

MERSETA ABET PROJECT FINAL REPORT



merSETA

Prepared by Blueprint (Pty) Ltd
August 2008



Table of Contents

DEFINITIONS	4
1. EXECUTIVE SUMMARY	5
1.1 PURPOSE OF THIS RESEARCH	5
1.2 METHODOLOGY	5
1.3 KEY FINDINGS	6
1.3.1 EXTENT OF ILLITERACY	6
1.3.2 ABET PASS RATE	6
1.3.3 TYPE OF ABET ACTIVITY	6
1.3.4 PERCEPTIONS OF ABET VS OTHER TRAINING	7
1.3.5 ABET IN SMALL FIRMS	7
1.3.6 PERCEPTIONS OF ABET	7
1.3.7 IMPACT OF ABET	8
1.3.8 ABET SERVICE PROVIDERS	8
1.3.9 ABET AND COMPETITIVENESS	8
1.3.10 CRITICISMS OF ABET FUNDING MODEL	8
1.3.11 ABET- FUNDING UTILISATION PRACTICES	9
1.4 <i>RECOMMENDATIONS</i>	9
1.4.1 IMPLEMENT ABET MEASUREMENT PROTOCOL	9
1.4.2 IDENTIFY AND COMMUNICATE IMPACT OF ABET ON PRODUCTIVITY	9
1.4.3 IMPLEMENT MONITORING AND GRADING OF SERVICE PROVIDERS	9
1.4.4 IMPLEMENT ANNUAL SATISFACTION SURVEY	9
1.4.5 UPGRADE AND IMPROVE MAINTENANCE OF MERSETA DATABASES	9
2. BACKGROUND AND BRIEF	10
3. APPROACH & METHODOLOGY	10
3.1 <i>DETAILED METHODOLOGY</i>	11
3.2 <i>STUDY PHASES</i>	11
3.3 <i>SURVEY SAMPLE FRAME</i>	12
3.4 <i>SAMPLING & RESEARCH CHALLENGES</i>	12
3.5 <i>SAMPLES ACHIEVED</i>	12
4. OVERVIEW OF ABET IN THE MERSETA	13
4.1 <i>BACKGROUND & CONTEXT</i>	13
4.2 <i>SKILLS REQUIREMENTS IN THE SECTOR</i>	14
4.3 <i>ABET WITHIN INDUSTRY</i>	16
4.3.1 <i>SMALL ENTERPRISES AND ABET</i>	17

5. KEY FINDINGS	18
5.1 <i>SAMPLE DISTRIBUTIONS</i>	19
5.2 <i>CURRENT STATUS OF REPORTED ILLITERACY</i>	22
5.3 <i>CURRENT ABET REGISTRATIONS</i>	24
5.4 <i>ABET FUNDING</i>	25
5.5 <i>IMPACT OF ABET</i>	26
5.6 <i>ABET SERVICE PROVIDERS</i>	27
6. FINAL CONCLUSIONS AND LESSONS LEARNED	27
7. APPENDICES	30
7.1 <i>APPENDIX ONE: QUESTIONNAIRE (SEPARATE PDF FILE ATTACHMENT)</i>	30
7.2 <i>APPENDIX TWO: FINAL SAMPLE FRAME (SEPARATE EXCEL FILE ATTACHMENT)</i>	31
7.3 <i>APPENDIX THREE: FINAL RESPONDENT LISTS</i>	32
7.4 <i>APPENDIX FOUR: REFERENCES</i>	37

Definitions

Term	Definition
ABET	Adult Basic Education and Training
BEE	Black Economic Empowerment
MERSETA	Manufacturing, Engineering and Related Services Seta
NSDS	National Skills Development Framework
SMME	Small, Medium and Micro Enterprises
ToR	Terms of Reference
Illiteracy	The inability to read and write a simple sentence in any language ¹
Discretionary Grants	Funding provided on application by companies used to provide ABET Programmes to employees
Strategically Funded Projects	ABET training provided free as part of the MERSETA ABET Programmes by approved service providers
Innumeracy	An inability to reason with numbers and other mathematical concepts

¹ UN Definition

1. Executive Summary

1.1 Purpose of this Research

This research was undertaken in order to establish the current status and impact of Adult Basic Education and Training within the MERSETA. The brief for this project required that the research provide reliable information on the current situation within the MERSETA sectors² pertaining to adult literacy and numeracy training and outcomes. The findings of this study are intended to be used to support decision making and goal setting with regard to MERSETA activities in the ABET area, and in particular to ensure MERSETA ABET alignment with National Skills Development Strategy (NSDS) targets³.

1.2 Methodology

A survey methodology was used, supplemented with desk research. The survey was designed to give a comprehensive view of the ABET programmes being run by MERSETA members both currently and in the past. The total sample included companies which had previously implemented ABET training as well as companies which were currently implementing ABET training. The sample was stratified by size of firm, province and by type/level of ABET activity. Only two per cent of respondents from the total population regard themselves as being inactive in MERSETA activities.

The respondents were companies (employers) within the MERSETA which had undertaken ABET training. Over 55 per cent of the sample was realised from two provinces- 33 per cent of the sample was derived from Gauteng based firms and 24 per cent from KwaZulu-Natal based firms. The remainder arose from the other provinces. Nearly half of the respondents are from the metal engineering and tyre sector, while nearly a quarter are drawn from motor retail sector. The persons who responded to the survey were speaking on behalf of the firms concerned. No interviews were conducted with employees. Hence the perceptions reported herein are those of employers only.

The samples were drawn from populations specified by the MERSETA, and the size of the samples achieved significantly outweighed the requirements for statistical significance. Consequently the results contained herein can be deemed reliable and valid. In the process of analysis it became clear that there are no significant differences of any kind between the findings for sample one, and sample two and consequently the results are reported overall. The table below indicates the actual results for each sample as compared to the overall sample.

Figure 1.1:- Comparison of Samples

% of total sample

² MERSETA sectors are: Metals and Engineering; Automotive; Motor; Plastics and New Tyres

³ The NSDS strategy has five primary objectives, namely:-

- Prioritising and communicating critical skills for sustainable growth, development and equity
- Promoting and accelerating quality training for all in the workplace
- Promoting employability and sustainable livelihoods through skills development
- Assisting designated groups, including new entrants to participate in accredited work, integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment.
- Improving the quality and relevance of provision.

% of total sample		
	Sample 1: Illiterate employees	Sample 2: Illiterate Employees
16-25	6.7	6.4
26-40	34.4	32.0
41-55	55.5	32.6
55+	23.6	19.3
Male	94.5	88.1
Female	19.3	27.5
Black	98.5	92.1
White	1.2	0.2
Coloured	5.1	4.6
Asian	4.9	0.1

Source: Blueprint (2008) MERSETA ABET survey

In terms of age, older members of the workforce have a greater tendency to be illiterate. Proportionally more black members of the workforce are likely to be illiterate and white employees to be literate. Although the percentage gaps are slightly different, these race and age variations are consistent throughout Samples One and Two.

1.3 Key Findings

1.3.1 Extent of Illiteracy

Although 70 per cent of the companies claim to have illiterate and/or innumerate employees as defined by the MERSETA, these employees represent less than 7 per cent of total employees in the sector. In terms of geographic representation, three provinces represent almost three quarters of the total number of illiterate employees in a slightly disproportionate ratio. KwaZulu-Natal represents one third of illiterate employees, and one quarter of the company sample.

1.3.2 ABET pass rate

Over 62 per cent of respondents indicated that their employees had passed more than two ABET courses. While percentages varied from 15 per cent to 100 per cent, an average of 77 per cent indicates that basic ABET courses have allowed respondents to apply this knowledge in further courses. Over 17 per cent of the respondents estimated that all of their current and past registrations had passed at least two ABET courses. The average estimated withdrawal rate of the respondents was 37 per cent. Reasons for learner withdrawal varied, but the major causes were learner lack of motivation, lack of provision of incentives for learners and learners wishing to be paid overtime to attend courses. Key concerns raised by respondent companies included the withdrawal rate, lack of adequate workshop structures, the fact that the ABET allowance is minimal and attendance concerns.

1.3.3 Type of ABET activity

People learning at the numeracy one ⁴ level account for 24 per cent of current registrations, while those working at numeracy two and literacy three levels account for 16 per cent of registrations

⁴ Numeracy One and literacy one are entry level ABET courses. Levels ascend in difficulty thereafter and comprise Literacy one to four, and Numeracy one to four

each, followed closely by numeracy level three at 15 per cent. Over 91 per cent of the respondents paid for their ABET activities as a result of MERSETA funding, either through the MERSETA discretionary grant or through special project funding. Only 6 per cent used their own funds for ABET training. The vast majority (over 97 per cent) of training happened at work during working hours, with the remainder of courses happening at the workplace after hours or over weekends.

1.3.4 Perceptions of ABET vs Other Training

ABET training competes for attention with more technically oriented training. ABET is not seen by industry as an instrument for further skills development but more as a social responsibility activity. Consequently, although industry supports and implements ABET training, it is not one of the highest training priorities. Large corporations in particular are moving away from employing persons with any qualification lower than grade 12. Overall, and not only in the MERSETA (Mathe, 2003) the private sector is employing more people who have more than NOF level one qualifications, and this will result in lower investment in ABET over time.

1.3.5 ABET in Small Firms

ABET training in small firms is supported across all chambers but there are fewer trainees. Most activity takes place at ABET levels one, three and four and there is more training focusing on literacy with limited focus on numeracy. The metals and plastics sub sectors have a significant number of learners who are in ABET level one and two literacy but numeracy is regarded as less of a priority within all sub sectors. ABET level four is more prominent within the Metal and Engineering industry.

The survey findings suggest that small companies invest less in ABET, probably due to more limited budgets and less ability to give time off for learning which is not seen as producing a direct benefit to the firm. The focus on literacy within smaller companies rather than numeracy may be related to work needs as literacy enables personnel to read and write, understand safety aspects, and instructions.

1.3.6 Perceptions of ABET

Over 77 per cent of respondents felt that their employees responded positively to ABET training while 23 per cent said the response was negative. The negative responses appeared largely as a result of employee expectations. In many cases employees felt that if they were attending courses outside of working hours that this should be counted as overtime and they should be recompensed for time spent learning. These expectations regarding compensation were not met, but may have created some tension between employees and employers.

