The Effectiveness of the Fibre Processing and Manufacturing Sector Education and Training Authority (SETA) in addressing Skills Shortages

By
Ngibongiseni Patrick Ngcobo
932400083

A Dissertation submitted in fulfillment of the requirements for the degree of Master of Commerce (Human Resource Management)

School of Management, IT and Governance
College of Law and Management Studies

Supervisor: Professor K. Govender

2015

DECLARATION

I, Ngibongiseni Patrick Ngcobo declare that

(i)   The research reported in this dissertation/thesis, except where otherwise indicated, is my
          original research.

(ii)   This dissertation has not been submitted for any degree or examination at any other university.

(iii)   This dissertation/thesis does not contain other persons' data, pictures, graphs or other
          information, unless specifically acknowledged as being sourced from other persons.

(iv)   This dissertation/thesis does not contain other persons' writing, unless specifically
          acknowledged as being sourced from other researchers. Where other written sources have been
          quoted, then:

(a) their words have been re-written but the general information attributed to
    them has been referenced;
(b) where their exact words have been used, their writing has been placed inside
    quotation marks, and referenced.

(v)   Where I have reproduced a publication of which I am an author, co-author or editor, I have
          indicated in detail which part of the publication was actually written by myself alone and have
          fully referenced such publications.

(vi)   This dissertation/thesis does not contain text, graphics or tables copied and pasted from the
          Internet, unless specifically acknowledged, and the source being detailed in the
          dissertation/thesis and in the References sections.

Signature: Date:

Acknowledgements

I would like to convey my sincere thanks to my supervisor, Professor Krishna Govender for his guidance and his attitude. Gratitude and appreciation is due to Professor Krishna Govender for providing his knowledge, experience and time to guide this research till the end. I also express my heartfelt gratitude to Ms Debbie Cunynghame for her support and motivation.

I would also like to thank my wife Sibusisiwe and my sons, Sibongiseni and Mbongiseni for their moral support and unconditional love.

A special thanks Ntombifuthi, Musawakhe and their daughter Nothando Mfusi for their continued support.

Abstract

By using a quantitative approach, this study attempted to determine the effectiveness of the Fibre Processing and Manufacturing Sector Education and Training Authority (FP and M SETA) in addressing specific skills shortages in South Africa. The study was conducted within the Department of Agriculture, Forestry and Fisheries (DAFF) in Pietermaritzburg, the intention being to produce results that would have an impact on addressing skills shortages and suggesting ways in which the SETA can develop strategies that will be beneficial to the SETA.

The objectives of the study were to:

- determine how effective the FP and M SETA have been in addressing skills shortages in the forestry sector in South Africa,
- ascertain the role of the various stakeholders in ensuring that there is synergy in implementing and coordinating all the activities in the forestry sector as dictated by the Sector Skills Plan (SSP),
- verify whether the FP and M SETA adheres to the prescriptions of the National Skills Development Strategy (NSDS 111), and
- assist the FP and M SETA in addressing the scarce and critical skills in the forestry sector.

It became evident that significant progress has been made by the SETA, for example, the placement of Further Education and Training College (FETC) and university learners and graduates, and facilitating the establishment of closer relationships between learning institutions and corporate organisations falling within the FP and M sector with a view to ensuring the relevance and currency of training offered by learning institutions. These relationships entailed putting in place mechanisms for a more focused and rigorous interrogation of the skills required by the FP and M sector and the realistic actions needed to be taken to address the identified shortfalls.

The findings suggest that the relevant SETA is addressing the skills shortages, but the success of the SETA will be determined by how much money is put aside for the sole purpose of addressing skills shortages. The SETA has made some inroads in the manner in which it operates and interacts with the sector. There are noticeable changes within the SETA. These changes were necessary for the SETA to become one of the better performing SETAs that are making an impact when it comes to addressing the skills shortages.

TABLE OF CONTENTS

Abbreviations

ABET   : Adult Basic Education and Training

AET   : Adult Education and Training

AG   : Auditor General

AGM   : Annual General Meeting

ASD   : Assistant Director

ASGISA   : Accelerated Shared Growth Initiative of South Africa

ASTD   : American Society for Training and Development

ATR   : Annual Training Report

BBBEE   : Broad Based Black Economic Empowerment

BUCEC   : Boston University's Corporate Education Centre

CEO   : Chief Executive Officer

CHE   : Council on Higher Education

COGTA   : Co-operative Governance and Traditional Affairs

CTFL   : Clothing, Textile, Footwear and Leather

DAFF   : Department of Agriculture, Forestry and Fisheries

Dep Dir   : Deputy Director

DHA   : Department of Home Affairs

DHET   : Department of Higher Education and Training

DLA   : Department of Land Affairs

DoL   : Department of Labour

DPE   : Department of Public Enterprises

DST   : Department of Science and Technology

DTI   : Department of Trade and Industry

DUT   : Durban University of Technology

DVD	: Digital Video Disc
EPP	: Employment Promotion Programme
ETD	: Education, Training and Development
ETQA	: Education and Training Quality Authority
FET	: Further Education and Training
FETC	: Further Education and Training Certificate
FIETA	: Forestry Industry Education and Training Authority
FP & M	: Fibre Processing and Manufacturing
GDP	: Gross Domestic Product
HRD	: Human Resource Development
HRDS	: Human Resource Development Strategy
HRDSA	: Human Resource Development South Africa
HSRC	: Human Science Research Council
IPAP2	: Industrial Policy Action Plan 2
IT	: Information Technology
JIPSA	: Joint Initiative of Priority Skills Acquisition
MAPPP	: Media Advertising, Publishing, Printing and Packaging
MoU	: Memorandum of Understanding
MPSA	: Minister for the Public Service and Administration
NEDLAC	: National Economic Development and Labour Council
NEPI	: National Education Policy Investigation
NLD	: National Learner Database
NLRD	: National Learner Record Database
NMMU	: Nelson Mandela Metropolitan University
NQF	: National Qualifications Framework

NSA   : National Skills Authority

NSDS   : National Skills Development Strategy

NSF   : National Skills Fund

NSFAS   : National Student Financial Aid Scheme

NSG   : National School of Government

OFO   : Organising Framework of Occupations

PALAMA   : Public Administration Leadership and Management Academy

PAYE   : Pay As You Earn

PDP   : Personal Development Plan

PHRO   : Principal Human Resource Officer

PMDS   : Performance Management and Development System

PoE   : Portfolio of Evidence

PSETA   : Public Service SETA

PSTI   : Public Service Training Institute

QCTO   : Quality Council for Trades and Occupations

QTR   : Quarterly Training Report

ROI   : Return on Investment

RSA   : Republic of South Africa

SAMDI   : South African Management Development Institute

SAPPI   : South African Paper Pulp Industry

SAQA   : South African Qualifications Authority

SARS   : South African Revenue Services

SC   : Senior Certificate

SDLA   : Skills Development Levies Act

SETA   : Sector Education and Training Authority

SHRO   : Senior Human Resource Officer

SIC   : Standard Industry Classification

SPSS   : Statistical Package for the Social Sciences

SSP   : Sector Skills Plan

UJ   : University of Johannesburg

UK   : United Kingdom

USA   : United States of America

W & R   : Wholesale and Retail

WSP   : Workplace Skills Plan

LIST OF TABLES PAGE

LIST OF FIGURES PAGE

CHAPTER 1

Introduction and Background

1.1   Introduction

Chapter 3, Section 10 of the Skills Development Act No.97 of 1998 (RSA, 1998) which deals with the functions and responsibilities of the Sector Education and Training Authorities (SETA) outlines the fundamental role as being to assist organisations which belong to the sector through skills development. Skills development is important for both new entrants in the labour market as well as for employees who are already established in the labour market. It is crucial to improve the skills levels of employees who are already in the labour market because information is constantly changing and employees need to keep abreast of changes that are taking place in the world of work. The training offered has got to be in line with the South African Qualifications Authority (SAQA), meaning that it must be aligned to the unit standards and bear credits. Furthermore, there must be synergy among SETAs so that the training received is portable and recognised by other SETAs.

The Forestry Industry Education and Training Authority (FIETA), which has amalgamated with other SETAs to form the Fibre Processing and Manufacturing (FP&M) SETA has been offering skills training in the forestry sector. With the above in mind this study tries to determine the effectiveness of the FP&M SETA in addressing the skills shortages in South Africa.

1.2   The Research Purpose

The purpose of this study was to determine the effectiveness of the FP&M SETA in addressing the shortage of skills. What the study proposed to do was to research what the SETA is doing in addressing skills shortages and to gather information from training managers and DAFF employees on how they view the SETA and whether it is assisting in addressing skills shortages.

1.3   Background and Rationale of the Study

South Africa as a country is said to be lagging behind globally when it comes to scarce and critical skills, and the problem cannot be solved by government alone. The forestry sector is one of the sectors that contribute greatly to the economy of the country. For example, in 2003 the components of the forestry value chain contributed an estimated R12, 2 billion to the Gross

Domestic Product (GDP) and employed an estimated 170 000 people (permanent, contract and informal workers), a large proportion of which are poorly skilled and concentrated in rural areas where there is also high unemployment. The contribution of the sector amounts to 1% of SA's total GDP and, the job creation equated to 1.4% of the total formal employment, which is comparable with other large sectors (SAPPI, 2010).

SETAs were established to support the various sectors in terms of skills training by *inter alia* making funds available for training, for example mandatory and discretionary funds for those employers who comply with legislation relevant to the establishment of the SETAs.

The main functions of a SETA include:

ensuring that South Africans are equipped with the necessary skills that will allow them to compete in the global market. Given the country's background South Africa faces challenges of high levels of unemployment as well as the effects of the HIV/AIDS pandemic.

For South Africa to be able to become a competitive player in the global market it has to address these challenges, by:

creating opportunities for communities to be able to advance themselves. The former President of the Republic of South Africa Mbeki (1998) during his parliamentary speech reiterated that many people in South Africa still live under conditions that are not conducive to development. He also said that our economy faces many challenges which include our education system. Perhaps there are few communication channels and there is much work that still needs to be done in order to improve our infrastructure.

In order for the country to be able to offer opportunities to individuals and communities for self-advancement, it is important to address the issues mentioned above and create an enabling situation where the National Skills Development Strategy is able to work and its objectives are achievable. The South African Government's Departments of Labour (DoL) and Education (DoE) have played a leading role by creating policies and legislations that addresses skills development (DoL, 2001:3). These policies and others are important in addressing the skills shortages in South Africa. Implementing the strategy involves:

compiling the Sector Skills Plan (SSP) and the Career Awareness Strategy.

The Skills Development Act No.97 of 1998 (RSA, 1998) is about building skills of the South African workforce. It is important that each sector compiles its own Sector Skills Plan (SSP). The SSP is informed by the Workplace Skills Plan (WSP). In the WSP each sector has to identify scarce and critical skills. Each SETA compiles its SSP based on the information which is contained in the WSP.

Once the SSP has been compiled SETAs encourage companies under it to address scarce and critical skills through offering discretionary grants and mandatory grants. Companies need to devise a plan indicating how they intend addressing skills shortages.

The Skills Development Act No.97 of 1998 (RSA,1998) encourages companies to promote occupation based learning programmes which means that companies must concentrate on learning programmes that addresses occupation linked training. One way of doing this is through learnerships.

Employees that enrol in the learning programmes need to enter into an agreement with the employer and the service provider for training. In these agreements the learner commits to attending and completing the learning programme.

A SETA has to perform quality assurance functions delegated to it by the Quality Council for Trades Occupations (QCTO) (Skillzhub, 2011), and

Liaise with provincial offices, Labour Centres and relevant education bodies to improve information about placement opportunities, and skills development providers and the labour market.

In 2012 the Minister of Higher Education and Training commissioned a review of the performance of all SETAs (Skillzhub, 2011). The FIETA was affected by the realignment which led to it merging with the Media, Advertising, Publishing, Printing and Packaging (MAPPP) SETA and Clothing, Textile, Footwear and Leather (CTFL) SETA forming the Fibre Processing and Manufacturing (FP&M) SETA (Visser, 2009). This restructuring influenced this study in that it raised questions about the effectiveness of the FP&M SETA in addressing scarce and critical skills in the forestry sector and on how government views the contributions which are being made by this SETA.

In this phase of the National Skills Development Strategy (NSDS) it is important to ensure that:

the study focuses on the mandate of the FP&M SETA. The SETAs were established in the year 2000 within the framework of the NSDS to provide training to broaden the country's skills base. The SETAs have to focus on the mandate that they are given, and. the success and failure of SETAs is based on how they carry their mandate (FP&M SETA, 2013).

The study looks at how the SETA does its planning and how it manages its finances. In the year 1999 the DoL introduced the Skills Development Levies Act No 9 of 1999. (RSA, 1999) Employers are expected to contribute towards the Skills Development Levies Act No 9 of 1999. Contributions are paid to the South African Revenue Services (SARS), and employers that train their employees and adhering to their Sector Skills Plan are able to claim rebates.

The study also looks at the process followed by the SETA in accrediting training providers. One of the responsibilities of SETAs is to register qualifications, and this is done by encouraging training providers to offer training that is aligned to SAQA. Such training must have unit standards and carry credits which will lead to a recognised qualification.

It is important to look at how much is spend on individual employees for training. Investing on employee development is crucial if organisations are to be competitive in the global market, and

SETAs develop shared services for amongst others, Information Technological (IT) services, financial systems and management and human resource development.

The NSDS 111 provides a stronger base for the SETAs and the Department of Higher Education and Training (DHET), through the service level agreements, to set targets that align with the sector skills needs and make certain that SETAs adhere to their mandate in order to deliver the results.

This study will help the FP&M SETA by:

Ascertaining what strategy the SETA is following in addressing skills shortages. Training that is provided must aim at addressing the strategic role of each company. Companies must have a strategic plan; which outlines what companies aim to achieve.

Exploring the relationship that the SETA has with the sector. Each SETA caters for the training needs of companies belonging to it, which make up a sector. It is important that there is a working relationship between the SETA and its sector. The success of both parties depends on the relationship that exists between the SETA and the sector.

Compiling recommendations for improving skills training, which recommendations could be considered at the annual general meetings held by the SETAs.

1.4   Problem Statement

The current employment profile in the Forestry Sector provides insights into the kind of skills that currently exist in and are needed by the sector. The profile shows that the Forestry industry relies to a very large extent on semi-skilled or unskilled labour. From the WSP submitted, it is estimated that forest workers, operators and labourers account for 70% of the workforce in the forestry industry; clerical workers account for 8%; skilled workers make up 7%, and technicians account for 6% of the workforce. The rest of the jobs in the Forestry Sector are held by managers (3%), professionals (4%) and service workers (2%). People with disabilities also remain highly under represented, and well below established targets, and therefore skills development will to a large extent be driven by equity concerns (FIETA, 2010).

South Africa is said to be lagging when it comes to scarce and critical skills and has to recruit people from other countries in order to address the scarce and critical skills shortages e.g. Geographic Information System (GIS) specialists, environmentalists, saw doctors etc. It is significant therefore to determine whether the FP&M SETA has been able to meet the national skills objectives, and the challenges faced by the FP&M SETA in the process of addressing skills shortages in South Africa.

A skills demand analysis was conducted by the FP&M SETA in the 13 sub-sectors.

Firstly, a literature study was carried out to analyse the industries. The study entailed the analysis of both industrial policies and strategies formulated for the different sectors.

Secondly, interviews were conducted with stakeholder and experts in each sub-sector. The outcomes of these interviews are presented after the demand analysis for each cluster.

Thirdly, labour market forecasts of both growth demand and replacement demand were undertaken. (Growth demand refers to the number of new jobs anticipated as a result of industrial growth and replacement demand refers to the number of people currently employed in the sector who are likely to leave for reasons such as retirement, migration, mortality and morbidity etc.). For the Forestry sector, a lack of reliable data meant that a large amount of data had to be extrapolated. This extrapolation is explained in the relevant sections of the forestry sub-sector analysis.

Finally, the findings of the literature survey, interviews and forecasts were presented to sub-sector representatives in workshops across four regions. Feedback was incorporated into the SSP.

Tables 1.1-1.12 indicate the scarce skills relevant to the various sub-sectors. The clothing sub-sector has the highest proportion of plant and machine Operators and Assemblers (47%) followed by elementary occupations with 26%.

Table 1.1: Scarce Skills - Clothing Sub-sector

OFO Code	Scarce Skills
652204	Patternmaker
715302	Clothing, Textile and Leather Goods Production Operator/Machinist
214980	Materials Engineering Technologist

Table 1.2: Scarce Skills - Footwear Sub-sector

OFO Code	Scarce Skills
311904	Manufacturing Technician/Footwear technician
715302	Clothing, Textile and Leather Goods Production Operator/Machinist
653301	Industrial Machinery Mechanic/Machine mechanic

As reflected in Table 1.2 the footwear sub-sector has the highest proportion of Plant and Machine operators and Assemblers (40%) followed by elementary occupations with a representivity of 38%.

The leather sub-sector employs more Plant and Machine and Assemblers (33%) followed by elementary occupations with a representivity of 24%. Skilled Agricultural, Forestry, Fishery, Craft and Related Trade Workers make up 14% of employees in the sub-sector.

Table 1.3: Scarce Skills - Leather Sub-sector

OFO Code	Scarce Skills
652204	Patternmaker
715302	Clothing, Textile and Leather Goods Production Operator/Production overseer
214104	Production Engineering Technologist/Leather technologist
684901	Clothing, Footwear and Leather Processing Machine Mechanic/Sewing machinist
653301	Industrial Machinery Mechanic/Machine mechanic

The textile sub-sector employs more people in elementary occupations (34%) followed by Plant and Machine Operators and Assemblers with a representivity of 21%. Skilled Agricultural, Forestry, Fishery, Craft and Related Trade Workers make up 20% of employees in the sub-sector.

Table 1.4: Scarce Skills - Textiles Sub-sector

OFO Code	Scarce Skills
715302	Clothing, Textile and Leather Goods Production Operator/Machinist

The furniture sub-sector employs more people in elementary occupations (34%) followed by Plant and Machine Operators and Assemblers with a representivity of 21%. Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers make up 20% of employees in the sub-sector.

Table 1.5: Scarce Skills - Furniture Sub-sector

OFO Code	Scarce Skills
682303	Wood machinist
721901	Product Assembler/Wood finisher

The publishing sub-sector tends to employ staff with high level skills with professionals at 36%, Clerical Support Workers (20%), Technicians and Associate Professionals (13%) and Managers at 12%.

Table 1.6: Scarce Skills - Publishing Sub-sector

OFO Code	Scarce Skills
264102	Book or Script Editor/African languages editor
264201	Copywriter/Copy editor
264302	Translator
134917	Publisher/Commissioning editor
216602	Illustrator/Book designer

Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers has the highest representivity in the printing sub-sector at 31% followed by Plant and Machine Operators and Assemblers at 14%. Clerical Support Workers and Elementary Occupations each have a 13% representivity.

Table 1.7: Scarce Skills - Printing Sub-sector

OFO Code	Scarce Skills
333903	Sales Representative (Business Services)/Estimator
241102	Management accountant
662303	Mechanized book binder
662101	Electronic Pre-press Technical Worker/Pre-press operators/technicians
432201	Production Coordinator/Production planner
671202	Millwright/Printers mechanic
662208	Roll Label Machine Technician/Flexographic machine minder

In the Print Media sub-sector, there is a high representivity of Plant and Machine Operators and Assemblers (20%). Clerical Support Workers and professionals feature prominently at 18% and 17% respectively.

Table 1.8: Scarce Skills - Print Media Sub-sector

OFO Code	Scarce Skills
264202	Newspaper or Periodical Editor/Editor
134915	Operations Manager (Non-Manufacturing)/Operations Manager
216603	Multimedia designer

The Packaging sub-sector has a high proportion of Plant and Machine Operators and Assemblers (47%) followed by elementary occupations with a representivity of 22%.

Table 1.9: Scarce Skills - Packaging Sub-sector

OFO Code	Scarce Skills
216302	Industrial Designer/Structural designer
122301	Research and Development Manager/New product developer
121908	Quality Systems Manager/Quality controller

The Paper and Pulp sub-sector has a high representivity of Plant and Machine Operators and Assemblers (34%) followed by elementary occupations with a representivity of 20%.

Table 1.10: Scarce Skills - Paper and Pulp Sub-sector

OFO Code	Scarce Skills
313913	Bio-refinery specialist
131102	Production/operations manager
313102	Fossil Power Plant Process Technician
325701	Environmental and Occupational Health Inspector/Environmental Practices Inspector
216302	Industrial Designer/design and Manufacturing Draftsperson
651202	Coded Welders
213203	Wood scientists
313301	Chemical Plant Controller/Plant controller
717102	Paper and Pulp Mill Operator/Mill operator
214501	Chemical engineer
214101	Industrial Engineer/Process engineer

The Wood Products sub-sector employs more people in elementary occupations (46%) followed by Plant and Machine Operators and Assemblers with a representivity of 22%.

Table 1.11: Scarce Skills - Wood Products Sub-sector

OFO Code	Scarce Skills
652403	Saw Maker and Repairer/Saw doctor
214103	Production Engineer/Wood products engineer
717201	Wood Processing Machine Operator/Grader/analyser

The Forestry sub-sector employs more people in elementary occupations (64%) followed by Plant and Machine Operators and Assemblers with a representivity of 14%.

Table 1.12: Scarce Skills - Forestry Sub-sector

OFO Code	Scarce Skills
213203	Forest scientist/Geneticist (foresters)

The general goods sub-sector employs more people in elementary occupations (75%) followed by plant and machine Operators and Assemblers with a representivity of 12%.There was not enough participation input to validate information about scarce skills in this sub-sector. (FP&M SETA 2013)

1.5   Objectives of the Research

The objectives of the study are:

Determining the effectiveness of the FP&M SETA in addressing scarce and critical skills in the forestry sector in South Africa.

The role of stakeholders in ensuring synergy in the implementation and co-ordination in the forestry sector.

Verifying whether the FP&M SETA adheres to the NSDS 111 prescriptions, and

Assisting the FP&M SETA in addressing scarce and critical skills in the Forestry sector.

1.6   Scope of the Study

The study was conducted at the FPM SETA in Pietermaritzburg and in Pretoria where the SETA Head Office is located. The research was only be conducted among officials from the SETA who are involved with learnerships and skills programmes, namely the Skills Planning and Research Managers, as well as the Human Resource Development (HRD) Managers in the forestry sector.

1.7   Methodology

1.7.1. Target Population

The population was the forestry sector in Pietermaritzburg and included four Training Managers and 100 employees as well as five FP&M SETA personnel in Pretoria.

1.7.2   Sampling Frame

Welman, Kruger and Mitchell (2005:57) assert that "a sample frame is made up of a list where each unit of analysis is mentioned only once. Consequently, if this sampling frame is not taken

care of, judging the representativeness of the sample becomes difficult". Bearing the aforementioned in mind, training managers, beneficiaries of training, and FP&M SETA personnel were used as a sample frame, from which the sample was drawn.

1.7.3   Sampling Technique

A probability sampling technique and a random sample design were used in this study. According to Welman *et al*. (2005:56) probability sampling is advantageous because it allows researchers to indicate the probability with which the samples results differ in different stages from the corresponding population values. Furthermore Maree (2010:172) stated that "using a probability sampling method is beneficial since each element of the population being studied has a known zero chance of being part of the sample".

