grevatt 2010:1).

The metal workers, according to Grevatt (2010:1), recognise that “... precarious work is bad for all workers”. As the Federation explains, “It creates cut-price labor that drives down wages for all. It increases the gap between the rich and poor and amplifies the unfair practices that already disadvantage women, young and migrant workers.” While these struggles are encouraging to those who want to undermine precarious work, their mere existence, even in the North, is an indication that the labour movement globally has been weakened by capital.

The weakness of the unions and their inability to service and unite workers is an indication that capital has an upper hand. In South Africa, the unionisation of government workers increased from 55% to 70% between 1997 and 2013, but unionisation in the private sector declined from 35.6% to 24.6% between 1997 and 2013 (cited in Mabasa 2017). Research has shown that unionised government employees tend to be permanent employees rather than precarious workers (Buhlungu 2010). In the South African labour market the union density was only 29% in 2014, indicating that the vast majority of workers are not organised. Capital and the state have been able to implement labour flexibility in the form of precarious work largely because the unions have not been able to defend the rights and interests of all workers.

We can therefore surmise that precarious work is one of the strategies used by capital to further extract value from the working class and the poor in order to try to deal with the capitalist crisis of over-production and over-accumulation, manifest in the overproduction of commodities like steel and the rise in financial speculation. To maximise profit, capital drives the value of labour power downward, basically threatening the actual survival of workers, especially precarious workers. The rise of precarious work also means that the welfare state, which arose as a result of the struggles of workers in Europe and other parts of the world, and of the resulting class compromises, is fading away. This requires new ideas and fresh struggles to achieve a just society. Reiterating old social democratic demands without understanding the very specific struggles of the poor and the working class, as if history repeated itself exactly, assists

academics and intellectuals who want to advance their careers but does nothing to alleviate the plight of the poor and the working class.

Having attempted to define precarious work and understand its sources, let us briefly examine precarious work in the public and private sector more concretely, so that we can gain an understanding of the issues and demands of precarious workers.

Private sector and precarious work

Sizwe Mtshi² (interview, 6 August 2017, East London) has worked for the Mercedes-Benz plant in East London. He said:

The plant management hired workers from labour brokers and at some point 50% of the workforce in the plant were workers employed through labour brokerage. However, as NUMSA [National Union of Metalworkers], we fought these labour brokers and workers are now permanent employees of the company. These workers were employed in mundane occupations, because the company realised that that it needed skilled and trained workers for certain key function in assembling cars. The lesson we learned as workers is that it is important for us to see ourselves as workers. We must not allow employers to divide us as permanent workers and labour broker workers, because we are all facing a common threat. Even permanent workers face unemployment, because companies are retrenching us and installing new machines.

Mtshi's testimony indicates that labour brokerage is not invincible. Workers have learnt, through organisational experiences, that precariousness in the workplace can be challenged. However, permanent workers also live and work under the threat of precariousness, showing that precarious work is threatening all workers, even those who are permanent employees.

Bhuti Mphahlele organised farm-workers in the Robertson area of the Western Cape. He spoke about excessive drinking, women working as farm-workers who are raped and sexually harassed by fellow male workers and foremen. Mphahlele narrated,

Now these foremen use what you call sexual harassment of these women. They will say, 'Hey listen here, get with me in a relationship and I'll make sure that in the next season you will be here, when there is no more employment for the others, I'll make sure you are one of those who is going to be employed (Mphahlele, interview, 21 June 2016, Cape Town).

Mphahlele raised an important issue: the need to for DHET and the Department of Labour to also make sure that NGOs and trade unions that support the struggles of farm-workers and the most vulnerable groups, like women farm-workers, are supported. This could also help to strengthen intergovernmental relations and progressive collaboration between the state and

² Please note that pseudonyms have been used to protect workers from possible victimisation.

civil society. Mphahlele described how his organisation was not only dealing with labour issues but implementing educational programmes that educated farm-workers about their rights to housing and sanitation and highlighted the human rights of migrant workers from Lesotho and women's rights generally (ibid). Clearly, education must be relevant to these farm-workers so that it can help them to improve their living and working conditions. Non-formal programmes to deal with the immediate problems faced by workers can be designed collectively by workers, NGOs, trade unions, community colleges, universities, and the Departments of Labour and Higher Education and Training.

Precarious work in the public sector

Nomus Phoqo is a young woman who has worked for more than ten years as part of the Community Literacy and Numeracy Group (CLING). This was established in 2007 to help working class learners in Freedom Park, a working class area south of Johannesburg. She said, "I would say I'm not a casual worker or a permanent worker. I'm a volunteer; I receive no income at all (Phoqo, interview, 30 October 2016, Johannesburg).