A number of respondents stated that there appeared to be a stigma attached to those who attended ABET classes. In some cases employers reported that older members of the workforce were ridiculed for "attending school". Some employers reported that employees did not want to appear "stupid" by attending ABET classes. One explanation may be that such employees had effectively hidden their illiteracy over a number of years, and by attending ABET classes were effectively revealing this weakness.

1.3.7 Impact of ABET

Respondents were asked to comment on the impact of ABET training on four issues; job retention, access to a new position, productivity and earning potential. On average, less than half the respondent employers (48 per cent) felt that the training would assist an employee to access a new position, and slightly less (44 per cent) felt that the training would help employees retain their current positions. 36 per cent of employers felt that ABET training assisted employees to increase their earning potential and that ABET training assisted with productivity. The responses to this question however, were garnered from the employers and not the beneficiaries directly - beneficiary responses might have been different and for this reason, further research into this issue is recommended.

1.3.8 ABET Service Providers

For the most part service providers were not perceived to be running ABET programmes well. Two of the three major service providers were criticised for overcharging, not arriving for training sessions, a lack of commitment, and basic incompetence. This perceived lack of performance and delivery was seen by employers as instrumental in de-motivating learners and the service providers' lack of performance was perceived to have directly influenced the performance of the learners.

1.3.9 ABET and Competitiveness

ABET is not regarded as critical for industry competitiveness and ABET training is driven by the need to meet NSDS targets rather than by a conviction that ABET increases competitive capability, although clearly literacy and numeracy are perceived as advantages- evidenced by the fast growing practise of hiring only people with grade twelve and above. Within the MERSETA the primary driver of human capital development will continue to be the current technical skills shortages as these are considered central to continued company growth and performance. Nonetheless, it is apparent from the survey findings that employers do promote ABET learning within the workforce. This is a trend that MERSETA may wish to further explore in future ABET programmes, encouraging employer participation and making this a component of funding reimbursement.

1.3.10 Criticisms of ABET Funding Model

Some respondents indicated major support for the programme, but were critical of the MERSETA funding model which, they feel, hinders the broader roll out of the programme. One respondent's comment was:

"Seeing that ABET is a huge national need in South Africa, I would like to see MERSETA going through more effort to MAKE IT EASY for companies to do ABET Training. Currently we need to pay for the training ourselves and possibly claim back when learners are successful and wait for months/years for the grants to come through. It is a huge expense and can run into amounts in excess of R30 000. Not all companies have the cash flow to spend R30 000 at any given time. Therefore, we cannot claim all of the costs back. I just think that ABET should be our country's top priority in the skills development sphere (more important than learnerships etc). The only way that we are going to address this problem is to assist companies to make it as easy as possible. It is a red-tape nightmare to claim any money back from the SETA"

1.3.11 ABET- Funding Utilisation Practices

There was some evidence of double dipping from companies where companies would apply for discretionary grants whilst they were benefiting from strategically funded MERSETA ABET projects at the same time. This duplication can be halted through effective and integrated data and project management. A possible solution might be to allocate one identity number to each company and sub numbers for the subsidiaries. Any MERSETA intervention could then be linked to the entire group of companies.

1.4 Recommendations

ABET training strategies undertaken by the MERSETA in the future should require that the following activities are undertaken as part of the process of any intervention:

1.4.1 Implement ABET Measurement Protocol

Develop and implement a simple tool for completion by the employers- that is, a tool which will require employers to capture and store measurement data on ABET to facilitate future monitoring and evaluation of ABET activities. This will require the design of a set of specific questions which will measure enrolments, attendance, and precise outcomes for the learner and the company, which will need to be submitted with the claim for ABET funding. This will permit the collection of evaluation statistics on an ongoing basis.

1.4.2 Identify and Communicate impact of ABET on productivity

Develop and communicate the links (for employers) between ABET training and productivity so that the positive impacts of ABET are well understood and that employers begin to link capacity building with issues core to their business and begin to perceive the commercial value of ABET. This will require the development of a set of measures which will link productivity indicators within companies to improved numeracy and literacy, and the provision of this instrument to MERSETA members for use internally

1.4.3 Implement Monitoring and Grading of Service Providers

Ensure good monitoring and grading of service providers (evaluation of service providers) to improve service provider performance. This will require the design of a simple set of questions to be answered at relevant intervals by both learners and the company representative, pertaining to issues of service provider delivery. The company representative should be required to provide these, filled in, at the end of every ABET course funded by the MERSETA, where the identity of the service provider is specified.

1.4.4 Implement Annual Satisfaction Survey

Ensure that employers are given an opportunity to report directly to the MERSETA regarding service provider performance (run an annual satisfaction survey and refer point above). Additionally, implement a learner perception survey and a service provider perception survey, annually.

1.4.5 Upgrade and Improve Maintenance of MERSETA Databases

There are clear signs that the MERSETA data bases require review, cleaning and updating. There are a significant number of duplications and inaccuracies in the data bases which make sampling

difficult and at times, lengthy and unproductive. A regular update of the data bases is required and we recommend an automated email system which checks information with members twice a year and allows online changes on the MERSETA website, supplemented by telephonic check up once a year.

2. Background and Brief

The primary objective as noted in the Terms of Reference (ToR) was to undertake valid and reliable research into the current status of ABET in the MERSETA and the impact of ABET related activities. The ToR specified the following overall deliverables:

- To quantify the extent of illiteracy in the manufacturing, engineering and related services sub-sectors,
- Collect data on ABET provisioning in these sub- sectors by small, medium and large companies irrespective of funding source; and
- Advise on the ability of learners who successfully complete ABET learning programmes at ABET level four to access further learning and/or career advancement opportunities

The research was undertaken nationally and the study population was pre-determined by the MERSETA. The population consisted of SMMEs previously involved in prior ABET research projects and activities implemented by various MERSETA service providers; companies which had received discretionary grants for ABET during the three years 2004-2007 and a sample of companies which had used their own funds for ABET.

3. Approach & Methodology

The nature of the study required a dual approach where survey and desk research were combined to develop the outcomes. The questionnaire developed⁵ (approved by MERSETA) addressed both the qualitative and quantitative dimensions of the work. The final sample was derived from the various population lists supplied by MERSETA (refer Appendix two for final sample frame and Appendix three for final respondent lists of those interviewed. Blueprint followed the overall approach outlined in this table below:

Figure 3.1: Overall Approach to Research

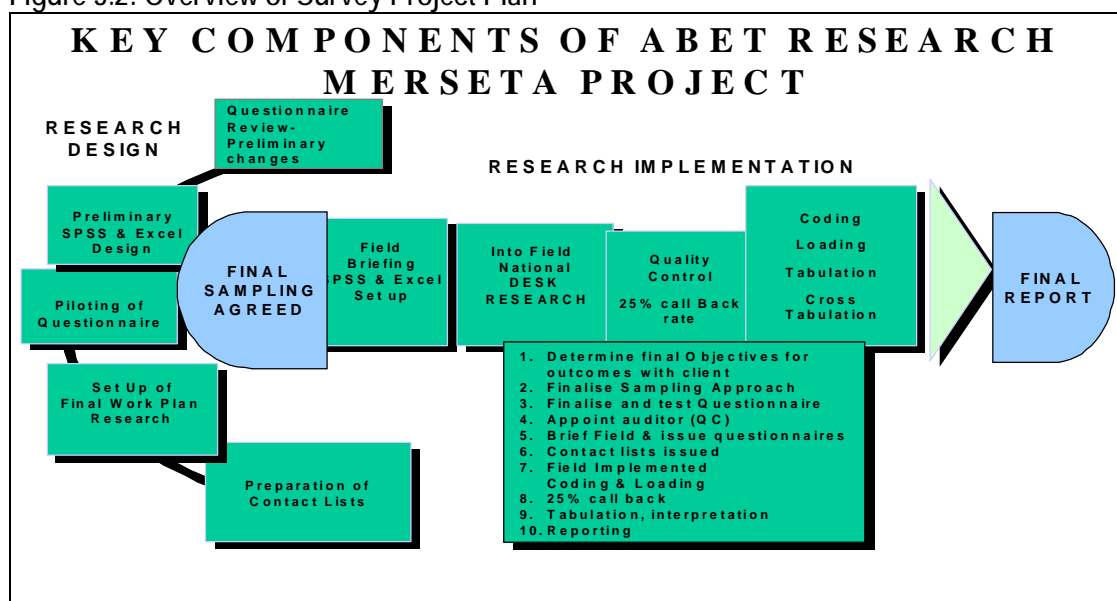
ACTIVITY	DESCRIPTION
Project Planning	Determines the scope, context and complexity of the project, defines the deliverables and the work-plan and determines the resource requirements and project time frames.
Design	The phase where the necessary research methodology; sample, tools/instruments are designed and customised to suit the project
Field	Field research and tables development.
Analysis and Reporting	Review of all material and narrative reporting developed including analysis
Final Report	Final edit, Desk Top Publishing (DTP) and printing

⁵ Refer Appendix One

3.1 Detailed Methodology

An overview of the survey project plan is shown below in sequential order of activity.

Figure 3.2: Overview of Survey Project Plan



Source: Blueprint © 2008

At the same time as the national survey was undertaken, other detailed desk and case work was implemented to comply with the aspects of the research which were not survey related.

3.2 Study Phases

Phase One ensured that all existing research, statistics, case work and literature are reviewed and assessed prior to undertaking a gap analysis.

Phase Two involved undertaking the actual research including the survey, required to address the brief and ensure that all recommendations are grounded in the relevant data.

Phase Three was the process of data capture and tabulation, cross tabulation and interpretation of the tables. Figure 3.3 below offers a synopsis of the deliverables:

Figure 3.3: Deliverables Schedule

Deliverable	Major outputs
Phase one	
a) Inception workshop and stakeholder lists	a) Workshop
b) Source bibliography	b) Workshop report
c) Summary of literature review	c) Final detailed research design and
d) Research design and work-plan	d) Final research work plan
Phase two	
a) Report on integrated findings	a) Field work- National

Deliverable	Major outputs
	b) Conclude desk research c) Preliminary database d) Preliminary report
Phase three a) Facilitated workshop b) Data base finalisation c) Draft and final reports	1) 4 hard copies of full and final report 2) interactive CD ROM versions of final report

3.3 Survey Sample Frame

The sample was stratified by size of firm, province and by type/level of ABET activity. A significantly greater than statistically required sample was achieved across the board and the results can be considered valid, reliable and significant.

