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# Food and Allied Workers' Union

PROCESSED



## Consultative Conference on Education and Training

CAPE TOWN 19-21 JUNE 1996

Workbook and discussion documents

## PRESIDENT'S SPEECH

Ladies and Gentleman, the Honorable Minister and fellow working comrades, I take this opportunity of welcoming all of you to this Consultative Conference on Education , Training and Development.

Many of you have travelled from far, having left many responsibilities behind to attend to this issue of ETD for workers and industry. I wish to immediately thank you for this sacrifice made, the dividends of which I believe will be reaped for a very long time yet.

But what does ETD mean for workers and industry? Let me venture an opinion. I think at my age I am occasionally allowed the liberty to issue opinion. We think for workers and we speak as workers, ETD means an opportunity to break free from the shackles of low skilled -low paid -low satisfaction jobs - jobs which provide neither security, preferment nor progression- jobs that neither builds the economy nor their families and communities. As a worker I know of these frustrations - as a trade unionist I have committed myself to overcoming these deprivations .

For industry, ETD, I think has come to mean as much for employers as for workers - in numerous discussions FAWU has had with employers we have come to understand the close linkages employers are drawing between Education , training and development (ETD) and increased productivity. We all know that increased productivity means improved performance and improved performance strengthens a company's ability to survive and grow. And a company that stabilises or grows can only add value to the economy and all its peoples' lives. Thus the presence of employers here tonight seems to affirm this common belief in ETD.

This brings me to the State and our government views on ETD. I think of all matters prioritised in the RDP - ETD as it relates to workers , adults , youth, women and the disabled is amplified in more policy documents, green papers and white papers than most other national issues. This what the RDP has to say on the matter : Quote "industry-based ETD must involve equitable management-union participation to design and implement programmes within industries and companies through industry training boards & company ETD programmes that link to national standards " -unquote

With respect to workers specifically our nation's voice has this to say : "Industrial growth will largely be dependent on our ability to draw upon the latent and existent skills & abilities of our work-force and harness such human potential to the benefit of all."

Clearly we can conclude that the location of ETD has been centrally placed to the achievement of industrial renewal, industrial growth , industrial expansion and economic benefit for all.

As President of FAWU I am particularly pleased at having our union organising this Conference. When I recall the darker days of Apartheid I remember how this Union gallantly continued organising on the shop - floors, on the farms and in the communities. I can reflect on how we've grown , stumbled , faltered and continued marching on. Many of the employers present tonight probably can recall those days too. Although the days were harsher I think we agree that issues were somewhat simpler. Today we have complicated issues challenging us. Matters like tarriffs, globalisation , new technologies , restructuring and food security are forcing us closer together as these challenges present common concerns to labour , industry and the State.

It is in this spirit - unity of purpose- that this Conference has been called. Now, the Union does not believe that this conference will solve all our problems either in ETD or the industrial relations regime - but what it will do - we hope, is build upon the relationship between industry, the union and the State - what it will do - we hope - is to define common standards, practises and norms - we hope to employ in overcoming our past difficulties - what it will do - we hope - is to define frame-works within which we can work towards a common purpose - what it will do - we hope - it build on to more Conferences like these - for this is a statement to all South Africans - a statement that says simply " One Country, one people, a common destiny"

Now a few months back I was confronted by a particular problem. A newly organised company had decided to acquire certain new technologies in an effort to raise their productivity. Without consultation they started introducing these machines on the shop floor. Workers were surprised by the companies move which resulted in a panic as people naturally felt threatened by these machines. They approached management and after certain amounts of consultations the following conclusions emerged.

- (i) management had hired consultants who after careful studies recommend the new machinery
- (ii) workers would be retrained to manage these new technologies

What then happened was that a certain set or group of workers were sent on this training , however, during the course it became apparent that the majority would not master the new processes.

And indeed the final assessment failed the bulk of them. The company promptly then declared them incompetent and dismissed them. The rest of the work-force exploded in organized fury which was followed by a violent wild cat strike. For 9 days this action continued costing the company hundreds of thousands in lost revenue whilst parties refused to speak to each other. Finally a meeting was called between the Company and the Union. After lengthy deliberations the following emerged :

- (i) The company was facing threat from its' competitors and was forced to acquire the new technologies - this financial difficulty was compounded by the "wild cat action. "

(ii) The company had no training plan, however, only training schedules and with as much had hoped to sharpen its competitive edge by developing some workers to manage these new technologies.

For all intents and purpose this idea had failed. The only redeeming feature of the plan was that it had at least offered some opportunity to certain workers and raised the importance of ETD in relation to productivity . We then sat down with the company - i.e. workers , line managers , HR's and union officials and after 3 months determined the following :

(i) functional training cannot be undertaken in abstraction of workers ABE level. Because of poor screening techniques training was being given at an inappropriate level to the workers numeracy and literacy level.

A revised screening procedure was agreed involving all workers measuring numeracy, literacy & technical abilities. The process also involved measuring or determining the value of workers past experiences- this I came to understand meant recognition of prior learning .

(ii) We further established that proper standards had not been set - they were subjective , theoretical and task- based. This had re-inforced old ideas of how work should be organized with a focus on developing "fast" workers and limiting workers to repeatedly performing mundane tasks. We then set about determining new standards for these jobs requiring skills classifications emphasising skills needed rather than tasks done . We initially focused on the prioritised technology jobs but then extended the exercise to all jobs.

(iii) We ( by now everyone was on board) also then concluded that the entire assessment procedure was useless in as much as it did not emphasize demonstrative skills testing. This was confirmed by the workers who had passed the initial competency test who proved to be useless when it came to physically dealing with the new processes.

(iv) Of note too was the fact that the rest of the work-force upstream and downstream from them could not assist or intervene in the new production procedures. Thus they could not lend effective support for the unskilled workers nor intervene in the process when required to do so. We then carried out a workplace audit of skills on the shop floor - in terms of skills acquired , skills applied and uncovered latent abilities. This effectively informed prior learning and surprised everyone with the depth of abilities amongst workers.

After all these meetings, consultancy studies and the formation of an ETD Committee a training plan followed with combinations of ABET delivered on a voluntary and full-time basis. Crucially we were able to include functional or technical training across all levels of the ABET ladder.

Today almost a year later this company has consolidated its market position with a motivated developing workforce confident of employment security in a growing concern.

More importantly , possibly, there is unity on the shop floor. Management and the workers share a common vision and this had significantly reduced the incidence of industrial conflict. This is not to say that there are no problems ,but what exists there tonight is a resolution from all parties to solve problems in co-productive and co-creative ways- against this background great leaps have been made in achieving the objectives of both parties.

It is our hope that we would be able to recite and repeat this exercise with improvement across the food and beverage sector. It is with such hope that I open this conference -

**Unity in purpose - Thank you.!**

**Location of Fawu ETD guidelines on the NQF**

**NATIONAL QUALIFICATIONS FRAMEWORK**

Levels : 5-8	<b>Higher Education and Training</b> <b>Leading to :</b> Higher Certificates Diplomas First degrees Higher degrees Research Professional Employment
Levels : 2-4	<b>Further Education and Training</b> <b>Leading to :</b> Further Education Certificate/s (ABET 5) Senior secondary school RDP programmes Labour market schemes RTC's Industry training Technical colleges Community colleges Private providers & NGO's
Level: 1	<b>General Education and Training</b> <b>Leading to :</b> General Education Certificate (ABET 4 )
.....	
Compulsory schooling for the young	Adults basic education and training (ABET)
9 years schooling for children	ABET 3
1 year reception class ( pre - school )	ABET 2
	ABET 1

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**Level 1:** General Education Certificate (GEC), to be achieved by the acquisition of the required credits

- at the end of the compulsory schooling phase: one year reception class (p.r.e-school) plus nine years to Grade 9 (present Standard 7)
- through Adult Basic Education and Training programmes, which may be sub-divided into three sub-levels<sup>1</sup>.