Between 2009 and 2010 CLING facilitators received stipends from the Department of Education, but that was stopped in 2011 largely because of funding problems and administrative issues. CLING facilitators are at the forefront of what can be regarded as "articulation from below", which emerged as a result of the struggles and creativity of working-class communities. The White Paper on Post-School Education and Training expressed the need for articulation "between institutions of higher education and between universities and other post-school education institutions" (Department of Higher Education and Training 2013:xiii).

In the case of CLING, this articulation is organic and expansive, in the sense that CLING facilitators are involved in community education and are part of the constituency of the DHET in the sense that they are also involved in adult and community education which is the scope of DHET. They support working-class children, (whose schooling falls under the Department of Basic Education), with homework, reading, and numeracy skills. CLING facilitators have built links with local schools and community structures, as well as with the University of Johannesburg's Centre for Education Rights and Transformation. One of the proposal is perhaps to ask a local community college, as a representative of the DHET, to work with CLING and involve the DBE, so that this work can be recognised as a public-public partnership. The collaboration should involve providing funding, remuneration of CLING

facilitators, and further training of CLING facilitators so that the work in these communities can be strengthened.

Some of the CLING facilitators want to further their studies, and have registered at higher education institutions like the University of South Africa. However, the challenge they face is that they cannot pay the fees. For example, Phoqo said, “I pay for modules depending on how many modules I want to take. It is R1 500 per module. I am behind with modules because I do not have enough money to register for them. You do not get your results if you did not pay for your modules” (Phoqo, interview, 30 October 2016, Johannesburg).

In 2012, workers under the banner of a health-care workers’ organisation called the Gauteng Community Health Workers (GCHW) went on strike, demanding recognition as employees of the Gauteng Department of Health, as well as benefits and wage increments. Lucy Makone, a health-worker, explained, ‘We only get paid a R1,500 monthly stipend, while workers in others provinces like KwaZulu-Natal get R6,000’ (cited in Sifile, 25 July 2012, *The Sowetan*). Makone described the work they did for the state and the public: ‘We work under very difficult conditions at clinics. Sometimes we are forced to give counselling in corridors or clinic kitchens because the nurses chase us away because they do not see us as colleagues’ (ibid.).

The GCHW, in collaboration with Khanya College, a Johannesburg-based NGO, approached the Southern Gauteng High Court to ask the court to rule that CHW were not volunteers employed by health NGOs, but were employees of the state or the Gauteng Department of Health. The court ruled in the favour of the GCHW, but the Department hired Smart Purse, a private company, to pay the wages of workers. This was an attempt to undermine the court victory of workers and to cause division among them, as many workers did not accept the involvement of Smart Purse.

Progress has been made regarding the registration of a formal qualification for community health-care workers. Working with HWSETA, the South African Qualifications Authority (SAQA) in 2015 registered a qualification called the National Certificate in Community Health Work (NQ Level 2) to advance the formal education of “any individual who is, or wishes to be, involved in Ancillary Health Care services. A learner who has achieved this qualification will integrate a range of basic awareness and competences to perform the roles of health promoter, assistant or health provider and assist the health networker within a community development context” (SAQA 2015: 1). SAQA and HWSETA must be commended for recognising the following:

There is no doubt from the international experience of Community Health Workers (CHW) that they play a role in improving the basic health status of communities. In South Africa, the important supportive role of CHWs in the provision of health care services has been extensively documented. This contribution is further exemplified in those parts of the country where there is a shortage of professional health workers to provide the necessary health care services based on identified needs (ibid.).

Mayi Masu is a 42-year-old female working as a cleaner in Orange Farm in the Johannesburg area. Masu's job entails sweeping and cleaning school yards as part of the Community Works Project supported by the City of Johannesburg. Although she is employed by the state and her work is permanent in nature, she continues to work as a contract worker.

Masu said,

If they [teachers] have problems they call us. We sometimes clean classroom, because the children are not able to clean them properly. And they sometimes call us to clean windows because the children cannot clean windows. If there's a mess in class and they want to maybe move the staffroom, we do the moving. None of this is part of our job description (Masu, 11 January 2017, interview, Johannesburg).

Masu's testimony showed that she provides a useful service within the community and in the school, namely maintaining school yards; she is often asked to do work which is not part of her contract, namely cleaning classrooms and moving furniture. She is extremely vulnerable in the sense that she had to renew her contract annually. Masu's condition is exacerbated by the fact that she earns a very low wage.

Not far from the school where Masu works there are crèches run by community members who want to make a difference by building a strong educational foundation in young children, which would impact on their primary and secondary schooling and ensure that, in the future, institutions of higher education are more likely to admit students who can cope with their studies. The contradiction was that these early childhood development centres receive no or very little support from the state; to add insult to injury, the educators employed by these centres fitted into the category of precarious workers.

