

**PERCEPTIONS OF CERTAIN PRIVATE COMPANIES ON THEIR
EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR
EMPLOYEES AND THEIR FAMILIES**

by

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1999

DECLARATION

"I DECLARE THAT THIS DISSERTATION ON THE PERCEPTION OF CERTAIN PRIVATE COMPANIES OF THEIR EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR EMPLOYEES AND THEIR FAMILIES REPRESENTS MY OWN WORK AND THAT ALL THE SOURCES THAT I HAVE USED, OR QUOTED, HAVE BEEN INDICATED AND ACKNOWLEDGED BY MEANS OF COMPLETE REFERENCES."



M. N. JEWELA

DURBAN
JANUARY 1999

DEDICATION

This work is dedicated to my wife and children for their arduous support of my academic career.

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SUMMARY

The aim of this study was:

- To pursue a study pertaining to the educational needs of employees and the needs of their spouses at certain private companies.
- To institute certain guidelines, based on the findings of both a literature study and structured interviews, for private companies to realize the educational needs of their employees and their spouses.

A basic point of departure is that companies have an educational responsibility towards their employees. Employee education is a universal phenomenon that is valid for all employees. During this study it was found that certain companies acknowledge the need for educating their employees, which they regard as an investment in human capital. Because the company is engaged in the advancement and development of its employees, the spouses and children are not left behind in the development and advancement process.

It has become the responsibility of employers to improve human resources because they are future assets of the company. Employees are engaged in empowerment programmes which uplift the labour force with job-related skills as well as life skills.

Labour relations in South African companies have greatly improved due to the employers' acceptance of labour rights. The acceptance of labour rights in companies harmonises the relationships between employers and employees. Productivity becomes the joint effort of the employers and employees. Employers' expectations are determined by employees' educational expectations. Employees are in dire need of educational expertise, and on the other hand employers expect a high rate of productivity.

Whilst employees' educational needs are visualized by responsible employers, others have been found to be inadequate in designing educational programmes to uplift and inculcate job know-how to serve the employees' educational needs. Employee empowerment programmes are needed to advance job related skills, but are inadequate as empowerment programmes need to address illiteracy, numeracy and financial assistance.

The review of the literature has emphasised the importance of the employees' skills education, employees' empowerment and life skills programmes, and role of an employers' educational responsibility in treating and preventing illiteracy and numeracy. The literature studied and interviews conducted have shown that not all employers have responsibility for the education of their employees, their spouses and children.

Education of the labour force, their spouses and children involving lay people in running the company programmes and the development of better services in the company, are discussed as ways and means of preventing illiteracy and numeracy.

In the light of the findings of this research, the following was recommended:

- That educational programmes directed at employees, their spouses and children are essential for the prevention of illiteracy and numeracy, and should be implemented.
- That employees' training programmes with regard to job skills and life skills are needed and should be made available
- That financial assistance from private companies should be made available for the education of the children of employees.

OPSOMMING

DIE OPVOEDINGSVERANTWOORDELIKHEDE VAN PRIVAATMAATSKAPPYE RAKENDE HULLE WERKNEMERS EN DIE GESINSLEDE VAN WERKNEMERS.

Die doel van die studie is soos volg:

- Om 'n ondersoek te doen ten opsigte van die opvoedingsbehoefte van werkgewers en hulle gesinslede by etlike privaatmaatskappye.
- Om aan die hand van sowel 'n literatuurstudie as gestruktureerde onderhoude sekere verantwoordbare riglyne voor te stel vir privaatmaatskappye ten opsigte van hulle opvoedingsverantwoordelikhede jeens hulle werknemers en hulle gesinslede.

Privaatmaatskappye het sekere verantwoordelikhede jeens hulle werknemers en hulle gesinne. Nie alle maatskappye is van hierdie verantwoordelikhede bewus nie. Waar hulle wel van hierdie behoefte bewus is, is maatskappye bereid om kapitaal in hulle werker te belê, ten einde nie net in hulle opvoedingsbehoefte te voorsien nie, maar ook om hulle werkers vir spesifieke werksvaardighede toe te rus. Dit is wenslik dat die afhanklikes van die werknemers ook hierby sal baat deurdat daar na hulle opvoedingsbehoefte omgesien sal word. Dit het die verantwoordelikheid van werkgewers geword om hulle menslike hulpbronne so effektief moontlik te ontwikkel aangesien die maatskappy uiteindelik daarby sal baat. Om dit te kan doen, maak maatskappye dikwels van verrykingsprogramme gebruik wat nie net werksgerigte vaardighede nie, maar ook lewensvaardighede oordra.

Arbeidsverhoudinge in Suid-Afrika het gedurende die afgelope drie jaar aansienlik verbeter. Die erkenning van die regte van arbeiders het daartoe gelei dat die

verhoudinge tussen werkgever en werknemer verbeter het. Dit het weer 'n verbetering in die produktiwiteit van werkers tot gevolg gehad.

Werknemers se opvoedingsbehoefes word deur verantwoordelike werkgevers geïdentifiseer en aangespreek. Opvoedingsprogramme word gevolglik só ontwerp dat dit moontlike tekortkominge in die werker se opvoeding aanvul. In sommige gevalle is maatskappye egter nie van hulle werknemers se behoeftes bewus nie. Die noodsaaklikheid van sodanige programme ten einde ongeletterdheid uit die weg te ruim en syferkennis te bevorder word beklemtoon.