Both routes to the GEC end in the same qualification.

**Levels 2-4:** Further Education Certificate(s) (FEC), to be achieved by the acquisition of the required credits, which may comprise core units and optional units in different combinations, undertaken in a variety of modes, including

- senior secondary school programmes, up to Grade 12 (Standard 10)
- general and career-specific programmes offered in the college sector including those offered in the current Technical Colleges, Community Colleges, Intermediate Tertiary Colleges, other private vocational or academic colleges, and NGO providers
- programmes offered in Regional Training Centres, through workplace training etc.

A wide range of routes to the FEC is possible through a variety of learning contexts.

**Levels 5-8:** Higher Education diplomas and degrees, achieved by the acquisition of the required credits, undertaken in programmes offered by:

- professional colleges, both public and private
- professional institutes
- technikons
- universities

Credits acquired in one institution are recognised for registration by all other institutions.

# THE ROLE AND FUNCTION OF ABET IN RE-ENGINEERING SOUTH AFRICAN WORKPLACE ACCORDING TO ECONOMIC SECTORS

*A speech delivered at a FAWU and Food & Beverage Industry Summit at Bellville Inn Cape Town by Paul Sehlabele, COSATU PRU Grading Officer. (19 -21 June 1996).*

Comrade Chairperson, honourable participants, ladies and gentlemen. I am very much happy to be invited to this summit to share with you the views and position of COSATU about the role of ABET in S.A. workplace change. I would also like to thank those within you who thought me fit to come and give a talk on this occasion and hope and trust that my presentation (speech) will meet your expectations.

## **Context**

It is important to remind ourselves about the context or material conditions within which COSATU formulated its objectives about ABET. Without one wanting to lament the horrors of apartheid, S.A. is riddled by high levels of illiteracy and lack of skills. The UNESCO survey shows that we are a country with the most minimal technological literacy, numeracy and literacy in the highly automated and mechanised world.

COSATU insists from a well scientific and technological point of view that you cannot talk of productivity, competitiveness and world standard without implementing an effective ABET programme to redress what apartheid did to the South African working class.

## **Socio-Political conditions**

The new democratic government has created an enabling environment through legislation for corporate governance through and through all aspects of life. The new labour relations act brings a new set of values to the workplace, it says to us, both management and workers that we need to uphold the spirit of the constitution of building a rainbow nation through dialogue.

The constitution also says to us that we all have rights to access education and training, the right to participate in all decision making processes in our



workplaces. The kind of education and training we are negotiating must enhance personal development, individual growth, opportunities and new career paths for workers and also mobility and status in our society.

The changing society we are living in requires men and women of dignity and skills to lead the economic transformation which is unfolding before us. The most unfortunate scenario is that we are illiterate, we have no skills to handle the new technological demands. ABET programmes are therefore a must if we are serious about being productive and competitive in the labour market.

South African Food and Beverage Industry is one of the biggest and important economic sector which needs to implement ABET quickly so as to keep with the pace of new technology, like the one implemented in the Fray Chips. Workers and management in this sector must understand the importance of this industry, (food & beverage) in order to avoid unnecessary jostling and tussling before implementing ABET.

### **Economic issues**

The Reconstruction and Development Programme demands from us both, employers and employees to have skills which will facilitate the re-ordering of the workplace for an effective delivery.

Workers must be empowered with skills to can run, stop and rerun machinery if the need arises without relying on a few technocrats. The fact that workers cannot read company financial statements, they do no understand what is meant when it is argued that the rand is falling, is proof enough that we need numeracy and literacy programmes to be able to interface with the new dynamics of the new economic world.

FAWU and management must work together at provincial and national level to implement ABET programmes in an effective way. The kind of ABET programmes you are going to implement must be clear and accessible to the targeted learners by carrying generic and specialised learning contents.

### **COSATU Policy positions.**

COSATU's position is that ABET is a must and a right for workers, companies must not treat the offering of ABET programmes to workers as a favour, because they both (workers and management) benefit from it. Workers benefit because they acquire skills which makes them able to work and produce efficiently, whilst on the other hand companies benefit because they become productive, competitive and reap more profits out of the skills which workers gain through ABET.

Recognition of Prior Learning experience must underpin ABET programmes because many workers have acquired lots and lots of skills which are being unaccounted for (not rewarded), but used daily.

It is therefore important that a clear programme of skills assessment in this sector must be conducted jointly by workers and management, so as to exactly know the skills which are already there and those which are still needed to make the Food and Beverage Industry viable, productive and global competitiveness.

COSATU has set itself a set of principles for the implementation of education and training programme in the workplace and society in general. These principles make the system to be legitimate and consultative in nature. They are :

- ❖ Access
- ❖ Integration
- ❖ Portability
- ❖ Flexibility
- ❖ Relevance
- ❖ Coherence
- ❖ Credibility
- ❖ Legitimacy
- ❖ Articulation
- ❖ Progression
- ❖ Standards
- ❖ RPL
- ❖ Guidance

### **Courses approach**

Courses must be modularised so that workers can take these modules at their own pace, be credited for each module completed. Courses and credits must be in accordance with the nationally set standards of education and training conforming to the National Qualifications Authority and SAQA Act.

### **Training Equity**

The reality is that if we could jointly as FAWU and management conduct a research on the basis of race, gender, grades and wage disparities, the majority of blacks will be the ones who earn low wages / salaries of lower grades and women will suffer most in this regard. This point immediately tells us that the majority of FAWU members are below the benchmark (artisan) and they need ABET to move and progress through the system.

The challenge to the union and management is to come up with an education and training programme which will equalise the training opportunities and allow access to the system. COSATU has always argued that education and training must be linked to grading and wages.

### **Grading and Wages**

The current grading system in South African industries is problematic because it is based on assumptions and subjective opinions of supervisors and observation to promote a particular worker, thereby making the system to be unfair and biased.

My advice to this summit is please do not make a mistake of negotiating ABET away from the grading system. Grading is part of the new education and training system because it encourages career path, upward mobility and increment in wages and salaries. Wage gaps must be closed through ABET programmes and broad banding the existing grades in order to arrive at low wage relativities.

### **ITB's role**

FAWU and employers in this sector must clarify themselves quickly through negotiations about what is their view and location in so far as economic sectors are concerned.

It is upon yourselves to re-look at the number of ITB's which are existing in your sector and see if you cannot collapse a number of them together until you have one ITB. COSATU believes in the idea of one ITB per sector with an accommodation for subsectors within the broader framework.

Based on the principles of modularisation of courses, combination, accreditation and standards, COSATU wants the rules of combination to be applicable even at level one, two and three which are levels below level four (equated to GEC) as illustrated below.

### COSATU MODEL

		↗	5
		↗	4 - Std 7 GEC
x x credit		↗	3
x x x x x x		↗ 12% credit	2
		↗ 5% credit	1
Generic	Core	Specialisation	

The generic skills are transferable and cut across the whole industry, core are transferable in a very limited way, whilst specialisation or specialised skills are focused and non transferable. The ABET guidelines which are being attached inhere, are interim but valuable for use.

### Conclusion

In conclusion ladies and gentlemen I want to quote Julius Nyerere : "People cannot be developed, they can only develop themselves. Whist it is possible for an outsider to build a man's house, an outsider cannot give the owner the pride and confidence to live as a human being".

It is only FAWU and management in this sector which must negotiate ABET principles, objectives, implementation and the expected outcomes. I, as an outsider can only advice and encourage you to move and move fast in implementing ABET programmes.