Recognising talent in working-class areas is crucial if we are to break new ground and begin to challenge inequality, monopolies and poverty. For example, in Orange Farm and in many other townships there are local mechanics who fix cars and motor-bikes. They may not have all the necessary qualifications and certificates, but their training has taken place informally and non-formally (Mann, 2016). These mechanics and panel beaters could be organised and provided with training in financial management and financial support in the form of servicing and maintaining so that as cooperatives they can be awarded contracts to service and maintain

government vehicles. Or they can also be absorbed into the employ of the state. Black economic empowerment has given rise to many problems, such as deepening inequality within black communities. It is therefore advocated that cooperatives should operate democratically and present real possibilities for sharing and equity.

Some suggestions and proposals

Based on the general precariousness in working-class communities, ten points have been developed, which may help to formulate alternatives for practical interventions:

1. We should accept that precarious work is becoming a dominant mode of work, and represents an attack on the rights and interests the working class and the poor. It is also a sign that the working class, and the proletariat in general, is seriously in retreat as capital continues to advance its programmes and seeks to deepen pauperisation among the masses and the poor. This attack is made possible by the weakening and, at times, the defeat of popular organisations like trade unions, civics and other formations. Logically, one of the responses to precarious work should be the building and the strengthening of popular organisations, cooperatives, social movements, women's formations and trade unions.
2. Education and training have a critical role to play in building popular organisations. In the context of declining funding from the North, the DHET and other government structures should support work that aims to strengthen popular organisations that can be carried out by NGOs, trade unions, and community-based organisations, in collaboration with community colleges. Non-formal curricula that educate precarious workers about their rights, women's rights and the building of organisations can form part of this form of education, since non-formal and popular education are critical for advancing the socio-economic rights of marginalised people. This calls for thinking outside of the formal education and certification box, which, in any event, caters for a shrinking number of permanent jobs in the formal labour market. This work is essential, as improvements in the conditions of precarious workers that result from popular education will help to push back the frontiers of precariousness and vulnerability.
3. In the context of very high unemployment rate, a decline in industries and generalised poverty, the rise of precarious work inside and outside working-class communities and an increase in economic activities in working-class areas, skills planning and government interventions have to be localised. In other words, Integrated Development

Planning (IDP), which is supposed to be democratic planning for local government, has to be one of the key moments in national planning, implementation, monitoring and evaluation. This form of planning is central as it is closest to people who urgently need government intervention to address poverty, inequality and unemployment.

4. One of the components of IDP is to identify the social and economic needs of working class communities. Instead of the current mode of planning which is dominated by a top-down agenda, a new local planning approach has to be based on the needs of cooperatives, women's formations, early childhood development centres, stokvels, sports clubs, local mechanics, precarious workers (especially those serving the state and communities), and other local stakeholders. Of course, all these initiatives will have to be driven by real community participation. Community planning has to be driven by an immediate desire to undermine apartheid geography and to build a truly non-racial South Africa.
5. One of the critical elements of the planning has to be the skills needs of communities. This means TVET (Technical and Vocational Education and Training) colleges and community colleges in the area will have to offer programmes that will have a direct, positive impact on communities. For example, a building cooperative may need bricklayers to be trained so that they can build state houses in the community. In that case, a TEVT college, working together with the DHET and the Department of Human Settlements can support and fund such initiatives.
6. Local mechanics and panel-beaters should be encouraged to form cooperatives and to work closely with various arms of the state. For example, skilled local mechanics can service and maintain the vehicle fleets of local government and other government departments.
7. Precarious workers employed in EPWPs and other government programmes must be made permanent employees, with benefits and rights. Already, the universities have been compelled, through struggles by workers and students, to reverse the outsourcing of services like cleaning and security.
8. It has been established that rural and working-class students tend to drop out of universities; this is largely due to a lack of adequate support in institutions of higher learning and, more importantly for our purposes, poor early childhood development and inadequate early training. For this reason, interventions by CLING and other similar initiatives require urgent support, so as to assist learners from working-class communities whose parents are unable to help them with homework involving

numeracy and literacy. Recognising and formalising these creative interventions can create socially useful careers for those involved in this work. For example, community colleges and universities can develop courses to build the professional capacity of CLING educators to teach learners to read, write and count.

9. Universities and TVET institutions should be required to make practical contributions to their surrounding communities, as well as truly functioning as national assets. The notion of community involvement must move beyond the current one, according to which universities behave as though they are charitable organisations, handing out crumbs to communities if and when they feel like doing so. A mind-shift is required, so that these institutions are viewed, not as islands, but as part of townships, informal settlements and rural areas. Universities must help communities deal with problems of infrastructure and housing, for instance. However, this does not imply that we should do away with those who want to study natural sciences and abstract academic disciplines.
10. All these proposals require the building and the strengthening of popular organisations so that they can formulate and own these issues. There is likely to be disagreement between the state and popular opinion, whilst at the same time, possibilities will arise for collaboration between the state and popular formations. Education and training alone cannot resolve all these problems as, in the main, the sources of these challenges are social, political and economic in nature. This means that popular forces will have to find ways and means of shifting political, economic and social forces in favour of the working class and the poor.

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