3.4 Sampling & Research Challenges

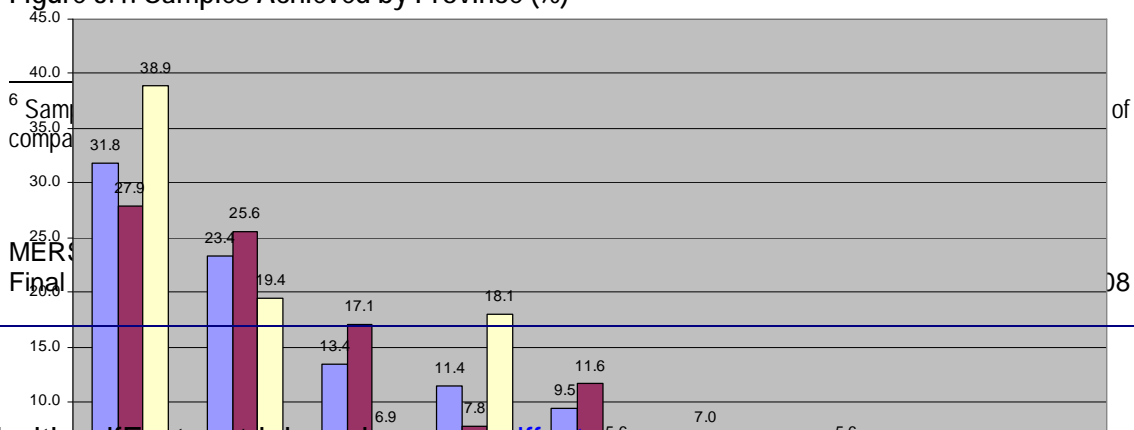
The survey was designed to give a comprehensive view of the ABET programmes being run by MERSETA members both currently and in the past. Some companies were reluctant to conduct the interview at first but ultimately complied. It became apparent during the course of the survey that employers (or the individuals representing the employers as respondents in this survey) did not have sufficient information regarding current and historical ABET registration to enable them to properly answer quantitative questions. This lack of information placed considerable constraints on some aspects of the analysis regarding historical ABET performance. In some cases there is information of limited statistical value, due to a paucity of responses.

Additionally there are clear signs that the MERSETA data bases require review, cleaning and updating. There are a number of duplications and inaccuracies which make sampling difficult and at times, lengthy and unproductive. A regular update of the data bases is required and we recommend an automated email system which checks twice a year and allows on line changes on the MERSETA website, supplemented by telephonic check up once a year.

3.5 Samples Achieved

Samples achieved are as shown below in Figure 3.4. Lists provided by MERSETA were used and cross referenced to provide the final samples. Duplications were not always easy to identify however and some duplications in sampling occurred as a result. When the findings are analysed by Province, there is some difference, especially for Limpopo, North West and Mpumalanga. However because the numbers of respondents in these provinces were relatively low, the differences have not impacted significantly on the overall findings. A second sample was drawn to ensure national representation in the total sample.

Figure 3.4: Samples Achieved by Province (%)⁶



Source: Blueprint (2008) MERSETA ABET survey

4. Overview of ABET in the MERSETA

In this section, a macro overview of the MERSETA and context within which ABET provision takes place is presented. This overview is a summary – considerably more detail is available in the Sector Skills Plan (SSP) update (see *MERSETA SSP 2007*). Here, we present only that information which is relevant to understanding ABET provision in the MERSETA.

4.1 *Background & Context*

The NSDS II targets as set by the Department of Labour (DoL) require all SETAs to pursue a target of 700 000 employees to undergo ABET training. Each SETA has a target in pursuance of the national target of 700 000 by 2010. In response MERSETA has set itself year on year targets- for 2006/2007, 8 597 learners were targeted. However, only 4 907 workers actually registered for ABET training on levels one, two, three and four during the 2006 / 2007 financial year. 98 per cent of these learners were black, 23 per cent were female, and 30 per cent were young people under 35.

There are over 44,000 MERSETA registered companies. Most employees approximately (64 per cent) are in very large organisations with more than 5 000 employees and approximately 32 per cent are in organisations that employ 150-4999 people. Only 4 per cent of employees are placed within small, medium and micro enterprises (SMMEs). Large employers continue to pay more levies and participate in learnerships and skills development programmes than SMMEs do.

Overall, firms in the MERSETA sectors are making solid progress in the area of Black Economic Empowerment (BEE) at the work level, primarily in the clerical and elementary levels. However the shortage of sufficient numbers of technical graduates emerging from the South African system at all levels to meet the urgent demand for these skills in the manufacturing economy continues to strain the MERSETA sectors in terms of meeting BEE targets in more senior and especially technical occupations. Black representation as a percentage of total employees is shown in Figure

4.1 below. In the 14 categories outlined, black representation is under 50 per cent only in the medium sized motor firms, but most of this representation occurs at the lower occupational levels. Females are far more significantly under represented than black South Africans at all levels of occupation.

Figure 4.1: Black, Female and Disability Representation in MERSETA Firms (%).⁷

	Aut o (L)	Aut o (M)	Aut o (S)	Ne w Ty r e (L)	Ne w Ty r e (S)	Mo t o (L)	Mo t o (M)	Mo t o (S)	Met al (L)	Met al (M)	Met al (S)	Plast ic (L)	Plast ic (M)	Plast ic (S)
Black	69	51	63	67	57	60	37	64	61	54	56	73	51	72
Femal e	12	19	13	16	43	27	13	24	17	15	15	18	23	25
Disabil ity	0.3	0.0	0.0	4	0.0	13	0.3	2	0.7	4	1	0.3	1	2
Young ⁸	22	37	6.5	3	0.0	20	14	20	3.3	32	17	17	27	23

Source: Blueprint MERSETA Survey (2006)

4.2 Skills Requirements in the Sector

Technical skills shortages within the sector continue to be one of the key constraints on industry growth. The shortfall in technical skills is due to a number of factors. In the first place, the deleterious policies of the apartheid era resulted in inadequate supplies of technical skills. Additionally the quality of teachers available in technical fields is sometimes very poor. Other drivers of the scarcity of technically skilled people have been the termination of the apprenticeship system by the DoL and the apparent difficulty being experienced by the South African education and skills development institutions in supplying industry with appropriately qualified people. This has resulted in a major shortage of suitably skilled labour, which in turn is amplified by other factors including;

- Lack of high-level, world-class engineering and planning skills for the 'network industries' – transport, communications and energy at the core of the South African infrastructure programme
- Lack of artisan and technical skills, with priority attention to those needs for infrastructure development
- Poor teacher training for mathematics, science, information and communication technologies (ICT) and language competence in public education
- Lack of specific skills needed by the priority ASGI-SA sectors starting with manufacturing and business process outsourcing and cross-cutting skills needed by all sectors, especially project managers and managers in general

The research undertaken for the most recent MERSETA SSP Review (Blueprint 2007) indicated clearly that there was still a significant gap between what industry needs in terms of skills and what

⁷ Percentages are rounded, L=Large M=Medium S=Small

⁸ Young=under 35

is available in terms of technical skills in engineering, artisans and ICT from the educational supply system. Higher order skills such as project management and quality management and design engineering, are also needed. The partnership between industry and tertiary institutions is not strong enough to ensure that what is produced by the tertiary institutions is adequate to meet industry needs. This is especially the case where learnerships may not be a suitable vehicle for training, for example in the case of artisan training.

There is a strong argument for bringing back the system of apprenticeship- especially as far as artisans are concerned. The current scarce and critical skills required by the MERSETA chambers are as follows.

Figure 4.2: MERSETA Scarce and Critical Skills

Chamber	Scarce & Critical Skills
Automotive	Engineers: (S & C) <ul style="list-style-type: none"> • Electrical, • Machine, • Process • Mechatronics, • Chemical • Autotronics
New Tyre	<ul style="list-style-type: none"> • Industrial Engineer • Mechatronics • Production Engineers • Tyre Assemblers • General Managers
Plastics	<ul style="list-style-type: none"> • Experienced and young Machine Operators • Mechanical Engineers • Chemical Engineers • Mould Setters • Engineers and Technicians specialising in Polymer Science /Technology
Metal & Engineering	<ul style="list-style-type: none"> • Draughts persons • Welders • Tool Makers • Artisans • Mechanical Engineers • Millwrights • Refrigeration Mechanic
Motor	<ul style="list-style-type: none"> • Diesel Mechanic • Motor Cycle Mechanic • Motor Mechanic (including tractor) • Automotive Electricians

Source: MERSETA SSP (2007) Blueprint

Note that many of the skills needed –technical- are both scarce and critical. That is, they are in insufficient supply and they are core to the industry at the same time.