Through you comrade chairperson, may I thank everybody for listening to me and wish this summit a progressive approach and good luck in the outcomes. May the spirit of the revolution guide your deliberations throughout this summit.

## QUESTIONS

- ①. What are specific things to your companies, industry and across the industry? e.g. what training is specific and across the industry?
- ②. Is numeracy and literacy the deciding factor for a worker to enter the education and training system? (are they prerequisite?)
- ③. COSATU argues that employers have a duty to pay for education and training without feeling as though they are doing the working class a favour, is there any differing opinion?
- ④. How should education and training be funded, on a levy or voluntary basis?
- ⑤. What should be the criteria of registering as an ITB?
- ⑥. What role should unions be playing in this whole scenario?
- ⑦. Why is food and beverage not agreeing on one ITB?
- ⑧. What is our vision of the economic sector within which we belong?
- ⑨. Do we all agree that ABET is the base for productivity and competitiveness?
- ⑩. How are we going to fast track ABET implementation?

### Context :

1. Socio-political
2. Economic issues
3. COSATU policy
4. Course approach
5. Training equity
6. Grading and Wages
7. ITB's

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# BESA

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17 June 1996

Presentation at the FAWU summit - Cape Town 19 - 21 June 1996.

Role of Training and Development within strategic planning/positioning for the future.

*Overheads:* Industrial Renewal Improvement/Growth  
Training and Development in Context

Organisations are positioning themselves for the future with an overall drive towards an increase in productivity/world class processes. None of this can be achieved unless the skills levels of the employees are grown and developed to match the competencies required in order to deliver this supposed improved world of work.

The skills of the employees must be developed in consultation with all the stakeholders but taking into account the individuals skills based career path as well as the long term goals/improvement plans of the organisation into account. Employees must be aware of the long term vision of the organisation and made aware of their role in the process as well as the changes that need to be affected to deliver the future vision for all the stakeholders.

To ensure that the long term goals and improvement plans are met the Training and development intervention needs to be implemented across the board and not just for groups of individuals who are then still not in a position to apply their skills as the environment is not conducive to this application.

The focus must be on the holistic development of individuals as well as the long term improvement process with clear measurements in place remembering that you "get what you measure".

The delivery of Training and Development (ABET) - a model.

*Overheads:* The Implementation process  
ETD Practitioner selection and training  
Pre-course assessment  
Ongoing Monitoring and auditing

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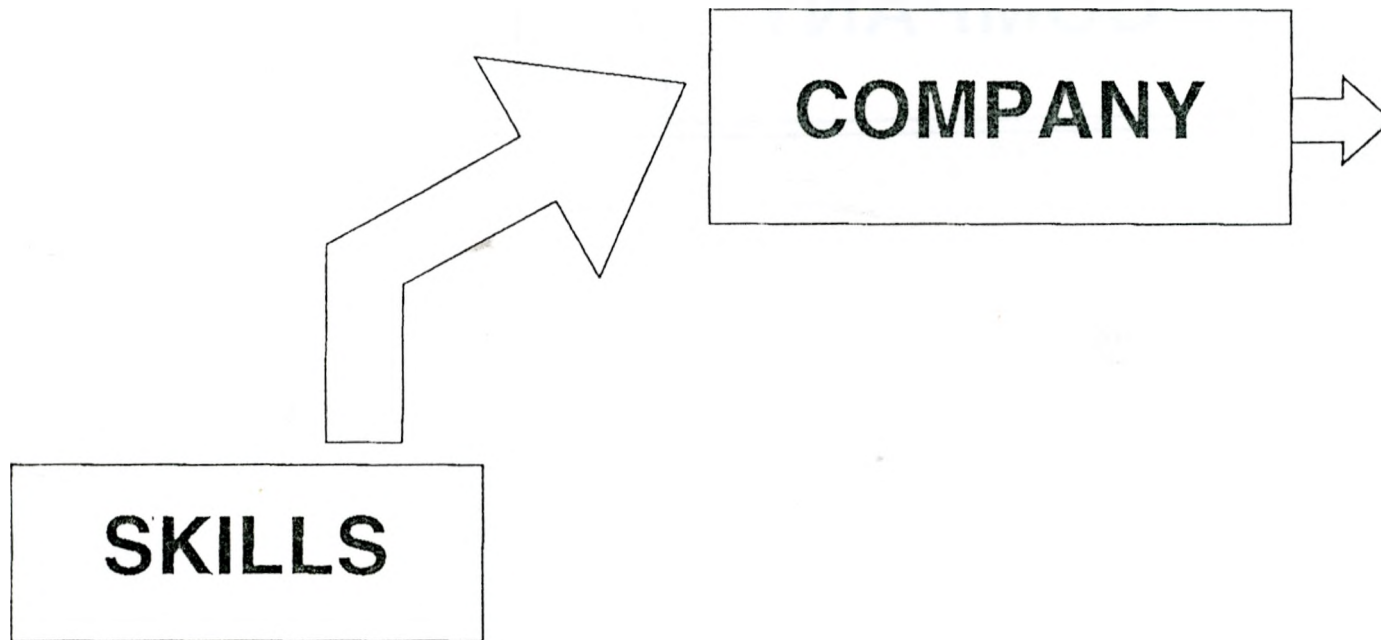
The points as per the overheads will be discussed with particular emphasis on the following:

- full stakeholder involvement
- ensuring the environment is conducive to learning and development
- formulating a realistic and holistic Training and Development (ABET) policy
- ETD Practitioner selection and training and the importance of ensuring that the ETD Practitioner is recruited for a holistic range of skills and that these skills are developed
- Pre-course assessment where there is a full employee profile gathered through consultation with the individual, the union and the supervisor taking into account the organisations goals/improvement strategies and the individuals skills based career path.
- the need for ongoing monitoring and auditing where the crucial areas of the whole process are monitored on an ongoing basis and the stakeholders given feedback against the measurements put in place.



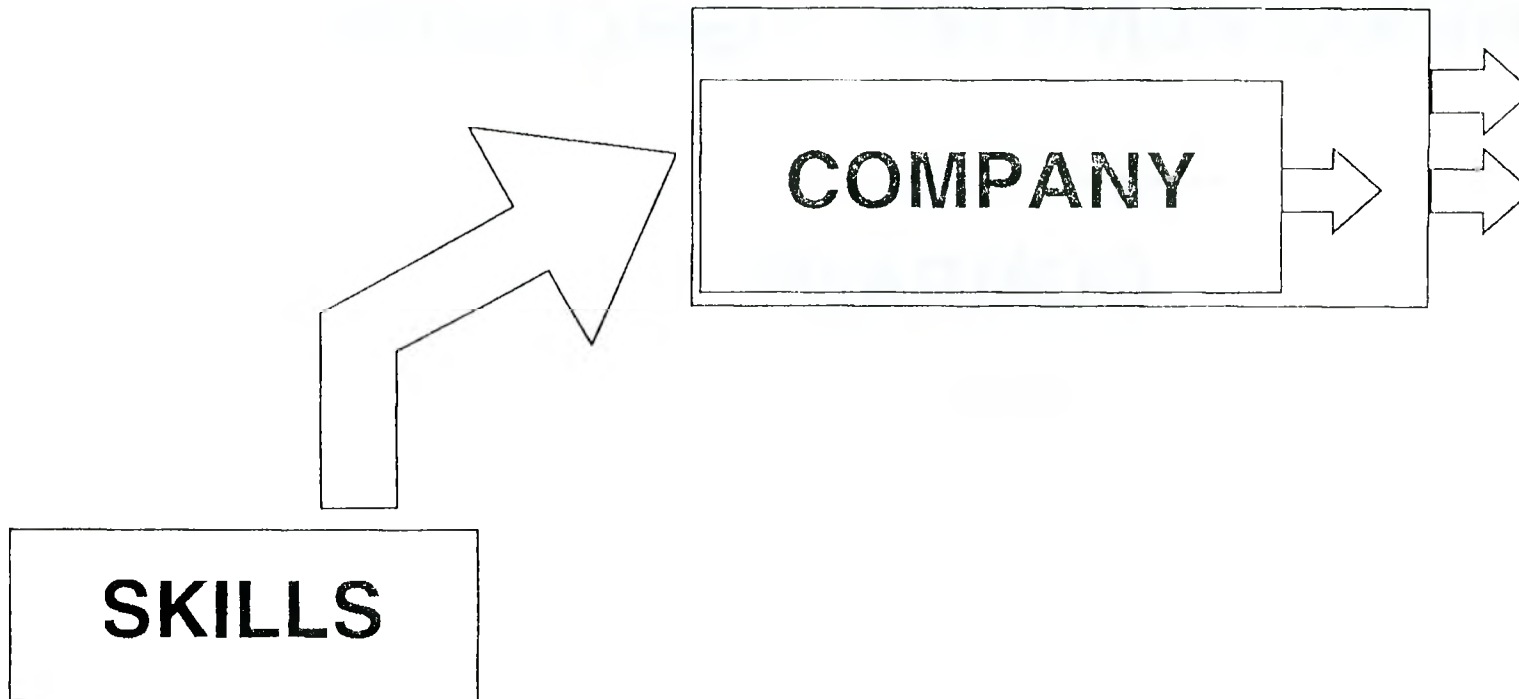
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**INDUSTRIAL RENEWAL  
IMPROVEMENT / GROWTH**