Sowel die literatuurstudie as die gestruktureerde onderhoude dui daarop dat nie alle maatskappye van hulle verantwoordelikhede rakende die opvoedingsnood van hulle werkers en hulle gesinne bewus is nie. Die voorsiening in hierdie nood kan daartoe lei dat ongeletterdheid onder werkers sal afneem.

In die lig van die bevindinge van hierdie studie, is aanbevelings rakende die volgende geformuleer:

- Dat onderwysprogramme vir die bekamping van ongeletterdheid wat op sowel werknemers as hulle gesinne gerig is, geïmplementeer word.
- Dat opleidingsprogramme in lewensvaardighede en werksvaardighede aan werknemers beskikbaar gestel word.
- Dat finansiële bystand van privaatmaatskappye vir die opvoeding van die kinders van werknemers, bekom word.

Met hierdie studie is daar gepoog om aanbevelings te maak wat die leefwêreld van sowel die werknemer as sy gesinslede sal verbeter.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Employers often do not believe that the provision of education is one of their primary responsibilities. Since the education of employees is a future investment for companies, effective educational programmes are essential. It is also of value with respect to employee empowerment and takes place in progressive companies. In the present time frame employers need to become more aware of this educational responsibility, especially in view of the transformation of the workplace and the redirection of employee education towards this aim.. According to Brandt (1994:79) employees need educational development, and every employer should therefore face up to the challenges of employee self-advancement and self-empowerment. The success of every company depends on the input of every employee.

Companies such as Toyota, Sapref and South African Breweries are experiencing educational problems in their work situations. Lack of proper communication and low efficiency are some of the problems that counteract the productivity of any company (New, 1990:100).

Gerber (1993:47) reveals that South African companies are experiencing an acute shortage of skilled workers as a result of rapid economic growth. This shortage leads to reduced productivity since there are only unskilled or semi-skilled employees available to cope with middle management tasks. The rapid rate of urbanisation also necessitates a high rate of employee education by the different companies.

Each company has a certain educational philosophy regarding education and development of employees (Nel, 1992:62). The philosophy reflects values and norms which a company's management has on the employee's education (Dube, 1992:11).

1.2 ANALYSIS OF THE PROBLEM

The researcher has observed that certain private companies are experiencing employee educational problems which hinder the qualitative and quantitative production of these companies. The effect of high illiteracy is not just disadvantageous to employees, but it also lowers the rate of companies' outputs. The lack of specific employee skills prevents efficiency and proficiency in the workplace.

A company that is striving for efficiency and proficiency of its employees has to address illiteracy and numeracy of their employees. One can understand the relevance of employers' educational responsibility to the upliftment and employees' development in their companies. Employee education should cater for and focus on employee empowerment, employees' needs and demands, fostering trust between employers and employees and finally allowing the free flow of information. Employers' educational responsibilities should offer the employees the best opportunity to be proficient and efficient and economically engaged in their own future as well as the future of the company. The research is aimed at examining the educational responsibility of employers toward their employees' development in ensuring meaningful production.

1.2.1 The need for employee education

The necessity for employee education is strongly felt in the employee's life world. Gerber (1993:62) states that it is important to provide workers with adult basic education programmes which will assist them in their occupational life world. Educated workers become a workforce that contributes to improvement of a company's outputs.

1.2.2 The need for educating the wives of employees

New (1990:16) argues that employees' educational deprivation necessitates employees' education so as to liberate them mentally, spiritually and physically. Wives of employees have to be emancipated by relevant supportive educational programmes. The views of spouses as pivotal figures at home act as stabilisers of family life and formally assist their husbands in preparation for work so that at work they arrive on time and have a positive attitude towards their work and their supervisors (Ransom, 1994:14).

Educational assistance for the wives of employees can be of great value in the building of social morality and personal achievement. A major aspect should be the development of their understanding, the promotion of their cognitive advancement and the promotion of social progress. Education of the workers' wives is a vehicle for their personal development and social advancement.

To this end, development programmes have to be set up on broad-based activities for employees' wives, without boundaries in time and space (Richardson, 1993:27).

The goals of employee education should be the access to life long learning. Educational programmes should be directed to employees' wives' improvement through appropriate education and training so that they will participate effectively in all aspects of democratic and economic activity as well as cultural and community life (Mikalackhi, 1994:32).

1.2.3 The need for educating the children of employees

The company should have an educational responsibility towards employees' children. These children should enjoy relevant education and the company should assist them

financially in meeting the educational expenses (Brown, Steven, Codey & Carey, 1994:726). The company should provide transport to and from school. Relevant education is the only tool that can be utilised to improve adult and children development. The provision of education to employees' children should be part and parcel of the company policy (Evans & Haffenden, 1991:17). The reasonable company should employ full-time teachers for the educational assistance of employees' wives and their children. To enable the country to meet the national educational goal of having every child starting school, ready to learn, companies need to educationally assist employees' children. Every child needs to have a healthy birth, be well-nourished, well-educated and well-protected in the early years of life. Parents need to be educationally assisted to provide their children with a secure educational environment that encourages and invigorates educational development (Ellig, 1990:24). Employers, therefore need to pay attention to employees' children's education and empowerment.

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study concerns the educational responsibility of employers towards employees, spouses and employees' children.

Research has shown that in South Africa many companies are experiencing educational problems such as illiteracy and innumeracy among their employees. This is the result of the disadvantageous nature of the past educational system which did not empower them with sufficient skills that are required by their work situations. Most emphasis is placed on the skills and education of employees, whilst the educational needs of spouses and children are neglected.