1.7.4   Sampling Size

According to Welman *et al*. (2005:62) "in a random sample from a normal population that is stratified in terms of gender the probability of a sample consisting of members of one gender only is zero". The population size for the study was N = 100. According to Gay Mills and Airasian (2009:113) "if the population size is around 500, 50% of the population should be sampled". Based on the above, for this study the sample size will be N = 47. All four of the Training Managers as well as five FP&M SETA personnel were involved in the study.

1.7.5   Sampling Method

Sampling involves the selection of a number of elements from a population instead of selecting the population. The sample is then used to determine trends with results being used to generalise and make assumptions. The study used probability sampling where the samples were put together and analysed. Units used in probability sampling enjoyed the same chances of being selected and simple random sampling is easy to use, and it is not complex like many of the other sampling methods, was used.

1.7.6   Data Collection Method

A quantitative research approach which involves collecting data using tables, graphs, statistics etc., was used. These are analysed using mathematically based methods or non-textual methods.

Questionnaires are best suited for this research method. Questionnaires were used because they are cheaper and easy for the respondents to complete the questionnaire at a time that suits them (Balnaves & Caputi, 2001).

1.7.7 Measuring Instrument

The study gathered information using a structured questionnaire. Three separate questionnaires were developed, one to gather information from the training managers, another from training beneficiaries, and the third was directed at the SETA officials.

1.7.8 Data Analysis

The data was collated, organized, summarized by way of tables, graphs and charts and thereafter described in text form. Non textual elements were used to process data obtained from the questionnaires.

1.8 Organisation of the Study

Chapter one outlines the introduction to the research problem and provides a very brief summary of the issues leading to the problem and background information on the forestry sector. An introduction to the research methodology that was employed to undertake the investigation is also presented.

In chapter two, a literature review on the research problem is conducted. The Research Methodology introduced briefly in chapter one; it is presented in detail in chapter three.

Chapter four reports on the findings and provides an explanation with reference to the literature discussed in the previous chapters.

Chapter five discusses findings reported in the previous chapter.

Chapter six recommends solutions, strategies or highlights areas that can be considered to solve the identified problem.

1.9 Summary

This chapter provides the background to the research problem, objectives of the study and an outline of the study. Chapter Two deals with a review of the literature undertaken in this study.

Chapter 2

Literature Review

2.1 Introduction

This chapter identifies systems and locates and analyses documents that contain information related to the research problem, by reviewing the effectiveness of SETAs in addressing skills shortages in order to find out where the study fits within the context of existent.

2.2 Skills Shortages in South Africa

According to the Human Science Research Council (HSRC), skills shortages are a stumbling block that hinders South Africa from meeting the targeted growth rate of 6% per annum. The shortage of skilled professionals and artisans has its roots in the apartheid years and attempts are being made to remedy the situation. In addressing this, one has to look at what is happening internationally and in the global market when it comes to skills shortages. Halvorsen (2005) labels South African qualifications as being highly prized because the qualifications do not match the skills required in the workplace.

Breier and Erasmus (2009) have identified some major local and international trends when it comes to skills shortages. Locally they blame the education system for high level of skills shortages. The education system is failing to address the damage that has been done over many years (Adler 2002: 7–8). Under apartheid education for black people was not funded adequately and it was of poor quality. Currently there is still a challenge with matriculants being able to choose subjects that will let them have access to programmes like engineering, medicine, and the accounting fields. This is as a result of the low number of learners who select pure mathematics and physical science as subjects. Furthermore, in the pool of matriculants who have passed matric, there are not many Africans and Coloured people, which pose a challenge of addressing employment equity. Tertiary level access programmes that are meant to cater for all races find it difficult to meet the required targets.

The demise of the apprenticeship system has contributed greatly to the shortage of skills artisans. However, there are other interventions that have been introduced to substitute apprenticeships, namely Learnerships and Internships. These interventions are not producing the required results. Further Education and Training (FET) institutions have been introduced to replace Technical

Colleges, with the aim of trying to eliminate the backlog. Through the introduction of FET institutions, a number of young people have received some form of artisan training. One of the greatest challenges they face is finding employment opportunities where they are able to practise their trade once they have completed their studies. This is because they lack the required number of years of experience that employers are looking for, and employers want staff that already has the required skills and experience.

Old age and death also result in loss of senior artisans with many years of experience. Prescripts like Affirmative Action and the Employment Equity Act No 55 of 1998 have kicked in which has resulted in many experienced employees emigrating, meaning that their skills have been lost to the country. These dynamics mean that there is no transfer of skills which results in organisations not being able to employ young people who do not have skills and experience.

Breier and Erasmus (2009) state that what is more distressing in the South African labour market is that these skills shortages exist against a backdrop of unemployed graduates. There is a pool of graduates which organisations cannot make use of because they do not have the necessary skills and knowledge. Employers are not able to capitalise on these unemployed graduates because they do not have time to train new entrants. Previous studies have also touched on this aspect. Some of the features identified include: many of these graduates are Africans, and many have come from historically black universities (HBUs), having specialised in the arts and humanities.

Another requirement for students to graduate from university of technologies is that they must do experiential learning. Placing such students in the workplace is still a challenge, making it difficult for students to graduate. Some of the unemployed youth have graduated but employees do not consider them ready for employment. There is no synergy between tertiary institutions and the workplace. The quality of programmes offered by some institutions makes employers sceptical about employing some of these graduates.

When doing a demand analysis in the sector, it emerged that various challenges impacted on the FP&M SETA. These included concerns around the soundness of the data reported on the Workplace Skills Plans (WSP), and lack of clarity on the combined workplace factors. The main objective is to address these factors listed in the annual update for 2012, and to develop systems

that will help refine the methodology used to manage these statistics, in order to inform effective and efficient managerial planning (FP&M SETA 2013).

The National Skills Authority (NSA) highlighted some of the challenges impacting negatively on an effective and efficient skills development system, which included that a:

number of the youth who have completed secondary school do not have the skills that are required for them to enter the labour market; as a result they are not ready to enter the world of work. Young people as new entrants in the workplace do not have the necessary skills that are required. This leads to poor work readiness. For them to have the necessary skills and be ready for work they will need training which can be done in many forms. Currently they are not ready to contribute to the labour market.

Similarly, young people lack numeracy and literacy skills which are necessary for them to find employment. To address the aforementioned, unemployed people can be enrolled in learnerships that will equip them for the world of work. This will afford them an opportunity to engage in practice and theory. They can be placed in companies for practical experience for a certain period of time.

There is an outcry about skills shortages amongst artisans, technical people and professionals. These are important skills which are necessary for the growth of the South African economy. Focus tends to be more on soft skills training than on technical skills training. It is important to focus on artisanal, technical and professional fields. It is pleasing to note that the DHET has revived FETCs which concentrate on vocational training. As a country artisans are needed because they play an important role in bridging skills shortages (DHET, 2013).

Seemingly, more focus is placed on learnerships that are at National Qualifications Framework (NQF) level 1-3. Once people have obtained these qualification levels, they generally do not want to progress to higher levels. Yet to be able to grow, the country needs people with advanced knowledge. Learnerships play a crucial role because they afford learners the opportunity to get exposure to theory and practice, introducing them into the world of work. The challenge so far is that currently most of the learnerships are between NQF levels 1–3. Learnerships for levels 4-6 are required too, as this will place learners in a better position to find employment.

Furthermore, it seems as though businesses are failing to make their employees ready for challenges brought about as a result of changes that are taking place globally in the markets. There is still a challenge in addressing skills shortages. Businesses tend to place more emphasis on production and ignore investing in training. .There is a fear amongst businesses that once they have trained their employees, these employees may choose to leave. As a result they do not see the return on investment.

Again, there are system blockages that are a result of different post school sub systems. It seems as if there is no alignment between these sub systems. There are multiple systems blockages that hinder skills training. The post school system also has its own challenges. Each institution does things differently and decides on the faculties it wants to concentrate on. There is not much synergy between what is offered in the institutions and what the world of work requires.

There are also different strategies within economic and industrial sectors that are challenging as well as the unavailability of systematic skills development strategies whose aim should be to support and sustain growth and development. Government has put policies in place which are aimed at addressing skills shortages. There are also two departments (DoL and DHET) that look into labour issues. Companies need to come up with strategies of addressing skills shortages that will sustain economic growth and development.

Finally the perception which exists about economic development in urban areas and about skills development initiatives, has played a major role to rural development being neglected and sidelined (FP&M SETA, 2013). The urban bias of our economic development needs to be addressed. There is a need to focus on all economic sectors not just a few sectors, neglect others because the concentration on skills development will only be seen in the sectors that businesses are interested in. All sectors are important and thus need to get equal attention.

While locally specific reasons for skills shortages abound, there are also international trends that need to be considered. South Africa is subject to the pressures of pull and push which characterise the international market for knowledge and skills.
This international market has many features that are related to globalisation. These features offer multiple opportunities for persons travelling around doing business, opprtunities for people to advance, to gain more knowledge and be in a position to interact with their counterparts and

exchange knowledge. There are remittances for countries that export professionals to other countries as a source of national income. Countries are encouraged to export professionals who have skills. In view of the above, developing countries find themselves in a situation where they lose their professionals because developed countries pay these professionals better salaries than their countries of origin. These professionals are offered better working conditions and political conditions by the developed countries. The existence of skills shortages from both developed and developing countries has led to a pull and push situation where there is a struggle for skills shortages with developed countries having the upper hand. (Breier and Erasmus, 2009).

The issue of skills shortages is a huge concept.which encompasses many components. There is a great demand for skills.so much so that the skills demand exceeds skills supply (UCT, 2007). In the literature about labour economics, when one talks about labour supply this has to do with human capital contributing to the skills labour in the labour market. Labour demand is about demand for skilled people and employers desire to employ people with the necessary skills. Labour demand applies to both private and public sectors. The following educational institutions and training providers on both the private and public sectors play a crucial role in addressing skills and labour demand.

The origin of South Africa's skills policy is as a result of the apartheid past. This has contributed a lot to the skills shortages that the country is experiencing. The present government is trying to address the imbalances and inequities of the past. Bantu education contributed to this imbalance and lack of skills shortages. South Africa as a country was isolated by the international and global markets because of its apartheid policies. The post 1994 government has tried to transform the country and its policies to make it more competitive and export oriented. Technological changes and reorganisation of the methods of production have taken place and this has shown that there are skills shortages.(UCT, 2007).

In line with the above, it is fundamental to clarify what is meant by skills shortages and what the main components of skills shortages are. Economists and the state interpret skills shortages differently. For economists when talking about skills it is the relationship that exists between available skills and their contribution to enhancing productivity. Government talks about skills shortages without taking productivity into account. The concept of skills shortages refers to both

absolute and relative terms. Both these two concepts are not related to productivity. Not linking skills shortages has resulted in conflict between government departments e.g.: DoL, DHA and DHET about the exact number of occupations where there are skills shortages.

With the definition of skills shortages in mind, it is critical to look at the problems that government literature presents. When one talks about skills, one is under the impression that it refers to both qualifications and work experience (UCT, 2007). When the DoL and SETAs talk about scarce skills, these are defined as occupations where there is a scarcity of qualified individuals as well as a scarcity of experienced individuals at the present moment or that will be needed in future. This is caused by the unavailability of people with the necessary skills or that people who are available do not meet the requirements for employment (Foodbev SETA, 2005:42).

The National Scarce Skills list is intended to provide a comprehensive overview of the skills in shortage in the South African economy, and therefore serves as a reference point for skills development programmes. The list is based primarily on the SSP of SETAs, augmented by contributions from several other government departments, including the DHA, the DTI, the DPE, and the DST (Bank SETA, 2008), as well as information gleaned from commissioned sectoral research studies (DoL, 2007) each year. The WSP is a template that is formulated by SETAs for their sectors. Companies in a sector use this template to tabulate skills shortages (Singizi, 2007).

The WSPs and Annual Training Reports (ATRs) that companies submit to the different SETAs help in the compilation of SSPs for the sector (MAPPP SETA, 2010). The WSP gives a breakdown of the company regarding equity and available occupations (DoL, 2007). The ATR gives the breakdown and the exact number of training that has taken place against what was planned in the WSP that is submitted yearly.

Skills shortages do not refer to scarce and critical skills only, which mean some degrees or qualifications that are more advanced in a working environment which requires a high skills level. Kraak (2004) has a different opinion about the emphasis that is placed on high skills. He opines that the emphasis on high skills is not adequate in a country that is developing like South Africa. He asserts that focus should be on addressing low skills levels by developing strategies that will address this situation. Addressing low skills levels will also help in addressing the increasing levels of unemployment and it will promote productivity amongst the workforce (UCT, 2007) Therefore, when referring to skills shortages, it is imperative to think of these as

encompassing both elementary as well as advanced qualifications. Human Resource Development practitioners need to think of skills development as the work aspect that people need in different phases of their lives and in business (UCT, 2007)

Mda (2009) maintains that skills shortages in South Africa reflect the country's past. Consequently these shortages are directly related to the quality and quantity of education provided to the majority of South Africans, especially in the past. Factors include the type of education that was made available to the majority, the exclusivity of quality education, and the general lack of access to education for many. Bot (2006) provides a racial breakdown of Mathematics HG and Physical Science passes (Table 2.1) based on information obtained from the DoE for the years 2002 and 2005. Table 2.1 shows that although the number of African and Coloured learners who wrote Mathematics HG and Physical Science increased quite substantially between 2002 and 2005, the increases were from a very low base and the percentages of students who passed these subjects out of the total candidates for the Senior Certificate were also very low.

Table 2.1: Senior Certificate (SC) Mathematics HG and Physical Science results by race, 2002 and 2005

			Mathematics HG				Physical Science HG			
Year	Race	Total SC Candidates	Total who wrote		Total who passed		Total who wrote		Total who passed	
		N	N	%	N	%	N	%	N	%
2002	African	349725	16818	4.8	3 637	1.3	30 156	8.6	7 129	2.0
	Coloured	32 669	1 511	4.6	1 067	3.3	1 731	5.3	1 251	3.8
	Indian	15 173	4 218	27.8	3 035	20.0	5 157	34.0	3 709	24.5
	White	49 304	12 663	25.8	11 026	22.5	13 521	27.5	11 304	23.0
	Unknown	996	68	7.0	33	3.4	131	13.6	41	4.2
	Total	447 837	35 278	7.9	19 798	4.4	50 696	11.3	23434	5.2
2005	African	408 782	25 500	6.2	9 894	2.4	42 070	10.3	13 424	3.3
	Coloured	32 115	2 005	6.2	1 484	4.6	2 070	6.4	1 485	4.6
	Indian	14 563	3 764	25.8	3 395	23.3	4 507	30.9	3 705	25.4
	White	44 582	11 917	26.7	11 286	25.3	12 081	27.1	10 940	24.5
	Unknown	9 110	156	1.7	133	1.5	179	2.0	140	1.5
	Total	509 152	43 342	8.5	26 192	5.1	60 907	12.0	29 694	5.8

Source: Bot (2006)

Bot (2006) suggests that these trends are not only reminders of the differential resourcing of schools under apartheid, when African schools were mostly poorly funded, but also indicate the possibility that the organisational patterns and cultures which prevailed in the past are continuing to do so.

Whatever the reasons, the trends in matriculation results mean that in the drive for transformation, university programmes like engineering, medicine and accounting that require at least a C–symbol pass on Mathematics HG have been competing for fewer than 2 500 African matriculants.

In the meantime, programmes that require Mathematics HG and Physical Science are going to struggle to meet the demands of the economy, let alone equity criteria. It is clear from the analyses presented that these goals will not be met without substantial improvements in matriculation results; and even if they were to improve, it would be some time before the improved results could translate into sufficient graduates and beyond that, professionals experienced enough to perform high level functions (Bot, 2006).

Table 2.1 shows that the issue of skills shortages is linked to the quality of an education system. Science and Mathematics are key subjects. The level at which these subjects are taught is important to the future of the country. The country needs more people who have studied these subjects. If the South African education system fails to produce learners with good results in Mathematics and Science the country will in future have to rely on people from outside the country for these subjects. Skills shortages have a bearing on what learners and students study at secondary school and at tertiary level.

2.3   Background of the SETAs and Skills Development in South Africa

SETAs were introduced in 2000 by the Minister of Labour and the aim was to make a contribution towards skills development of the South African workforce. The intention was to raise the standard of training directed at employees and this targeted specific sectors of the economy.The number of SETAs has been reduced to 18, which are mandated to address the issue of skills shortages. The introduction of the Skills Development Act No.97 of 1998 (RSA,1998) was followed by the NSDS. This was introduced to ensure that employees contribute positively in the workplace, and in their communities and that the country benefits economically. This was

directed at all employees-both new entrants and those already in employment. The Minister of Labour set specific standards for all training meaning that training providers are required to offer training aligned to unit standards. Quality control is another concern as all training needs to be quality assured and meet international standards(EEE, Training, 2008).

The functions and responsibilities of SETAs are set out in Chapter 3, section 10 of the Skills Development Act No 97 of 1998 (RSA, 1998). This Act stipulates the functions and duties of a SETA which are discussed below.

Compile its sector skills plan. This is a plan to describe the trends in each sector, the skills that are in demand and to identify priorities for skills development (Career Planet, 2005). SETAs receive the WSP from the sector. It lists the skills that the sector wants to address. Out of the WSP the SETA is able to compile the SSP where it lists scarce and critical skills shortages in the sector.

Create a list of learnerships and monitor their implementation. Learnerships involve practice and theory. The main difference between ordinary training and learnerships is that learnerships go beyond "blue–collar" trades–they also prepare people for jobs in the new services sector, and for higher para–professional occupations. Learnerships are a new way of training (Career Planet, 2005). Learnerships are important because they equip work seekers and employees with theory and practice. Government needs to look into the NQF levels and find ways to ensure that unemployed individuals who have completed learnerships can get placement in the workplace.

The success of the NQF system depends on how SETAs support its implementation. The NQF has three bands and eight levels, on which any qualification or learning outcome can be registered. The NQF has given direction to the education system in that the registered qualifications carry unit standards and credits which lead to a recognised qualification. One can build on the credits accumulated which will then lead to a qualification in other words there is portability.

The Skills development Act No. 97 of 1998 (RSA, 1998) dictates that each SETA must compile a SSP, since. SSPs are important in making decisions about priorities for skills development. The

SSP provides the framework for SETAs and the background for their actions (Career Planet, 2005).

SETAs are required to use the concepts of scarce and critical skills and the definitions of occupations and professions which are contained in the Organising Framework of Occupations (OFO) to identify shortages for a National Scarce Skills List. This list is meant to inform the DHA immigration quota list, although there is considerable discrepancy between the two (Breier & Erasmus, 2009).

In promoting quality provision, SETAs are responsible to:

Accredit providers of education and training. Anyone who provides education and training must be accredited by a recognised body or SETA. This is done to eliminate fly by night institutions,

Make certain that programmes are being followed. The accredited bodies and SETA have to monitor education and training providers to ensure that they offer programmes that they are accredited for,

Ensure that Assessors are registered. SETAs register education and training providers who want to do assessment of the programmes. Individuals have to do a course on assessor training and submit Portfolios of Evidence (PoE). They need to be declared competent.

Work in consultation with Education and Training assurers from other SETAs. SETAs have to work with other Education and Training assurers, meaning that they have to recognise a qualification that is accredited by another SETA.

Account to the SAQA regarding the ETQA role. As part of their mandate SETAs have to report to the SAQA on the role they play in fulfilling the ETQA role.

Distribute funds collected from employers in their sector. Annually SETAs have to mandatory grants and discretionary grants back to the sector and pay SARS. This is money that employers pay to the SETAs. Part of this money is used for administration purposes.

Continually give report to the Minister of Higher Education and Training and SAQA on how it is carrying out its mandate. In order that SETAs are publicly accountable, and to give them full responsibilities and scope to organise their work, each SETA is required to

enter into a Service Level Agreement with the Department of Higher Education and Training, 1998. The formation of SETAs is mandated by government. They report to the Minister of Higher Education and Training.

This current framework of education in South Africa has a history that dates back to the 1970s and 1980s when some of the trade union movements were formed. During this period employees made demands for a living wage through these trade union movements. Employers working through Employers' Associations rejected these demands. Their arguments were that these employees did not have the necessary skills and as a result their demands did not justify them getting a living wage. Consequently, employees regarded skills development as a vehicle that will justify their demands for a living wage.

The South African government has regarded the shortage of skills in South Africa as a stumbling block in reaching growth targets for the economy. In October 1995 SAQA Act No. 58 of 1995 (RSA, 1995) was passed into law. This Act gave rise to the formation of the SAQA, the NQF and the SETAs.

The Skills Development Act No. 97 of 1998 (RSA, 1998) as amended and the Skills Development Levies Act No. 9 of 1999 (RSA, 1999) regulate skills development and the payment of levies in South Africa. The NSDS is reviewed every five years. This is done by the Department of Higher Education and Training. Currently the NSDS 111 is in place which runs up until 2016. Activities of the SETAs and other skills development bodies are guided by the NSDS.

The DHET works closely with other government departments like the DoL and other institutions. Skills development in South Africa is the core function of the DHET (Citrus Academy, 2010). Continuous skills provision is undertaken by a range of public and private education and training providers. In terms of Chapter 11, Section 4 of the Public Service Act No. 103 of 1994 (RSA, 1994), the South African Management Development Institute (SAMDI) which represents the legislated training arm of the public service in South Africa was expected to provide training, assessment and certification of skills to the public service (SAMDI, 2007). Unlike its predecessor, the Public Service Training Institute (PSTI), there are current attempts to make

SAMDI a competitive market driven organisation since its mission is defined as providing training that meets the needs of customers and that lead to the development of organisations. Training which is offered must be in line with what the customer wants. If not, it must be aligned to the needs of the customer. The aim of conducting training is to develop an organisation. There must be valid reasons for conducting training and what it wants to address. Developing interventions that will improve service performance will change the face of the public service because public servants will be able to satisfy the needs of communities and the public.

Training must be results driven (SAMDI, 2007). Training and development is crucial when service delivery has to improve. Employees need to be trained for what they are doing so that they know what is expected of them and are skilled enough to meet employers' expectations.

The most promising development is a changed focus and under a newly appointed Director–General, the newly established Public Administration Leadership and Management Academy (PALAMA), now the National School of Government (NSG) which in a process of reconstitution provides a changed focus in terms of three strategy shifts, namely:

> Focusing on the facilitation of training. The NSG is a public entity belonging to government. It plays a facilitation role by providing training that addresses government needs;
> Working together with other training providers. The NSG is the only school belonging to government that offers training required by a government department, it does not compete with private providers; and
> Offering comprehensive training for government employees.

Importantly, the change requires PALAMA to "collaborate energetically with institutions engaged in public administration training–provincial academies, higher and further education institutions, and the private sector". In an attempt to massify provision at every level, there is an intention to outsource provision, however this new direction, is yet to be implemented.

A review of PALAMA's traditional role will illustrate its function and the kinds of programmes that would need to be replaced. Programmes are pegged at the intermediate level (i.e. level 4 and below) on the NQF, and in terms of the 'Training Directory 2006/7', courses offered range from organisational development and service delivery, to good governance and financial management,

with courses in management, leadership and finance directed at a higher level for senior level management.