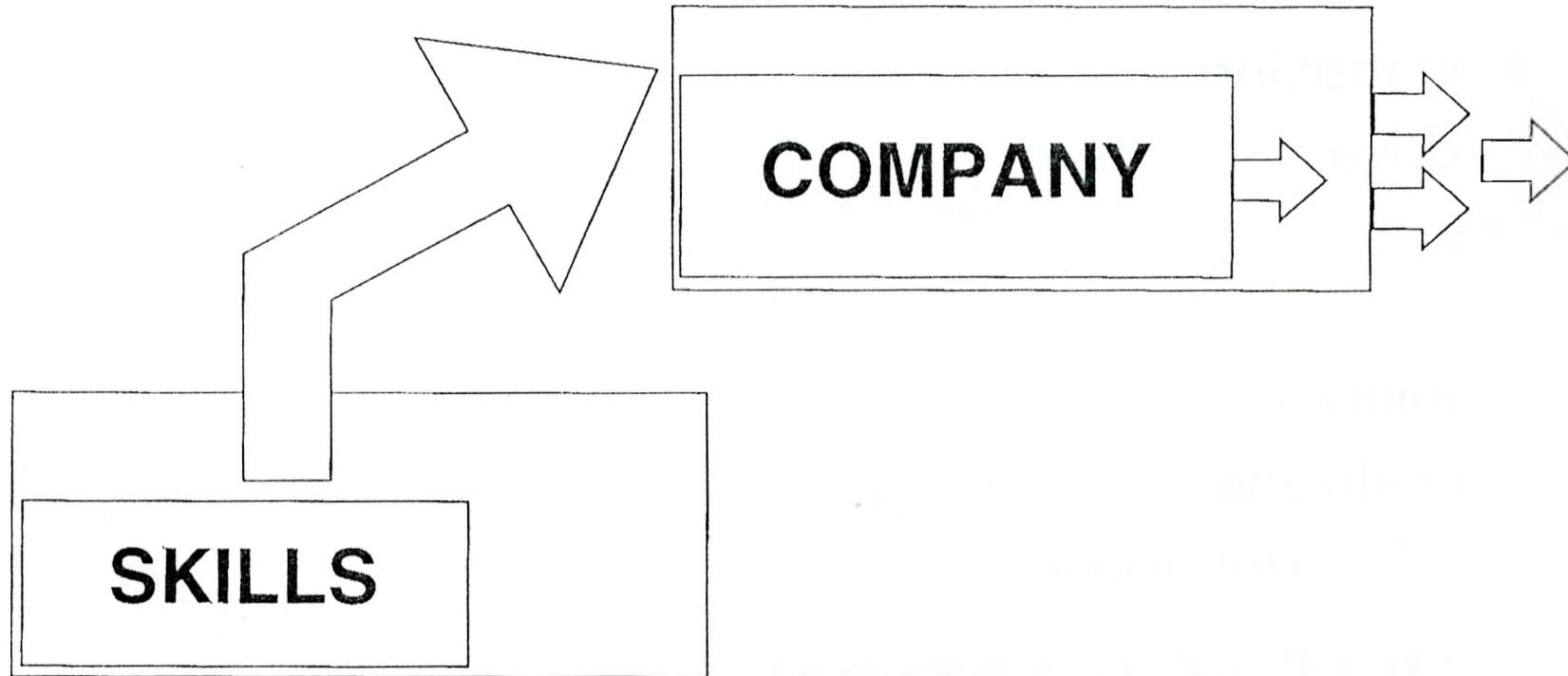
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**INDUSTRIAL RENEWAL  
IMPROVEMENT / GROWTH**



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**INDUSTRIAL RENEWAL  
IMPROVEMENT / GROWTH**



**FOCUSED SKILLS FORMATION**

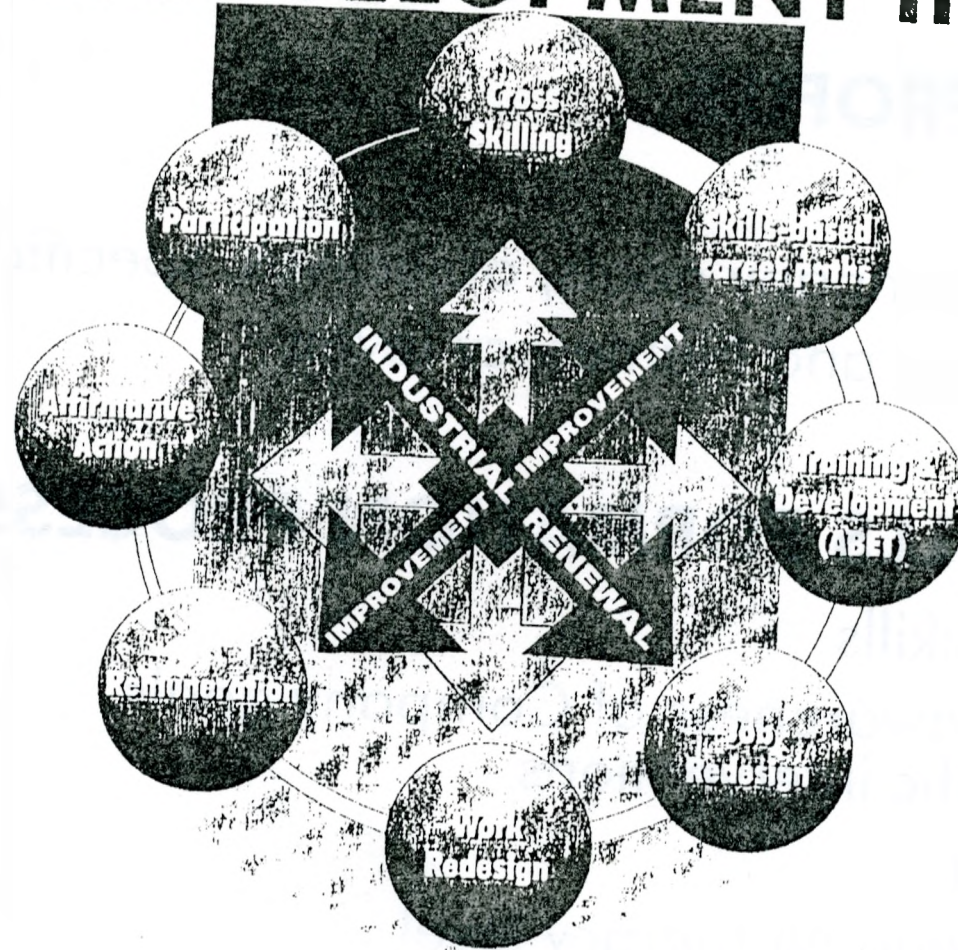
# INDUSTRIAL RENEWAL

## IMPROVEMENT / GROWTH

- Set the vision
- Democratisation
- Flatten structures
- Joint decision making
- Productivity drive
- Quality drive
- Customer care
- World class initiatives
- Global competitiveness (economy)
- Stable committed workforce