Although certain private companies have embarked on educational programmes for employees as well as their spouses and children, many have been found to be negligent

in providing financial assistance for the educational needs of these spouses and children, which will contribute to their acquiring the necessary life skills.

1.4 ELUCIDATION OF CONCEPTS

To ensure clarity and understanding, key concepts in this study need to be elucidate.

1.4.1 Educational responsibility

Employers and employees share responsibility for maintaining and enhancing the individual's employability inside and outside the company. The work agreement gives employees the opportunity to develop their employability in exchange for better productivity and a degree of commitment to the company (Schmidt, 1994:28). An educational responsibility is the right of the employer to educate his employees for advancement and upliftment of the company's production. Education involves influencing employees to aspire to more knowledge. Education should be directed to the full development of the individual employee and to strengthen his human rights and fundamental freedom. Employee education should promote understanding tolerance and advancement of the employee in the workplace.

Responsibility is closely related to trustworthiness, reliability accountability and answerability. It connotes the quality of being responsible for carrying out one's obligations and duties to an organisation, group of employees, community, the state and nation. Being responsible means being answerable or liable for legal review. Employers are liable for the educational responsibility of their employees so that they become skilled and productive (Conradie, 1993:50). Objective responsibility includes all of the external constraints and obligations placed on employers holding a given position. Employers are expected to observe the educational needs of employees. Employers' educational responsibility can be aimed at raising competence to a level worthy of respect and professional excellence (Evens & Haffenden, 1991:18).

1.4.2 Job skills

Glesson (1990:79) suggests that job skills means having sound knowledge of how to do a job productively with good performance, and this can only occur when an empowering employee educational programme has been implemented. A skills type of education is a necessity for all employees. Easton & Klees (1990:17) and McGowan (1991:92) suggest that an experienced and skilled worker will take the shortest time to perform a job profitably.

1.4.3 Empowerment

Empowerment entails a whole new set of employee expectations and bestows new rights upon the workforce. New responsibilities are also conferred or discussed with the move to empowerment. Empowering workers to modify procedures in order to raise productivity and foster teamwork is the key to successfully keeping customers (Gilbert, 1994:23). Employees empowered with sufficient training and trust, should be allowed to think independently, take risks and be creative. In an empowered environment, all employees share in the job of making decisions and in the accountability for making them work (Andrews, 1994:66). It is a real challenge to build employees' trust. Employee empowerment means authority over their own actions.

Empowerment of the individual employee, their families and communities in determining needs, problems, priorities and company policy formulation can be achieved by means of relevant skills education (Fowler (ed), 1992:298).

1.4.4 Perception

Perception means the ability to see, hear and understand. Perception improves employees' power of reasoning, the quality of understanding and insight (Bimonte,

1994:36). When a person has perception, the senses reflect a measure of solidarity. Visual perception shows the following characteristics: active, evasive, selective and expression of solidarity. Perceiving is an act of a person, hence visual perception. Seeing is evasive. Perceiving is selective (Mayo, 1991:60). Perception facilitates understanding of the matter at hand.

1.4.5 Private company

A private company is a company/business of seven to fifty people. It makes things and sells them as contracted, with government control. It is characterised by (Pty) at the end of its name. The private company does not issue shares to the general public. The private enterprise comprises management of business by independent companies or private individuals (Sanderson, 1989:10).

1.4.6 Job related education

Bimonte (1994:59) (1993:6) states that job related education promotes humanisation of employees, enhances emancipation conscientization with the know-how of the job, and promotes critical thought about knowing and understanding of the job. Job related education tends to be humanistic, radical and romantic (Easton & Klees, 1990:18).

1.4.7 Employee life-world

Employee life-world is a structure which consists of all the situations, occurrences and values at which an employee directs himself: a meaningful and grounding structure of human existence whereby an employee's acts, thoughts and feelings are involved. The employee has to form relationships in his life-world. The nature, quality and experience of the work environment is vital for employee development. The life-world is the whole of an individual employee's meaningful relationships. It includes people, objects, ideas, systems, forces, self and everything to which the employee has

attributed meaning and which he therefore understands and experiences (Sanderson, 1989:10).

1.5 AIMS OF RESEARCH

The aim of this research stems from the statement of the problem and can be formulated as follows:

- To undertake a literature study and to conduct structured interviews with certain private companies pertaining to the educational responsibility towards their employees.
- To analyse the findings of this research in order to formulate certain recommendations which could serve as guidelines for educational support of private companies for their employees and their families.

1.6 METHOD OF RESEARCH

Research with regard to this study will be conducted by means of a study of available research materials. In addition, interviews will be conducted with authoritative personnel officers from selected private companies.

1.7 FURTHER COURSE OF THE STUDY

Chapter 2 provides an overview of change in labour relations taking place in South Africa.

Chapter 3 deals with the employee's life-world.

Chapter 4 focuses on employee life-world empowerment.

Chapter 5 provides an overview of accountable educational responsibility of private companies.

Chapter 6 contains a summary and a number of recommendations.

1.8 SUMMARY

Chapter 1 dealt with the analysis of the problem, statement of the problem, elucidation of concepts, aims of the research and the method of study.

An overview of change in labour relations taking place in South Africa, is provided in the next chapter.