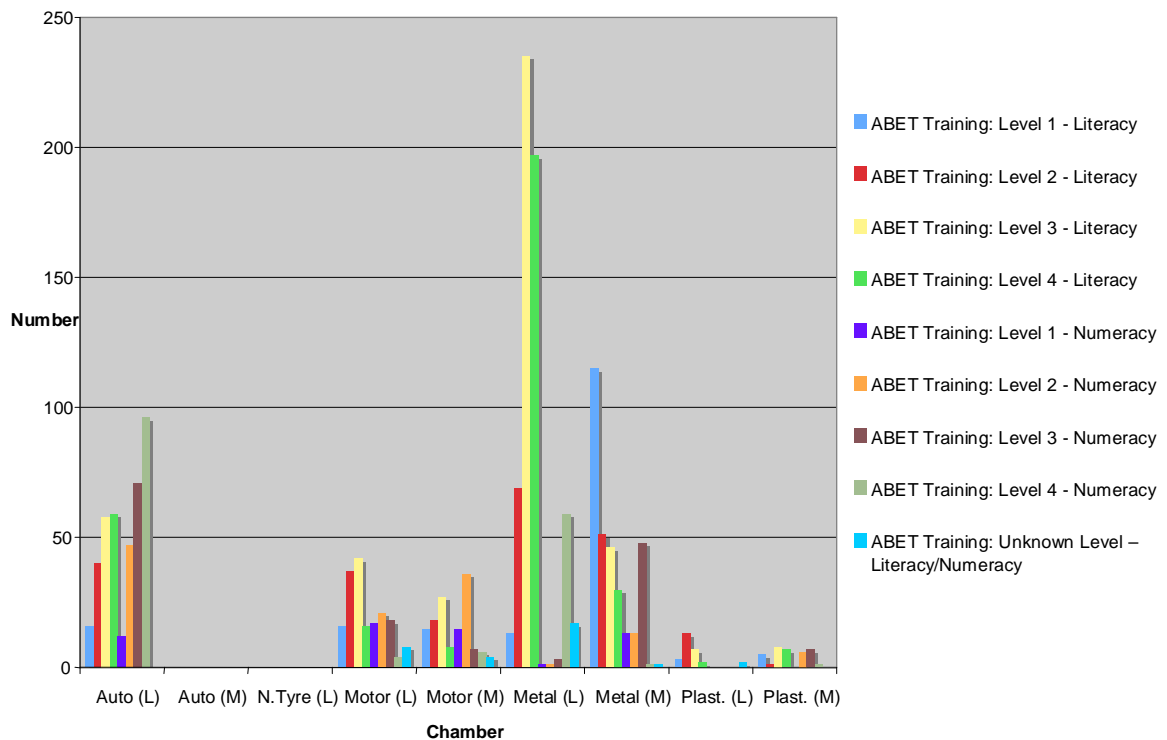
4.3 *ABET within Industry*

ABET training competes for attention with more technically oriented training. ABET is not seen by industry as an instrument for further skills development but more as a social responsibility activity. Consequently, although industry supports and implements ABET training, it is not the highest priority. Large corporations in particular are moving away from employing persons with any qualification lower than grade 12. Overall, and not only in the MERSETA (Mathe, 2003) the private sector is employing more people who have more than NQF level one qualifications, and this will result in lower investment in ABET over time.

In the study conducted by Blueprint on behalf of the MERSETA in 2007, large companies within sub sectors such as Automotive and Plastics were already reporting diminished investment in ABET training levels one to three and there was more investment in Abet level four (both numeracy and literacy) training and job specific training. Figure 4.3 below indicates current practice within larger firms.

ABET training occurs predominantly within large enterprises. Although large enterprises are willing to undertake ABET training they tend not to link ABET outcomes with career paths within their companies. Some studies suggest that ABET is not viewed by either government or business, as a useful investment or an imperative for economic growth (Ivor Baatjies and Khulekani Mathe, 2004)

Figure 4.3: Overview of ABET in the MERSETA- Training Conducted by Large Firms



Source: Blueprint MERSETA SSP (2006)

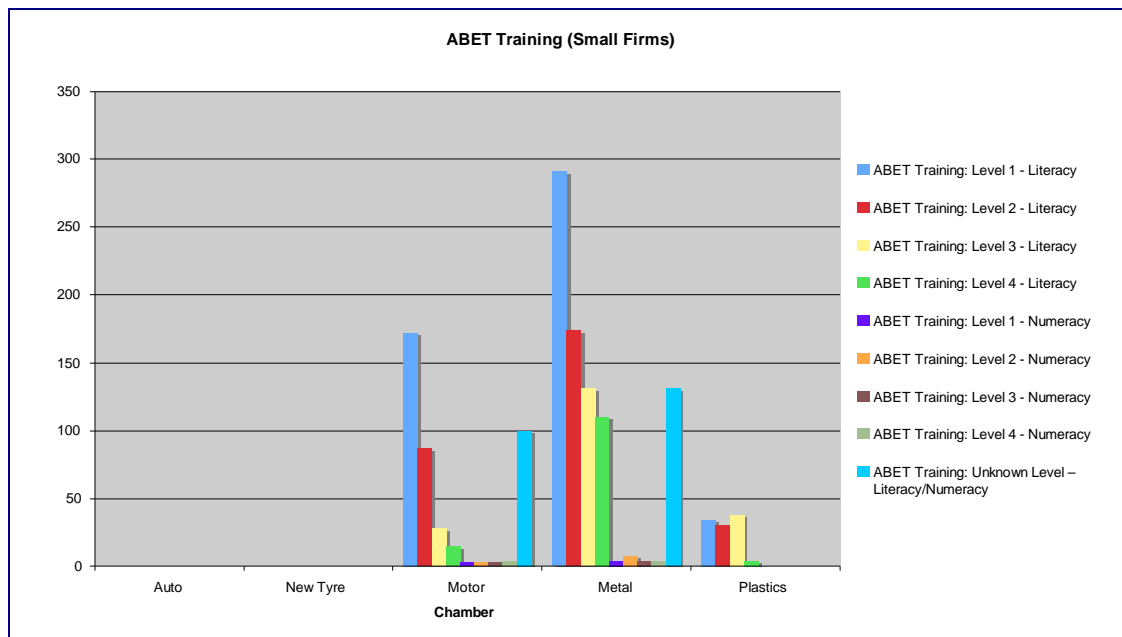
There are no baseline data on ABET within the country (Ivor Baatjies 2004) nor is there Metals, Engineering and Related sector ABET baseline data. Figure 4.3 also indicates that most ABET training occurs within the Metals sub sector, and within medium and large enterprises, whilst the least training occurs in the plastics industry. A significant number of persons are being trained at level four.

4.3.1 Small Enterprises and ABET

ABET training in small firms is supported across all chambers but there are fewer trainees. Most activity takes place at ABET levels one, three and four and there is more training focusing on literacy with limited focus on numeracy. The metals and plastics sub sectors have a significant number of learners who are in ABET level one and two literacy but numeracy is regarded as less of a priority within all sub sectors. ABET Level four is more prominent within the Metals industry.

The data suggest that small companies invest less in ABET, probably due to more limited budgets and less ability to give time off for learning which is not seen as producing a direct benefit to the firm. The focus on literacy rather than numeracy may be related to work needs as literacy enables personnel to read and write, understand safety aspects, and instructions.

Figure 4.4: Overview of ABET in the MERSETA- Training Conducted by Small Firms



Source: Blueprint MERSETA SSP (2006)

In sum, ABET is not regarded as critical for industry competitiveness and is driven by the need to meet NSDS targets rather than by a conviction that ABET increases competitive capability. Although clearly literacy and numeracy are seen as advantageous, resulting in the emerging practise within industry of hiring only those with Grade twelve and above. Within the MERSETA the primary driver of human capital development will however continue to be the current technical skills shortages being experienced nationwide.

5. Key Findings

In the MERSETA ABET survey a total of 201 companies were identified nationally and successfully interviewed. These companies were sampled in two groups and sample one achieved nearly two thirds of the total sample. Sample one consisted of those companies that received MERSETA funding for ABET while sample two consisted of companies that received discretionary grants for ABET training.

The total sample included companies which had previously implemented ABET training as well as companies which were currently implementing ABET training. Only two per cent of respondents from the overall combined sample regard themselves as being inactive in MERSETA activities. In the process of analysis it became clear that there are no significant differences of any kind between the findings for sample one, and sample two and consequently the results are reported overall. The table below indicates the actual results for each sample as compared to the overall sample.

Figure 5.1- Comparison of Samples

	% of total sample	
	Sample 1: Illiterate employees	Sample 2: Illiterate Employees
16-25	6.7	6.4
26-40	34.4	32.0
41-55	55.5	32.6
55+	23.6	19.3
Male	94.5	88.1
Female	19.3	27.5
Black	98.5	92.1
White	1.2	0.2
Coloured	5.1	4.6
Asian	4.9	0.1

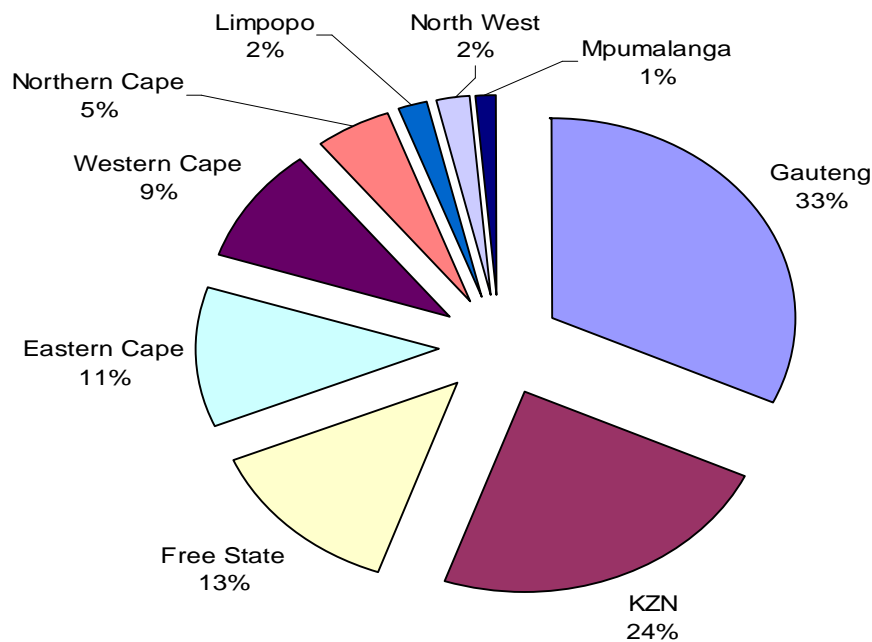
Source: Blueprint (2008) MERSETA ABET survey

As a result, this report comments on the integrated findings and no separate analysis for each sample has been tabled here. The only limited difference between the samples is that respondents in samples one and two held dissimilar views regarding the impact of ABET training on issues such as productivity, job retention and promotion prospects. Sample one respondents had a slightly more positive view on the impact of ABET on these issues than respondents in sample two.

5.1 Sample Distributions

The geographic distribution of the total sample is illustrated below.