## FOCUSED SKILLS FORMATION

# TRAINING & DEVELOPMENT IN CONTEXT



MEASUREMENT

IMPROVEMENT / GROWTH

## **EMPLOYEE PROFILE**

- Present skills
- Awareness of Company goals, objectives, specific interventions
- Present Language and Numeracy levels

## **FUTURE SKILLS FORMATION PROCESSES**

- Future desired skills
- Future desired awareness of Company goals, objective, specific interventions
- Future Training
  - Language and Numeracy level
  - Other modules

# THE AUDIT PROCESS

- INFORMATION TO BE GATHERED SHOULD BE DONE USING THE FOLLOWING BASIC EVALUATION METHODS:
  - 👁️ Focus Groups
  - 👁️ Interviews and questionnaires
  - 👁️ Document scans
- MEET WITH T&D AUDIT WORKING COMMITTEE
  - 👁️ Discuss the progress
  - 👁️ Gather data and adjust where necessary
  - 👁️ Draw up final T&D Audit results
  - 👁️ Reset objectives, parameters of T&D in the organisation
- FEEDBACK TO ALL STAKEHOLDERS ON:
  - 👁️ Outcome
  - 👁️ Reset objective
  - 👁️ Development plans

# THE AUDIT PROCESS

- DISCUSS WITH T&D DEPARTMENT CO-ORDINATOR/MANAGER
  - Concept of a Development Audit
  - Set up T&D Working Committee
- MEET WITH T&D TASK GROUP /ABET AUDIT WORKING COMMITTEE
  - Outline and discuss parameters
- DEVELOPMENT AUDIT AWARENESS



# IMPLEMENTATION

## INVOLVING ALL STAKEHOLDERS

- Commitment to training and development
- Employee development working group
- Working group orientation
- Organisation needs analysis
- Formulate parameters
- Co-ordinator selection and training
- Supervisor and Shop Steward orientation and training
- ETD practitioner selection and training
- Awareness raising
- Full profile of learners
- Programme implementation
- Ongoing auditing and monitoring

# ETD PRACTITIONER SELECTION

- ✎ Pre-course written assessment
  - ☞ Language: Numeracy competency
  - ☞ Problem solving
  - ☞ Planning and organising
- ✎ Interview
  - ☞ Initiative
  - ☞ Planning and organising
  - ☞ Assertiveness
  - ☞ Self development
  - ☞ Problem solving
  - ☞ Sensitivity / support
  - ☞ Development of others
- ✎ Working group interview

# TRAIN THE ETD PRACTITIONER

## LEVEL 1:

- 📖 English second language
- 📖 First language (Mother tongue)

## COMPREHENSIVE MODEL

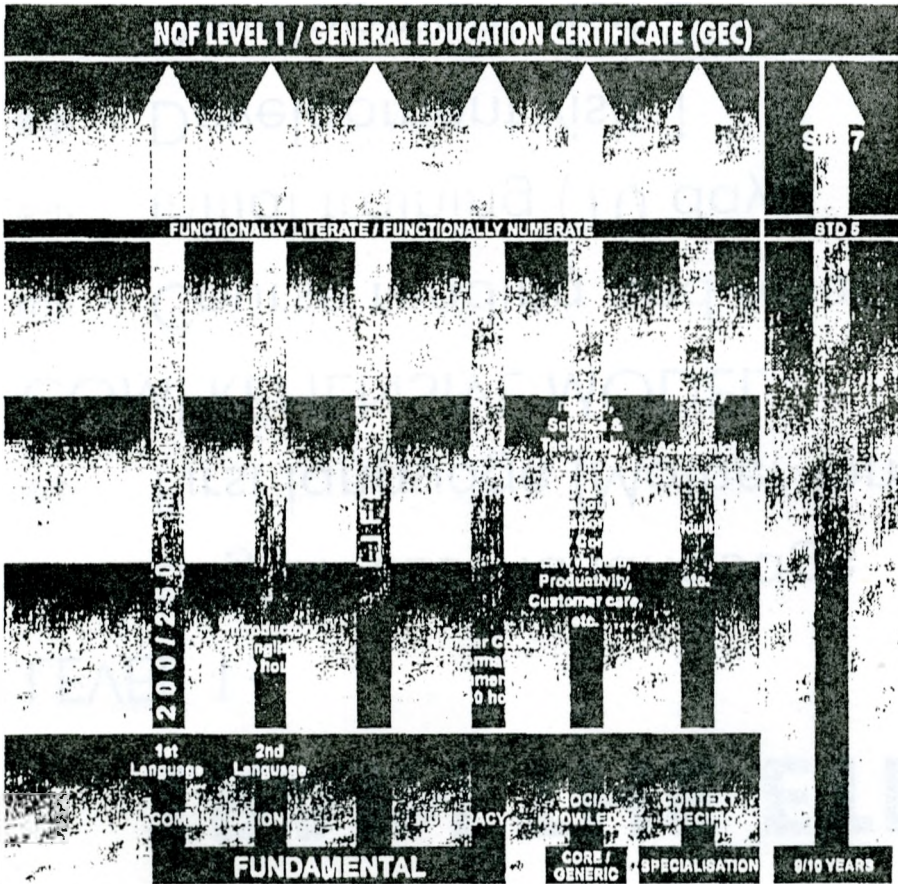
- 📖 Course reading and research
- 📖 Initial training (10 days)
- 📖 Development visit 1
- 📖 Development visit 2

## ETD PRACTITIONER TRAINING MODULE: ASSESSMENT - EXTERNAL EXAMINATION

## LEVEL 2:

- 📖 Ongoing development

## NATIONAL QUALIFICATIONS FRAMEWORK








OF

LEVELS



# PRE-COURSE ASSESSMENT

- STAGE 1:  Assessment of Reading, Writing, Listening and Speaking skills levels 1 - 5
- STAGE 2:  Assessment of Numeracy skills levels 1 - 5
- STAGE 3:  Employee profile part A: Learners goals and objectives
- STAGE 4:  Employee profile part B: Employee profile linked to the workplace
- STAGE 5:  Ongoing reviews of the employee development against the profiles and feedback to all stakeholders

# AUDIT KEY AREAS

- Implementation
- Administration
- Competence and development of ETD Practitioners
- Role of co-ordinator
- Maintenance of learning
- Impact on workplace

~~Impact on learning~~

# **FAWU implementation guidelines on ABET**

## **1. BACKGROUND**

Apartheid has systematically disadvantaged the vast majority of people in our country. Inferior education and a lack of access to education and training opportunities has resulted in high levels of illiteracy amongst working people. Further, the existing skills and knowledge workers have, often go unrecognized.

This lack of basic education and training has many negative effects, including the individual's lack of control over many aspects of daily life, thus limiting their participation in the community ; and limiting their contribution to the development of the economy.