CHAPTER 2

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CHAPTER 2

LABOUR RELATIONS IN SOUTH AFRICA

2.1 INTRODUCTION

All companies employ workers. The productivity and performance of a company rest, to a great extent, on the quality of labour relations with the workers it employs. All managers are involved in shaping labour relations and supervising subordinates on a day-to-day basis. It is the responsibility of the personnel department to create and promote insight and an understanding of sound labour relationships at all levels in the company (Wood, 1993:14).

The history of labour relations in South Africa is a story of long and torrid struggles by black workers against the continued repression by the state and exploitation by both state and employers. Unions representing black workers have managed to grow in power against all odds. In South Africa growth was supported by the state and by employers' strategies. The system of apartheid, natural resources and wealth were used in tandem to coerce white workers into supporting the system for even longer (Kmak, 1994:44 : Fodor, 1994:91).

The country's political and economic resources were sufficient and powerful enough to weaken the black trade unions' movement repeatedly, until economic deterioration, international isolation, the growing dependence on black skilled labour and their own mobilisation finally challenged this position (Andrews, 1994:39).

Labour in South Africa is characterised by migrant labour, low wages, lack of a proper employee educational system, illiteracy and a lack of numeracy. This results in limited direct communication between employers and employees. The expansion of

companies brought out many problems between employer and employee in the work situation. Close bonds of relations exist between worker and worker while the employer has limited direct links with the workers. An organisation's management is not always present on company premises, hence labour relations are cold and theoretical (Johnson & Rose, 1992:100).

A positive attitude towards workers can play an important role in the success of the company and cordial labour relations are enhanced when an employer responds sympathetically towards his employees' needs (Kinlaw, 1995:98).

One of the single most important challenges would be to develop a combined strategy which would set the agenda for better relations with workers. Wood (1993:223) states that with regard to the context of negotiations, the areas that need immediate attention are:

- the development of a fully fledged skills-based grading system with mass education and training programmes;
- negotiations which would favourably influence labour relations;
- the creation of an economic environment conducive to companies' involvement in essential services to workers and employers.

Labour rights are nationally recognised and honoured in South African companies.

2.2 INTERNATIONALLY RECOGNISED LABOUR RIGHTS

The labour system of South African companies has been in existence and operating since 1979.

6 Internationally recognised labour rights govern almost all labour systems of the world and also form the basis for the present South African labour market and industrial relations. Workers "sell" their mental and muscular energy to the employer of his choice in the market place (Van Vuuren, Wiehahn, Rhoodie & Wiechers, 1988:481). These rights are:

- they are the right of every person in a country to work;
- to associate, namely that every employee and employer has the right to form or join a trade union or employers' organisation of his choice;
- to bargain collectively (negotiations between employers and trade unions on wages and conditions of service);
- to withhold labour, namely that of employers to lock workers out and employees to strike;
- to protect, namely that of employees to be protected against unreasonable and unfair labour practices of employers and management as well as dangers and risks in their work situation;
- to develop, namely that of both partners, but particularly the employees; to be educated and trained for and in the labour market.

These basic labour rights are generally similar to the concepts of basic human rights, that is, they are deemed to exist universally and should be provided for in any just and equitable society (Leve, 1994:210; Skoch, 1994).

2.2.1 The right to work

The right to work means that all citizens of the state need to have the opportunity to earn a living and if they are unemployed, it is not their fault, and the state has a duty to support them. The employers are entitled to deduct insurance funds from their employees' remuneration's (Mayo, 1991:30). the benefit is limited in its amount and its application and is not universally available to deal with the problem of unemployment.

Under the dispensation which pertained before 1979, the right of the people in South Africa to work was subject to many legislative and structural restrictions on both the vertical and horizontal mobility of workers. Job reservations in many categories of work, influx control, the quota system in terms of law and many other provisions are examples of restriction that had a detrimental effect on economic development in the socio-political sphere of our society (Stevens, 1993:197).

All discriminatory and other restrictions on the right-to-work principles in the economy have been eliminated from the South African labour system, so that all people now have a right to work with virtually no restrictions from the side of the state (Holpp, 1994:44).

2.2.2 The right to freedom of association

Freedom of association is the right to associate, to form employers' organisations and trade unions. This right has existed in the South African economy since 1981, when the first trade union was founded. The right of employers to associate was implemented by employers in 1890, when the industrial union of employers was formed (Van Vuuren, et. al. 1988:480).

The right of freedom of association is clear, strong and well-recognised in South Africa, namely the right of the employee to join trade unions of their own choice. Freedom of association means that an employer may not require, as a term of

employment, that an employee undertakes not to join a trade union, nor in any way threaten and victimise an employee with an intention of forcing such an employee to resign from a trade union. The freedom of the worker to join a trade union and to take part in lawful union activities is protected. It is a criminal offence for the employer to interfere with this right (Conradie, 1992:31).

The employer is also prevented from dismissing an employee for taking part in lawful union activities outside working hours, and in many instances, inside working hours as well. Although employers are opposed to the idea of their employees joining a trade union, they are not allowed to let their hostility limit workers' right to participate in union activity. The rights of freedom of association is there to protect employees (Conradie, 1992:37).

Part of the idea of freedom of association is sometimes freedom from the association. It is namely the workers' right not to have to join a union if the worker so chooses (Patel & Watter, 1994:209).

2.2.3 The right to collective bargaining

Collective bargaining is a process through which combined control of the enterprise by the management and labour can be set up. By bargaining collectively, conflict in work situations are contained and agreements are reached to resolve conflicts which have arisen. It is a reconciliation of conflicting interests and aspirations of management and labour through regulation of conditions of employment (Barner, 1994:36).