PALAMA's new constitution is designed to respond to its traditional limited reach, based as it was in Pretoria (Gauteng), with provision to the rest of the country. SAMDI's role was augmented by private service providers, although quality was at best uneven (Akoojee, 2009).

Clearly PALAMA's new location could enhance delivery and the role of FET colleges could take on a renewed importance. PALAMA's experience as a facilitator could be easily used to enhance courseware delivery (SAMDI, 2007).

2.3.1 Existing Policies and Acts

The preamble to the Constitution of South Africa (RSA,1996), which was adopted in 1996 as the supreme law of the Republic, states, among others, that it aims to improve the quality of life of all citizens and free the potential of each person (CHET, 2003).

More specifically, in Section 29, which forms part of the Bill of Rights and deals with education, the following is stated in the constitution:

Everyone has the right to:–

> Have access to basic education and adult basic education. It is a right of every child to receive basic education so that the child is able to read and write up until the child reaches a certain age. Adult education is also a basic right. Adults who did not get an opportunity to attend school are given an opportunity to attend classes that are meant for adults,
>
> Expect the State to make education available and accessible. It is the responsibility of government to provide education through building schools where education can take place and make education easily accessible, and
>
> Offer education in the official language or languages of ones choice in public educational institutions where that education is reasonably practicable. The State must consider all reasonable educational alternatives, including single medium institutions. Children have to receive basic education in the language that they understand. As they progress with classes English can be introduced because it is an official language that is used globally.

For learners to be able to compete globally they will have to receive education in English, taking into account –

Equality to education. Learners must receive equal education, irrespective of which school they are attending. Practically this is not the case. Schools that were previously advantaged are still enjoying privileges because the parent bodies are prepared to pay more for their children to receive good education.

Making education practical. Learners must be able to move from one school to another without having to change the subjects that they are doing. Education must be practical and portable; and

Exercising justice. There are policies in place that aim to address the imbalances of the past. This is important if South Africa is to move forward as one nation. Previously there were laws and practices that discriminated against races. Whites were more privileged than other race groups. To move forward as a rainbow nation government has sought it fit to address the imbalance.

Everyone has the right to establish and maintain, at their own expense, independent educational institutions (CHET, 2003) that:

Guard against discrimination. In the period before 1994 South Africa had different education departments which catered for different races. There is now one education system which does not discriminate. Learners are now free to attend the school of their choice. That is why there are now black children attending schools that were former Model C schools;

Ensure that educational institutions are registered. Educational institutions are required to register with the State so that they are legitimate. Even independent educational institutions have to be registered. This is done to avoid fly by night schools and to ensure that the curriculum they offer is quality assured by recognised bodies; and

Maintain similar standards. Independent educational institutions have to maintain standards that are not inferior when compared to public educational institutions. What is happening currently is that the standard maintained by independent educational institutions is superior compared to public institutions, even when the results are good.

Subsection (3) of the Constitution of South Africa Act No. 108 of 1996 (RSA, 1996) does not preclude state subsidies for independent educational institutions.

Thus, human resource development (HRD) is critically important in South Africa's development agenda. Although it demands a comprehensive and determined response from government, the scope and importance of the HRD project extends beyond government, and:

> Involve all relevant stakeholders in society. The role of HRD cannot be overemphasised. It is the responsibility of all employers that they give HRD the attention that it deserves. All stakeholders that are involved must make sure that they play their part in addressing skills development.
>
> Individuals to be hold responsible for their own development.
>
> Commitment is also required from the recipient of training. Employees must take training and development seriously. Employers set money aside to make sure that their workforce receives training. Accountability is required from employees who are the beneficiaries of training.
>
> Organisations must prioritise training and development.

The Skills Development Levies Act No. 9 of 1999 (RSA, 1999) prescribes that employers have to set aside 1% of the total payroll for training which all employees must receive.

The country must prioritise HRD. As a country, it is crucial that the workforce is trained and ready for challenges in the workplace. For South Africa to be able to compete globally, the country needs to put skills development as a number one priority

Based on the above, it is important to look at following relevant pieces of legislation:

2.3.1.1   Higher Education Act No. 101 of 1997

The purpose of this Act is:

> To regulate higher education and training institutions. The Act plays a crucial role in regulating the functioning of Higher Education institutions. The Higher Education Act No. 101 of 1997 (RSA, 1997) makes it clear that higher education and training institutions function within the parameters of the Act.

To provide for the establishment, composition and functions of a Council on Higher Education. The Act prescribes how Higher Education Councils are to be formed and what their functions will be. This helps in giving direction and that there is uniformity,

To provide for the establishment, governance and funding of public higher education institutions. The Act dictates how these institutions will be governed and how they will be funded. This shows that proper planning is needed when forming these institutions,

To make provision for the appointment and functions of an independent assessor. In line with the SAQA, independent assessors must be in place who will be responsible for assessment of how these institutions function and the programmes that they offer,

To make provision for the registration of private higher education institutions. The Act also stipulates how the private higher education institutions will be registered and the importance of registering as a private institution with government,

To ensure quality assurance and quality promotion in higher education. Programmes that are offered by the institutions need to be quality assured in order to ensure that they meet the required standards and quality,

To provide for transitional arrangements and repeal of certain laws. Certain laws existed before 1994 that governed how these institutions function. After 1994 some of these laws had to be repealed in order to accommodate change and transitional arrangements that came into effect; and

To provide for matters connected therewith. The Higher Education Act No. 101 of 1997 (RSA, 1997) also covers other matters relating to higher educational institutions. The Act gives direction to the functioning of higher educational institutions.

The preamble to the Constitution of South Africa Act No. 108 of 1996 (RSA, 1996) states that it is desirable to:

Establish a single coordinated higher education system which promotes cooperative governance and provides for programme based higher education. The Constitution of the Republic of South Africa provides for the establishment of one education system to be used by higher education institutions and also promotes the collaboration of these institutions. This makes it easy to control and manage these institutions;

Restructure and transform programmes and institutions to respond better to the human resource, economic and development needs of the country. After 1994 most higher education institutions merged thereby making it easy to manage and control these institutions. Some of these institutions had to restructure and transform the programmes that they were offering before merging. These programmes had to address the development and economic needs of the country,

Redress imbalances of the past discrimination and ascertain that there is representivity and make certain that everyone has equal access. It was necessary to redress past discrimination that existed in the higher education institutions before 1994 where these institutions operated along racial lines. Access to these institutions was based on the colour of an individual,

Ensure that maximum opportunities are provided for learning and the creation of knowledge. The Constitution provides for equal access to these institutions as a result providing more opportunities and easy access to these institutions and thereby creating a wealth of knowledge,

Propagate the values which address an open and democratic society based on human dignity, equality and freedom. The Constitution created a value system for open and democratic society. This brought back human dignity. The doors of learning were opened to everyone irrespective of race, colour or creed,

Create a situation where freedom of religion, belief and opinion is respected. The Constitution brought freedom of religion, belief and opinion. People can now worship freely at a place of their choice. This has led to churches worshipping together irrespective of race. Previously the laws that were governing the country did not allow this,

Respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research. The new Constitution brought democracy and freedom to citizens of South Africa. Citizens are free to exercise their freedom as long as they do so within the ambits of the law,

Pursue excellence; promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity. The Constitution allows

citizens to discover their potential, appreciate who they are, to have tolerance for one another and acknowledge diversity and be able to live with one another,

Ensure that the needs of the country and of the communities served by the institutions are responded to. These higher education institutions should ascertain that they are able to respond to the needs of the country and communities that they serve. It is important to know what the needs of these communities are, and

Make a contribution towards the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality. Higher Education institutions should contribute to the advancement of all forms of knowledge, offering scholarships to students and maintaining international standards.

2.3.1.2   The Skills Development Act No. 97 of 1998

According to the DoE (2002), the purpose of this Act is manifold, including to:

Improve skills development of the South African workforce Employers have a responsibility of looking after their employees. This can be done through training and development. This will place employees in a better position as not only will their lives but also their possibilities of obtaining better employment,

Better the skills of workforce so as to improve productivity in the workplace globally. When employees are empowered their work rate will improve which will lead to greater levels of production, meaning that they will be able to compete with other employees for production,

Create opportunities for self–employment. One of the purposes of skills development is to encourage self-employment .which assists in removing pressure from government where most people rely on government for employment (which many people rely on for employment),

Improve service delivery. For employees to be able to deliver services employees need training and development so that they will know what is expected of them and offer good service,

Encourage investing in people in order to realise the return on investment. South Africa as a country is lagging behind in education and training. Most employees did not get an

opportunity to acquire good education because of the education system in South Africa. To be able to contribute to the labour market, quality education and training is fundamental,

Turn workplaces into centres of learning. Workplaces must be used as centres of learning. For employers to improve production and be able to play a role in the labour market they must use their premises as centres of learning and invest money in training and development.

Empower employees with new skills. Employers that take production seriously invest in empowering their employees by availing opportunities for acquiring new skills,

Develop talent for new entrants to the labour market so that they gain work experience Internship programme plays an important role in affording new employees to the opportunity to acquire work experience. Without such programmes new entrants would not be able to get the necessary experience. Many new entrants have benefitted under such programmes,

Open job opportunities to everyone. Disabled persons and people who are not educated find it difficult to get employment. The Skills Development Act No. 97 of 1998 (RSA, 1998) addresses this and encourages employers to make conditions better for these people,

Encourage employees to utilize opportunities available for training and development. Legislations are in place to support skills development. Employees have to make use of the opportunities that are available. They must be willing to take part in the learning programmes available,

Create equal opportunities for all employees through training and development. Addressing imbalances of the past through training and development will assist persons who were previously disadvantaged. Employees need to be encouraged to take advantage of opportunities created by government,

Make it easy for job seekers to find employment. Unemployed individuals also benefit from the opportunities created by government. Unemployed individuals can also participate in learnerships. Some people have benefited in this programme and found employment,

Make it easy for retrenched workers to find employment. Training and development assist workers who have been retrenched. They can use the skills that they have acquired to re–enter the labour market. For people with skills it is relatively easy to find employment,

Create a database for unemployed people and their qualifications. The DoL keeps a database of unemployed persons and the qualifications they have. When employers are looking for people to employ they normally use these employment services, and

Regulate employment agencies. The DoL has rules and regulations that regulate employment services. Offices of the DoL are found in major cities.

The functions listed above are to be achieved by:

establishing an institutional and financial framework (DoE, 2002) comprising of:

The National Skills Authority. With the promulgation of the Skills Development Act No. 97 of 1998, the former National Training Board has been restructured into the National Skills Authority (NSA).The NSA advises the Minister, liaise with SETAs and reports to the minister (Meyer, 2008),

The National Skills Fund. The National Skills Fund was established in terms of the Skills Development Act No. 97 of 1998. The fund is managed by the Director–General in the DHET. The money in the fund may be used only for projects that are identified in the NSDS,

A skills development levy – grant scheme as contemplated in the Skills Development Levies Act No. 9 of 1999. The funds to implement the NSDS come mainly from three sources, namely a levy financing system that applies to all employers and employees outside national and provincial departments, a portion of the total payroll budgets of all national and provincial government departments and individual learners and their families,

Sector Education and Training Authority. These are key implementation agencies established by the Skills Development Act No. 97 of 1998 (RSA, 1998). These SETAs were established for national economic sectors,

Labour Centres. These centres were established by the DoL. These labour centres are used to register persons, who wish to provide employment services,

The Skills Development Planning Unit. This unit was established by the Director–General in the DoL. The purpose of which was to do research and analyse the labour market, help in the formulation of the long term national skills development strategy, help SETAs in the formulation of skills development plans and provide information to stakeholders.

2.3.1.3   The Skills Development Levies Act No.9 of 1999

The aim of this Act is to impose a skills development levy on employers. The Act also deals with any other matter that has to do with the payment of levy (UNPAN, 2012). The Act specifies that employers have to register with South African Revenue Services (SARS) and pay the levy to them, the amount being 1% of the total payroll (MAPPP SETA, 2010). This contribution is grouped together with the Pay As You Earn (PAYE) which.is paid by the employer. SETAs are identified using Standard Industry Classification Codes (SIC codes). Employers are required to include this code when they make payment (DHET, 2011). Employers have limited flexibility when it comes to selecting a SETA that they would want to belong to. Before the 1st April 2013 the levy was broken down as follows: 2% remained with SARS for collecting these funds, 18% went to the National Skills Fund (NSF), and 18% was paid back to the SETAs in the form of mandatory grants and discretionary grants. Non–payment or late payment results in interest and penalties being charged (DoL, 1999).

2.3.1.4   Human Resource Development Policy and Strategy

After the 1994 elections, the new government had to develop policies that would ensure that citizens of the country have equal rights, equal benefits and equal access to social and economic development. This was a huge and challenging task facing government, and government relied on the Public Service to be able to achieve this. The public service is instrumental in ensuring that there is equal access to basic human rights, security and safety, social welfare, education and skills development, employment opportunities, access to health services, housing, environmental protection, etc.

Consequently, government has to change and address imbalances of the past and change the mind-set of the public service in order to establish a system that caters for all citizens of the country without discriminating against anyone (SAMDI, 2007) that:

is better positioned and has a strategy to drive the broader process of transformation and institution building,

led by demands of the country and addresses the multiple needs of the country,

ascertain that efficient and effective services are delivered to citizens of the country, and

Ensures that there is equal access to the Public Service as dictated by the Batho Pele principles.

Government must ensure that the basic conditions necessary for improving delivery in the Public Service–availability of resources, infrastructure, systems and relevant competencies–have been established.

All departments and components must become true learning organisations (UNPAN, 2012). where–

the strategy, structure and culture of the enterprise become part of the learning system,

the learning of all employees is facilitated and the organisation continuously transforms itself, and

a willingness to accept that learning occurs continuously at all levels and needs to flow freely to where it is needed is displayed, and

by facilitating and making use of the learning of all their employees, their knowledge and understanding of themselves and their environment improves over time.

The management capacity of training and development units in departments must be strengthened (UNPAN, 2012) by *inter alia*,–

> Developing the skills of HRD managers and practitioners in all departments. For HRD managers and practitioners to be able to carry out their responsibility of empowering the workforce, they need to have particular skills. They need to receive special training because they play an important role in addressing skills shortages.

Maintaining records on training and development in all the departments. The Skills Development section has to keep records about training and development. This could be records of employees who have been trained, lists of service providers, invoices and other important information, and

Establishing uniform and efficient HRD management systems in all departments. The management of information is crucial. Training and Development have to follow a particular system for safekeeping of documents. This can be done using a Human Resource Information System (HRIS) (UNPAN, 2012).

The Public Service needs to be revamped through skills development in order to be able to change the situation. Through the HRD strategy, government hopes to address the stumbling block which makes service delivery impossible to achieve. There is also the threat of HIV and AIDS and other diseases which affects employees and their productivity levels.

For the economy of a country to grow, it is fundamental that human resource development contributes to the growth, and it is crucial that government comes up with a HRD strategy that is robust. Challenges facing the country when it comes to skills development, to address the country's historical skills shortage, institutions, resources and a policy development environment are dealt with in the HRD policy framework. The basis for the HRD policy framework is on broad–based and specific HRD strategies and policies that focuses on the economic developmental needs of South Africa.

2.3.1.5 Framework for the National Skills Development Strategy

To give direction to the work that was needed to develop the SSP that was due for adoption in September 2010, the government developed the Framework for the National Skills Development Strategy 111, 2011/2012–2015/2016. This framework should be read in conjunction with the Human Resource Development South Africa(HRDSA) draft strategy for discussion 2010-2030. Together Doing More and Better: The Medium Term Strategic Framework, was the framework that was put in place with the aim of guiding government's programme of action in the electoral mandate period (2009-2014). The 2010 Budget Review and other policy documents from government are also relevant, and.the NSDS 111 is an important part of the HRDSA.

SETAs are mandated to develop a SSP in line with the Skills Development Act No. 7 of 1998 section 10 (1) (RSA, 1998). This has be part of the framework for the NSDS. The SSPs are valid for five years and they are compiled by SETAs (DoL, 1998), aimed at identifying:

the skills needs of industry/economic sectors (skills shortages, skills gaps and skills supply) based on the SIC codes allocated to each individual SETA by the Minister in the SETA establishment and re–certification process, and

possibilities and constraints in the effective utilisation and development of skills in relation to government's priorities and the objectives of the HRDS, the NSDS, Provincial Growth and Development Strategies (including major projects) and relevant industry/economic strategies.

The NSDS is a strategic document that covers everthing that has to do with skills development and guides the sector during skills planning. The SSPs pay particular attention to the analysis done by the SETA when it comes to skills requirements. It also analyses economic development and employment patterns (DHET, 2010). Particular attention needs to be paid to national, sector growth and development strategies, especially those that have to do with national economic and development strategy, the HRD Strategy, Industrial Policy Framework, innovation and technology and Rural Development. It is a requirement that SSPs also show provincial growth and development strategies especially the demand for skills and available skills as they are identified through provincial skills development forums in line with the Skills Development Act No. 7 of 1998 (RSA, 1998).

2.3.1.6   The National Skills Development Strategy 111

To be able to drive the above (NSD) strategy the skills development system needs to improve so that it can be both effective and efficient. This strategy encompasses a variety of interventions that will lead to career paths, career development and promoting sustainable employment and in–work progression (DHET, 2010). The NSDS 111 supports the integration of both practice and theory in the workplace. It also aims at integrating new employees in the workplace especially those who have just finished school and those who have been unemployed for a long time. New employees need to be trained in order for them to be able to adjust in the new environment and succeed in the workplace. The strategy also pays particular attention to those individuals who do not have the necessary skills that are required in the workplace. It also opens up opportunities for

them to participate in other programmes like, writing and numeracy skills to enable them to access employment (Skillzhub, 2011). Adult Basic Education and Training (ABET) in the workplace assists those workers who did not have an opportunity to attend school by allowing them to attend classes at work. ABET is a literacy project which is led by the DBE; and the DHET which is primarily concerned with post–basic literacy and numeracy. These two departments deal with basic education and higher education respectively, as a result there has to be synergy between them (DHET, 2010). The NSDS 111 plays an important role in making certain that South Africa responds to the demands of the labour market for skilled people so that the country can be able to participate in the global markets. Once the skills of employees improve their lifestyles will improve because they will be able to compete for positions when they are advertised. This means that there must be a working relationship between employers, training institutions and the SETAs. The National Skills Development Strategy 111 responds to the following pressing challenges that are impacting on the ability of the economy to expand and provide increased employment opportunities (FP&M SETA, 2013).

The skills levels that the country requires in order to be more productive are not enough. Similarly poor work readiness of many young people leaving formal secondary and tertiary education who enter the labour market for the first time adds to the challenges the country is facing relating to skills shortages. This is compounded by the fact that there are inadequate linkages between institutional and workplace learning, thus reducing the employability and work readiness of the successful graduates from FET and HET institutions, not to mention the many who enter the world of work without a formal qualifications.

The effects of the past under apartheid are still felt, even now regarding the education system. Many unemployed people who enter the world of work lack basic numeracy and literacy, and don't have minimal entry–level skills, and the work experience and work – based training needed to enable them to seek and obtain work.

There is continuing skills shortage in the artisanal, technical and professional fields, which skills are fundamental to the development and growth of our economy. This is because the majority of people were not exposed to career awareness in order to choose careers that are in demand and that address the skills needs of the country.

An over–emphasis has been placed on NQF level 1–3 learnerships, with insufficient progression towards more appropriate (intermediate and higher) skills which are required for growth sectors in a knowledge economy. Very few SETAs have leanerships that are above NQF level 3. There is a need for much more substantial programmes that improve qualifications, support career–pathing, enable greater flexibility, and .this has to be introduced at FET level before learners join the labour market, and must address transformation mobility and increase productivity.

There has been a failure of businesses in many sectors of the economy to equip their workforce to adapt to change as the economy becomes more knowledge–based. A number of employers prefer employees that already have the required skills required because they do not have time to train new entrants in the labour market. When structural change occurs, too often the outcome is retrenchments rather than retraining and redeployment of working people.

There are bottlenecks in the system such as a lack of synergy between the various post–school sub–systems (e.g. universities, FET colleges, SETAs). Similarly there is a lack of role clarity in terms of the role expected of the various parts of the skills development system; inefficiency and waste; and the silo mentality which prevents the partnerships and alignments needed to improve effectiveness.

There is also a lack of coherent strategies within economic and industrial sectors that addresses skills shortage; this is complicated by the fact that there is a lack of systematic skills development to support and sustain growth and development.

The urban bias of economic development and therefore in skills development initiatives resulted in skills for rural development being neglected.

The intention of the NSDS 111 is to ensure that the energy and resources of education and training stakeholders are focused on ensuring that these challenges are addressed, and that a measurable impact is achieved over the coming five year period.

The NSDS 111 will be guided by, and measured against, the following seven key developmental imperatives:

1. Race–The present government has introduced multiple changes since the dawn of democracy in April 1994. In spite of all the changes that have been introduced on the education and training

front, the racial inequalities in the economy, including the racialized nature of our skills profile, have not changed in any significant way. Racism still plays a significant role in the workplace. This is evident when one looks at which people occupy senior positions and positions of influence. It is hoped that the NSDS 111 will play a role in prioritising confronting these racial inequalities, with a particular focus on giving more opportunities to previously (and currently) disadvantaged South Africans. This requires focused attention on skills provision for blacks in general and Africans in particular but not at the expense of other races.

2. Class–Directly related to racial inequalities, South Africa still remains one of the most unequal societies in the world today. Class distinction is still prevalent in South Africa, and it is found even amongst similar racial groups and the gap is widening rapidly. There are also social inequalities, since people in the same class tend to socialise together at the exclusion of others who are not part of the class. Class distinction is also being reinforced by a lack of access to skills by the overwhelming majority of the population, especially the workers and the poor. The NSDS 111 has to assist in closing this gap by making a platform for the provision of skills in a manner that significantly reduces these gaping social inequalities in the economy and society.

3. Gender–South Africans live in a country and society that is still gender sensitive, especially in the workplace. Males are still given priority when opportunities for advancement are available. Evidence of this is the number of males who are in management positions in the workplace. Women still find it a challenge to advance to management positions even when they have the necessary skills. The government has developed policies that are aimed at addressing this situation such as the Employment Equity Act No. 55 of 1998 (RSA, 1998). With the NSDS 111 in place there is hope that this situation will be reversed so that people occupy these positions because of the skills that they have acquired and not because of gender. The NSDS 111 will have to deal with these disparities between men and women, including access to skills for effective participation in the labour market and society. Particular attention must be paid to make sure that women, especially black women have access to skills development for them to participate effectively in economic development as dictated by the Constitution. There must be programmes that deal with gender equity when employment opportunities are available, when there are career development opportunities as well as in the economy of the country.

4. Geography: Geographical location also contributes to the shortage of skills in South Africa. The majority of people are concentrated in rural areas and they are not making any contribution economically. Most of these people are illiterate; they do not have the necessary skills to contribute to the country and to the economy. When talking about economic development, there is the tendency to focus on urban areas and as a result people in rural areas are neglected. The above factors contribute to the reasons why people in rural areas do not have skills (FP&M SETA, 2014). Now that government focuses on developing people in rural areas, it is crucial to focus and pay attention on producing skills that will make rural people be able to develop their communities. The difference needs to be understood between training of rural people and skills for rural development. Once people have been developed they must be able to develop their communities, they must be able to plough back into their communities and make a difference.