In the workplace these workers do not have the general basic education and training needed to benefit optimally from further training programs and other development interventions; it marginalises and disempowers workers from participating in the decision-making processes in the workplace; it serves to maintain racial discrimination; it created communication and associated problems; it has also made it difficult for workers to improve the efficiency and safety of the workplace.

The fragmented and divided education and training systems in South Africa has resulted in lack of portability of skills and knowledge acquired, inflexibility, and in the case of Adult Basic Education and Training (ABET), no national standards and no system.

The right to education and training is a fundamental human right. It opens up avenues for communication that will otherwise remain closed. It expands personal choice and control over one's environment; it is necessary for the acquisition of higher level skills and contributes to improvement and safety in the workplace. ABET is also seen as an important component of efforts to build workplace democracy, affirmative on work redesign and career pathing within the company.

ABET in the company will be fully aligned with the National Qualifications Framework (NQF) and relevant national guidelines on ABET.

## **2. OBJECTIVES OF THE POLICY**

The company will provide access to ABET for all workers in the company in line with the Definition, Aims, Principles and Implementation Process for ABET as outlined below.



### 3. DEFINITION OF ABET

ABET is the basic education and training phase in the provision of life-long learning which has the exit point equivalence with that of compulsory schooling. ABET consists of levels along a continuum of learning within the proposed National Qualifications Framework (NQF). The skills and knowledge acquired should be assessed as competencies / outcomes. It includes general education as well as all aspects of training, thus enabling learners in the economic activity where they are being utilised.

### 4. VISION AND MISSION

The following vision and mission will guide implementation of ABET in the company:

#### 4.1 Vision

To provide quality education and training to a minimum of ABET level 4 (GEC) in line with the NQF, thereby improving the quality of life for all workers and enabling their full participation within the workplace, community and broader society.

#### 4.2 Mission

- \* To set-up joint management -union participatory structures to manage the implementation and monitoring of the ABET programs in the company;
- \* To integrate ABET in Human Resource planning and the career development process;
- \* To develop the infrastructure to deliver ABET;
- \* To build the capacity of joint structures to carry out their roles effectively;
- \* To agree on targets for ABET.

### 5. AIMS OF ABET PROGRAMS

ABET should consist of a core of skills, knowledge, and values aimed at the following :

- \* To develop workers' skills and knowledge to participate more actively in the workplace and industry;
- \* To improve the life skills of workers and their ability to contribute to the wider community;

- \* To provide workers with an educational and training base for further learning;
- \* To contribute towards removing discriminatory barriers, particularly racial, within the workplace and more broadly;

## 6. PRINCIPLES

The principles listed below should be seen as interdependent and guide ABET provision in the company:

- \* Basic education and training is a fundamental human right and should form part of the process of life-long learning;
- \* Access to ABET for all workers should be ensured, where particular provision of ABET 1 in workers' language/s should be made and where the physical location of ABET is convenient and accessible for all workers;
- \* Workers have the right to paid education and training leave (PETL) i.e. to participate in ABET during working hours. ILO Convention 140 on PETL is supported and will be used as a guide;
- \* Specific measures need to be taken to ensure access to ABET for disadvantaged group within the workforce (such as women and the disabled) in order to address imbalances;
- \* Access to ABET should be provided to families of employees and surrounding community, where possible;
- \* ABET should be linked to the goals of reconstructing and developing country the country, reviving the economy and democratising the society;
- \* ABET should form part of an integrated education and training system, which allows mobility of learners across different institutions, contexts and sub-systems.
- \* ABET should link to employment creation initiatives, further education and training opportunities, and allow for career pathing.
- \* Employers, trade unions, and other stakeholder, such as ABET practitioners and learners have a right and a responsibility to actively participate in the planning, implementation and monitoring of ABET programs.

- \* Employers have the duty to provide ABET for, at least, their employees.
- \* The use of existing facilities and human resources should be maximised.
- \* Resources / facilities for on-going / support of learners and ABET practitioners, including guidance and counseling, should be put in place.
- \* The ABET provided should lead to nationally recognised certificates based on clear national standards assessed as broad competencies / outcomes.
- \* The ABET provide, should be within the framework of the national system. To this end employers must restructure ABET programs in line with the national system one which is in place.
- \* ABET should provide a general basic education and relevant technical skills, promote critical thinking, help the learner work safely, include information about individual and collective rights and help equip the learner to put his/ her knowledge and experience into action in the workplace and society.
- \* ABET should promote active learning methods and reflect the need of adults for accelerated learning.
- \* ABET practitioners must be trained according to national standards.
- \* Recognition should be given to workers' prior learning obtained through formal, non- formal and informal learning and/or experience. The procedure of RPL effectively means the assessment of what a learner can achieve against performance criteria described in unit standards and the subsequent recognition of that achievement. The methodology of assessing RPL may take the form of initial, formative or summative procedures in terms of collecting and interpreting evidence of competency. The methodology used shall be jointly determined by the company and the union.

## 6. ABET STRUCTURES

For the efficient functioning of ABET, and to provide for the participation of all stakeholders in the planning and provision of access to ABET, joint decision-making structures should be established at all levels within the company.

## 6.1 Guidelines

- \* There should be parity in union and management representation;
- \* The principles of democracy and transparency should underlie the operation of structures at all levels;
- \* The committees will operate as decision-making structures on the issues defined in the agreement;
- \* Decision - making should be by means of consensus, and it will be both parties' endeavour to reach agreement;
- \* All deliberations and decisions taken should have as their primary aim the provision of quality ABET to learners;
- \* Effective two-way communication between the structures at different levels must be ensured;
- \* Both parties may call in subject matter specialists or officials of their choice to advise the committee. Such persons attend *ex-officio* with no voting rights. In the event of a specialist opinion required by the union, the Company will fund the union provided such a request is submitted timeously, is reasonable and the agreed terms of reference is followed.

## 6.2 The National Working Committee on ABET

### (i) *Composition*

Union and management representatives.

### (ii) *Terms of Reference*

- \* To share information relevant to the functioning of the ABET Committee;
- \* To refine policy guidelines for the Company on ABET;
- \* To address implementation on ABET within the Company through training plans. These training plans would address these, amongst further issues:
  - new technology skills requirements and work organisation;
  - training course maps showing units of learning, levels and credits;
  - requirements for obtaining national qualifications;
  - accreditation; certification and credit transfer arrangements;
  - time frame for training and course availability;

- scheduling framework arrangements for conducting training; this will be modified according to production needs and learner requirements;
- the provision of clear career paths in accordance with Company standards for grades and levels;
- selection criteria for full-time ABET learners, education co-ordinators and facilitators;
- forecast cost and determine financial support arrangements from national to plant level.
- to develop guidelines in various issues relating to ABET in order to inform plant centres on best practice;
- to monitor implementation of ABET within the company and to ensure agreements by the National Working Committees.
- to intervene on a national basis in ABET problems as they arise in the various plant structures;
- to consider ways of linking with and assisting the community.

*(iii) Meetings*

The committee should meet quarterly. In the short term, however, it should meet more frequently to develop the joint implementation plan and to get the process moving.

**6.3 Plant Working Committee on ABET**

*(i) Composition*

- \* Five union and five management on each Plant Working Committee (PWC) should be used as a guideline.
- \* The exact composition should be decided at an operating centre level, taking into account local circumstances (e.g. size of workforce) and other relevant stakeholders.

*(ii) Terms of Reference*

- \* To do detailed planning for that operating centre, based on company policy and guidelines;
- \* To set clear goals and targets;
- \* To popularise and market ABET within the operating centre;
- \* To do budgeting for ABET;
- \* To evaluate and monitor progress;
- \* To share relevant information;

- \* To solve ABET - related problems as they arise;
- \* To ensure effective communication with the NWC on the one hand and the Learning Centre Committee/s (see 7.1.4) on the other.
- \* To consider ways of linking with and assisting the community.