The right to collective bargaining covers the collective negotiations between trade unions and employers to establish terms on conditions of employment. The right exists in South Africa, and all employees enjoy it, but it is a right that has to be fought for. Employees do resist wage claims, and also may hold out for recognition on terms they regard as being realistic to them. Employees need to bargain in good faith to try and

reach an agreement through compromise and negotiation, but they are also able to hold out for what they want (Conradie, 1992:34; Boren, 1994:30).

Collective bargaining lies at the heart of industrial relations, and its method of conditioning the collective employment relationship. It is a right which should belong to every worker in democratic society and is the great social invention regulating conflict in the work place (Conradie, 1994:36).

(1) Duty to bargain

The Labour Relations Act (Patel & Watters, 1994:221) does not compel bargaining initially if the Industrial Court refuses to acknowledge a general duty to bargain. Only in limited instances did the court approve a duty bargain (Dewar, 1991:62).

(2) Duty to bargain in good faith

Good faith bargaining involves an obligation on the parties to endeavour with honest intentions of reaching an agreement (Patel & Watters, 1994:211). All basic rights deal conceptually and collectively with the rights of labour. It deals with the rights of individuals in the workplace. The right to fair treatment is probably the most important. It may be argued that the worker has the right to expect fair, just and equitable treatment in the workplace (Du Plessis; Fouche; Jordaan & Van Wyk, 1994:304).

(3) The bargaining agenda

An issue which concerns employment relationship may form the subject matter of negotiations between the two parties (Patel & Watters, 1994:211).

(4) Bargaining agents

The Labour Relations Act is not prescriptive about whom an employer should bargain with, save where unions and employers are members and represented at an Industrial Court (Patel & Watters, 1994:210).

(5) Bargaining units and levels

Employers and unions are free to set up their own system for collective bargaining. They are not compelled to utilise the bargaining structures, created by the Act. Various bargaining levels are used and bargaining takes place at company levels (Patel & Watters, 1994:214). Union recognition is usually given to a particular bargaining unit and this is the group that is represented by a union in collective bargaining (Conradie, 1992:188).

2.2.4 The right to withhold labour

A "lock-out" is sometimes called. The employer's strike occurs when an employer refuses to allow his employees to work until they agree to comply with one of his employment demands. It is a way in which employers can put pressure on their employees, and in this way it is seen as the opposite of the employee's ability to strike. Like strikes, lock-outs are illegal unless the procedure laid down in the Labour Relations Act has been followed (Day, 1994:39). Lock-outs can also be an unfair labour practice if it does not follow the Labour Relations Act (Conradie, 1994:143). The actual physical locking-out does not have to take place. An employer who fires a group of employees for refusing to accept a unilateral change in employment contract could be guilty of unlawful "lock-out". The lock-out "is an employers' economic weapon during the collective bargaining process to compel workers to accept his offers and proposal" (Du Plessis, et. al. 1994:304).

This right relates to employers' right to "lock-out" workers and workers' right to strike. It is recognised in South Africa and regulated by the Labour Relations Act which prescribes certain procedures before "lock-out" take place. This Act defines a "lock-out" as follows (Ellig, 1990:190):

- exclusion by employer of anybody who has been in his employ from any premises in which work provided by him has been performed;
- the total discontinuance by employer of his business;
- the termination by him of the contract of employment of anybody in his employ; and
- the failure by him of the contract of employment of anybody.

The purpose of the exclusion, discontinuance, breach, termination, refusal is to induce any person who are in his employ (Dewar, 1991:105);

- to comply with any demand and proposal concerning terms;
- to accept any change in terms of employment; and
- to agree to the suspension of employment of any person.

The employer is only allowed a lock-out if the purpose is to induce agreement with the demands and proposals concerning conditions of employment.

(Dewar, 1991:106). A lock-out is where the employer prevents the employee from working. It is the nervous situation of a strike whereby the employer refuses to

continue to employ those workers who are locked out, unless the situation, which is disputed, is resolved. Lock-out is a sanction that the employer can use. Lock-out is a tactic that can be used to persuade the unions to settle the matter in question (Green, 1988:274).

2.2.5 The right to protection

This right implies that both employer and employee have a right to be protected. The worker is not only protected against such actions as victimisation and unfair labour practices, but both the State and employer have a duty to protect the worker against the dangers of his working situation. Both employer and employee enjoy protection under the Labour Relations Act (Van Vuuren, et al 1988:485).

The worker is protected against victimisation by his employer for belonging to a trade union and participating in trade union activities. For such victimisation the worker can take his employer to the Industrial Court. All these protective measures are enjoyed under the Labour Relations Act where mental, physical well-being and safety are concerned, and the worker is protected by numerous laws and regulations. In many respects South African Companies lead most other countries with regard to safety protection (Van Vuuren, et. al. 1988:485).

The State, employers and trade unions are involved in exercising the responsibility to protect workers (Patel & Watters, 1994:215). It is accepted that one of the objectives of a trade union is to protect the interests of members and to act as spokesperson for them. In this manner, an employer may look to his employers' organisation to protect and represent management. Employers and employees' organisations and trade unions consult and reach agreements on minimum conditions of employment and wage level (Dewar, 1991:87).