5. Age: Whilst it is crucial that all South Africans have access to skills development, it is essential that more attention is given to the youth. Young people need training and development that will empower them with the skills that are necessary in the labour market.

Opportunities are available for them to receive training and development. They must show commitment when they are given opportunities for employment. The country needs young people because they are still energetic with long careers ahead and it is important to invest in them. The NSDS 111 is a tool that encourages us to focus our training on young people preparing them for the world of work.

6. Disability– The NSDS 1 and 11 laid a foundation for accomodating people with disabilities in the workplace. This has remained a challenge and South Africa is still very far from achieving the goals. Workplaces tend not to be user friendly for people with disabilities. The NSDS 111 amongst its aims tries to deal with the challenges that come in different forms.

The government encourages the employment of people with disabilities. Employers need training on how to deal with people with disabilities and how to make places of employment conducive for people with disabilities as well as making resources available for disabled persons.

7. The HIV and AIDS pandemic– Given the threat of the HIV and AIDS pandemic on future growth and development of the country, and its particular impact on the youth, all skills

development initiatives must incorporate the fight against this pandemic and management of HIV and AIDS in the workplace.

The DHET has the responsibility of monitoring the performance of these institutions and evaluating the impact of all these institutions in addressing a skills development system. This is guided by the key transformational priorities of government (ETDP SETA, 2013) and HRD practitioners will require all these institutions to measure their progress through the extent to which they make significant progress in dealing with these departmental and transformation imperatives (Skillzhub, 2011).

2.4   SETA Review

A study was conducted by the Development Policy Research Unit at the University of Cape Town in May 2008 with the primary aim being to expose the SETA environment (DoL, 2008) for stakeholders to get a feel of the different approaches that SETAs apply in fulfilling their mandate. The study hoped to make inputs to the development of an understanding of the factors that are critical to make SETAs succeed and be effective in the manner in which they work. The study tried to ascertain the impact of the contributions that SETAs are making, or are supposed to be making, whether they are supported or are hindered by other parts of the system (UCT, 2008).

2.4.1   SETA Review Findings

The research team that was dealing with how SETAs performed paid attention to three criteria as indicators of measuring performance. In order to provide a comprehensive opinion of the performance of each SETA, it became evident that further indicators were needed to measure core criteria. The team was unable to assess the SETAs against some indicators. This is because certain information that the research team needed to do assessments could not be provided, and other shortcomings. The team was unable to compare detailed financial reports and the strategic plans did not mention how supply would be supported in order to realise demand within the human and other resources that were presented (UCT, 2008).

With the above in mind, the research team suggested that these ratings be treated as they are indicated. Recommendations were made for the criteria and indicators that need to form the basis for how the SETAs should be viewed in the future (Presidency, 2010). Another suggestion was

that a few points should be noted relating to the data that was used during analysis. The team reported that based on the limited information presented to it, the assessment was based on data that was not reliable and that the information provided by SETAs had not been verified. There was a lack of consensus when it came to scarce skills per SETA and how the scarce skills were prioritised. For example, even though a SETA is rated high based on it being able to meet scarce skills targets as stated in its SSP, it does not mean that there is agreement within the sector that these are indeed scarce skills priorities for the sector. The scoring was affected by this disagreement. In some cases the SETA achieved targets that were inappropiate, but their rating was high. The research team tried to control this by focusing on the ways that the SSP suggested that the planning process has been thorough, although the team did not confirm that they agreed with the priorities that were outlined. There were also queries around quality assurance. There maybe concrete reasons why some SETAs did not satisfy certain quality assurance criteria which may affect the ratings that the SETA receives. Lastly, the team relied on the reports that were made available by individual employees. These reports did not provide a comprehensive picture about SETAs (UCT, 2008).

2.4.2 The SETA Landscape and Performance

The core criteria that have been used as a basis for the performance review include:

The need to have good governance: The Auditor–General gave results about SETA performance. These results were used as a key indicator of good governance. The results concentrated on how each SETA managed and used funds. The financial results were used as a proxy for good governance as this criterion was considered central to the credibility of the SETA and the extent that industry can believe that the money that they pay (in terms of the levy system) is spent in a transparent manner. The AG's office recommended that the report indicates that this will be enhanced if the reporting of finances gave greater clarity as to the amount of monies allocated per programme (UCT, 2008).

In the actual review a range of other factors pertaining to governance issues were considered within the review, such as the SETA constitution, levels of participation in structures, and the extent to which there was a shared understanding of the role of the governance structures.(UCT,

2008). However, these factors above were not included in this rating scale for the reasons already outlined below:

Planning is critical for SETAs. The SETA must be able to plan their activities guided by the strategic plan of their organisations. This will enable SETAs to achieve their targets.

Seven criteria were used to evaluate SETAs, and verify whether SETAs met the targets set in terms of scarce skills and with regards to equity targets. The following three areas are under planning to evaluate the SETAs, namely: reviewing of the planning process that is outlined in the SSP, Output Achievements, analysing whether the SETA has been able to meet its stated targets in terms of scarce skills; and, Broad Based Black Economic Empowerment (BBBEE) Target Achievements–whether the SETA achieved its BBBEE targets as outlined in the NSDS.

Again, the team also looked at whether SETAs are able to: establish the skills needs of the sector, and are they in a position to devise a plan that will be used to meet these needs; and the implementation of these targets.

These criteria were used in determining whether a SETA should be reviewed. For some SETAs the strategic plan was not included as part of their SSP process which indicates how they will meet the needs identified in their sector in terms of the resources that are available. As a result of the above mentioned factors the team was not able to evaluate the plans against this indicator although it is recommended that SETAs should in the future be reviewed in terms of the quality of their strategic plans.

The need for Quality Assurance

Having a quality assurance directorate is crucial for organisations. The role of this directorate is to ensure the credibility of the learner results. It is also reviewed against a number of indicators, which include whether the Education and Training Quality Authority (ETQA) ensures that the NLRD is kept for learners who have been trained per provider, learner pass rate data per provider, analyses results across provider and programmes, analyses data pertaining to learner placement post–programme, and if the ETQA validates learner results, moderates assessors, and reports that it registers learners on a National Learner Records Database (NLRD) as well as whether the ETQA reports that it submits results to the NLRD.

Table 2.2 shows the rating that was given for each SETA, and equal weighting was given to these three criteria. To obtain the final scorecard rating, the team used the average of the three criteria. In cases where there was missing information, the team gave an average of the information at its disposal. When reading this Table, all disclaimers and conditions that are mentioned against the ratings should be considered (UCT, 2008).

Table 2.2: Ratings of SETAs

SETA	Planning	Financials	ETQA	Average
FOODBEV	76	100	94	90%
FASSET	77	100	88	88%
CHIETA	75	100	76	84%
CTFL	72	83	94	83%
SERVICES	56	100	94	83%
WRSETA	66	83	94	81%
MQA	69	83	88	80%
TETA	63	83	85	77%
BANK SETA	76	100	45	74%
HWSETA	71	83	70	74%
AGRISETA	60	100	36	65%
ETDP SETA	73	83	39	65%
LGSETA	57	67	-	62%
THETA	65	50	67	60%
INSETA	56	100	21	59%
PSETA	58	-	58	58%
MERSETA	61	83	21	55%
SASSETA	61	50	-	55%
FIETA	48	83	24	52%
ESETA	40	50	-	45%
CETA	56	17	-	36%
ISETT	62	0	-	31%
MAPPP	29	33	-	31%

Source: Marock 2008

Mr Fransman was replaced by Adv.Malale as the new Chairperson of the Portfolio Committee on Higher Education and Training. Mr Fransman had become the Deputy Minister of International Relations and Cooperation in November 2010. (Nzimande, 2011). Committee

members were briefed by the DHET about the changes effected during the re–licensing of the SETAs as these changes were going to be implemented during the realignment. In terms of the new landscape, the 18 SETAs were going to remain the same or have minor SIC code transfers. Out of the 18 SETAs, only two were affected by minor changes by merging with sub–sectors from the MAPPP SETA and only three other SETAs were affected by minor changes. The Public Services SETA (PSETA) would be re–established for a year, pending and an inter–ministerial task team process would investigate whether such viability. The SETA challenges were well known to committee members where other SETAs did not perform well.

A comment by the Deputy Director–General of Skills Developmet was that the DHET needs to guide the vision of the SETAs as part of the exercise. The DHET seeks to conceptualise the integrated education and skills development. There have been misconceptions with regard to the levy, with more focus being paid to employed people at the expense of neglecting those that were unemployed. The skills development levy was also intended to take care of unemployed people. There was also a misconception about short courses that are offered with more focus being paid to longer courses as if they are the only ones that lead to a qualification. Another problem that existed was for university students who did not receive funding. Part of the problem was that even though there was funding through the National Student Financial Aid Scheme (NSFAS) it was not easy to access, especially by those students who owe fees (DHET, 2011).

2.5 Global Trends on Training and Development

Meyer (2008) asserts that over the last few years the field of education, training and development (ETD) has been developed in a significant manner. Organisations have come to realise that they need people who have skills. The presence of skilled people will benefit both these companies and the country which will then lead to economic growth. The role that is played by ETD in the workplace is critical. South Africa has a big challenge because the majority of the workforce does not have the necessary skills that will allow the country to contribute globally in a competitively on a global way. For any country to be able to play a competitive and meaningful role in the global market it must develop its workforce.

It is no wonder then that South Africa has come up with a system that is comprehensive because it wants to address the issue of lack of skills. These include additional mechanisms that are aimed at accelerating skills development. These mechanisms include the NSDS and the Joint

Initiative on Priority Skills Acquisition (JIPSA) which support the Accelerated Shared Growth Initiative for South Africa (ASGISA). The aim of JIPSA was to speed up skills development which is needed in order to grow the country's economy. A number of interventions have been put in place in order to accelerate skills development. Some of these interventions have resulted in South Africa sending people abroad so that they can obtain the critical skills that are required in priority areas like science and engineering.

Notwithstanding all these positive developments and the emphasis placed on skills development in South Africa with the aim of addressing skills shortages, the ETD as a professional occupation is new in South Africa. It was previously not considered as a profession and as a result not much emphasis was placed on ETDP. In leading countries like the USA and UK this profession has been developing over many years. A typical example is the American Society for Training and Development (ASTD) which championed the science and practice of training, both at national and international level, for over 60 years. When one compares this to South Africa, the science of ETD is just under two decades old. Over the last decade some significant strides have been made in South Africa. The current legislation that South Africa has which is aimed at skills development, it is fundamental that these frameworks are supplemented with sound and professional ETD practices (Human Capital Review, 2009).

As alluded to in the aforegoing, the international field of ETD is quite established and current trends and best practices are as follows:

> Ensuring that there is strategic focus: It is desirable for organisations to align their ETD practices with the company's overall business strategy. The strategic plan of an organisation dictates the type of training. Training should address strategic issues.
>
> Making ETD governance work: In line with the government policies it is critical for organisations to focus on the proper governance of the ETD function, for them to be in line with corporate governance principles. Organisations are beginning to realise the importance of training and development. As a result they are focusing on proper governance. Training and Development directorates have to report on the work that they are doing. This is done through QTRs, ATR and a WSP (ISETT SETA, 2011).
>
> The need to embark on proactive needs analysis: Organisations will have to be proactive in conducting training needs analysis, with a direct link to business goals and future

priorities. Organisations that care about the welfare of their organisations are proactive in training and development and take a preventative approach.

Ensure that learning is blended: Different methodologies are being used to facilitate learning. More emphasis is placed on electronic learning. Training is offered using a variety of methodologies in delivering training and development. These methods make it easy to impart knowledge and allow training to be fun.

A need to improve performance: Organisations are no longer doing training purely for the sake of training; there is a shift towards delivering only training that improves the business. The primary aim of conducting education and training by organisations is to enhance performance of these organisations and increase production. When this happens organisations are able to compete in the labour market.

Inculcating a learning culture: Organisations are beginning to realise that training is a waste of time if there is not a learning culture–an environment conducive to learning and growth–in place. Organisations are becoming centres of learning; learning organisations. They are influenced by what happens in their organisations and around and are investing in their employees.

Outcomes–based learning: There is a global shift towards outcomes–based learning, in which the focus is on clear outcomes and applied competencies rather than a great deal of interesting but inapplicable information. Organisations have adopted outcomes-based learning where training and development must have outcomes. It is for this reason that government policies encourages training that is accredited and which carries unit standards. This type of training leads to a qualification.

Development of learner support materials: It is fundamental for training departments to develop focused learner–support strategies and materials in order to support learning and encourage organisations to become centres of learning. Employers are encouraged to support learning that is work based. Employees need to be given time off when they attend. As much as employers are more concerned about production, employees need training so that they can become more productive and reduce wastage and mistakes that end up costing organisations more money.

Encourage mentoring and coaching in the workplace: Training alone is not enough; supportive mentors and coaches are needed in the workplace to accelerate learning and

growth. Mentoring and coaching is important in the workplace. Employees do need mentors and coaches who will guide them in the workplace. Mentoring and coaching is not for new employees only, even old employees need mentors and coaches. Usually a mentor or coach is someone who is experienced in a particular field.

Design measuring instruments: Companies are measuring the impact of training based on clear tangibles in terms of the financial value of training. Companies need to measure Return on Investment (ROI) as they spend a lot of money on sending employees for training. Employees who have been trained need to show improvement in the way in which they perform their duties. Employers cannot afford to lose money by not seeing a benefit from the money spent on staff training.

Talent management: ETD is being integrated into talent management strategies, in which talented employees are given opportunities to develop their talents further so that their potential can be optimised in the workplace. Investing in talent is beneficial and it is important for employers have to manage the talent that employees have. Employees who show potential must be encouraged to study further; this can be promoted through offering study bursaries which shows appreciation for employees.

The impact of worldwide trends and developments in a competitive business environment will constantly change the ETD function (USB, 2011). Companies are beginning to recognise the need for ETD practitioners in their organisations to keep their human resources at the cutting edge. Moreover, it appears that the information age requires a different kind of learner who can learn fast and is more skilled than in previous times (State University, 2005).

Dutkowsky (2005) argues that the American workplace is rapidly changing. In the past, workers went to their jobs to perform a task. Now, the workplace is changing into a place where workers both work and learn, as companies transform themselves into learning organisations. Companies are joining high schools, trade and technical schools, colleges, and universities in assuming responsibility for the education of the American workforce. As learning organisations, companies provide ongoing work–related training to all levels of employees, they offer a variety of information and resources, encourage the exchange of ideas, and reward employees who acquire new skills.

Companies have to invest significant resources in order to provide educational services to their employees. What motivates a company to spend time and money on training and developing its workers? The answer lies in understanding the new economy that is emerging in the United States. This is how it should spread throughout the world (State University, 2005).

2.6 Research gaps identified from review of literature

The following gaps were identified from a brief review of the relevant literature:

2.6.1 Funding for training

According to Dutkowsky (2005) in the American system, Training and Development funding for the various government departments is centralised, that is, it is controlled by the Minister of Finance. However, in South Africa funding for Training and Development is decentralised, since each government department controls its own budget which makes it easy for these departments to use the funds for other activities.

2.6.2 Compliance and monitoring

The legislations dealing with Training and Development in South Africa have some loopholes. For instance nothing is mentioned about non–compliance and steps that will be taken in such cases. Furthermore, not much is mentioned about monitoring.

2.6.3 Loss of senior staff versus succession planning

South Africa is losing skilled senior people due to retirement, and succession planning is not able to fill the vacuum, because all vacant posts in government departments have to be advertised. Sometimes these senior retired people are able to return as consultants.

2.6.4 Employment Equity Act No. 55 of 1998 and Affirmative Action

The above two pieces of legislation are good but they also contribute to skills shortages because employers have to comply, which may be to the exclusion of people who might have the necessary skills.

2.6.5 World of Work versus Tertiary Institutions

There remains a gap between what students learn in tertiary institutions and what actually happens in the world of work. There is a lack of communications between academic and corporate institutions; collaboration and co-operation will result in students being ready for the world of work by the time they complete their studies.

2.6.6 FET colleges versus Universities and Universities of Technology

The standard of education that is offered by FET Colleges is low compared to that of Universities and Universities of Technology. Students who qualify from FET Colleges are not able to compete with students from Universities. A certificate as a first qualification does not solve the issue of skills shortage. Students with certificates struggle to find employment because employers want people with Grade 12 plus a 3 year qualification.

2.6.7 Workplace Skills Plan (WSP) versus Sector Skills Plan (SSP)

There is often a gap between the WSP and the SSP. When employers complete their WSP the training that they list is not in accordance with their SSP. The SSP has a list of scarce and critical skills per sector but the WSP does not align with the SSP.

2.6.8 Functioning of SETAs

Table 2 2 under section 2.4.2 which reflects the rating of the SETAs showed that some SETAs are more functional than others, implying that while some SETAs are doing excellent work in addressing skills shortages in their sectors, others are not as effective.

2.7 Summary

The importance of human resources development cannot be overemphasised. It is a pillar of every organisation, and organisations invest large amounts of money in human resource development with the hope that they will realise the return on investment through improved performance. Performance management has many components which are focusing on achieving good results, and it is linked to the strategic document of organisations. Training and development has a role to play in making sure that the goals of an organisation become a reality. Training and development contributes towards improved production, health and safety and

personal development of employees in the workplace. It is the responsibility of all employers to e4nsure that employees are trained and developed. Most employers are aware of this obligation and they invest a lot of money and resources on training and development. This involves making sure that people who are entrusted with the responsibility of training and developments are experts in their fields as well as rewarding employees who partake in training and development as incentives. Managers in different departments of these organisations must support training and development and expose their subordinates to training and development. Training employees will guarantee employers that they have staff with relevant expertise and that the future of the organisation is protected. HRD policies play an important role in making sure that employers comply with the legislations.

In this chapter, the role of HRD policies was briefly discussed. The literature reviewed showed that apart from the necessary supporting benefits of HRD policies, it can also enhance the organisations overall strategic plans. The review focussed on the contribution and role that HRD policies can play in addressing skills shortages. Grounded on the literature, and in order to address the objectives of this study, namely determining the effectiveness of the FP&M SETA in addressing skills shortages in the forestry sector in South Africa, the next chapter explains the methodology used to conduct the investigation.

Chapter 3

Research Methodology

3.1 Introduction

This chapter presents the research philosophy, approach, design and methods used to address the research problem as outlined in Chapter 1. This chapter has three main sections, which are (1) the research philosophy, (2) the research strategy and (3) the research design.

3.2 The Research Philosophy

Crossan (2003) asserts that at times the difference between quantitative and qualitative philosophies and methods used to carry out research are exaggerated. The derivative of methods in modern style research is common. Understanding the advantages and disadvantages of these approaches is significant. Hughes (1994) wanted to know what it is about philosophy that makes it so important when one looks at human intellectual affairs. whether it is a group of facts that form part of our intellectual history or whether there is something different about the study of the fundamental nature of knowledge itself which gives it this official place. In answering this question one can argue that the nature of the questions asked shows the value of understanding philosophy. It is a style that is not complicated and a genuine manner of asking questions, which leads to a state of confusion and instability in the manner in which people assume things and ideas about the world, makes the study more beneficial (Smith, 1998). The manner of questioning is not direct and surrounds the nature of philosophy which is helpful. This makes one think deeply leading to more questions about the topic being discussed. Making deductions related to personal values is useful when one plans a research study. Proctor (1998) argues that it is very rare that individuals bother about doing this in their daily lives. Looking at beliefs that human beings have could aid in understanding more about the nature of reality and what can be known.

Easterby–Smith, Thorpe and Lowe (1997) gave three reasons why inquiring about the study of the fundamental nature of knowledge may be important when one refers to research methods used.

Firstly, it is fundamental for the researcher to refine and specify the research methods that will be used in a study. This means clarifying the overall research strategy that the researcher will use.

The research strategy would include the type of evidence that has been gathered and where it originates from, the manner in which that evidence is interpreted, and how this will assist in answering the research questions.

Secondly, it is essential to have knowledge of the research philosophy because this will enable and assist the researcher to evaluate different methodologies and methods. Consequently the researcher will be in a position to avoid inappropriate use and unnecessary work. This will be achieved by identifying the limitations of particular approaches at an early stage.

Thirdly, it is fundamental for the researcher to follow this strategy as this may assist the researcher to be more creative and innovative when selecting or adapting to methods that were previously outside his or her experience.

The ongoing conversation about quantitative versus qualitative research is clouded by the absence of clear and logical definitions and by paying too much attention to methods instead of looking at the underlying philosophy. Clark (1998) argues that there are methods that can be used to describe research methods, taken into consideration and be classified into different levels. One of these levels is the philosophical level. Different methods were used that concentrated on the differences between quantitative research. These methods are linked with traditions of positivism and qualitative research. The philosophy that is commonly used is positivist (Polit, Beck & Hunger, 2001). These research methods have to do with assumptions which deal with features of the world. These features include the mind, matter, reality, reason, truth, nature of knowledge and proof of knowledge (Hughes, 1994). Looking at how research that is based on a positivist study differs from the post–positivist philosophy, there is a need to simplify whether the research is appropriate or not and the nature of the approach that is most appropriate must be clarified.

The choice of the approach one can use relies on the study context and the type of questions asked. The experience of the researcher, the way philosophy is understood and personal beliefs contribute in the method to be used (Denzin &Lincoln, 1998). Shih (1998) lists four areas that must be considered when deciding on the research method. These areas are the philosophical paradigm and goal of the research, the nature of the phenomenon of interest, the level and nature of the research questions, and practical considerations that are related to the research environment and the efficient use of resources.

The underpinnings and rationale for any research project include the aims of the study, the research questions, the methods chosen and the personal philosophy of the researcher. It is crucial to consider positivism and post–positivism before making any decisions.

Quantitative and qualitative research methods are frequently used interchangeably. These two research methods might appear as if they oppose each other. However at times the differences between these two methods are exaggerated.

The primary aim of this study was to inquire about what individual thoughts and feelings existed across the forestry sector with regards to the effectiveness of the FP&M SETA in addressing skills shortages. The findings were interpreted in the context of the academic literature that has been used to inform the study. The study was also interested in the factors that affect the different interpretations that were gathered from respondents. The results of this study gave the researcher an opportunity to generalise. A superficial study on training was conducted.

3.3 Research Strategy

Saunders, Lewis and Thornhill (2009) explain the research strategy as a framework or a plan that researchers use to clarify how they will answer research questions. Bryman (2008) explains a research strategy as an orientation plan on how to conduct research. Remenyi, Pather and Erwin (2003) define research strategy as giving direction and the process that will be used to conduct research. There are different strategies that are available. These strategies overlap each other. It is important to choose a strategy that fits a particular study. Most common strategies that are used include experiments, surveys, case studies, action research, grounded theory, and questionnaires. Questionnaires were used in this study, as they were considered to be most appropriate for the study.

3.4 The Research Design

A quantitative research design was chosen for the study. Questionnaires were used to gather information. To make the process easier participants were gathered in a training centre and led through the questions. Questions were explained in isiZulu for employees who were not fluent in English.

## 3.5	Sampling

In this study, a probability sampling technique was used. Saunders *et al.* (1997) define probability sampling as the deliberate choice of the number of people who are to provide the researcher with the data from which it is possible to generalise and draw conclusions from the findings from the sample onto the wider population. Every element in the population has an equal probability of being chosen once they are included in the sampling frame.