Figure 5.2 Sample by Province



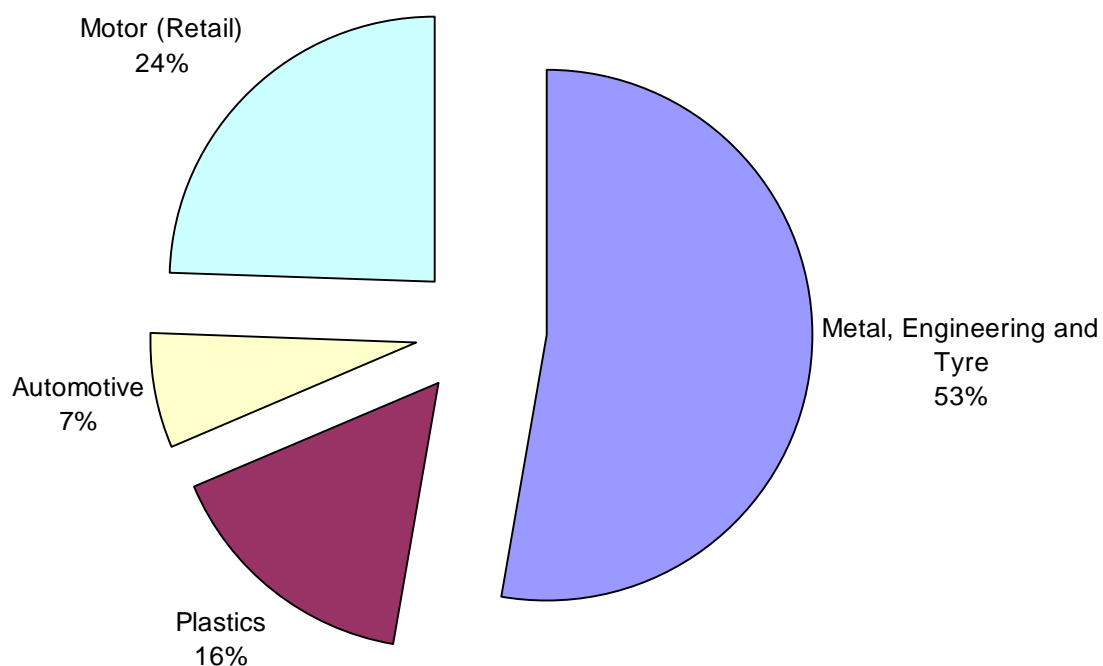
Source: Blueprint (2008) Merseta ABET Survey

Over 55 per cent of the sample derived from two provinces- 33 per cent of the sample was derived from Gauteng based firms and 24 per cent from KwaZulu Natal based firms. The remainder arose from the other provinces. Four sub sectors are represented in the sample:

- Metal, Engineering and Tyre⁹
- Plastics
- Motor Retail.
- Automotive

Figure 5.3 below indicates the sectoral composition of survey respondents. Nearly half of the respondents were from the metal engineering and tyre sectors, while nearly a quarter are drawn from the motor retail sector. Similar percentages can be seen separately in samples one and two.

Figure 5.3- Respondents by Sector



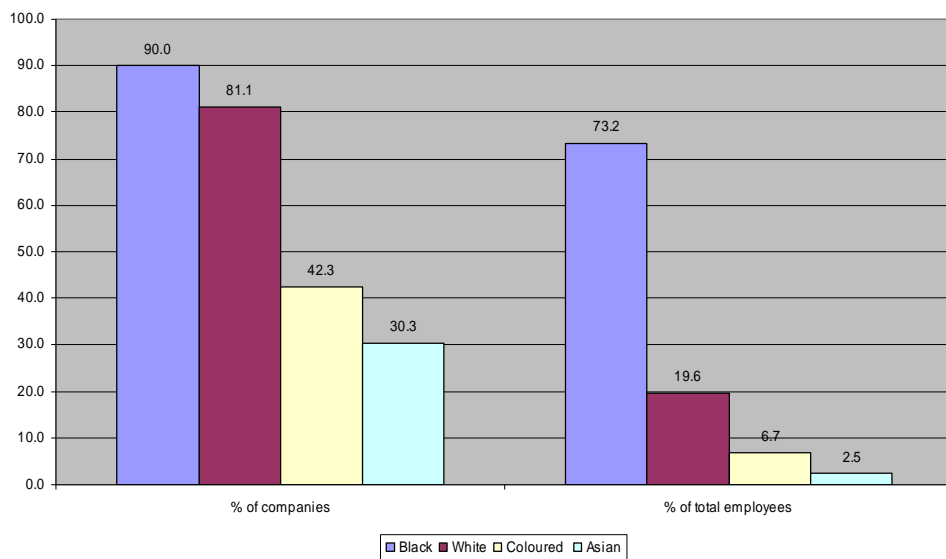
Source: Blueprint (2008) Merseta ABET Survey

The age breakdown of employees within the MERSETA sectors indicates an even spread of age groups throughout. Over 80 per cent of the companies reported that they employ individuals

⁹ While there are five chambers in the MERSETA, the final approved version of the survey methodology joined the Metal and Engineering with the New Tyre chambers. As a result it is impossible to separate these two chambers in the survey data.

between the ages of 16 and 25. Nearly 95 per cent of the companies employ individuals between the ages of 26 and 40, while 0.5 per cent of companies employ individuals between the ages of 41 and 55. Just over 60 per cent of the companies employ individuals older than 55. However, the younger and older age groups are not represented equally in the workforce - nearly 80 per cent of the total workforce was between the ages of 26 and 55. Most firms employ both men and women. However, there is a definite bias towards the employment of men in the field, with women making up only 20 per cent of the total workforce.

Figure 5.4: Workforce by Race



Source: Blueprint (2008) Merseta ABET Survey

Figure 5.4 indicates survey respondent breakdown by race. 30 per cent of companies employ South Africans of Asian descent¹¹, and 42 per cent of companies employ coloured South Africans. Nearly 74 per cent of all employees are black and almost 20 per cent are white, while Coloured and Asian employee groups both represent less than 10 per cent of the total workforce. White employees are disproportionately represented in technical occupations.

While all official languages are represented within the workforce, the workplace within MERSETA is dominated by four languages: Zulu, Xhosa, English and Afrikaans, with over 84 per cent of the respondents' employees claiming one of these languages as a mother tongue.

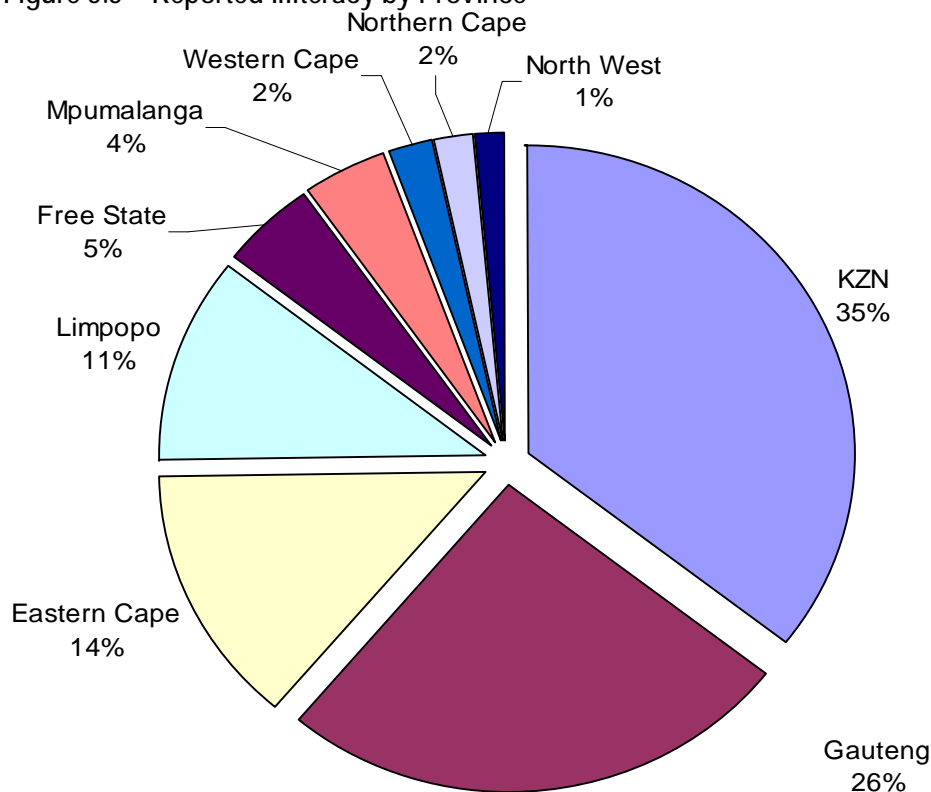
14 per cent of the respondent companies claimed to have disabled employees, but these employees represent less than half a per cent of the total number of people employed in the sector. As a result of this minor percentage these employees have been discounted in further analysis.

¹¹ The term "Asians" was not defined in the survey.

5.2 Current status of reported illiteracy

Although 70 per cent of the companies claim to have illiterate employees, these employees represent less than 7 per cent of total employees in the sector. In terms of geographic representation, three provinces account for three quarters of the total number of illiterate employees, representing a slightly disproportionate ratio. KwaZulu Natal represents one third of all illiterate MERSETA employees, and one quarter of the company sample. This is a significant variation from the overall geographic sample, where KwaZulu Natal represents only one quarter of the total number of employees represented. Gauteng, by comparison, which represents one third of the employees in the sample, constitutes only one quarter of illiterate employees. The Eastern Cape, at 11 per cent of MERSETA employees represents 14 per cent of the illiterate employees in the sector. This may indicate a significant need for an emphasis on ABET activities in the sector in KwaZulu Natal, with less of an emphasis on other provinces.