2.2.6 The right to development

This right relates to education and training of every person both in management and employees who are employed in the labour market. The present labour system and labour market in South Africa has undergone dramatic changes since the removal of apartheid and deracialization of the system in 1979 (Hall, 1994:48).

The political and social restrictions have been removed. It is generally accepted and believed that the new labour system and developing labour practices have become "deapartheidised" (Day, 1994:431; Hartlaub, 1994:45; Van Vuuren, et. a., 1988:488).

Education of workers is directed at full development of human personality and strengthening of respect for human rights and the fundamental freedom of employees. It should promote understanding, tolerance, responsibility, accountability and freedom among workers (Patel & Watters, 1994:267). Industrial relations deal with the relationship encountered by workers in their working lives (Sulkin 1994:20).

If levels of development among workers and management are high, then the enterprise has a good chance of being successful, when development levels are low, the enterprise is far less likely to succeed (Green, 1988:90). Workers need to be developed into correct and positive attitudes such as trust, confidence, honesty, integrity responsibility and willingness to work together. The communication breakdown between workers and management should be avoided by development of workers in line with their basic needs (Gilbert, 1994:38).

2.3 EXPECTATIONS OF THE EMPLOYER AND EMPLOYEE

2.3.1 The expectations and responsibility of the employer

(1) Expectations of the employer

The principal obligation of the employee under the contract of service is to place his professional services at the disposal of the employer. Once the employee has entered into service he/she is under continued obligation to remain in service until the contract of employment comes to an end (Green, 1988:26). Employers' expectations include (Harari, 1994:54):

- workers' productivity, efficiency profit-mindedness and competitiveness in all aspects of their production;
- punctuality generates high profits;
- that workers will promote efficiency, proper usage and care of company materials; integrity, reliability, dedication and self-sacrifice and a willingness to maintain sound relationships;
- that employees will support employers' organisational goals;
- that employees will use communication channels that lead to a harmonious working system;
- that employees will follow instructions and make mature decisions; and
- that employees will identify with goals and needs of the company.

The employer has a particular responsibility to the fulfilment of his employees needs.

(2) **Responsibility of the employer**

The responsibility of the employer takes the following into consideration (Hartshorne, 1992:99; Mc Gregor & Mc Gregor 1992:192; Hall, 1994:49):

- The employer is responsible for being honest, sincere and dedicated to the upliftment of the educational standard of his employees.
- The employer is honourable and right to secure the goodwill and Cupertino of his workers.
- The responsibility of education and training of employees lies squarely on the shoulders of the employers, individually and collectively.
- Company survival and growth needs depend on an integration system of education, training and development of employees.
- Employers are responsible for the provision of safe working conditions.
- Employers are responsible for paying employees' salaries and wages.
- Employers are responsible for observing prescribed hours of work.
- Employers are responsible for receiving the employee into service and to retain him.

- Employers are responsible for the provision of medical services, to give leave and honour public holidays.
- Employers are responsible for early childhood educational programmes that need a broader development focus to operate health, nutritional, psycho-social, cognitive and language skills.

The employers and employees have expectations and responsibilities to each other.

2.3.2 Expectations and responsibility of the employee

(1) Expectations of the employee

The employee expectations are the following (McCoy, 1991:271; Holpp, 1994:44);

- The employee needs the creation of education and training opportunities that will help to prepare workers to occupy more skilled positions within the company.
- Employees expect employers to provide time off from work, for workers to improve their skills, which means providing financial support for future black managers to study at university level.
- Employees expect the employer to provide literacy training channels for illiterate and unskilled black employees.
- Employees expect employers to link grades to skills and not to tasks.
- Employees expect employers to maintain reasonable work demands.

- Employees expect employers to provide financial support for education of their family such as wives and children.
- Employees expect employers to set up a minimum wage between artisan and other grades.
- Employees expect employers to negotiate changes to the work place and training system so that workers have input to changes that affect them.
- Employees expect employers to design educational modules which workers can do to achieve upward mobility.
- Employees expect employers to grant their children financial educational support such as:
 - educational loans;
 - educational bursaries; and
 - educational grants.

The employees have certain responsibilities to the employers in the fulfilment of companies goals.

(2) Responsibility of the employee

The responsibility of the employee is portrayed as follows (Mc Coy, 1991:272; Hall, 1994:46; Carothers & Sevegny, 1993:115):

- Employees are expected to be loyal and dedicated to the company's goals attainment.

- Employees are responsible in nurturing the conditions that would support, allow and encourage their best work.
- Employees are responsible for collaboration and commitment to company goals and its production.
- Employees are expected to be respectful and to follow orders.
- Employees are expected to refrain from misconduct at all costs.
- Employees are expected to contribute to a harmonious working atmosphere.
- Employees are expected to refrain from offences such as drunkenness, refusal to work, dishonesty, fighting and verbal abuse.

2.4 SUMMARY

Employees have a great fund of knowledge and experience which, if they were allowed to follow through, could contribute to the advancement of their enterprise. Education and training of employees would lead to greater contribution in the companies' achievements. The business would gain from joint analysis and the morale of the workforce would be raised.

A high degree of trust between employers, management and employees should be achieved so that it becomes possible to achieve lasting cordial labour relations. It is an empowered environment where every worker shares in the job and in the decision-making. Labour rights need to be clearly clarified and understood by all employees and employers to avoid misappropriation of these rights. The employees' rights should

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be clearly spelt out to the best understanding of both employers and employees. These rights should be adhered to, observed and practised by both parties.