The research population was known, and comprised Training Managers, FP&M SETA officials and employees from Department of Agriculture Forestry and Fisheries based in Pietermaritzburg.

### 3.5.1	Sampling Technique

Four sampling techniques can be used to gather information, namely, simple random sampling, stratified sampling, systematic sampling and cluster sampling (Lu, Xueliang Shuhua and Guosheng, 2012). For purposes of this study simple random sampling was chosen, where every member of the chosen sample had an equal chance of being selected and it is possible to infer the findings on the larger population.

### 3.5.2	Sampling Frame

Welman, Kruger and Mitchell (2005) maintain that sample frame is a complete list in which each unit of analysis is mentioned only once. Unless such a sampling frame is borne in mind, it is impossible to judge the representativeness of the sample that is obtained properly. With the aforementioned in mind, training managers, beneficiaries of training, and FP&M SETA officials were used as a sample frame from which the sample was drawn.

### 3.5.3	Sampling Size

Welman *et al.* (2005) assert that the sample is influenced by what the analysis is going to be carried out. Attention is directed to the number of categories that data is going to be subdivided into. Many techniques that deal with statistics have a minimum threshold of data per variable. The population size determines the sample size. Maree (2010) reiterates that there are three factors which determine the size of the sample. These factors are as follows; the type of statistical analysis planned, accuracy of expected results, and characteristics of the population.

Gay, Mills and Airasian (2003) emphasise that if the population is 500, 50% of it can be used as a sample. The population size for this study was 100 participants, and only 50% of the population was used as a sample (Smith & Albertini, 2008).

3.6   Data Collection Methods

Questionnaires and interviews are the most popular methods of data collection. Researchers use questionnaire as a method to obtain answers to their questions. Questioning allows researchers to direct their questions to the selected sample when searching for answers. The following scales were used:

Sincero (2012). A dichotomous scale is a two-point scale which presents options that are absolutely opposite to each other. This type of response scale does not give the respondent an opportunity to be neutral in his or her answer to a question. Examples include the following:

Yes-No;

True-False;

Fair-Unfair; and

Agree-Disagree questions.

Allen, E., & Seaman, C.A. (2007).Likert scales were developed in 1932 as the familiar five point bipolar response that most people are familiar with today. These scales range from a group of categories-least to most-asking people to indicate how much they agree or disagree, approve or disapprove, or believe to be true or false. There is really no wrong way to build a Likert scale. The most important consideration is to include at least five response categories. Likert-type or frequency scales use fixed choice formats and are designed to measure attitudes or opinions (Burns, & Grove, 1997). These ordinal scales measure levels of agreement/disagreement.

A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes an assumption that attitudes can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree. Some examples are listed below:

Agreement	**Frequency**
Strongly Agree	Very Frequently
Agree	Frequently

Undecided	Occasionally
Disagree	Rarely
Strongly Disagree	Never
Importance	**Likelihood**
Very Important	Almost Always True
Important	Usually True
Moderately Important	Occasionally True
Of Little Importance	Usually Not True
Unimportant	Almost Never True

3.6.1 Measuring Instruments

Saunders *et al*. (1997) state that it depends to a large degree on the type of circumstances, the amount of information required, the speed thereof and the accuracy as to which of the many measuring instrument the researcher wishes to use to quantify his variables. The measuring instrument that was chosen for this study was structured questionnaires. Three separate questionnaires were developed, one gathered information from training managers, another from training beneficiaries and the other was directed at the SETA officials. Bryman (2004) asserts that questionnaires that are completed by respondents themselves are one of the main instruments for gathering data using a social survey design. Probably the most common form is the mail or postal questionnaire. The term 'self-completion questionnaire' is often used because it is somewhat more inclusive than a postal questionnaire. In this study the questionnaires were completed by the whole target population under the researcher's supervision. Desks were spaced out as much as possible, and in most cases questionnaires were completed in exam–like conditions, with talking strongly discouraged, and little or no access at others' questionnaires (Smith & McVie, 2003).

The three questionnaires, A, B and C were designed with different applications in mind. Questionnaire A: was for training beneficiaries, (Department of Agriculture, Forestry and Fisheries) employees. There were 6 questions which required respondents to indicate the skills and competencies required for the work that they perform. It also asked about the obstacles and challenges that they encountered regarding training and development.

Questionnaire B, which comprised 8 questions, was for training managers in charge of HRD. It attempted to gather more information about how training managers addressed skills shortages.

Questionnaire C: was developed for Project Managers at the FP&M SETA, and included 13 questions which aimed to gather information about what Project Managers at the SETA do and how they market the SETA and the projects that they are responsible for. These projects are aimed at addressing skills and skills shortages.

Respondents were informed about the purpose of the research and they were assured of the confidentiality of their responses.

3.7   Pilot Study

A pilot study was conducted among colleagues at the researcher's place of employment. A pilot study is a small-scale test of the methods and procedures to be used on a larger scale (Porta, 2008).

3.8   Validity and Reliability

This study deals with a human behaviour as it normally happens with quantitative research (Kincheloe, 1991). Warwick and Linninger (1975) talks about two basic goals for using a questionnaire, namely:

having access to relevant information for survey purposes, and collecting information that is reliable and valid.

The researcher needs to ascertain that the instrument that will be used to gather data will be able to yield the required results and that it is reliable and valid. There must be consistency in the results.

To ensure validity and reliability, a pilot study was conducted in the workplace. Some interviews were also conducted during the pilot study with a sample group. This was done to enhance validity and reliability. The results obtained are the same as for the respondents that participated in the main study using the same questionnaire.

3.8.1 Reliability

Bryman (2001:71) explains reliability as the ability to be independent and trusted. The three factors that define reliability included stability, internal reliability and inter–observer consistency:

Stability is necessary to ensure that the results from respondents do not change. This means that even when the test is repeated, it will yield almost the same results.

Internal reliability looks at the consistency of indicators, while

inter–observer consistency looks at consistency when more than one observer is involved in activities. There is a possibility that there can be inconsistency in the decisions that are made.

Charles (1995) holds on to the belief that consistency of the test does not change.
Reliability can be confirmed through test–retest methods and this will have to be done at two different times. When the same results are obtained consistently this is referred to as stability.

It is important to verify the trustworthiness of the instrument being examined. Searle (1999) states that determining good quality depends on validity and reliability. To ensure reliability respondents were put in a room with single desks with space in between. Questions were distributed and the respondents were taken through the questionnaire. They were not allowed to talk with each other. Respondents were assured of confidentiality.
A pilot study was used to ensure reliability. Cronbach's alpha co-efficient was not used for the study. Cronbachs alpha is a reliability indicator which shows how well items in a set are positively correlated to each other. The closer the Cronbach's alpha is to 1, the higher the internal consistency and reliability. (Sekaran & Bougie, 2010). Alpha is available as a test in SPSS but was not used in this study as non-textual elements were used instead. Alpha is not a measure of internal consistency. Neither is it a measure of the degree of unidimensionality (Ten Berge & Socan, 2004). Alpha has been shown to correlate with many other statistics and much of these results are interesting, they are also confusing in the sense that without additional information, both very low and very high alpha values can go either with unidimensionality or

multidimensionality of the data. However given that one needs the additional information to know what alpha stands for; alpha itself cannot be interpreted as a measure of internal consistency.

3.8.2 Validity

Validity refers to whether an instrument measures what it is supposed to measure. There are many ways that are used to measure validity. These include face validity, concurrent validity, predictive validity, construct validity and convergent validity. Only content validity has been assured in this study. To ensure content validity, past research was examined to identify the main variables to be included in the questionnaires. Questions asked were based on the literature survey, and pilot testing of the questionnaire was conducted.

Criterion related validity was used to ensure validity. Two criteria were used.to approve and validate the quantitative work. Moskal and Leydens (2002) describe validity as the way in which collected evidence is utilised to interpret data and that the interpretation is correct. Joppe (2000) stated that validity gives assurance that results are valid, reliable as well as believable. A number of questions are asked to determine validity and reliability. Studies by other researchers are used to measure accuracy of results. There are a number of measures that are used to measure validity, both internal and external in nature. Internal validity is used to determine how the design of a research study is a good test of the research questions whereas external validity determines whether research findings can be used to generalise (Twycross, & Shields, 2004). According to Cooper and Schindler (2006), there are 3 types of validity:

> Content validity is the extent to which the measurement instrument provides accurate coverage of the investigative questions providing direction and guidance to the study (Cooper & Schindler, 2006). If the instrument contains a representative sample then content validity is regarded as sound.
>
> Criterion-related validity discloses the success of measures for prediction or estimation; this is achieved by establishing predictive validity or concurrent validity (Cooper & Schindler, 2006)
>
> Construct validity incorporates whether the construct under investigation has measures that equally represent the construct (Cooper & Schindler, 2006).

In this study, only content validity has been assured. To ensure content validity, past research was examined to identify the main variables to be included in the questionnaire. Questions were based on the literature survey, and pilot testing of the questionnaire was conducted. In general, methods of establishing validity in quantitative research are:

> experiment review,
>
> data triangulation,
>
> participant feedback,
>
> regression analysis, and
>
> statistical analysis.

In this study, the researcher clearly defined and took care of the internal validity threats that can arise from the data that was collected and the tools for collecting the data. Data was captured using Microsoft Excel. In order to avoid the data was copied onto multiple sheets to ensure its safety (Leydens & Moskal, 2002).

3.9 Data Analysis

The fundamental aim of conducting research was to gather data that would assist in answering the research questions. Information that was obtained from the questionnaires was converted and it was moved into a data warehouse. The responses to the questionnaires were analysed using non–textual elements. According to Hair, Robert and Ortinau (2006) converting information from a questionnaire in order for it to be transferred into a data warehouse is referred to as the process of data preparation which is often a four step approach. The process starts with validating data, followed by editing and coding data, entering data and tabulating data. Data validation is the process of determining, to the greatest extent possible whether a survey interview or observation was conducted correctly and whether it is free of fraud and bias. To ensure a certain degree of data validation, each respondent's name was recorded and each respondent was allocated a number. Editing is the process where the interviews or survey instruments are checked for mistakes, errors and data omissions that may have occurred as a result of either the interviewer or the respondent's data collection activities (Cooper & Schindler, 2006). Data is edited to ensure consistency across respondents and to locate omissions (Cooper & Schindler, 1998) With regard to a survey using a questionnaire, editing assists to reduce errors, enhance legitability and clarify ambiguous responses. Hair *et al. (*2006) asserts that editing assists researchers in addressing several areas of concern such as:

asking proper questions

accurate recording of answers

correct screening questions; and

accurate recording of questions.

In this study, data was edited by checking each questionnaire and ensuring that it was correctly completed. Coding refers to the activities of grouping and assigning values to various responses from a survey instrument (Cooper & Schindler, 2006). Ghauri and Gronhaug (2002) assert that coding can be viewed as some sort of classification which needs to be reliable and grounded by rules. With regard to this study, the questionnaires were pre-coded which is essential for data analysis. Throughout the questionnaire, the numbers in parentheses indicate the data field where each coded response was added on the data record.

The study also involved quantitative content analysis as the questionnaires included questions allowing for open ended responses. Iyengar (1996) notes that open-ended questions have the advantage of "non-reactivity". That is, unlike closed-ended questions, these do not cue respondents to think of particular causes or treatments. One view of open-ended responses is that they provide a direct view into a respondent's own thinking. People are not limited to a predetermined set of possible answer choice so one end up collecting a rich pool of genuine opinions. Alternatively one can do basic analysis right inside the tool and categorise the responses to provide not only a detailed picture of what people's opinions are in their own words, but also to know how many people feel that way (Surveymonkey, 2014). In this study responses were recorded verbatim.

3.10   Summary

In this chapter the research methodology used to conduct the study was explained. The purpose of the study was to establish the effectiveness of the FP&M SETA in addressing skills shortages. The sample was made up of employees from the Department of Agriculture, Forestry and Fisheries in Pietermaritzburg. Random sampling was used to select the sample of 50 participants. The data was collected using questionnaires and analysed using non–textual elements to interpret results. The results are reported in the next chapter.

Chapter 4

Empirical Findings

4.1   Introduction

This chapter reports on the findings of the study and provides an explanation of the findings referring to the literature discussed in the previous chapters. The findings make reference to the study objectives. Descriptive and inferential statistics were used to analyse data. Descriptive statistics enabled the researcher to describe, show and summarize data in a meaningful manner. It also allowed for interpreting data in a simpler manner.

Data Presentation

The data is analysed into four sections.

Section 1: discusses the effectiveness of the FP&M SETA in addressing skills shortages in the forestry sector in South Africa;

Section 2: discusses the role of stakeholders in ensuring that there is synergy in implementing and coordinating all the activities in the forestry sector as dictated by the Sector Skills Plan;

Section 3: how the FP&M SETA adheres to the prescriptions of the NSDS 111; and

Section 4**:** assisting the FP&M SETA in addressing the scarce and critical skills in the forestry sector.

4.1.1   Research objective 1

Determining the effectiveness of the FP&M SETA in addressing scarce and critical skills in the forestry sector in South Africa.

The results (Table 4.1 and Table 4.2) reveal that 17 % of the respondents were Administration Clerks, 4 % were Junior Managers, 14 % were involved in Junior Technical Operations, 2 % were Senior Managers, 5 % of the respondents were involved in Senior Technical Operations, 24 % of the respondents were Support Staff and 34 % of the respondents were Technical Support Staff.

Three respondents indicated that they have between 100–200 employees; and indicated that their establishment is more than 400. The majority of staff managed by training managers is at least

50 years old. Three respondents had a budget of between R100 000–R300 000; one had a budget of between R301 000–R500 000. Only 2 respondents had a budget of over R500 000. All six respondents reported having six interns each. The presence of interns can be interpreted as a sign of capacity building and skills development. Respondents indicated that the most common methods used are PMDS and skills audit.

Table 4.1 Training Needs Analysis

7a. How do you identify training needs?	JOB CLASSIFICATION							
	Admin	Junior Management	Junior Technical Operations	Senior Management	Senior Technical Operations	Support Staff	Support Staff Technical	Total
Non response	1	0	1	1	1	0	0	4
Based on workplan and other related daily activities	0	0	0	0	1	0	0	1
By the nature of work one is doing	0	0	2	0	0	0	0	2
Conducting training needs analysis	0	0	1	0	0	0	0	1
Discuss with my employer to identify skills gap	0	0	0	0	1	0	0	1
Distinguishing areas of need using questionnaires	1	0	0	0	0	0	0	1
I identify my weaknesses and obstacles	1	0	0	0	0	0	0	1
Lacking skills	0	1	0	0	0	0	0	1
looking at areas where I am lacking	0	0	0	0	0	0	1	1
Personal Development Plan and planned training interventions	2	0	1	0	1	0	0	4
PMDS	9	2	8	0	1	24	32	76
Poor performance	0	0	1	1	0	0	0	2
Self-development	1	0	0	0	0	0	0	1
Talking to people who are in the line function to assist me	0	0	0	0	0	0	1	1
Through individual assessment and performance	1	0	0	0	0	0	0	1
When the need arises in order to execute my work	1	0	0	0	0	0	0	1
You first identify what needs to be done	0	1	0	0	0	0	0	1
Total	17	4	14	2	5	24	34	100

Table 4.1 and 4.2 represents training needs analysis. It is evident that the vast majority of the respondents identified skills audit and PMDS as the most common methods used.

Table 4.2: Number of years' experience

| Job Title | 1. How many years of experience do you have in dealing with training? | | | |
	1-5 Years	6-10 Years	More than 10 Years	Total
ASD	1	1	0	2
DEP DIR	0	1	0	1
PHRO	0	0	1	1
SHRO	1	0	0	1
Training Coordinator	1	0	0	1
Total	3	2	1	6
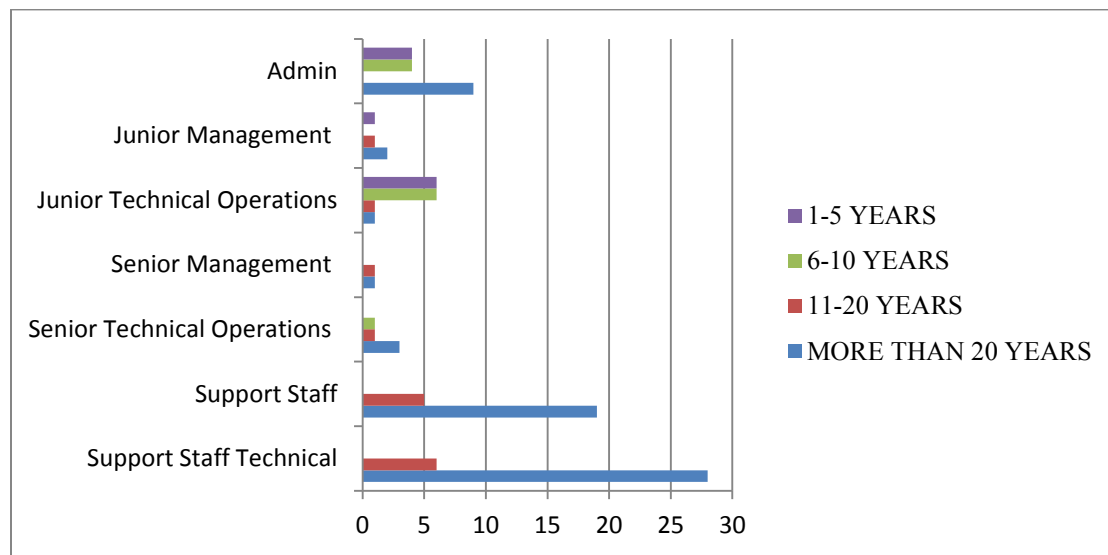
Figure 4.1 Bar chart representing years of work experience within job sector

It is evident from Table 4.3that only three respondents had 1–5 years' experience as training managers, two respondents had 6–10 years' experience as training managers, and one respondent had more than 10 years' experience as a training manager. Half of the respondents have less than 10 years' experience as training managers. This is also illustrated in Figure 4.1.

Table 4.3 Staff Establishment

| Job Title | 2. What is the number of employees in your workplace? | | |
	100-200	More than 400	Total
ASD	2	0	2
DEP DIR	1	0	1
PHRO	0	1	1
SHRO	0	1	1
Training Coordinator	0	1	1
Total	3	3	6

It is also evident from Table 4.3 that only three respondents indicated that their establishment employed between 100–200 staff, and three others also indicated that their establishment was more than 400 in number.

Table 4.4 Average age of staff

Table 4.4 includes data about the average age of staff members in the workplaces of six respondents. One respondent indicated that the average age of the staff was 30–39 years old; the second respondent indicated that the average age of staff was 40–49 years old and the last four respondents indicated that the average age of their staff was older than 50 years old. It is evident from Table 4.4 that the highest percentage of staff was older than 50 years.

Table 4.4 Average age of staff

Job Title	3. What is the average age of your staff?			
	30-39 years	40-49 years	Older than 50 years	Total
ASD	1	0	1	2
DEP DIR	0	1	0	1
PHRO	0	0	1	1
SHRO	0	0	1	1
Training Coordinator	0	0	1	1
Total	1	1	4	6

It is evident from Figure 4.2 that three respondents had a training budget of between R100 000–R300 000, 1 respondent had R300 000–R500 000 allocated to training and the remaining two respondents had more than a R500 000 training budget each.
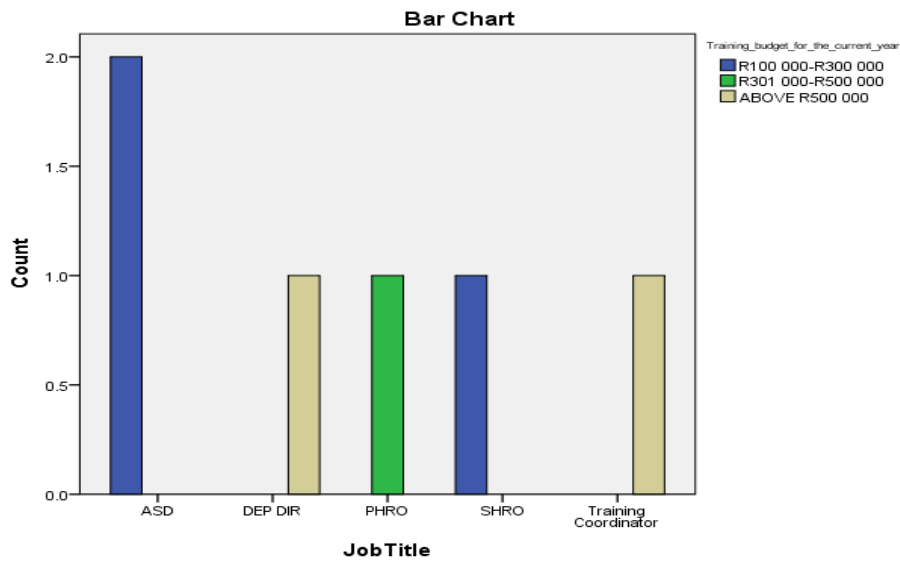

Figure 4.2 Training budget

Table 4.5 Number of Interns

	6. How many interns do you have this year?					
JobTitle	**2**	**3**	**5**	**6**	**7**	**Total**
ASD	0	2	0	0	0	**2**
DEP DIR	0	0	0	0	1	**1**
PHRO	0	0	1	0	0	**1**
SHRO	1	0	0	0	0	**1**
Training Coordinator	0	0	0	1	0	**1**
Total	**1**	**2**	**1**	**1**	**1**	**6**

Table 4.5 indicates that all six respondents indicated that they have interns, which can be interpreted as a sign of capacity building and skills development.

Table 4.6 includes the perceptions of the importance of staff development in the workplace. Using a 1-to-5 rating scale, respondents responded as follows: 1% said it is important, 4% indicated that it is very important, 90% identified it is critically important and 5% said it is extremely important, while 95% of the respondents indicated staff development as key in the workplace.

Table 4.6 Importance of staff development

3. How important is it for you to receive training in the workplace?	JOB CLASSIFICATION							
	Admin	Junior Management	Junior Technical Operations	Senior Management	Senior Technical Operations	Support Staff	Support Staff Technical	Total
3	0	0	1	0	0	0	0	1
4	0	0	0	0	1	0	3	4
5	17	3	11	2	3	23	31	90
Extremely important	0	1	2	0	1	1	0	5
Total	17	4	14	2	5	24	34	100

It is evident from Table 4.7 that 46% of the respondents knew about the SETA, 52% said they do not know about the SETA, and 2% did not give any response.

Table 4.7 SETA rating

5. Please rate the FP & M SETA (FIETA)	JOB CLASSIFICATION							
	Admin	Junior Management	Junior Technical Operations	Senior Management	Senior Technical Operations	Support Staff	Support Staff Technical	Total
Non response	0	0	0	1	1	0	0	**2**
I KNOW ABOUT MY SETA	12	3	12	1	2	10	6	**46**
I DO NOT KNOW ABOUT MY SETA	5	1	2	0	2	14	28	**52**
Total	**17**	**4**	**14**	**2**	**5**	**24**	**34**	**100**

4.1.2 Training managers' perspective

Only one of the six respondents indicated that it is important for employees to receive training and development in the workplace, and the vast majority indicated that it is extremely important to receive training. However, all six Training Managers agreed that training and development is important for employees.