Figure 5.5 – Reported Illiteracy by Province



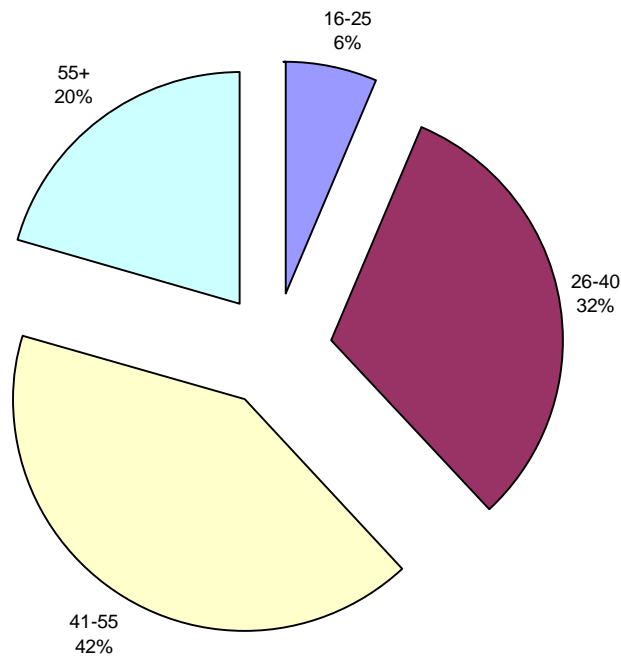
Source: Blueprint (2008) Merseta ABET Survey

Illiteracy by sub sector is not evenly spread with a large percentage of illiterate employees coming from the Metal, Engineering and Tyre sub sector, while the Automotive and Motor (Retail) sectors are under represented.

There is also a disproportionate representation in terms of illiteracy by age and race. Older members of the workforce have a greater tendency to be illiterate, while younger employees do not show the same tendency. Black members of the workforce have a greater tendency to be illiterate, while white employees tend to be literate. Although the percentage gaps are slightly different, these racial, age and gender variations are consistent throughout Samples One and Two.

Given the socio-economic history of South Africa which is reflected in numerous areas not least among them the educational history of the current workforce, the level of illiteracy amongst the older population is not surprising. In fact, the dramatic drop from 32 per cent in the 26-40 age group to 6 per cent in the 16-25 age group indicates that should present primary and secondary education trends continue, illiteracy in this sector might have all but disappeared in the next decade.

Figure 5.6: Reported Illiteracy by Age



Source: Blueprint (2008) Merseta ABET Survey

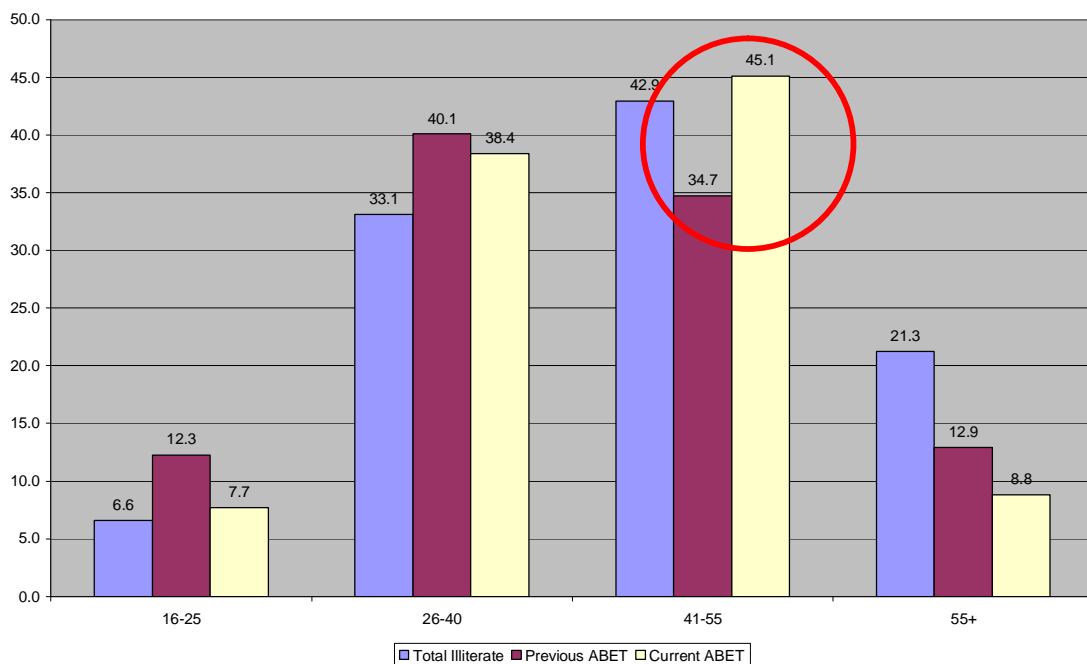
Females represent only 21 per cent of all illiterate employees. Black South Africans represent 92 per cent of all illiterate employees. However, women represent 20 per cent of the reported overall workforce therefore the reported number of illiterate females is in proportion to the sample. However black employees are disproportionately represented as illiterate, given that this group represents only 73 per cent of the reported overall workforce.

5.3 Current ABET registrations

The survey requested respondents to provide information regarding past and current ABET registrations. The purpose behind this query was to determine whether ABET training was growing in importance or declining and where these trends were occurring. A significant increase of over 10 per cent in registrations for the age group 41 to 55 was recorded as figure 5.7 below shows.

The increase in registrations for this age group was verified when comparisons were made across the age groups. Decreases appear in ABET registrations over the last eight years for the age group 16 to 25, and in the over 55 age group. While the reasons for this variation are not clear, it may simply be a "time lag" from previous ABET registrations, where there was a lower uptake of registrations in this age group in comparison to other age groups. Another reason might be a "bracket shift" from the previous age group of 26-40 -as learners have aged they have carried their ABET registrations with them.

Figure 5.7- Reported Illiterate Employees vs Previous and Current ABET Registrations (Age)



Source: Blueprint (2008) Merseta ABET Survey

Historical data regarding ABET registrations over the last eight years was requested in the course of the survey. However, for the most part, this information was either unavailable for a variety of reasons, or was not completed. As a result data gathered in the survey for this question is not useful for statistical analysis. Anomalies in current ABET registrations appear when comparing registrations by mother tongue. There is a significant difference between Zulu and Xhosa speakers for example, in current ABET registrations.

Over 62 per cent of respondents indicated that their employees had passed more than two ABET courses that they had been offered. While percentages varied from 15 per cent to 100 per cent, an average of 77 per cent indicates that basic ABET courses have allowed respondents to apply this knowledge in further courses. It also indicates that the ABET initiative has not been perceived by illiterate employees as a once off initiative, but that there is longer term commitment to the courses by the participants.

Over 17 per cent of the respondents estimated that 100 per cent of their current and past registrations had passed at least two ABET courses. The average estimated withdrawal rate of the respondents was 37 per cent. Reasons for learner withdrawal varied, but the major causes were learner lack of motivation, lack of provision of incentives for learners and learners wishing to be paid overtime to attend courses.

Respondents were unable to provide sufficient evidence regarding pass and fail rates for learners registered on ABET courses to warrant analysis. However, sufficient information was provided to conclude that the average overall withdrawal rate of learners is approximately 37 per cent. Numeracy courses (from level one to level four) accounted for almost 60 per cent of current ABET registrations.

Numeracy one accounts for 24 per cent of current registrations, while numeracy two and literacy three account for 16 per cent of registrations each, followed closely by numeracy three at 15 per cent. Further conclusions regarding the rationale for these registrations should form part of a qualitative assessment with the participants; a recommendation made later in this report.

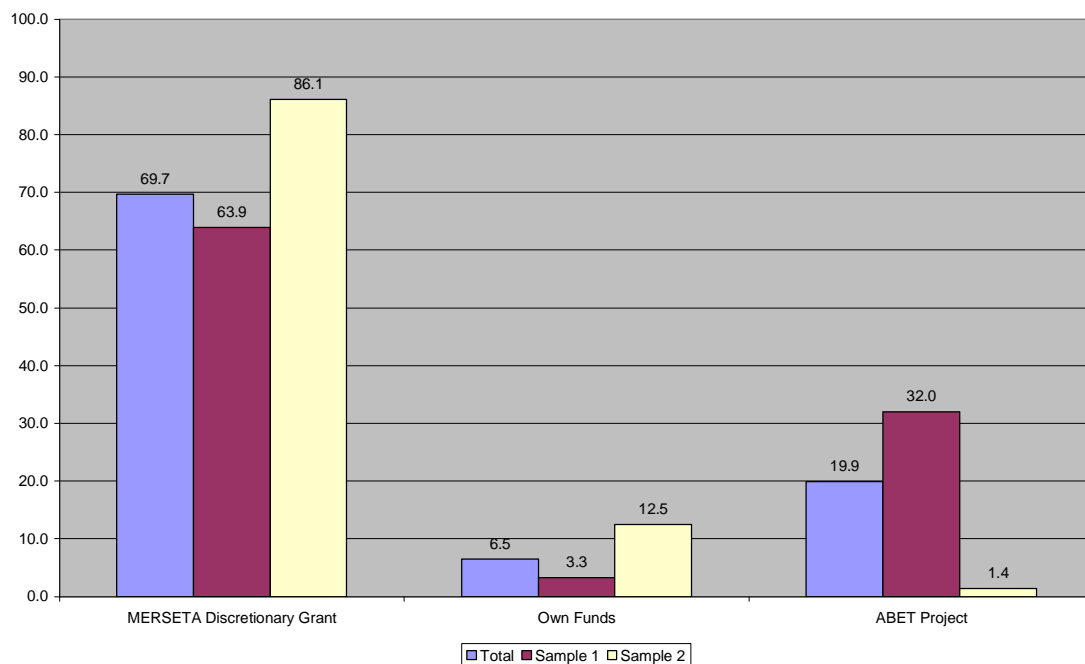
5.4 ABET Funding

Over 91 per cent of the respondents paid for their ABET activities as a result of MERSETA funding, either through the MERSETA discretionary grant or through specific ABET project funding. Only 6 per cent used their own funds for ABET training.

The vast majority (over 97 per cent) of training happened at work during working hours, with the remainder of courses happening at the workplace after hours or over weekends. Ninety-three percent of respondents supported the ABET training in some way, through the provision of facilities such as venue, flip chart, pens, etc.

Given these figures it is apparent that employers promote ABET learning of their workforce. This is a trend that MERSETA may wish to further explore in future ABET programmes, encouraging employer participation and making this a component of funding reimbursement.

Figure 5.8- Sources of Funding (%)



Source: Blueprint (2008) Merseta ABET Survey

5.5 Impact of ABET

Over 77 per cent of respondents felt that their employees responded positively to ABET training while 23 per cent said the response was negative. The negative responses appeared largely as a result of employee expectations. In many cases employees felt that if they were attending courses outside of working hours that this should be counted as overtime and they should be recompensed for time spent learning. These expectations regarding compensation were not met, but may have created some tension between employees and employers.