*(iii) Meetings*

- \* The committee should meet monthly;
- \* In the short term, however, it may need to meet more frequently.

#### 6.4 Learning Centre Committees

*(i) Composition*

Such a committee should consist of at least the co-ordinator and representatives from the educators, learners (1 rep per class), management and the union. The management and union reps should preferably be the same as for the Plant Working Committee in order avoid duplication and to ensure uniformity.

*(ii) Terms of Reference*

The main role of these Committees should be to ensure quality of service provide and deal with day to day issues.

*(iii) Meetings*

These committees should meet at least fort-nightly or as often as is necessary.

#### 6.5 Dispute Resolution

Should a dispute arise, the following procedure will apply:

- \* If efforts to resolve the dispute have failed in two consecutive meetings of the committee, the matter will be referred to the National Working Committee.
- \* If the matter still remains unresolved after two consecutive meetings of the committee, an agreed upon third party will be approached to expedite resolution of the dispute;
- \* If the dispute is still unresolved at this stage, the dispute resolution/ procedure as outlined in the new LRA applies.

## **6.6 Training of ABET Committees**

- (i) Representatives on these structures will undergo relevant training in order to carry out their roll effectively;
- (ii) The training should include both generic skills and knowledge and those specific to ABET;
- (iii) The training programs, whether targeting one stakeholder or the entire committee, will be agreed upon collectively;
- (iv) While intensive training is required in the initial stages of implementing this agreement, the training and development of ABET committees should be an ongoing process;
- (v) Such training will be conducted during working hours and on full pay.

## **7. NEEDS ANALYSIS**

- (i) A workplace skills analysis and a needs analysis of potential learners should be done;
- (ii) An agreed upon outside consultant should submit a proposal to the NWC or ABET as to how these could be conducted;
- (iii) Efforts should be made to train shopstewards in conducting these analyses.

## **8. BUDGETING/FUNDING**

- (i) ABET budgets will be drafted by the appropriate level ABET Committees;
- (ii) Annual ABET budgets and expenditures will be made available for the consideration of the various committees;
- (iii) A formula for calculating ABET expenses will be developed by the NWC on ABET;
- (iv) A minimum % of the training budget should be used for ABET. The amount of which should be agreed with FAWU.

## **9. INFORMATION SYSTEMS**

- (i) The NWC on ABET should identify key areas of information required and ensure that a proper information system is established and maintained;
- (ii) In addition, plant working committees must determine what other information they require to assist them in decision-making;

(iii) Structures will be provided with all information relevant to ABET to assist them in their decision - making.

## **10. ABET PRACTITIONERS AND CO-ORDINATORS**

(I) Employees from within the company should get first preference as ABET practitioners and co-ordinators;

(ii) Criteria and a selection process for practitioners and co-ordinators should be developed by the NWC on ABET.

(iii) Criteria for facilitators should include:

- \* Minimum of GEC (Std 7 / ABET 4) or equivalent for level 3 and below facilitators. Minimum of FEC / Matric or equivalent for level 4 facilitators;
- \* Good communication skills;
- \* Competence in the subject area that they will be teaching;
- \* Understanding and ability to relate at plant level.

(iv) The selection process will include applicants being interviewed by the committees or their representatives, before being employed by the company;

(v) An ABET co-ordinator at National Working Committee level and in each operational centre should be employed;

(vi) Transparency and consistency will be applied in the grading of facilitators and co-ordinators.

## **11. LEARNERS**

(i) All employees have the right to participate in ABET;

(ii) ABET will be undertaken during company time on full pay i.e. paid education and training leave should be granted;

(iii) Where part-time ABET is also conducted at the O.C. is after working hours and at a time convenient to the majority of learners;

(iv) A learner will be accredited with the relevant level through continuous assessment and final assessment at completion of a level;

(v) A learner's employment will not be negatively affected if progress is not made through ABET levels, or if time frames are not met;

(vi) Recognition of prior learning will be given to learners.



## FAWU GUIDELINES ON THE FEC:

### ADULT SECONDARY EDUCATION (*level 4 & 5 ABET*)

#### 1. Background

One of the saddest legacies of Apartheid has been the displacement of adults and working youth from the education and training arena. Past policies of State-assisted labour exploitation, racism and legislated Apartheid violence created a political-economy of deprivation for the mass of South African peoples. In jealous support of this political-economy stood the sociology of Apartheid education effectively preventing the bulk of working peoples from graduating beyond a primary level of education. The ghost of this evil support continues to haunt millions of South Africans -it's heritage is a clear correlation that can be drawn between living in circumstances of poverty , deprivation and low levels of schooling. Historically young adults were forced (and still are) from school to help sustain their families. Poverty continues to prematurely cast thousands into the working world with little or no life-skills and even less to offer in employment skills. Apartheid violence and the peoples struggle against it saw schools boycotted , abandoned or burnt down as education centres became sites of struggles. This legacy threw thousands upon thousands from school to eventually join the ranks of the unemployed or the low-skilled, low-paid segment of the labour market. Another devastating spin -off has been and remains the high level of teenage pregnancies - an international barometer of poverty -which has forced young girls out of school benches with little or no prospect of return. Their futures and their off-spring (most are unwed /single parents) remain bleak as the welfare net is simply too small to capture all. Silently they too are doomed to the low skilled -low paid segment of the labour market (i.e. if they are, at all, able to find employ).

Against this background an education curriculum and its delivery generally and specifically as it relates to adults and working youth should first and foremost be enabling and empowering - enabling in that it allows individuals to gain life and working skills of value and empowering in as far as arming such individuals in defeating their past deprivations.

Thus ABET level 4 & 5 (FEC) should similarly to the lower levels of the ABET ladder strive to :

- (i) assist in correcting socio - economic injustices of inequality.
- (ii) remain accessible and relevant to the world of working men and women, recognising their roles and circumstances as parents, bread-winners and citizens of our nation.
- (iii) build on a workforce with multiple and flexible skills lending itself favourably to workplace progression and preferment.

- (iv) develop critically constructive, open-minded thinking allowing for independent rationalisation , evaluation and intervention in work and social processes.
- (v) remain in line with national standards and inform the development of such in an ongoing , coherent form.
- (vi) in essence it should strive to build a sound educational base which will allow individuals to impact on the political , social and work circumstances around them.

The FEC/secondary education curriculum and delivery should, however, recognise the following relevant conditions of working people and the nature of existing education delivery:

- (i) the existing education curriculum has inflexible entry and exit points, require attendance at classes and ignore the learners skills and experience - the curricular are also invariably positioned for school - leaving youth and is not necessarily reflective of the working world. Thus the FEC curricular and delivery needs to recognise the following in respect of working adults :
  - \* education for adults is essentially driven by the need for economic survival through strengthening employment security;
  - \* adults through life circumstances, especially work and family demands, have difficulty in consistently accessing education resources;
  - \* adults have vast life experiences and different levels of skills acquired formally and informally.

## **2. Guide-line objective**

The State and industry should be primarily responsible for the funding of quality ABET level 4 & 5 , the equivalent of the present std 8 &10, which is a further phase in the chain of life-long learning conforming to the national education standard on NQF level 1. The provision of quality ABET 4&5 should support social demands of intellectual development , workplace demands of portability and progression and be delivered in an environment which is supportive, accessible and cost-effective.