Table 4.8 Managers perspective on training and development

4. How important is it for employees to receive training?	Job Title					
	ASD	DEP DIR	PHRO	SHRO	Training Coordinator	Total
4 Important	0	1	0	0	0	1
5.Extremely Important	2	0	1	1	1	5
Total	2	1	1	1	1	6

Table 4.9 Submission of Workplace Skills Plan (WSP)

7. Did you submit the Workplace Skills Plan last year?	**Job Title**					
	ASD	DEP DIR	PHRO	SHRO	Training Coordinator	Total
YES	2	1	1	1	1	6
Total	2	1	1	1	1	6

All respondents that participated in the study indicated that they had submitted the WSP in the previous year.

Table 4.10 Suggestions for the SETA in addressing skills shortages				
ASD	**DEP DIR**	**PHRO**	**SHRO**	**Training coordinator**
Focus on assisting in rural areas	The SETA should target the youth in the rural areas by working through community leaders/structures that will be in the position to identify the needs of the communities to ensure that any intervention implemented will translate into economic and social upliftment of the community.	Funding FET colleges and training centres for scarce and critical skills	Invest more money on leadership programmes	Shorten the process of implementation
Schools can be adopted to ensure that learners can be identified and funded until tertiary level in order to create a pool of graduates especially researchers who will serve the forestry sector in addressing the issues of e.g. climate change and thus contributing to economic development of the country.				SETA should come up with good learning interventions
		Identify training with possibility of employment after completion	Also make funding available to encourage internship programmes	Recruit staff with interest in training and development
		Increase budget allocation for training	Reduce requirements for assistance	Allocation of enough budget for all provinces to avoid prioritizing those areas with plantations
Cooperation of DAFF, Forestry Directorate in FP&M SETA workshops so as to be equipped with knowledge of what is done by the SETA		Awarding bursaries	SETA should make themselves visible to institutes	Extend to rural areas
		Community capacity building		Competitions in scarce and critical skills from crèches
Allocating budget for skills development not only for DAFF employees but also for Forestry		Fund learnerships and internships	Work closely with government institutions	Transfer of Forestry budget from Agriseta to FP&M SETA

The suggestions listed in Table 4.10 are important for the SETA because Training Managers are in daily contact with employees who are beneficiaries of training. Table 4.10 includes suggestions that were given by Training Managers as a way of assisting the SETA in addressing skills shortages. These suggestions are important for the SETA in improving its operations.

4.1.3   SETA perspective
Table 4.11 Importance of marketing the SETA

	Job Title						
6. How important is it to market the SETA?	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluation Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator	Total
Extremely important	1	1	1	1	1	1	6
Total	1	1	1	1	1	1	6

The respondents indicated that marketing the SETA is extremely important. The SETA respondents, at the very least, agreed that the SETA is effective in addressing skills shortage. The degree of efficiency is a point of disagreement. This is supported by Section 10 of the Skills Development Act, No. 97 of 1998 (RSA, 1998).

Table 4.12 SETA rating in addressing skills shortages

	Job Title						
7.Rate the SETA when it comes to addressing skills shortages	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluating Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator	Total
C (Highly effective)	0	0	1	0	1	1	3
B(More effective)	1	1	0	1	0	0	3
Total	1	1	1	1	1	1	6

The SETA respondents, at the very least, agreed that the SETA is effective in addressing skills shortage. All six respondents from the SETA indicated that the SETA is effective in addressing skills shortages. The degree of efficiency is a point of disagreement. This is supported by Section 10 of the Skills Development Act, No. 97 of 1998 (RSA, 1998).

It is evident from Table 4.13 that the vast majority (93%) of the respondents had attended on average one training or work related conference/ workshop in the previous two years.

Table 4.13 Training or work related conferences attended

	Job Classification							
4. How many raining or work related conferences did you attend?	Admin	Junior Management	Junior Technical Operations	Senior management	Senior Technical Operations	Support Staff	Support Staff Technical	Total
NONE	1	1	1	0	1	1	2	7
1-5	16	3	13	2	4	23	32	93
Total	17	4	14	2	5	24	34	100

It is evident from Table 4.13 that the vast majority (93%) of the respondents had attended on average one training or work related conference/workshop in the previous two years.

Table 4.14 Skills programmes offered by the SETA

	Job Title						
4. How many skills programmes is the SETA offering	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluation Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skill Planning Coordinator	Total
10-20	0	0	0	0	0	1	1
21-50	0	0	1	0	0	0	1
More than 50	1	1	0	1	1	0	4
Total	1	1	1	1	1	1	6

It is evident from Table 4.14 that all SETA respondents indicated that the SETA does offer skills programmes, one respondent said the SETA offers between 10–20 skills programmes, another said the SETA offered between 21–50 skills programmes and four respondents stated that the SETA offered more than 50 skills programmes.

Table 4.15 Credit bearing courses

5. Do these skills programme carry any credit	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluating Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator	Total
Yes	1	1	1	0	1	1	5
Some of them do carry credits	0	0	0	1	0	0	1
Total	1	1	1	1	1	1	6

Table 4.15 shows that five respondents indicated that the skills programme carried credits towards a qualification.

Table 4.16 Number of companies which participated in the skills programmes

	Job Title					
	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluating Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator
8. How many people/companies have participated in the skills programmes/learnerships in the past 2 years?	More than 500	More than 500	More than 3 000 companies participate in our skills programmes	More than 2 000	More than 25 000	Year 2011–2012 We trained 3 075 in both and in the year 2012–2013 we trained 3041 learners on skill programme and learnerships

It is apparent from Table 4.16 which reflects the number of companies which participated in the skills programmes that the Marketing and Communications Manager indicated that more than 500 people/companies participated. Similarly, the Monitoring and Evaluation Managers also

indicated that more than 500 people/companies participated. The Monitoring and Evaluation Specialist indicated that more than 3 000 people/companies participated. The Sector Skills Specialist indicated that more than 2 000 companies participated in skills programmes/learnerships. In contrast, the Skills Planning and Research Manager indicated that more than 25 000 people participated. Lastly the Skills Planning Coordinator indicated that in the year 2011–2012, 3 075 people were trained and in the year 2013–2014, 3 041 people were trained. This finding is supported by the Skills Development Act No. 97 of 1998 (RSA, 1998).

4.2   Research objective 2

The role of stakeholders in ensuring synergy in the implementation and coordination of the forestry sector.

4.2.1   Workplace training questionnaire

Table 4.17 included information about the workplace training It became evident that the vast majority (52%) of the respondents did not know about their SETA, and only 46% of the respondents indicated that they knew about the SETA. This finding is supported by Paile (2012).

Question 7 was about the methods used to identify training needs. It was evident that 76% identified Skills Audit and PMDS as the most common methods used to identify training need in the workplace. This finding is supported by Paile (2012).

4.2.2   Training managers questionnaire

Table 4.17 Staff establishment

Three of the respondents mentioned that their establishment comprises **between 100–200** employees, and the other three mentioned that the establishment comprises more than 400 employees.

Table 4.17 Staff establishment

Job Title	2. What is your staff establishment?		Total
	100-200	More than 400	
ASD	2	0	2
DEP DIR	1	0	1
PHRO	0	1	1
SHRO	0	1	1
Training Coordinator	0	1	1
Total	3	3	6

4.2.3 SETA questionnaire
Table 4.18   Job Titles for SETA employees

Q2. How many years' experience do you have working for the SETA	Job Title						Total
	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluating Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator	
1-5 Years	0	1	0	1	0	1	3
6-10 Years	0	0	1	0	0	0	1
More than 10 Years	1	0	0	0	1	0	2
Total	1	1	1	1	1	1	6

	Job Title					
	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluating Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skills Planning Coordinator
8. How many people/companies have participated in the skills programmes/learnerships in the past 2 years?	More than 500	More than 500	More than 3 000 companies participate in our skills programmes	More than 2 000	More than 25 000	Year 2011 – 2012 We trained 3 075 on both and in the year 2012–2013 we trained 3041 learners on skill programme and learnerships

	Job Title						
Q9 Do organisations make use of discretionary grants?	Marketing and Communications Manager	Monitoring and Evaluation Manager	Monitoring and Evaluation Specialist	Sector Skills Specialist	Skills Planning and Research Manager	Skill Planning Coordinator	Total
YES	1	1	1	1	1	1	6
Total	1	1	1	1	1	1	6

Job Title					
	Marketing and Communications Manager	**Monitoring and Evaluation Manager**	**Monitoring and Evaluating Specialist**	**Sector Skills Specialist**	**Skills Planning and Research Manager**	**Skills Planning Coordinator**
Q 10 How are the programmes that you are offering assist young people in the community	Bursaries are available for unemployed youth	Creating new employment, skilling unemployed individuals	To start their own business	Keep them off the streets	The programmes assist young people changing their mind sets that only graduates can be employed	To start their own business
	Companies are encouraged to take unemployed learners on learnerships, internships and work experience	Up skilling people	To have skills that will help them be employable	Help them stay away from drugs and alcohol abuse	Learners that we train from rural communities and our programmes give them job opportunities	To have skills that will help them be employable
	Youth is informed of further learning and career opportunities during career exhibitions		To transfer skills to others	Up skill them to be employable	Some programmes like(upholstery, sewing etc.) also give them tools to enable them to use their hands	To transfer skills to others
			To understand the skills development and how they can benefit from it	Give them knowledge to give them the ability to start their own business	Programmes like new venture creation give them skills to run their own small or medium enterprise	To understand the skills development and how they can benefit from it

It is evident from the respondents that three have between 1–5 years' experience, one has between 6–10 years' experience, and two had more than 10 years' experience. Respondents had to rate the SETA in addressing skills shortages. Three respondents indicated that it is highly effective and the other three indicated that it is more effective. All six respondents indicated that their organisations are making use of discretionary grants.

4.3   Research objective 3

Verifying whether the FP&M SETA adheres to the NSDS 111 prescriptions.

Table 4.18 was about the workplace training. Some 90% of the respondents indicated that it is very important for employees to attend training and 5% indicated that it is extremely important. A total of 93% respondents indicated that they have attended between 1-5 training or work related conferences. This is supported by the NSDS 111.

4.3.1   Training managers questionnaire

All 6 respondents indicated that they submitted their WSP in the previous year. This finding is supported by the ETDP SETA guideline on the completion of the 2012–2013 WSP. All 5 training managers indicated their budget. The importance of a training budget is supported by the Skills Development Levies Act No. 9 of 1999. All Training Managers indicated that they have interns.

Table 4.2.4 indicates Training Manager's perception of how fundamental it is for employees to receive training in the workplace. It is evident that out of six training managers, five responded by saying that it is extremely important. Of the six respondents four had a budget ranging between R100 000 and R500 000. Two had a budget of above R500 000. Respondents had to indicate whether they submitted the Workplace Skills Plan in the previous year. All six respondents indicated that they did submit the WSP.

4.3.2   SETA questionnaire

Table 4.14 was about the skills programmes offered by the SETA. Out of six respondents, one indicated that they offer between 2–10, another respondent indicated that they offer 21–50 and the last four respondents indicated that they offer more than 50 skills programmes. For question 5 respondents had to indicate whether the skills programmes that the SETA is offering carry any credits. Most respondents mentioned that these skills programmes do carry credits. Only one respondent mentioned that some of these skills programmes carry credits. These findings are supported by the Skills Development Act No. 97 of 1997 (RSA, 1997).

The SETA employees explained their involvement with tertiary institutions in different ways.

     Marketing and Communications Manager

The Marketing and Communications Manager indicated that the SETA has a strong working relationships with specific Higher Education Institutions, specifically ones that offer programmes that address the FP&M sector scarce skills e.g. Durban University of Technology (DUT), University of Johannesburg (UJ), Nelson Mandela Metropolitan University (NMMU), Wits University and University of Venda. The SETA also makes available bursaries for unemployed graduates and post graduates.

Monitoring and Evaluation Specialist

The Monitoring and Evaluation specialist indicated that the SETA has formed partnerships with Further Education and Training Colleges (FETC). The SETA assists the FET's to register their sector qualifications. The SETA also places learners in companies for experiential learning and internships as well as training lecturers.

Sector Skills Specialist

The above specialist indicated that they have formed partnerships with different tertiary institutions to assist their students with workplace experience.

Skills Planning and Research Manager

The Skills Planning and Research Manager said the SETA is trying to tap into the research units of these tertiary institutions to work with them to build the research capacity of graduates who will in turn assist the SETA's to build their supply and demand and return on investment for the skills development to close the gap on mismatch of critical and scarce skills of South Africa and benchmarking their skills to international ones.

Skills Planning Coordinator

The Skills Planning Coordinator indicated that they have a Memorandum of Understanding (MoU) with all FETC's and specific universities, but the SETA only support programmes within the sector.

4.4   Research objective 4

Assisting the FP&M SETA in addressing scarce and critical skills in the forestry sector.

Table 4.13 includes respondents' feedback on how many trainings or work related conferences they have attended. The findings revealed that the overwhelming majority (93%) of the respondents had attended such events. The highest number was 34% which is Support Staff Technical, followed by 23% Support Staff and Admin 17%. Some 48% of the respondents indicated that the SETA does address skills shortages and 42% said it does not address skills shortages.

The most popular methods used to address skills shortage were PMDS 76% and skills audit 76%.

Table 4.12 which reflect whether the SETAs address the skills shortage, reveals that 48% of the respondents indicated that the SETA does address the skills shortages and 42% indicated that the SETA does not address skills shortages.

Some 76% respondents indicated that PMDS is one of the methods used.

Table 4.13 includes data from the questionnaire about workplace training. For question 4 respondents had to indicate how many training or work related conferences they had attended. The findings revealed that the overwhelming majority (93%) of the respondents had attended. The highest number is 34% which is Support Staff Technical, followed by Support Staff and Admin. For question 6 respondents had to indicate whether the SETA addresses skills shortages or not. Some 48% of the respondents indicated that the SETA does address skills shortages and 42% said it does not address skills shortages.

4.4.1   Training managers questionnaire

Table 4.4 included data about the average years of employees

Respondents were requested to identify the average age of the staff in their workplaces. Out of six respondents four indicated that their staff members are older than 50 years. Only two respondents had members of staff that are below 50 years.

Table 4.19 Suggestions from the SETA

Monitoring and Evaluation Specialist	Sector Skills Specialist	Marketing and Communications Manager	Monitoring and Evaluation Manager	Skills Planning Coordinator	Skills Planning and Research Manager
SETA can help to track and trace qualified/ skilled people	Yes, we need more foot soldiers on the road, get communities to know about SETAs and how they can benefit from them. SETA has been doing this for the past years but we still need to reach out to the deep rural areas.	Yes, the FP&M SETA could facilitate partnership between industries and further and higher education institutions as well as private providers to developed relevant occupational qualifications that will address the identified skills shortage.	Yes, individuals (especially working for the SETA) should experience the rural difficulties and challenges which all South African citizens/all different cultures as South Africans are all equal and be treated equally to reduce the high rising number of unemployment as well as poverty in our country.	It is imperative for all stakeholders to work together, that is the industry, institutions, communities, learners, unemployed graduates, school drop outs and the SETAs in order to find the niche that can best address skills shortages	When the Skills Development Act No.97 of 1998 was promulgated one would think there will be improvements, and the efforts of the SETAs will be acknowledged. About millions of learners have been trained by SETAs. The industry has to ensure that it cooperates with the SETA.
		All SETAs to have one monitoring and evaluation tool that can consolidate and control the information; this will then show the results.			With clear mandate, accurate, efficient, effective and economical drive and the SETA can and will be able to assist in closing skills shortage.

Table 4.19 includes data collected from SETA employees. All SETA respondents indicated that it is extremely important. Question 6 was about the importance of marketing the SETA. Respondents indicated that it is important to market the SETA. In question 11 respondents were to give their views about skills shortages in South Africa. Different views were given.

Table 4.20 includes data collected from SETA employees relating to their views about skills shortages.

Table 4.20 Views about skills shortages

Monitoring and Evaluation Specialist	Sector Skills Specialist	Marketing and Communications Manager	Monitoring and Evaluation Manager	Skills Planning Coordinator	Skills Planning and Research Manager
Skills are misplaced	Government should stop making this a SETA issue, the SETA on its own will not change the shortage of skills in South Africa but can assist to identify	Comprehensive skills audits are required to determine real vs. perceived skills shortages	Extensive research should be conducted and analysed in order to identify real needs and effective measures to be taken to overcome	Communities and government need to work in partnership to bridge this gap	Proper Career Guidance from foundational learning for knowledge, creativity and skills matching
Data of people with skills is not updated	It is very crucial for the SETA to take a big part in up skilling and reskilling previously disadvantaged communities	A national database of scarce skills (occupations) should be compiled and should be made available to industry and educational institutions.	Government does not regulate or monitor skills gaps in the country and end wrong statistics		Coaching, mentoring, bursaries and promotion of the Higher Education and Training and Further Education and Training at an equal curriculum
Salaries drive away people with skills to other sectors that pay more		Industry and institutions should work together to create curricula to address specific skills shortages			Another issue is the education of private schools and government schools should be balanced
Some skills are made difficult for disadvantaged people to enter into					An industrial of all stakeholders concerned in South Africa to play their equal role

Table 4.20 included data about the importance of the SETA in addressing skills shortages.

All six respondents indicated that it is extremely important. In question 6 respondents had to indicate the importance of marketing the SETA. Five respondents indicated that it is extremely important and one said it is more important. In question 11 SETA staff had to give their views when it comes to skills shortages in South Africa. SETA staff had to give their opinion as to whether there is anything more that the SETA can do to address skills shortages and support their answers. Five respondents gave their opinions.

4.5   Conclusion

This chapter presented the results of the data analysis. Quantitative content analysis was undertaken in order to establish if the FP&M SETA is effective in addressing skills shortages and if so, to what extent. Content analysis was also used to analyse the information obtained from DAFF employees, Training Managers and SETA personnel to evaluate the contribution they have made to addressing skills shortages. Tables and figures were used in analysing data. The chapter also looked at the stakeholders involved and their importance in addressing skills shortages. The next chapter looks at the discussions of the study in relation to the available data.

Chapter 5

Discussion

5.1   Introduction

This chapter presents discussions based on the findings of the study. The discussions are based on the findings presented in chapter four. The purpose of this chapter is to state interpretations, opinions, explain the implications of the findings and make suggestions for future research.

5.2   Research objectives

5.2.1   Determining the effectiveness of the FP&M SETA in addressing scarce and critical skills in the forestry sector in South Africa

It became apparent that the Performance Management and Development System (PMDS) and skills audit are the most common methods used to identify training needs. The study revealed that PMDS plays an important role in identifying training needs. These training needs are than captured in the Personal Development Plans (PDP) for each employee. The skills audit is also used to determine the skills that employees have, as well as identifying skills that are lacking. The skills audit plays an important role in identifying skills shortages.

The PMDS is a system to manage and develop the performance of employees with a view to achieving both individual and institutional excellence. It is a process of continuous appraisal. The performance standards are specific, measurable, attainable and reasonable so that an employee knows exactly what is expected of them. The data analysis revealed that 76 respondents identified PMDS as a mechanism for addressing skills shortages. The policy is supported but there are gaps that have been identified. Monitoring and evaluation is not included in the policy in order to measure the effectiveness of the system. Some employees within the DAFF view PMDS as a tool for incentives; it is associated with money and being able to get paid a bonus. They don't view it as a tool used to manage and develop performance. It is important to monitor the PMDS so that it yields the intended outcomes.

The skills audit is a measurement of the skills and knowledge an organisation requires. It identifies the strengths and weaknesses of individual staff or teams. Some 76 of the respondents who participated mentioned skills audit as a mechanism used by the department to identify skills

shortages. In South Africa, the NSDS 111 (DHET, 2011) is used to deal with the issue of skills through training and development. The report on skills audit is supported. There is a gap in the DAFF policy on the Employee Development Policy as it does not include information about how skills audits will be conducted and managed.

The majority of staff managed by respondents are at least 50 years old, which might indicate experience but could also point to a need to recruit and develop younger people to address succession planning and critical skills.

The management to staff ratio in factories is typically calculated by dividing the number of managers that directly oversee the factory floor by the number of employees working on the floor. For example, if an auto company has five managers who oversee 50 employees painting cars on the assembly line, the management to staff ratio for that part of the factory is 1:10; in other words, 10 employees look to one manager for direction. Administration personnel are not usually included in the calculation of this ratio. The management to staff ratio depends on the decision making structure and the job performed usually dictates the management to staff ratio. It became evident that respondents occupy management positions and they don't have many people reporting to them. Some of these people who deal with training have other responsibilities that have nothing to do with training and development. This is a gap that needs to be addressed in order to comply with the Skills Development Act No. 97 of 1998 (RSA, 1998).

The existence of a training budget suggests a commitment to training. Although one needs to ask whether this budget is adequate. Based on the fact that the cost of training has increased, the budget may not be sufficient to meet the needs of organisations. The Skills Development Levies Act (SDLA) No. 9 of 1999 requires employers to set aside 1% of the total payroll for skills development. Some employers adhere to the legislation.

Mahuron (2013) of US based Demand Media says "According to the Training Industry Report, the nationwide training expenditure was $52, 8 billion in 2010, with an average of $1 041 spent per learner. Small companies reported an average training budget of $234,850. Training budget is important because it is an investment in the organisation; training expenditures have been positively correlated with employee retention, sales and overall profitability. In the US training averages between 2 and 2.5% of a company's budget, though some businesses spend as much as

3%." According to Brunot (2013) of Demand Media companies that spend more money on their employees through training and development will realised their dreams of competing in global markets. Companies that invest in their employees will see success and will have the workfoce that is skilled and competent. Those that do not invest in their workforce will fail. For businesses to complete globally they need to move with technology and apply best practices. Training magazines from the US reveal that in 2011 the country invested a significant amount of money approximately $60 billion in training and development.

From the above, it is clear that there is a gap when one looks at what South Africa is spending on skills development. The US for example spends on average between 2 and 2.5% of company's budget on skills development. A total of one percent is not enough. Other companies do not adhere to the Skills Development Levies Act No. 9 of 1999 and they budget even less than 1%.Only 0.4% was budgeted by DAFF in Pietermaritzburg

The presence of interns can be interpreted as a sign of capacity building and skills development. Interns bring extra manpower into organisations as well as bringing in new knowledge which helps organisations to learn new methods of doing things. It is important that government reviews the current one year internship period as most employers require employees to have at least three years of work experience. It would be advisable to change the period of internship to three years so that interns can be able to compete for positions with other candidates.

A major challenge facing South Africa is that of unemployment. This challenge is also complicated by the shortage of skills as well as lack of formal work experience. The HRDS for the Public Service was approved by Cabinet in 2002. There was also an Internship Framework and Scarce Skills Strategy Co-operative Governance and Traditional Affairs (COGTA) Policy 2012/2013. An intern is a graduate that is appointed in terms of the Skills Development Act No. 97 of 1998 (RSA, 1998). An internship programme is valid for 12 months and is a work based training programme with the aim of assisting trainees to gain with work experience related to their field of study and qualifications. During this period they are given a stipend to cover travel and other costs. In the public service a person can only do one internship, when the internship period expires interns are sometimes absorbed into the organisation if they have been bursary holders or they apply for posts when these are advertised and competing with other candidates.

The DAFF has an Experiential Training, Internship and Professional Development Policy (DAFF, 2011).