Respondents were asked to comment on the impact of ABET training on four issues; job retention, access to a new position, productivity and earning potential. On average, just under half the respondent employers (48 per cent) felt that the training would assist an employee to access a new position, and slightly less (44 per cent) felt that the training would help employees retain their current positions. 36 per cent of employers felt that ABET training assisted employees to increase their earning potential and that ABET training assisted with productivity. The responses to this question however, were garnered from the employers and not the beneficiaries directly - beneficiary responses might have been different. As a result, the responses noted above may be based on hearsay. It is for this reason that this report recommends that an impact assessment is carried out with the actual beneficiaries of the training. At the same time, employers are unlikely to recommend anything that will incur greater expenses on their part – and admissions that an employee has greater earning potential or that an employee could access a new position fall within this category.

Employers can effectively answer only one of the issues mentioned above – whether ABET training positively influence productivity, but even this has a limitation. Many small businesses have no systems or measures to assess productivity at all. As a result their ability to objectively identify an increase in productivity in their companies is compromised.

This survey assessed the impact of MERSETA ABET training by confirming that the number of registrations on ABET courses increased over a period of time, and that a number of employees have moved on from registration in one course to registration on other ABET related courses. The impact of the learning on the individuals' lives and on their abilities and competence needs to be further assessed in a qualitative study.

A number of respondents stated that there appeared to be a stigma attached to those who attended ABET classes. In some cases employers reported that older members of the workforce were ridiculed for "attending school". Some employers reported that employees did not want to appear "stupid" by attending ABET classes. One explanation may be that such employees had effectively hidden their illiteracy over a number of years, and by attending ABET classes were effectively revealing this weakness.

5.6 *ABET Service Providers*

For the most part service providers were not perceived to be running ABET programmes well. Two of the three major service providers were criticised for overcharging, not arriving for training sessions, a lack of commitment, and basic incompetence. This perceived lack of performance and delivery was seen by employers as instrumental in de-motivating learners and the service providers' lack of performance was perceived to have directly influenced the performance of the learners. The predominant complains centred around the following;

- Students not given their results
- Learner certificates not sent
- Facilitators not attending the sessions
- Lack of general communications

In comparison, one of the three firms was quoted a number of times as being extremely organised and operating a well run programme. Project Literacy was reported to be efficient and to have met most expectations.

6. Final Conclusions and Lessons Learned

ABET registrations are broadly in line with the demographic indicators of illiteracy within the sample but the high percentages of ABET registrations within the 26-40 age group indicate a significant investment in their human resources. By comparison the drop in registrations within the older age group (55+) might indicate an unwillingness to invest in this particular age group on the part of the employee as well as the employer.

When asked to rate increases in productivity arising from ABET over a third of company respondents indicated that ABET interventions had increased productivity. More importantly

perhaps, nearly half of the respondents (44 per cent) estimated that ABET training allowed the individuals to retain their positions in the company and 48 per cent claimed that ABET training allowed the learners an opportunity to place themselves in a position to apply for a new/better job.

However at least 52 per cent of respondents felt that there is little value derived from ABET training, as currently conceived, from a business perspective. Some respondents indicated major support for the programme, but were critical of the SETA funding model which, they feel, hinders the broader roll out of the programme. One respondent's comment was:

"Seeing that ABET is a huge national need in South Africa, I would like to see MERSETA going through more effort to MAKE IT EASY for companies to do ABET Training. Currently we need to pay for the training ourselves and possibly claim back when learners are successful and wait for months/years for the grants to come through. It is a huge expense and can run into amounts in excess of R30 000. Not all companies have the cash flow to spend R30 000 at any given time. Therefore, we cannot claim all of the costs back. I just think that ABET should be our country's top priority in the skills development sphere (more important than learnerships etc). The only way that we are going to address this problem is to assist companies to make it as easy as possible. It is a red-tape nightmare to claim any money back from the SETA"

The lack of availability of historical data is of concern. A lack of basic record keeping suggests that businesses do not see ABET intervention as core to their operations. Although in a few cases new personnel tried to assist in answering questions and were not able to locate information, for the most part individual respondents admitted that they do not keep records of previous years' ABET training. Future ABET training undertaken by and within the MERSETA should require that the following activities are undertaken as an intrinsic part of the process:

- § Develop and implement a SIMPLE monitoring tool for completion by the employers by requiring the delivery of key statistics to accompany claims/applications for ABET training.
- § Link ABET training to a simple productivity motivation to ensure that employers begin to link capacity building with issues core to their business.
- § Ensure good monitoring and grading of service providers. There are number of interventions that could be used to ensure that service provider deliver these could include
- § Random client satisfaction survey
- § Assess learner withdrawal rates and identify reasons
- § ETQA personnel should acquire copies of all the learner certificates from the service provider and distribution to the learners should be done by MERSETA. This will provide the MERSETA with the opportunity to track progress, get to know areas where there is a real failure rate, and provide an opportunity for MERSETA to interact with the companies concerned directly
- § Ensure that employers are given an opportunity to report directly to the MERSETA regarding service provider performance (run an annual satisfaction survey)
- § MERSETA should focus to some extent on the recognition of prior learning (RPL) for employees at lower levels, as they may not be literate in English or be numerate, but can listen to instructions and can follow instructions

There was some evidence of double dipping from companies where companies would apply for discretionary grants whilst they were benefiting from strategically funded MERSETA ABET projects at the same time. This duplication can be halted through effective and integrated data and project

management. A possible solution might be to allocate one identity number to each company and sub numbers for the subsidiaries. Any MERSETA intervention could then be linked to the entire group of companies.

Additionally there are clear signs that the MERSETA data bases require review, cleaning and updating. There are a number of duplications and inaccuracies which make sampling difficult and at times, lengthy and unproductive. A regular update of the data bases is required and we recommend an automated email system which checks twice a year and allows on line changes on the MERSETA website, supplemented by telephonic check up once a year.

Consistency is needed in the provision of incentives for training. The study revealed that initially the free programme included incentives for learners but that this was withdrawn without communicating to employers. This created tension between employers and learners. Similarly, whilst Blueprint acknowledges that the WSP and the ATR data is not collected for research purposes but for disbursing levies and for monitoring the implementation of companies' education and training plans, it might be constructive for the MERSETA to consider changing the template to enable the data to be used for research purposes in addition to the primary focus of the data collection process. Such additional data would require the creation of a database. Finally, some further research of use for the MERSETA in terms of ABET could be:

- § Qualitative research on the impact of ABET on individuals. This research would include determining personal incentives to undertake ABET training and difficulties and challenges in completing the course, highlighting potential reasons for current withdrawal rates.
- § Qualitative research on the impact of ABET on companies. This research would examine the rationale of business owner/managers (especially in smaller companies) for embarking on an ABET course. It is hoped that this research might identify the concerns managers have regarding ABET not adding value to productivity as well as identify issues of concern that businesses have in implementing or supporting programmes of this nature. Research on possibility of using e-learning methodology for persons in ABET level three & four
- § Learner assessment: MERSETA needs to support companies to be able to assess employees prior to engaging in another ABET programme. Observation; some respondents did not know whether their employees required ABET or not as they did not have the capacity to assess.
- § Use of RPL methodologies to determine employees who may be technically literate yet not require ABET.

7. Appendices

7.1 *Appendix One: Questionnaire (Separate PDF file Attachment)*

7.2 *Appendix Two: Final Sample Frame (Separate Excel File Attachment)*

7.3 Appendix Three: Final Respondent Lists

	Respondent	Company
1.	Butterworth Metal Industries	Mr Ashley Deutschmann
2.	Calsonic Kansei	Ms.Lindi Farrais
3.	Charles Harris Motors	Mrs Lorna Harris
4.	Feltex Trim - EL	Mr Jerome Mamies
5.	Howden Donkin	Ancherien Duplessis
6.	Midas	Ms.Julie
7.	Rhino Plastics	Mr. Mbola
8.	Schrader Automotive	Mrs Samantha Gouws
9.	Total King	Ms Caryn Williamson
10.	Used Spares Association	Mr Mike Neuper
11.	Art Engineering	Mr.Herman Nel
12.	Midas - East London	Mr C. Honeywill
13.	SMA Engineering	Mrs Joy van der Merwe
14.	Autobody Specialists	Mr D. Nthai
15.	Continental Maco	Mr Livingston Chenge
16.	Industrial Water Cooling	Mr Laud Ncube
17.	Mitek	Mr Elias Monareng
18.	NamePlate	Mr Thomas Khumalo
19.	Plasti Profile	Ms.Polate Mahlangu
20.	Thermitex	Ms .Nontobeko
21.	Akura Engineering	Mr .Lance DuToit
22.	Empire Panelbeaters	Ms. Mien Scannell Adel
23.	Nel's Panelbeaters	Ms. Muriel Nel
24.	OFS Panelbeaters	Mr, George Oosthuizen
25.	Shell Ultra City Colesberg	Mr.Riaan Stoop
26.	Smit Panelbeaters	Mr.Danie Naude
27.	Sovereign Motors	Mr, Willie / Maryke
28.	Triomf Panelbeaters	Mr.David De Lange
29.	Force Engineering	Mr. G Smallburger
30.	Iron & Steel	Mr A Hoole
31.	Midway Motors	Mr.Johan Badenhorst
32.	Ceracast	Mr CJ Du Piesanie
33.	Super Armature Winding	Mr.Jan Van Niekerk
34.	Engen Swartberg One Stop	Ms.Stellie Zeelie
35.	Richmond Motors	Ms.Mathilda Visser
36.	SA Paneelkloppers	Mr.Nicoleen Steenkamp
37.	Alton Duys Manufacturing	Ms.Mapula Koloane
38.	Ampaglas	Ms.Dorian Bourbier
39.	Automould	Ms.Noreen McKenzie