## **3. Principles of FEC/ Secondary ABET conception and delivery**

- \* education and thus the Secondary ABET is a basic human right and should be provided to all on a democratic and unitary basis

opposing any discrimination on the grounds of race , class, gender and age;

- \* the FEC must be extended to and uplift disadvantaged groups such as working women (especially young / single mothers) , adults and working youth and the rural poor;
- \* Workers have the right to paid Education & Training leave (PETL) i.e. to participate in FEC learning during working hours. ILO convention 140 is supported and will be used as a guide;
- \* the FEC should be delivered within the company's financial capability and not within its operational functionality as narrow determinants of functional relevance will limit the benefits of learning to a few.
- \* companies should commit a fixed % of their training budgets to the FEC programme( the amount of which is to be agreed with FAWU);
- \* companies, FAWU and other stake-holders, such as students and providers have a right and responsibility to participate in the planning, implementation and monitoring of the FEC programme;
- \* existing facilities and training departments should be optimally used. Adequate support through facilities ,guidance and employ of special instructors should be available.

#### **4. Access and recognition**

Access to the FEC should be determined through assessment procedures evaluating numeracy, literacy skills, the uncovering of life experiences and prior learning - these instruments would naturally then locate learners on the relevant ABET rung in accordance with national standards . This naturally implies that working peoples will no longer be faced with the barrier of compulsory possession of formal qualifications which previously obstructed them from further learning in the education mainstream.

More importantly it recognises adults do have developed intellectual capacities with numerous and varied skills acquired either formally or informally or in combination of these process.

Nationally, in the development of the NQF bands, these processes are gaining province and employers should similarly respond through facilitating and researching into RPL as it pertains to standards and learning outcomes and also through the provision of procedures and the setting up of facilities for the accreditation of prior and experiential learning - these should at all times conform to the agreed national standards.

## Recognition

Following on accessing procedures, the obvious process of certification should follow with accreditation at level 4 & 5 enjoying equivalence in status and knowledge as the present secondary school system. This is crucial as it provides for tapping into opportunities for specialized and tertiary learning in the formal arena and allows for cross-economic sector portability. The selected existing accreditation body/ies should be equally acceptable to labour and employer bodies with the qualifying requirement of recognition by the relevant State bodies of Education and Labour department respectively .

On assessment the following should be emphasised:

- \* assessments should stress understanding of concepts and applied skills rather than measure repetition of learning;
- \* assessments should be based on criteria determining initiative, critical understanding and prior experiential learning;
- \* it should not be norm-referenced but rather be criteria-referenced;
- \* learners should be familiar with the assessment procedure, structure, course objectives and outcomes required through affirmative transparency methods including inter-active explanations and exemplars;
- \* assessment models should combine continuous assessment and final examinations through self - study assessment , project work (independently completed or syndicated ) and require regular assignments allowing for continuous tracking of performance;
- \* assessment should be open to scrutiny and revision with learners enjoying an automatic recourse to supplementaries or re - assessment within a prescribed period of time.

## Curricula

The development of learning curricula and its contents for adults to a large extent is influenced by its relevance to the working world. Worker demands for skilled & better-paid jobs and employer demands for productivity increases are forcing ETD onto the bargaining agenda. At the same time , however, we are experiencing rapid changes in the definition of "skilled personnel." This is mainly attributed to fast moving technologies and their subsequent skill-change requirements by way of meeting competency demands. A curriculum at best should thus strive to encourage the development of trainability and transferability of skills as it remains very difficult to project future training needs in the food and beverage sector. This

is not to discount the relevance of building of a quantum of specialization modules into the learning band - rather the focus of such specialization should develop cognitive understanding of technologies and interventionist management ability of such technologies. This involves unpacking and redesigning technical curricular to allow for informed labour- technological interaction , provide for inquiring and critical study and demonstration of technology and allow for the development of learners ability to evaluate and manipulate data and concepts. Any other approach , such as job functionality training, may (without the benefit of a developed cognitive skills ) lead to continuous functionality retraining as soon as the job function changes or worse, lead to redundancies.

### Courses and course combinations

In order to facilitate trainability, courses at the FEC level should consist of a quantum of fundamental, core and specialisation modules.

The fundamental category consisting of the courses; Mathematics and communication are accepted to be intimately linked to cognitive development and central to any further desired training and / or academic study. It is therefore remains crucial that learning programmes in both these fundamental courses be made readily accessible so that they do not become instruments of exclusion .

Courses in the core category should focus on and attempt the achievement of the following :

- (i) produce an understanding within the learner of how the social world works i.e. through integrated social studies.
- (ii) produce an understanding within the learner of how the physical world works and its impact on the social world i.e. through combined sciences studies
- (iii) produce an understanding of workplace dynamics and their relationship to production , productivity, employers and workers e.g. matters like health and safety, food hygiene, quality control, work organisation, the labour relations regime and so forth.

Specialisation courses relate to developing technical competency and excellence in a chosen field or technical process in a manner involving the exploitation of learning potential , developing cognitive understanding of technical processes, emphasising demonstrative ability and the development of layers of generic technical skills across segments of the technical stream. .i.e. elements of generic technical units within technical modules.

### Course combination

Learners should be encouraged to follow the course combination route involving all three (3) categories of learning. A certificate of FEC level implies that the learner has the necessary fundamental , core cognitive and technical skills to the standard required by the curriculum and the national standards body.

Course combinations cannot compromise fundamental and core categories of the curricula. With the addition of the specialization category , elements of the core category can be substituted (upon necessity) on the salient condition that all technical and cognitive skills required in the replaced course are transferred to the specialization category.

### Course specifications

Learners should be familiar with the course specifications and this should be scripted in a "Learning outcomes" format .These specifications should clearly describe:

Element title :	broadly describes the set of learning outcomes;
Performance criteria:	describing the competencies/capabilities that must be demonstrated;
Evidence indicator :	describing the elements of the assessment procedure;
Range statement :	specifies the range across which the performance criteria must be applied .

### Language of teaching and learning

The language of teaching and learning should conform to the National policy of vernacular equality. This should however take cognizance of the English medium's present strategic location in terms of social accessibility and mobility.

### Course structure:

Courses at the FEC should be modularly based on competency (CBMT) stressing clear learning outcomes. Modules should be made up of units of learning where each unit of learning corresponds to the weight of national study hours (presently set at 10) . The acquisition of individual units must lead to the gaining of credits and after the completion of the appropriate set of units (the summation of credits ) the learner must gain a course certificate.

This systems design is based on flexible access and should enable learners to have a large measure of control over the timing, pace and location of their learning without losing the necessary structure for study.

### Form of delivery

The planned courses shall be delivered through a combination of distance education and plant-based study. Learners will be supported in their studies in structured sessions on company premises and during company time for no less than 8 hours per week. The company will resource the learner support including teaching recruitment and payment. The distant education methodology shall be supported by audio cassette tapes, telephonic contact and face-to-face support through tutorials, study groups and individual study consultations. Learning centres at companies should also provide access to further media and necessary technology, necessary for interaction with the distant education material.

### FEC GEC delivery structure

For the efficient delivery and functioning of the FEC, and to provide for the participation of all stake-holders in the planning & provision of FEC, joint decision-making structures should be established from a national to a plant level. This should include management, FAWU, AND educational institutions.

### Functioning guide-lines

- \*parity in management-union representation;
- \*principles of transparency and democracy should underpin their operation;
- \*decision-making by consensus with earnest endeavor to reach general agreement.

### Terms of reference

- \* information-sharing;
- \* refine policy guidelines on implementation;
- \* address implementation of FEC through training plans :
  - working on time-frames for training and courses;
  - scheduling training to suit plant production plans & learner requirements;
  - develop selection criteria and process;
  - cost forecasting & budgeting;
- \*intervene from a national basis in problems as they arise in plants;
- \*capacity-building of national & plant committee members.

## 5. Dispute mechanism

Dispute meetings followed by dispute resolution procedure as outlined in the new LRA.