The organisation benefits because it has access to a flexible, cost–effective workforce. An internship programme plays an important role in addressing skills shortages both for the SETA and DAFF. The intention of the Internship policy is good but there is a discrepancy in that the internship is for 12 months only. What happens after this period? The DAFF policy says that those interns who are department bursary holders must be employed additional to the post establishment. Those who are not bursary holders must follow normal human resource processes. This is supported by Chait, (2012).

Staff development can take the form of on–the–job training and development e.g. mentoring, coaching of new skills, delegation of new tasks, and involvement of a staff member in new activities or new fora. This development is typically done by the line manager or another member of staff and does not require time away from work

Staff development can also take the form of off–the–job training such as training courses or development programmes that take place away from the person's immediate work area. In deciding to support a staff member's request for off–the–job training, the line manager has to consider the time implications of the person attending and how this will impact the staff member's own work commitments as well as that of the entire team/department. It is reasonable for a line manager to expect the staff member to ensure that his/ her work output and commitment do not suffer as a result of involvement in the training and development activities.

Even in the digital age, people are still the driving force of every organisation. Staff needs constant development not only to teach them to perform their assigned duties to the best of their abilities, but also to educate them about new and changing products and services and to help them advance their careers. The Skills Development Act No. 97 of 1998 is about staff development. This is important in addressing skills shortages. Employers submit Quarterly Training Reports (QTR) to their respective SETAs where they indicate training that has taken place and the amount of money that has been used.

Half of the staff sampled did not know about their FP&M SETA, which is a new SETA that was formed comprising a number of SETAs that merged. Information needs to be communicated to

all employees even to those in lower levels. As a result some employees indicated that the SETA does not address skills shortages. There is cause for concern when employees do not know their line function SETA. The SETA needs to be visible and interact with the sector. The level at which the SETA interacts with the sector might be one of the reasons why some employees do not know about the SETA. Information about the SETA needs to be cascaded to all employees.

Training Managers indicated that it is extremely important that employees receive training, which is an indicator of positive mind-sets. The training managers were also asked whether they submitted the WSP during the previous year, the submission of which shows commitment to training. Training Managers were also asked to give suggestions for the SETA. A number of ideas were brainstormed. These ideas show investment, the themes suggest areas of development and concern. Currently the SETA offers Skills Development Facilitation, Assessment, Moderation and Coaching and Mentoring for Training Managers for free. This is a good sign for the SETA as they in make certain that people who are entrusted with training and development are empowered with the necessary skills.

Employers are responsible for training their employees. The climate that exists in the workplace between employers and employees makes this difficult to realise because employees have their own agendas. The pressure to produce also does not allow workers to go for training. Some organisations do not see investing in their workforce as being important, but those who see a need are successful. Employees also benefit in terms of job opportunities that are available to them and job advancement.

Some organisations do not see it as important to invest in the workforce. The DAFF doesn't invest enough on employee development when one considers the training budget. The Skills Development Act No. 97 of 1998 (RSA, 1998) is clear about employee development and a percentage that must be spent on employee training. This finding is supported by Meyer, 2008 who argues that there has been an increase in the way in which employers invest in training and development.

The findings show that the SETA adheres to its mandate as stated in the Skills Development Act No. 97 of 1998. For those respondents who said the SETA is not effective the gap will have to be closed. This is supported by Immigration New Zealand (2014).

The study also looked at credit bearing courses, which are short courses for which credits that contribute to a particular programme, unit standard and part qualification is awarded. Awarding of the qualification is dependent on the assessment of the programme. Non–credit bearing courses are not aligned to unit standards and they are not accredited. People attending non-credit bearing courses only receive a certificate of attendance and not a certificate of competency. Such courses need to be discouraged as they are a perceived as a waste of money.

SETA respondents had to rate the importance of marketing the SETA. All respondents were unanimous in saying that it is extremely important. This shows a positive mindset which respondents have about the SETA. Furthermore, the next question sought to verify the effectiveness of the SETA in addressing skills shortages. Again a positive response was given. The degree of efficiency was a point of disagreement.

FIETA now the FP&M SETA came to the rescue of companies that were affected by the economic recession. This was done through reskilling of the employees that were retrenched in these companies: York Timbers in the Mpumalanga province, Mondi at Merebank in Durban, and Suiderland Charka in the Limpopo province. FIETA interacted with a number of communities and assited these communities through community development skills, job creation and local economies. Among the communities that were assisted include Mkhuhlu in Mpumalanga, Nkungumathe in Nkandla (KZN North Coast), Mitchell's Plain (Western Cape), Reiger Parkand Daveyton (Ekurhuleni, Gauteng), and Libode (Eastern Cape).

FIETA continued to assist communities through training, giving assistance to land claimants by giving them skills to enable them to manage their resources.

The DAFF ABET is funded by the FP&M SETA. In order to close this gap a workshop by management might help and even talking about it with employees on the shop floor. The FP&M SETA has a Communication Manager who can also assist in marketing the SETA. This is supported by the Long Term Skills Shortage list from Immigration New Zealand (2014).

Investing in training and development is imperative if businesses want to withstand the economic challenges and be successful in the market. Ongoing training will ensure that organisations are proficient and that production increases. Return on investment will be realised (Knoke & Kalleberg, 1994). According to Cheng and Ho (2001) when it comes to performance management, employees tend to be more worried about their own productivity. Top management

is more concerned about employee performance. It is for this reason that they always emphasise training and development so that they can meet company requirements. Training and development of employees will render them effective in the workplace. This will stand them in good stead for career growth and will lead to personal motivation.

This is supported by Dutkowsky (2005) who argues that the American workplace is rapidly changing. Training and Development programs teach new employees to perform a specific job, while others update the skills and knowledge of established employees.

In the Long Term Skills Shortage list, Immigration New Zealand (2014) listed a greater number of skills programmes. Programmes offered include Harvesting, Skidding, Publishing, Operations Management, Quality Control Management, Technical Management, Supply Chain Management, Information Technology Management etc. Some staff members know about them and they can easily have access to them.

The majority of skills programmes offered were credit bearing. When the training course bears credit it communicates to students – as well as to faculty and administrators – that academic substance is associated with the content, and therefore, the course is worthy of serious, committed effort. Furthermore, when they receive course credit participating students are rewarded for their efforts Lipsky, (2006). The number of people who have participated in skills programmes or learnerships is reasonable.

5.2.2 The role of stakeholders in ensuring synergy in the implementation and coordination of the forestry sector.

Just over half the staff surveyed does not know about their SETA. Previously the Forestry sector was under the FIETA. When the SETA's performance was reviewed, it was amalgamated with other SETAs to form the FP&M SETA. This might be the reason why some staff is not aware of the existence of the FP&M SETA. Communication within the department needs to improve and be cascaded to all staff at all levels. There are social networks, like Facebook, Twitter, What's App etc. These forms of communication can be used to communicate information about the SETA. There are also newsletters from the SETA which staff can have access to. SETA needs to make use of effective communication which helps us better understand a person or situation and

enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish."

The SETA contributed in the development section that dealt with "Reader guidelines" which is contained in the Charter. FIETA was also involved in the DWAF processes after the 2009 elections when department of forestry merged with Agriculture, Forestry and Fisheries to form the DAFF. FIETA funded ABET projects in DWAF plantations throughout all nine provinces. The SETA also paid a monthly stipend to students who were doing experiential learning within the DWAF.

The SETA is visible amongst its stakeholders, but the gap is amongst technical support and support staff who reported that they do not know about the SETA. Some intervention needs to be done to make sure that all employees know about their line function SETA. This is supported by the Skills Development Act No. 97 of 1998, Chapter 3, Section 10 (RSA, 1998).

Communication is very important in the workplace because it serves as a foundation for planning and organising, providing motivation, altering individual's attitudes and in socialisation. It can be verbal or written such as in the form of emails, formal letters or memos.

The study also looked at people/companies that have been part of the skills programmes/ learnerships. Go Enterprise (2010) argues about skills programmes that are offered by training providers. Go Enterprise says on average skills programmes are short courses that last for a day, a week, a month etc. These skills programmes have one or more unit standards. When the unit standards are put together they lead to a qualification. The argument is that it takes time for one to complete a qualification. What is good thing about these programmes is that employees are able to learn a specific amount of work. These types of programmes are accredited and they carry unit standards. There are also learnerships which are part of the skills programmes. Learnerships take a long time to complete. They include practical work which make up 70% of the content while theory makes up the remaining 30%. They are registered with the DoL. Learnerships cater for both employed and unemployed people. Learners that complete the learnerships are declared competent and are able to progress to the next level.

The Skills Development Act No. 97 of 1998 (RSA, 1998) recognises the provision of skills programmes as the most dynamic feature of the emerging education and training in South Africa.

The SETA staff indicated that organisations make use of discretionary grants. The DHET has issued guidelines for the implementation of the Grant Regulations with the purpose of granting "room for SETAs to be creative" as they understand that "all sectors are different" (DHET, 2013).

The study also looked at the involvement of the SETA with tertiary institutions. Respondents gave examples of different ways that SETAs have been involved with tertiary institutions. According to the respondents the SETA has a strong working relationship with tertiary institutions through partnerships that it has formed. It has also signed a MoU with some tertiary institutions. The SETA also makes available bursaries for students in specific study fields. Having a good working relationship with tertiary institutions will assist institutions to design a curriculum based on what the industry wants, so that by the time students finish their studies they already know what the industry is looking for. This involvement shows that there is synergy between the SETA and tertiary institutions. This is supported by the Higher Education Act No. 101 of 1997 (RSA, 1997) which provides for a unified and nationally planned system of higher education and for the statutory CHE.

5.2.3 Verifying whether the FP&M SETA adheres to the NSDS 111 prescriptions

According to Cervantes (2013) training and development is something that is ongoing and many companies take this seriously. Employees need to take advantage of opportunities presented to them by employers for training and development. These could be in the form of trainings, workshops, seminars or symposiums. The NSDS 111 (DHET, 2011) strives to ensure that the skills development system is effective and efficient. This has to be incorporated into career paths, career development, and promote sustainable employment in organisations.

Investing in human resources is important for businesses to succeed globally. Countries like the US have invested billions in training and development. They are focusing on both short and long term skills. Furthermore, it became evident that the DAFF complies with the legislation, and they submit the WSP yearly. This is the document that organisations use to tabulate their skills needs and list the interventions that they will employ to address the skills needs. (ETDP SETA, 2012). This is supported by the guideline on the completion of the 2012–2013 workplace skills plan and the annual training report for employers in the ETD sector by the ETDP SETA.

5.2.4 Assisting the FP&M SETA in addressing scarce and critical skills in the forestry sector.

The study looked at the suggestions that Training Managers have for the SETA in addressing scarce and critical skills in the forestry sector. The following suggestions were given:

> The SETA target the youth in the rural areas by working through community structures that will be in a position to identify the needs of the communities to ensure that any intervention implemented will translate into economic and social upliftment of communities.
>
> Cooperation between the DAFF, the Forestry Directorate in the FP&M SETA results in meetings held where both parties update each other about the work they are doing.
>
> Transfer of the administration fee from the Agriculture SETA to the FP&M SETA.
>
> Recruit staff with an interest in training and development.
>
> Schools can be adopted to ensure that learners can be identified and funded until tertiary level in order to create a pool of graduates especially researchers who will serve the forestry sector in addressing the issues of e.g. climate change and thus contributing to economic development of the country.
>
> Funding of FETC and training centres on scarce and critical skills.
>
> Invest money in learnerships.
>
> Identify training with possibilities of employment after completion.

5.2.5 Conclusion

The chapter discussed the results of the findings that appeared in chapter 4. The findings show that significant progress has been made by the FP&M SETA in addressing skills shortages. Important challenges have emerged with regard to the level of development of the SETA. There are also challenges that persist in respect of implementation, effectiveness and efficiency, the shortcomings in the functioning of the training market, the underdeveloped capacity and the functioning of the monitoring system as well as evaluation systems. There is also lack of effective management information systems, the effectiveness of quality assurance mechanisms in the system.

The findings suggest that the SETA is moving in a positive direction. Future success will be contingent on a recognition that building an institution is a complex and demanding process that requires purposeful and sustained investment. Chapter 6 includes recommendations and the final conclusion to the study.

Chapter 6

Conclusion and Recommendations

6.1 Introduction

The previous chapter discussed the results of the research study. This chapter provides a summary of the important findings relative to the research objectives, the conclusions of the study and implications for the SETA as well as recommendations for future research.

6.2 Conclusion and Recommendations

In this dissertation there are claims that have been made about skills shortages. These claims have been explained and justified in relation to the way that the DAFF addresses skills shortages. The present government which came into power after the April 1994 elections inherited an education and training system that was divided. After the first democratic elections in 1994, a number of white people emigrated, leaving South Africa with not enough skilled people. The scars of the former education systems are still being felt in the workplace. Opportunities for growth and development are available but only a few workers have the level of education that is required for them to make use of the available opportunities. The information available will be used to ascertain whether SETAs adhere to their mandate in addressing skills shortages.

The study found different opinions about stakeholder involvement, with some respondents saying that they do not know about their SETA and whether it addresses skills shortages. It is expected that a similar study on a larger and more diverse sample would define the role of stakeholders involved in addressing skills shortages. It would also look at devising a communication strategy to ensure effective communication with all stakeholders involved.

The study found that the DAFF adhered to the prescriptions, training and development of staff, submission of the WSP, internship, etc. This study would need to be extended to other subsectors within the FP&M SETA to verify their adherence to the prescriptions. There are skills that do not match the skills demand, which also needs attention. Lastly, steps must be taken to make the workforce more productive in order for the economy to grow.

In the study, reference was made to the budget allocation for training and development. It would be interesting to find out whether the sector adheres to the budget for training and development. The study would have to look at whether the existence of a training budget suggests a commitment to training. Further questions include whether the budget is adequate and what the costs of a single training event are?

It would be interesting to know how many interns are absorbed by the sector after completing their internship. Does the sector assist in decreasing the level of unemployment in the country? The presence of interns can be interpreted as a sign of capacity building and skills development it would be helpful to know details of the ways in which the interns help the organisation and how staff benefits?

It would also be interesting to know how many of the organisations in the sector have training committees and whether those training committees are functional or not. Just over half the staff surveyed does not know about their SETA. What does this mean for the SETA and the Sector? Does this mean poor communication within organisational hierarchy? It would be beneficial to have a skills development forum where the SETA would have an opportunity to meet with tertiary institutions, skills development committees, etc. and deliberate on skills development issue.

While a sample of respondents was used in this study, it would be interesting to follow up this study with a larger population from the SETA and the DAFF in general. Variances in provincial, regional and national factors, level of education, and exposure could be determined. A further study might be looking at differences between the private and public sector on training and development issues.

Half of the staff that participated in the study reported not knowing about their SETA. It would be interesting to hear the perceptions of all SETA stakeholders including tertiary institutions, the sector, other SETA, etc. This would give the SETA a clear picture of whether it is making any impact or not. Such a study could use coded categories constructed from the data gathered in this study to conduct the survey amongst a larger population.

The SETA has regional offices in some provinces and a head office in Gauteng. It would be beneficial to do a study of how the sector is taking advantage of this arrangement where it is easy

to visit the offices of the SETA. The sector is making use of this opportunity and involves the SETA in its activities when there are career exhibitions, road shows, major events etc.

There are other SETAs that are part of the DHET. It would be interesting to extend this study to other SETAs as findings from this study would be applicable to them as well and would assist the DHET to see whether SETAs are making any impact or not.

From the findings it became clear that it is important that the SETA works closely with the sector. It is recommended that the SETA meet with management from the sector on a regular basis. This would assist in making sure that the sector supports the SETA in its mandate which is addressing skills shortages and the SETA will get buy-in from management.

Based on the findings it would assist the SETA to conduct roadshows and exhibitions in collaboration with tertiary institutions with the aim of marketing skills shortages to students. This would help in recruiting students before they complete their studies and assist in developing a good working relationship with them.

It will help the SETA to devise a strategy that will target unemployed youth with the aim of recruiting those with the necessary skills.

In summary, these and other questions emanating from this study call for a research agenda to be set on the effectiveness of the SETAs in addressing skills shortages. The SETAs, the DHET, researchers and policy makers, as well as the private, public and government sectors are encouraged to construct this agenda. This would help to ensure that the agenda of government is met and would allow a research agenda to be constructed in an integrative and inclusive manner.

6.3   Limitations of the study

The first limitation was that the study concentrated on the DAFF in Pietermaritzburg only. DAFF has offices in all nine provinces but the study was only limited to KwaZulu-Natal's capital city.

A second limitation was the sample size. Only 100 respondents from the DAFF were included in the study. The analytical sample group used to interpret the data was not big enough. There were limitations in making any generalisations from these findings.

A third limitation was the information gathered from the SETA personnel. The questionnaire proved to be too short, it was purposefully created in this way out of concern that a lengthy questionnaire would have caused unwillingness to participate in the study.

REFERENCES:

Adler, J. (2002). Global and local challenges of teacher development. In Adler, J. and Reed, Y. (eds) Challenges of teacher development: An investigation of take-up in South Africa. Pretoria:Van Schaik

Akoojee, S. (2009). Intermediate level public sector skills provision and FET Colleges: Expanding the agenda and widening impact, *Journal of Public Administration 44(1) 30-40.*

Allen, E., & Seaman, C.A. (2007). Likert Scales and Data Analyses. *Quality Progress*, 40, 64-65.

Balnaves, M, and Caputi, P. (2001). Introduction to Quantitative Research Methods: An Investigative Approach. London, : Sage Publications

Bot, M. (2006). Output from the schooling system: Focus on senior certificate examination results, 1996–2005. Pretoria: Human Science Research Council.

Bowling, A. (1997). Research Methods in Health. Buckingham: Open University Press

Breier, M. and Erasmus, J. (2009). *Skills shortages in South Africa: case study of key professions*. Cape Town: HSRC, South Africa.

Briefing by Minister Blade Nzimande Department of Higher Education and Training (2011). *SETA Landscape and Performance.* Pretoria: Government Printer.

Bryman, A. (2001). *Social Research Methods*, 2nd ed, Oxford University Press.

Burns, N, and Grove, S.K. (1997). *The Practice of Nursing Research Conduct, Critique & Utilization*. Philadelphia: W.B. Saunders and Co. California Research Bureau.

Calitz, M.G. (2009). Chapter 5 Introduction to Pilot Study. Pretoria: University of South Africa.

Carter, D.E. & Porter, S. (2000). Validity and reliability. In Cormack, (Ed.) *The Research Process in Nursing. 4th* ed, Oxford, Blackwell Science. 29–42.

Chait, A. (2012).Endocrinology and Nutrition. Washington DC: University of Washington

Charles, C.M. (1995). *Introduction to educational research (2nd ed.)* San Diego, Longman.

Cheng, E.W.L and Ho, D.C.K. (2001) "A review of transfer of training studies in the past decade", Personnel Review 102-118.

Chetty, P (2011). *Training and Development in India's Public Sector.*

Chu, P (1999). "Resource–*Use Efficiency in the Public Sector: A Study of Civil Service in Taiwan*", Reengineering in Action The Quest for World- Class Excellence. London: Imperial College Press

Churchill, G.A. and Paul, P.J. (1984). Research design effects on the reliability of rating scales: A meta analysis. *Journal of Marketing Research*, 21(4), 360–375.

Clarke A.M. (1998). The qualitative–quantitative debate: moving from positivism and confrontation to post–positivism and reconciliation. *Journal of Advanced Nursing. 27(6), 1242– 1249.*

Clont, J.G. (1992). *The concept of reliability as it pertains to data from qualitative studies*. Paper presented at the annual meeting of the South West Educational Research Association. Houston, TX.

Cochran, W.G. (2007). *Sampling Techniques*, 3rd ed. New York: John Wiley and sons.

Cooper, D.R. and Schindler, P.S. (1998). Business Research Methods. 6th ed. Singapore: Irwin McGraw Hill.

Cooper, D.R. and Schindler, P.S. (2006). *Business Research Methods*.(11 ed) New York: McGraw-Hill.

Creswell, J.W. and Miller, D.L. (2000). Determining validity in qualitative inquiry: *Theory into Practice,* 39 (3), 124–131.

Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika* 16(3): 297-334

Crossan, F. (2003). Research Philosophy: towards and understanding *Nursing Research* 11(1), 46–55.

Denzin, N.K. and Lincoln, Y.S. (1998). *The Landscape of Qualitative Research*. London: Sage.

Republic of South Africa (RSA) (2011).Department of Agriculture, Forestry and Fisheries (DAFF) (2011). *Experiential Training, Internship and Professional Development Policy,* Pretoria: Department of Agriculture, Forestry and Fisheries.

Republic of South Africa (RSA) (2010).Department of Higher Education and Training (DHET) (2010). *Framework for the National Skills Development Strategy 2011/2012 – 2015/2016: First Draft for Consultatio*n, 29 April, Pretoria: Department of Higher Education and Training.

Republic of South Africa (RSA) (2011).Department of Higher Education and Training (DHET) (2011). *Sector Education and Training Authority (SETA) new landscape and performance:* briefing by Department of Higher Education and Training available at http://www.pmg.org.za/report/2011-18-election-chairperson–briefing–department–higher–education–training–im. (Accessed 17 May 2013).

Republic of South Africa (RSA) (2013).Department of Higher Education and Training (DHET) (2013). *National Skills Development Strategy* 111, Pretoria: Department of Higher Education and Training.

Republic of South Africa (RSA) (2012).Department of Higher Education and Training.(DHET) (2012) *The sector education and training authorities (SETA's) grant regulations regarding monies received by a seta and related matters* GN990, GG35940, 3 December.

Republic of South Africa (RSA) (1998).Department of Labour (DoL) (1998). *Skills Development Act No. 97 of 1998.*Pretoria: Government Printer.

Republic of South Africa (RSA) (1999).Department of Labour (DoL) (1999). *Skills Development Levies Act No. 9 of 1999.* Pretoria: Government Printer.

Republic of South Africa (RSA) (2001).Department of Labour (DoL) (2001). *The National Skills Development Strategy (NSDS*): Skills for Productive Citizenship for all, Pretoria: Government Printer.

Republic of South Africa (RSA)(2000).Department of Public Service and Administration (DPSA) (2000). *Human Resource Development Strategy*. Pretoria. Government Printer.

Republic of South Africa (RSA) (2006).Department of Public Service and Administration (DPSA) (2006). Performance management and development in DPSA *SMS Handbook* Pretoria: DPSA, chapter 4.

Republic of South Africa (RSA) (2007).Department of Public Service and Administration (DPSA) (2007). *Human Resource Development Strategy,* Pretoria: Government Printer.

Dutkowsky, S. (2005). *Trends in Training and Development – The New Economy, Training in US Companies who does the training in Corporations?* US, State University.

Easterby–Smith, M, Thorpe, R and Lowe, A (1997). *Management Research*: an Introduction. London: Sage.

Fibre Processing and Manufacturing (FP&M) SETA (2013). *Skills Plan Annual Update*–DRAFT 1 *(FP&M SSP Draft 1*). Pretoria: Fibre Processing and Manufacturing Sector Education and Training Authority.

Food and Beverage SETA (2005): "*Sectoral Skills Plan*: 2005-2010", Draft Document: October 2005, Food and Beverage SETA, Pretoria.