	Respondent	Company
40.	Brunswick Plastics (P3)	Ms.Marian Watson
41.	Brunswick Plastics (P3A)	Ms.Marian Watson
42.	Metso ND	Mr.Danny Naicker
43.	Mitsubishi	Mr.Kavi Farrel
44.	Magic Tissues	Mr.Sureh Maharaj
45.	Mars Manufacturing	Ms.Precious Khambule
46.	NMI Old Fort Road	Mr.Iqbal Khan
47.	Nu-Quip	Mr.Richard Jali
48.	Elgin Engineering	Mr.Patrick Langa
49.	Barloworld Delta Selby	Ms.Lorna Cooper
50.	First Cut	Ms.Fiona Spears
51.	AirCelsuis	Mr Mark Storke
52.	Alstom SA PTY LTD	Mr.Tebelo
53.	Barloworld (Club Motor Randburg)	Ms Jenny Dutoit
54.	BMW South Africa	
55.	Elbroc Mining Products (Pty) Ltd.	Ms Janine
56.	Elster Kent Metering (PTY) LTD	Ms. Claydine
57.	Flender Power Transmission PTY LTD	Ms. Londika
58.	Harvey Roofing Products (PTY) LTD	Ms Zerilda Scott
59.	Hullet Aluminuim (PTY) LTD	Mr Francis Shongwe
60.	Lambda Cables Div. of Aberdare Cables (PTY)	Mr Gerald Henner
61.	Lesira -Teq (PTY)LTD	Ms. Lee-Anne
62.	LS Pressings PTY LTD	Zane
63.	Mac Steel Corporate Services	Ms. Chriselda
64.	Metalplus (PTY) LTD	Ms Ronel Van Staden
65.	Mine Support Products (PTY) LTD	Sylvia
66.	Parker Hannifin AFRICA PTY LTD	Mr Leslie Makhetha
67.	Premier Plastics	Ms Lucille
68.	Schneider Electric SA (PTY) LTD	Ms Vanashree Mcherson
69.	Transwire (A DIVISION OF SAVCIO HOLDINGS	Mr Peter Mokwele
70.	VAE AFRICA (PTY) LTD	Mr Gerhard Heuning
71.	ZF Sasch SA (PTY) LTD	Mr Israel Moleko
72.	Wilandir STEEL CC	Mr Etienne Steels
73.	Johnstons Engineering G CC	Mr Johnston
74.	Greif SOUTH AFRICA PTY LTD	Ms Bonnie Greif
75.	Beekman Super canopies (PTY) LTD	
76.	Gud Filters ATLANTIS PTY LTD	Ms Muller
77.	J THOMPSON AFRICA PTY LTD	Ms Beulla
78.	SA Truck Bodies (PTY) LTD	Meriyline Mc Comb
79.	Galison Manufacturing (PTY) LTD	Tennette Smit
80.	Sandvik Mining and Construction Delmas	Ms Leatitia van Rensburg
81.	Highveld Steel & Vanadium Corporation LTD	Ms Thelma Staden
82.	Multiknit 2000 PTY LTD	Mr G. Maas
83.	ASA Metals (PTY) LTD	Mr F. Slabbert
84.	Gordonia Motors EDMS BPK	Ms Estel Vipkilk
85.	Sentrachem LTD	Mr Frikkie De Beer

	Respondent	Company
86.	Sectional Poles (PTY) LTD	Ms E Parker
87.	Orbit Coach Works	Mr .Robert Tuane
88.	Bellambie Mining and Industrial (PTY) LTD	Mr. Chris Van Vuuren
89.	Grayton Heat Treatment CC	Ms Estell Cary
90.	Kama Coils and Transformers PTY) LTD	MsAmanda
91.	Nissan SA (PTY) LTD	Mr Thabo
92.	Product Design & Fabrication (Pty) Ltd	Mr Gawie
93.	Rely Precisions Castings	Ms.Annemarie
94.	SALISTER DIESELS (PTY) LTD	Ms Susan Stein
95.	Sphinx Acrylic Bathroom ware (PTY) LTD	Mr Clive
96.	Sturrock and Robson Holdings LTD	Ms Zodwa
97.	Global Roofing Solutions	Mr Peter Mogobe
98.	Baltimore Aircoil	Mr Waleed Kasper
99.	Barloworld Culemborg	Mr Deedre Dicker
100.	BP Somerset Service Station	Ms Anthea Olifant
101.	Bright Ideas	Mr Clive Cook
102.	Cape Town Engineering	Mr Robert Rothing
103.	First Cut	Mr Donovan
104.	National Scrap Metal	Mr Adri Vosloo
105.	Nedsteel	Mr Dan Edwards
106.	Orbit Coach Works	Ms Ilse Conradies
107.	Path Plastics	Ms Rinie de Klerk
108.	Softcon	Mr Kobus Coetzee
109.	Barnes Motors	Ms Phumla Funani
110.	Versapark	Ms Estell Muller
111.	Cast Away	Ms Adelaide
112.	G.U.D Mann + Hummel Filter Systems	Ms Sonya Thompson
113.	GKN Sinter Metals	Mr Edu Aggenbach
114.	Marley Pipe Systems (PTY) LTD	Mr Nigel
115.	Charles Harris Motors	Mrs Lorna Harris
116.	Fabkomp	Mr Brian Haviland
117.	Feltex Trim - EL	Mr Jerome Mamies
118.	TI Automotive - Port Elizabeth	Mr Farouk Adams
119.	Total King	Ms Caryn Williamson
120.	Byalex	Mr.Geduldt
121.	Cape Automotive Engineering	Ms Leane van loggerenberf
122.	Elco Plastics	Mr Deanne Schoeman
123.	Fabrinox	Ms Lucille Du Plessis
124.	Kovacs Investments	Mr Tom Beeselaar
125.	Loramart Promotions	Ms Tania Brand
126.	Magnador	Mr Peter Bressler
127.	Meilite Alloys	Ms Natalie Reed
128.	Metnor	Mr Greg Norton
129.	Shearcut Precisions Steels CC	Ms Thembi
130.	Franke Kitchen Systems (PTY) LTD	Mr Mdluli

	Respondent	Company
131.	Federal Mogul Friction Products (PTY) LTD	Mr Naicker
132.	Hulett Aluminium (PTY) LTD	Mr Themba
133.	Hulett Containers PTY LTD	MsThemba
134.	Poly Oak (PTY) LTD	Ms Ashley
135.	BSi (SA) (PTY) LTD	Ms Corrine Muller
136.	Bel-Essex Engineering SA PTY LTD	MsLucinda
137.	Comau Body Systems (PTY) LTD	Mr Ponters
138.		Mr Roberts
139.	Guestro Wheels PE	Mr Jonny Nortje
140.	Eberspacher SA (PTY) LTD	Mr Fourie
141.	General Motors SA	Ms Emmar Fredirick
142.	Volkswagen of SA PTY LTD	Ms Liz Womad
143.	Multiknit 2000 PTY LTD	Mr Theo Klynhans
144.	Assmang Chrome - MACHADODORP WORKS	Sipho Makhunga
145.	HG Molenaar & CO PTY LTD	Mr Jack Dreyer
146.	Satchwell Controls	Adre'
147.	SMA Engineering	Ms Joy van der Merwe
148.	Goodyear SA (PTY) LTD	
149.	Continental Tyre SA PTY LTD (SALARIED)	
150.	BELL EQUIPMENT COMPANY SA (PTY) LTD	Nonhlanhla Mahlangu
151.	Dunlop Tyres	Mr Zungu
152.	McCarthy	Susan
153.	Sovereign Motors	Mr. Willie / Maryke
154.	Triomf Panelbeaters	Mr. David De Lange
155.	Mitsubishi	Mr. Kavi Farrel
156.	Mouldform	Jill Holmes
157.	Nu-Quip	Mr. Richard Jali
158.	Alton Duys Manufacturing	Mapula Koloane
159.	Ampaglas	Dorian Bourbier
160.	Automould	Noreen McKanzie
161.	Brunswick Plastics (P3)	Mr. Marian Watson
162.	Elgin Engineering	Mr. Patrick Langa
163.	Kaymac PMB	Mr. Zamo Xaba
164.	Mars Manufacturing	Precious Khambule
165.	OFS Panelbeaters	Mr. George Oosthuizen
166.	Akura Engineering	Mr. Lance Du Toit
167.	Atlantic Plastic Recycling	Mr. Darryl Cheetham
168.	Auto Atlantic V&A	Mr. Lawrence Herbert
169.	Baldwin	Mr. Alfredo Rodrigues
170.	Baltimore Aircoil	Mr. Waleed Kasper
171.	Barloworld Culemborg	Deedre Dicker
172.	GEA Aircooled Systems	Mr. Leon Schlecter
173.	Global Wheels	Mr. Vusi Maboyane
174.	Industrial Water Cooling	Mr. Laud Mncube
175.	Insulated Structures	Ms. Roeleen Cronje
176.	Leader Tread	Mr Terry Paine

	Respondent	Company
177.	M & J Engineering	Mr Mark Baller
178.	Cape Vehicle Management	Conroy
179.	Midway Motors	Mr Johan Badehorst
180.	Shell Ultra City Three Sisters	Mr Piet Steenkamp
181.	Darbel Babelegi	Ms Elaine Andrews
182.	Darbel Isando	Mr Elaine Andrews
183.	Donn Products	Mr Siya Matinisi
184.	Dupleix Liquid Meters	MsLindiwe
185.	Duys Roto Moulders	Ms Ashley
186.	Elite Polyurethane Engineering	Mr Martin Woldt
187.	Uniplate	Mr. Roy Kinmont
188.	Unique Engineering	Mr Gerty Terblanche
189.	Smile Education Systems	MsLauren Smith
190.	Isolite Ladysmith	Mr Almond Mabuza
191.	HAGGI	Mr Gerald Gamede
192.	Duro Pressing	Mr Sammy Govender
193.	Lasher Tools	Mr Mohammed
194.	Durban Blacksmith	MsJacqui Rossouw
195.	DYNOTHERM	MsCharmaine Vere
196.	SPEED CRAFT	MsNithia Govender
197.	ROSATI	Mr Mike Clifford
198.	Pinion & Adams	Mr Mikki Abbot
199.	MAGNOL	Ms Melanie Smyth

7.4 *Appendix Four: References*

- § Baatjies I , Mathe, K (2004)
- § Blueprint (2007) MERSETA SSP (2006.2007)
- § Department of Labour ; NSDS related documents
- § MERSETA: ABETAbet project related reports from the service providers