It is accepted internationally that certain basic rights and protection are available to workers. These rights include the protection from victimisation, the right to join trade unions and to take part in their activities, the right to bargain collectively and to strike.

The most important of workers' right is the right to fair and equitable treatment from the employer. The worker has the right to air his grievances and have them sympathetically and seriously heard at the highest levels in the organisation. The worker has a right to be consulted about any change in the work place that directly affects him.

Additional rights are created by recognition agreements reached with the trade unions such as the right to paid time off for training and union business. Work is an economic activity and also a social one. It provides a set of relationships and interactions centred around the people with different expectations such as employers and employees.

In the next chapter the educational needs of employees will be discussed.

CHAPTER 3

EDUCATIONAL NEED OF EMPLOYEES

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CHAPTER 3

EDUCATIONAL NEED OF EMPLOYEES

3.1 INTRODUCTION

Different companies experience a variation of employees' educational problems. It has been brought to the attention of companies to educate, train, develop, retrain and upgrade their employees to the company's best interests. Many employees come from a disadvantaged educational background. Some of these companies have already recognised the gravity of their employee's educational needs and their educational empowerment (Mullar, 1992:41; Millar, 1991:69).

Employees are in dire need of education and training so as to help the organisation to achieve its central business objectives. The fundamental responsibility for ensuring that each function possesses and apply skills necessary to support the aims of the enterprise at economic costs, rests with the manager of that function.. Individual employee career development has to be given the highest priority so as to advance the human resources of the company. The training section has the responsibility for providing a specialist support service to all workers and of co-ordinating this service (Harley, 1990:14; Satcher, 1990:9; Sulkin, 1994:20).

Employees need a tripartite training process involving the learner, his line management and training section and, to be effective, training needs to be continuous, i.e. day-by-day. Formal courses can only constitute a part of the total development effort. An employee's learning and development is required to bridge the gap between present and future job requirements and competence of the job holders (Martin & Hayter, 1990:55).

Qualitative production becomes very difficult when a company is using uneducated and unskilled manpower, hence companies have decided to intervene in the education, training and development of their employees. It becomes dangerous to trust unskilled labourers with expensive materials and machines. To avoid the waste of materials and severe damages to machines, companies are reluctantly compelled to educate, train and develop their manpower at all costs (Kruger & Mullar, 1990:44).

Disadvantaged employees are in dire need of education, training and adequate development to meet the demands and the dictates of the company. An employee's education is needed to develop his ability to perform productively and profitably. A workers' education need not be aimed at job related training only but it should develop both self-esteem and his life-world (Gerber, 1993:367).

3.2 EDUCATIONAL NEEDS OF EMPLOYEES

3.2.1 Determination of educational needs

Although many employers determine that their workers lack the skills and know-how to balance their performance with company goals, few employers are aware of the strategies to deal with a disadvantaged workforce. Companies are often reluctant to invest in development of basis training skills for their employees (Mullar, 1992:68).

Workers education is not closely linked to real life issues, such as budgeting and family planning, which concern the majority of workers' educational needs. Workers need a strong back-up in skills education. Employees need to be literate and numerate so that they will be able to write and read numbers appropriately in all spheres of the work situation.

The efficient functioning of a company is influenced largely by the managerial skills and the employee's abilities in the firm. This directly affects the efficient use of the factors of production and other means of production in creating goods and services.

Education and training of employees is vital for the employees' efficiency. The degree of profitability indicates the profit potential of the company in relation to the capital involved. Workers need to be educated and trained about the profit motive behind the company's action (Roman, 1988:312).

3.2.2 Inculcation of job know-how

Workers empowerment through developing skills and practice in their workplace is highly appreciated. Companies are involved in employee education and training which will enable responsible and productive workers to participate fully in all facets of their company's demands. Few companies empower their employees with know-how and skills to do their work (Steinberg & Suttner, 1991:35).

Empowerment of employees means educating them positively in order to improve their life style. Career development, knowledge and skills development are positive answers to employee empowerment (Lal, 1990:18; Gerber, 1993:72).

Workers need to be trained and educated to be makers of their lives and destinies. Education and training is necessary to empower employees with the necessary analytical skills to understand the vast realities of life. Employees show a severe shortage of a skills type of education. This is revealed in their underproduction and the poor quality of production. Employees need technical and occupational education that shapes employees' abilities and capabilities (McGowan, 1991:97).

Employees need relevant skills in order to deliver optimum productivity. Employers' educational assistance is of vital importance and is of urgent necessity in this regard. Employers invest in basic skills training for their employees in work time and in the workplace. The company's goals cannot be attainable and measured unless employees are educated and trained skilfully (Mearning, 1993:5).

Employers offer employees educational programmes that lead to integration of basic skills in a pre-employment programme and in a real workplace. Providing basic skills with the voluntary organisational training programmes is an effective way of reaching higher employee abilities and developing basic skills in a relevant and accessible way. Basic skills education gives access to a productive workplace and an awareness of advice on material simplification (Meaning, 1993:67).

3.2.3 Improvement of the level of competence

Changes in the workplace are directed at improving the employee level of competence. The abilities of employees are sharpened and made competitive to the best interest of achieving a company's goals, which leads to higher benefits for all workers. Employers strive for a competitive workplace atmosphere, characterised by sufficient income, ample benefits for an employee to live in comfort and enjoy the amount of work he performs.

The competent employee is characterised by qualitative productivity and happy work teams. Worker empowerment and a proper grading system (Petrini, 1992:26; Simmons & Kan, 1990:24; Rosse, 1990:75), earn the best awards.