Gay,L.R., Mills and Airasian, P. (2009). *Educational research (9th ed.)*. Upper Saddle River, NJ: Pearson

George, G, and Rhodes, B .(2012). *"Is there really a pot of gold at the end of the rainbow? Has the Occupational Specific Dispensation, as a mechanism to attract and retain health workers in South Africa, levelled the playing field? "*BMC Public Health.

Ghauri, P. and Gronhaug, K. (2002). Research Methods in Business Studies: A practical guide. Harlow, UK: Financial Times and Prentice Hall.

Ginsberg, L. (1997). Training for the long haul. *Computer Shopper* 17, p: 4.

Hair, J., Robert, B. and Ortinau, D. (2006).Marketing Research: Within a Changing Environment. 3rd ed. New York: Irwin McGraw Hill.

Halvorsen, A. (2005). Incorporating Critical Thinking Skills. TESL Journal, X1, 3.

Hardy, M. and Bryman, A. *Handbook of Data Analysis*. London: Sage Publications

Hoepfl, M.C. (1997). Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education*, 9(1), 47–63.

Hofmeyr, J. and Buckland, P. (1992). *The governance of education in South Africa*. Paper presented at the meeting of NEPL planning, systems and structure research group. Cape Town: Government Printers.

Hughes, J. (1994). *The Philosophy of Social Research*. Essex: Longman Publishers.

Hussey, J and Hussey, R (1997). Research Methodology. London: Macmillan.

Iyengar, S. (1996). "Framing Responsibility for Political Issues." *Annals of the American Academy of Political and Social Science 546(1): 59-70.*

Key, J.P. (1997). *Reliability and validity*, Norman Oklahoma: Oklahoma State University.

Kincheloe, J.L. (1991). Exposing the technocratic perversion: the death of the democratic philosophy of schooling. In Van Pattern, J.J. (ed*.). The socio-cultural foundations of education and the evolution of education policies in the United State*s (pp 193-226). Lewiston, NY: Edwin Mellen Press.

Knoke, D. And Kalleberg, A.L. (1994). "Job Training in US Organizations." American Sociological Review 59: 537-546.

Kraak, A. (2004): "The National Skills Development Strategy: A new institutional regime for skills formation in post-Apartheid South Africa", in Badroodien, A. Kraak, S. McGrath and L. Unwin (eds), *Shifting understandings of skills in South Africa,* Cape Town: HSRC Press.

Krosnick, J.A. (2013). *The Optimal Length of Rating Scales to Maximize Reliability and Validity.*CA, Stanford University.

Lehman, D.R.and Hulbert, J. (1972). Are three–point scales always good enough? *Journal of Marketing Research*, 9 (4), 444–446.

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

Lipsky, S. (2013). *College Study*: *The Essential Ingredients*, Englewood Cliffs, N.J: Pearson/Prentice Hall.

Lipsky,S.A.(2006). "*A credit–*bearing *course for training SI leaders*", New Directions for Teaching and Learning. Wiley InterScience: Wiley online Library.

Lu, Q., Xueliang Z., Shuhua W., and Guosheng L.(2012). "*Comparison Four Different Probability Sampling Methods based on Differential Evolution Algorithm*", Journal of Advances in Information Technology.

Maree, K. (2010). *First Steps in Research*. 6th Ed. Pretoria: Van Schaik.

Marock, C. (2008). *SETA Review.* Development Policy Research Unit, University of Cape Town.

Marquis, A.(2009). An intergral taxonomy of therapeutic interventions. Journal of Integral Theory and Practice, 4(2), 13-42.

Mbeki, T. (1998). *Africa the time has come: Selected speeches of Thabo Mbeki.* Johannesburg*:* Mafube Publishers.

Mda, T. (2009). Educators. In Skills Shortage in South Africa: Case studies of key professionals. HSRC: Cape Town.pp 119-218

Michael, A. (2000). *Understanding Training: Human Resource Management Practice*, 8th ed. London: Kogan Page.

Morris, J. (2012). *Emerging Trends in Stakeholder Management* .Philadelphia: University of Pennsylvania.

Moskal, B. Leydens, J. and Pavelich, M. (2002). *Validity, reliability and the assessment of engineering education*, Journal of Engineering Education, 93(1), No 3, 351-354.

Mpumalanga Provincial Government. Department of Cooperative Governance and Traditional Affairs (2013), *The Public Service Internship Policy 2013/13.* Pretoria: Department of COGTA.

Paile, S. (2012). Addendum to the evaluation reports on the CSDP modules organised during the academic year 2011-2012. European Studies Unit. University of Liege

Partlow, C.G. (1996). Human Resources Practices of TQM hotels. *Cornell Hotel and Restaurant Administration Quarterly* 37(5), 67–77.

Polit, D.F. Bernadette, PH, and Lippincott, B (2001). *Essentials of Nursing Research: Methods, Appraisal and Utilisation*. Philadelphia: Lippincott.

Polit, D.F., Beck, C.T. and Hunger, B.P. (2001). Essentials of Nursing Research: Methods, Appraisal and Utilisation (5th ed.) Philadelphia: Lippincott.

Portia, M (2008). A Dictionary of Epidemiology.5. Oxford: Oxford University Press.

Proctor, S. (1998). Linking philosophy and method in the research process: the case for realism. *Nurse Researcher*. 5(4), 73–90.

Raimond, P. (1993). *Management Projects: Design, Research and Presentation.* London: Chapman & Hall.

Reinard, J.C. (2006). *Communication Research Statistics* London: Sage Publishers.

Remenyi, D., Williams, B., Money, A. and Swartz, E. (2003). Doing research in business and management: An introduction to process and method, London: Sage Publications.

Report to the Portfolio Committee on Higher Education and Training (Jan 2011). SETA *Landscape and* Performance.

Republic of South Africa (RSA) (2007). *Human Resource Development Strategy*. Department of Public Service and Administration, Pretoria: Government Printer.

Republic of South Africa (RSA) (2008). *Skills Development Amendment Act No. 37 of 2008*. Department of Higher Education and Training. Pretoria: Government Printer.

Republic of South Africa (RSA) (2010). *Framework for the National Skills Development Strategy* 2011/2012–2015/2016. First Draft for Consultation.

Republic of South Africa (RSA) (2013). Department of Higher Education and Training. *New Grant Regulations*. Government Notice No. 35940. 3 December.

Republic of South Africa (RSA). (1999). *Skills Development Levies Act No. 9 of 1999*. Pretoria: Government Printer.

Republic of South Africa (RSA).(1998). *Skills Development Act No. 97 of 1998*.Pretoria: Government Printer.

Republic of South Africa(RSA). *National Skills Development Strategy 111,* Department of Higher Education and Training, Pretoria: Government Printer.

Roberts, M.E.,Brandon,M.,Stewart,D.T. and Edoardo, M.A. (2013). "The Structural Topic Model and Applied Social Science." *Advances in Neutral Information Processing Systems Workshop on Topic Models: Computation, Application and Evaluation.*

Saunders, W.M; Goldenberg, C.N; and Gallimore, R (2009). Increasing achievement by focusing Grade level teams on improving classroom: A perspective, Quasi- experimental study of title I schools. American Educational Research Journal December 2009. Vol 46, No 4 pp 1006-1033.

Seale, C. (2001). Quality in Qualitative Research: *Qualitative Inquiry, 5(4), 465–478.*

Sector Skills Plan Annual Update 2012–2013 FP&M SETA Draft 1.

Sekaran, U and Bougie, R. (2010). Research Methods for Business: A Skills Building Approach. 5th ed. John Wiley and Sons Inc.: USA.

Sekaran, U. (2003). Research Methods for Business: A Skill Building Approach. 4th ed. John Wiley and Sons Inc.: USA

Shih, F.J. (1998). Triangulation in nursing research: issues of conceptual clarity and purpose.

Singizi cc (2007). SETA review. Cape Town: Employment Promotion Programme, managed by the Development Policy Research Unit, University of Cape Town.

Skills Education Training Authorities in South Africa SETA: Skills Education Training Authorities in SA.htm.

Smith, D. P.J. and Albertini, E. (2008). "*A spiritual audit of a retail branch in a South African Bank*". SA Journal Of Human Resource Management.

Smith, D.J. (2003). "*Theory and Method in the Edinburgh Study of Youth Transition and Crime*", British Journal of Criminology.

Smith, D.J. and McVie, S. (2003). Theory and method in the Edinburgh study of youth transitions and crime, *British Journal of Criminology 43: 169–195.*

Smith, M.J. (1998). *Social Science in Question*. London: Sage Publishers.

Stenbacka, C. (2001). Qualitative research requires quality concepts of its own. *Management Decision, 39(7), 551–555.*

*T*en Berge, J.M.F.; and Socan, G. (2004). The greatest lower bound to the reliability of a test and the hypothesis of unidimensionality. Psychometrika, 69, 613-625

Tobin, K (2006). Teaching and Learning Science. A handbook. Westport, CT: Praeger Press.

Twycross, A and Shields, L (2004). "*Validity and reliability-what's it all about*? Part 1 validity in quantitative studies: this is one", Paediatric Nursing, Nov 2004 Issue.

Van Niekerk, Z, and Van der Merwe J. (2013). "*Participation opportunities for persons with disabilities in training interventions in the dti and CIPRO*". SA Journal of Human Resource Management.

Visser, M. (2009). "*Learnerships and skills development in South Africa: a shift to prioritise the young unemployed*", Journal of Vocational Education and Training.

Warwick, D. (1975). "Ethical guidelines for social experiments." Pp. 267-288 in The Sample Survey: Theory and Practice. Edited by Warwick, D. And Lininger, C. New York: McGraw-Hill Book Company.

Webb, C. (1989). Action research: philosophy, methods and personal experience. In: Kitson an Educational *Nursing. Art and Science*. London: Chapman and Hall.

Welman, C. Kruger, F and Mitchell, B. (2006). Research Methodology. 3rd ed. OUP: Southern Africa.

Websites

Benefits of having an Intern. http://www.oser.state.wi.us/docview (Accessed 6 February 2014.

Bourne, A (2011). *Report on a Skills Audit*, available:

http://www.conservation.org/global/ci_south africa/publications/report skills-audit–march–2011. Pdf, (Accessed 17 May 2013).

Brunot, T (2013). 'Importance of a training budget in organizations' *Houston Chronicle*, available http://work.chron.com/importance-training-budget–organizations–2985.html. (Accessed 16 October 2013).

Cervantes (2013). http://www.schooleducationgateway.eu/en/pub/profile.cfm?do=organisation (Accessed 19 May 2015).

Collins English Dictionary, available http://www.collinsdictionary.com/dictionary. (Accessed 6 February 2013).

Explorable.com '*Probability sampling and randomization*' Explorable.com, available https://explorable.com/probability-sampling. Accessed 17 October 2012.

Finance and Accounting Services Sector Education and Training Authority (FASSET) (2011). *Facts Newsletter*, available at http://www.fasset.org.za/downloads/Facts/Facts_ March 2011_web.pdf. (Accessed on 17 February 2013).

Go Enterprise (2010). What is a skills programme? http://www.goenterprise.co.za/index.php/q-a-a-/skills-programmes-a-learnerships/ (Accessed 19 May 2015).

How to make sense of open-ended responses. http://www.surveymonkey.com/blog/en/blog/2014/01/29/open-response-question Accessed 20 March 2015.

http://audgen.gov.ie/viewdoc.asp?Userlang=GA&DocID=480&StartDate=01+January+2009. Accessed 17–Jul–2010.

http://explorable.com/probability-sampling. Accessed 09-Nov–2013.

http://m.news24.com/fin24/Economy/Nzimande-unveils-scarce-skills-plan-20110113. Accessed 24-Nov-2013.

http://thepresidency.gov.za/docs/pcsa/economics/setaratings.pdf. Accessed 30-Jul-2010.

http://unpan1.un.org/intradoc/groups/public/documents/CPSI/UNPAN026791.pdf. Accessed 12-Apr–2010.

http://www.agriseta.co.za/downloads/Sector Strategic Skills Plan Annexure A.pdf. Accessed 06–Jan–2014.

http://www.bankseta.org.za/downloads/nqf amendment bill.pdf. Accessed 20–Aug–2012.

http://www.careerplanet.co.za/pages/list of SETAs. Accessed 18–Apr–2011.

http://www.careers.stateuniversity.com/pages/852 (Accessed 19 October 2014).

http://www.chet.org.za/manual/media/files/chethermana docs/South%20Africa/National? HRDS-SA.pdf. Accessed19-Jan-2011.

http://www.citrusacademy.co.za/index.php?option=com content &view=article &id=108&Itemid. Accessed 09–Sept–2013.

http://www.citrusacademy.co.za/index.php?option=com content &view=article &id=108&Itemid=24&lang=en Accessed 10–Feb–2013.

http://www.commerce.uct.ac.za/Research Units/DPRU/Employment Promotion Program/PDFS/Reza Daniels Draft2B.pdf. Accessed 23–Mar–2009.

http://www.commerce.uct.ac.za/Research Units/DPRU/P Briefs PDF/PDFs/PolicyBrief07-15.pdf. Accessed 12-May-2009.

http://www.commerce.uct.ac.za/research units/dpru/Working Papers/PDF Files/WP 08-132.pdf. Accessed 05-Nov-2008

http://www.commerce.uct.ac.za/research units/dpru/Working Papers/PDF Files/WP 07-121.pdf. Accessed 09-Jan–2010.

http://www.dhet.gov.za/LinkClick.aspx?fileticket=A0v8W%2Bm3xHI%3D&tabid=1131. Accessed 20–Mar–2014.

http://www.education.gov.za/Policies%20and%20Reports/2002 Reports/NQF/appendix d.htm.

http://www.eee.co.za/et-08-SETA.php. Accessed 03-Jun–2013.

http://www.etdpseta.org.za/live/index.php/component/docman/doc download/181-etdp-seta-ssp-schooling-final-report-20122013?Itemid= Accessed 23–Jul–2014.

http://www.finance.gov.za/documents/national%20budget/2008/ene/15%20labour.pdf. Accessed 16-Oct–2010.

http://www.fpmseta.org.za/FPM_SETA_DEMAND_OF_SKILLS . Accessed 23-Feb-2015

http://www.goenterprise.co.za/index.php/q-a-a/skills-programmes-a-learnerships/what is a skills programme? Accessed 24 March 2015.

http://www.humancapitalreview.org/content/default.asp?article id=29&cntpage=1. Accessed 13 –April–2013.

http://www.immigration.govt.nz/opsmanual/46052.htm. Accessed 08-Nov–2013.

http://www.labour.gov.za/downloads/documents/useful-documents/skills-development-act/9a-Presidence%20SETA%20Report.pdf. Accessed 03–Feb–2010.

http://www.mappp-seta.co.za/upload/files/SECTOR SPECIALIST GUIDE.pdf. Accessed 13–May–2012.

http://www.mict.org.za/downloads/Isett Seta Sector Skills Plan 2011 2016 Jan Version v2p1.pdf. Accessed 21–Jan–2013.

http://www.nqf.org.za/download files/help-box/Module%205%20Reader.pdf. Accessed 15-Mar–2012.

http://www.pmg.org.za/report/20110118-election-charperson-briefing-department-higher-education-training-im. Accessed 14-Mar–2014.

http://www.samdi.gov.za/documents/acts/HRD%20STRATEGY%20for%20Public%20Sector.doc Accessed 13–Dec–2006.

http://www.sappi.com/NR/rdonlyres/5B4CE93E-DOCA-4DCA-B686-2BF02E49DC32/0/FAQsfinalTripleGreenlaunch2.pdf. Accessed 30-Oct–2010.

http://www.saqa.org.za/about/faq.htm. Accessed 12-Feb–2013.

http://www.skillzhub.co.za/articles/skillsconference2011.pdf. Accessed 19-May–2012.

http://www.usb.ac.za/Common/Pdfs/MDevF Brochure 2011 Eng. Print.pdf. Accessed 20–Jun–2011.

Immigration New Zealand. March 2014. '*Long Term Skill Shortage List'*, available www.immigration.govt.nz.

Johnson, R. (2008). Management to Staff Ratio in Factories. *Houston Chronicle,* available http://smallbusiness.chron.com/supervisortostaff-ratio-32711.html. (Accessed 5 February 2014).

Joppe, M. (2000). '*The Research Process'*, available: http://www.htm.uoguelph.ca/MJResearch/ResearchProcess/home.html. (Accessed 25 February 2008).

Mahuron, S. (2013). Elements of a Good Training Budget. *Houston Chronicle*, available :http://smallbusiness.chron.com/elements-good-training–budget–44855.html. (Accessed 5 February 2014).

Meyer, M. (2008). *Global trends in training and development*: *Human Capital Review,* available http://www.humancapitalreview.org/content/default.asp?Article _ID =29. (Accessed 18 October 2013).

Nalzaro, L.M. (2012). '*Sample and Sampling Techniques'*, available at http://www.slideshare.net/ludymae/chapter-8 sample-sampling–techniques. (Accessed 18 October 2013).

Rassol, F. and Botha, C.J. (2011). The nature, extent and effect of skills shortages on skills migration in South Africa. *SA Journal of Human Resource Management*, 9 (1), 12 pages, available: http://www.sajhrm.co.za/index.php/sajhrm/article/view/287. (Accessed 21 September 2012).

Robinson, L. Segal, J. and Segal, R. (2014). Effective communication: Improving communication skills in business relationships", *HelpGuide.org, a*vailable:http://www.helpguide.org/mental/effective_communication_skills.htm. (Accessed 25 May 2014).

Sampling, from http://socialresearchmethods.net/kb/sampling.php. (Accessed 11 September 2012).

SETA Background. Triple E Training Holdings. http://www.eee.co.za (Accessed 18 September 2012).

Sincero, S.M., (2012). Survey Response Scales. http://explorable.com/survey-response-scales

Skills Development in South Africa. Citrus Academy. http:// www.citrusacademy.co.za. (Accessed 21 August 2012).

Stat Trek 'Simple random sampling', *Stat Trek, available:* http://stattrek.com/sampling/simple -random sampling.aspx#, (Accessed 11 September 2012).

Thabane, L. Ma, J. Chu, R. Cheng,J. Ismalia, A. Rios, L.P. Robson, R and Thabane, M. (2010). A tutorial on pilot studies: the what, why and how BMC Medical Research Methodology, available: http://www.biomedcentral.com/1471-2288/10/1. (Accessed 8 February 2012).

The Role of Sector Education and Training Authorities: http://.citrusacademy.co.za. (Accessed 19 March 2013).

Validity Reliability Quantitative: http://www.ukessays.com/essays/general-studies/validity-reliability-quantitative.php.

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. *The Qualitative Report, 4 (3 and 4).a*vailable: http://www.nova.edu/ssss/QR/QR4-3/winter.html. (Accessed 25 February 1998).

Wisconsin (2013). State. 'Benefits of having an Intern', available: http://www.oser.state.wi.us/docview.asp?docid=7503. (Accessed 6 February 2013).

Zanko, M. (2003). *The Handbook of Human Resource Management Policies and Practices in Asia* available: http://books.google.co.za/books. (Accessed 10 July 2013).

ANNEXURE A

Workplace Training Questionnaire

Company Name: _____

1. What is your job title?

_____

2. How many years' experience do you have with the department? (Select one)

    a.   1–5 years
    b.   6–10 years
    c.   11–20 years
    d.   More than 20 years

3. How important is it for you to receive training in the workplace? (Select one)

Not very important   O 1   O2   O3   O4   O5   extremely important

4. How many training or work related conferences did you attend in the last 2 years?

a. None

b. 1–5

c. 6–10

d. More than 10

5. Please rate the FP&M SETA (FIETA)

    a.   I know about my SETA
    b.   I do not know about my SETA

6. In dealing with skills shortages, the SETA:

    a.   Addresses skills shortages
    b.   Does not address skills shortages

7. How do you identify training needs?

a._____

b._____

Thank you for taking your time in completing this questionnaire. Confidentiality regarding the information given is guaranteed.

ANNEXURE B

RESEARCH QUESTIONNAIRE FOR TRAINING MANAGERS

Job Title: _____

1.How many years' experience do you have in dealing with training and development?

    a. 1–5 years
    b. 6–10 years
    c. More than 10 years

2. What is your staff establishment?

    a. 100–200
    b. 201–300
    c. 301–400
    d. More than 400

3. What is the average age of your staff?

    a. 18–29 years
    b. 30–39 years
    c. 40–49 years
    d. More than 50 years

4. How important is it for employees to receive training?

Not very important O1   O2   O3   O4   O5 extremely important

5. How much is your training budget for the current year?

    a. No budget
    b. R100 000–R300 000
    c. R301 000–R500 000
    d. Above R500 000

6. How many interns do you have this year?

_____

7. Did you submit the Workplace Skills Plan last year?

    a. Yes
    b. No

8. What suggestions do you have for the SETA in addressing skills shortages?

a._____

b._____

c._____

d._____

e._____

Thank you for taking your time in completing this questionnaire. Confidentiality regarding the information given is guaranteed.

ANNEXURE C

QUESTIONNAIRE FOR THE SETA

Job Title: _____

1. What is your role in the organization?

    a.   _____
    b.   _____
    c.   _____
    d.   _____
    e.   _____

2. How many years' experience do you have working for the SETA?

    a.   1–5 years
    b.   6–10 years
    c.   More than 10 years

3. How important is it for the SETA to address skills shortages in the sector?

    Not very important   O1   O 2   O3 O4 O5 extremely important

4. How many skills programmes is the SETA offering?

    a.   10–20
    b.   21–50
    c.   More than 50

5. Do these skills programme carry any credit?

    a.   Yes
    b.   No

6. How important is it to market the SETA?

    Not important   O 1   O2 O3 O4 O5 extremely important

7. Rate the SETA when it comes to addressing skills shortages.

    a. less effective   b. More effective   c. Highly effective

8. How many people/companies have participated in the skills programmes/learnerships in the past 2 years?

_____

9. Do organisations make use of discretionary grants?

    a. Yes

    b. No

10. How are the programmes that you are offering assist young people in the community?

a. _____

b._____

c._____

d._____

e._____

11. What are your views when it comes to skills shortages in South Africa?
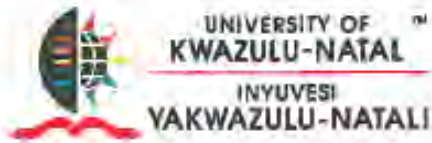
a._____

b._____

c._____

d._____

e._____

12. What is your involvement with tertiary institutions?

a._____

b._____

c._____

d._____

13. In your opinion is there anything more that the SETA can do to address skills shortages? Support your answer.

a. _____

b._____

c._____

d._____

Thank you for taking your time in completing this questionnaire. Confidentiality regarding the information provided is guaranteed.

4 June 2013

Mr Ngibongiseni Patrick Ngcobo 932400083
School of Management, IT and Governance
Pietermaritzburg Campus

Protocol reference number: HSS/0405/013M
Project title: The Effectiveness of the Fibre Processing and Manufacturing Sector Education and Training Authority (SETA) in addressing skills shortages

Dear Mr Ngcobo

Expedited approval

I wish to inform you that your application has been granted Full Approval.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Professor UBob (Chair) & Dr S Singh (Deputy Chair)

/pk

cc Supervisor: Professor Krish Govender
cc Academic Leader Research: Professor B McArthur
cc Post Graduate Administrator: Ms D Cunynghame