Employees undergoing a competency study revealing to the workers the benefits of being competent and efficient, results in the best yields. The employer and employee become the benefactors and partners in production and profits of the company. competence is used as a tool for promoting leaders of departments, managers and board of future directors. Respect, dedication and devotion to work and tolerance of managers become the order of the day in work situations. Efficiency programmes are studied and mastered by all workers at their free will, and finally workers see fit to be co-operative and efficient in the work entrusted to them (Mikulecky, 1990:452).

Empowerment is a tool that bestows power on an employee that enables him to take responsible and accountable decisions on matters pertaining to his work. Workers are

empowered to be competent. Empowerment is regarded as an outcome of the education process that provides the social background for the working environment of employees, with an awareness and knowledge to act in and upon the company structure. An empowered employee becomes efficient. It refers to equipping and raising the confidence of the individual employee so that the employee's performance can be more successful and productive. A worker's education and training is aimed at increasing a worker's efficiency, competency and productivity (Kinni, 1994:38; Andrews, 1994:68).

Through effective employee education and training, employee empowerment and delegation enable companies to fluctuate their efficiency and productivity with a degree of competency. Workers are now required to think like managers, understand the business implications of their actions, and master the new technologies (Freece, 1994:112). Workers play a more meaningful role in companies due to empowerment that leads to competency and making more profitable decisions.

3.2.4 Employee motivation to improve production

The paramount goal of employee education, training and development is to help employees to understand their employment situation. Employee collective experience assists them to serve their employers more effectively and efficiently. The management tries all means and ways to motivate the workers to co-ordinate their efforts to meet the needs of the company. Improvement of production is the result of employee motivation (Beder, 1992:83; Hall, 1994:71). Motivational programmes are employed, facilitators try to motivate workers to the needs and expectations of the company. The morale of both the company and employees is improved and enhanced. The nature of work as well as the literacy skills of workers need to be modified to improve production (Pace, 1991:253).

The motivational programme is organised and studied by all workers sufficiently to trigger to ethos of working to achieve high scores of production. An eagerness to

achieve higher scores of work influences better salaries and improved benefits to workers that have participated in the best interest of the company yielding. Workers who positively undergo a motivational study need to be better paid and given better promotional positions (Sanderson, 1989:101). An organisation's best interests lie in listening to the needs of worker and addressing them, finding new ways to enrich workers' lives and to accommodate its policies in their legitimate drive for self-direction and motivation of workers who will drive the company to higher profit attainment (Roman, 1988:312).

3.2.5 Reduction of illiteracy and innumeracy

The companies are granting educational assistance to their employees so as to facilitate an upgrading in education, health care, efficiency, productivity and other services, by improving the quality of information available and by providing expertise to teach skills, how to read and write numbers. The level of employees illiteracy and innumeracy is minimised and the communication process becomes a dual-communication with a full exchange of constructive ideas. This creates a conducive workplace characterised by respect for each other, responsibility and accountability (McCoy, 1991:81).

Illiterate workers are enjoying the privilege of learning and working under one roof. The company addresses illiteracy and finally benefits by utilising competent workers.

Qualitative production becomes the order of the company hence there is a profit flow into the company's profits. Minimisation of illiteracy and innumeracy leads to a competitive climate for the future, utilising the most important weapons such as competitiveness, responsiveness, adaptability and creativity. Companies are gearing up to a new campaign built around lifetime learning to develop those attributes among its employees. Training and educating of all employees from the factory floor to the corner office with the goal of achieving, is a necessity in the workplace (Kelly & Burrows, 1994:160).

(1) Illiteracy

The process of transforming companies requires significant changes in behaviour, attitudes, morals, practices and perceptions of employees. Employees are illiterate hence they cannot read and write. Workers need educational literacy programmes designed to upgrade their reading and writing skills. Illiteracy hinders the worker's output and the company's output is jeopardised. Literate workers are the lifeblood of a company's economy and growth. Literacy facilitates communication, company goals and technical strategies to achieve those goals that are meaningfully communicated to all members of the company (Meggingson, 1988:46). Companies have established a model of literacy programmes for looking at the successes of literate workers. Setting up education and training schemes in the workplace is a major company goal. Employee development learning programmes within and outside the company are vital necessity. It is like a mirror in which the company views its progress. The skills necessary in the workplace need to be the core of the literacy programmes (Payne, 1993:60).

Literacy of workers improves an employee's development beyond current job requirements and equals opportunities, personal confidence and the preparation for an unpredictable labour market. Employee education development betters understanding of the organisation, encourages flexibility, develops a learning culture and create an internal labour competition (Payne, 1993:61).

Literate workers develop a sincere desire for the things they want in life. Liberated workers crystallise their thinking and develop the right mental attitude towards their work (Mayo, 1991:315; McCoy, 1991:272; Goetz, 1992:25).

(2) Innumeracy

The quality of an employee's life is in direct proportion to his commitment to excellence, but an employee's innumeracy stands as a stumbling block to his output. Employee's innumeracy keep them from reading and writing correct figures. Numeracy programmes need to be granted to employees as means and ways of upgrading their lives. Continuous improvement and maintenance of future successes can be attained if workers can write, read and count figures correctly. Companies are in dire need of numerate and literate workers. Numerate and literate workers develop supreme confidence in themselves (Mayo, 1991:315).

Companies need literate, numerate, problem-solving workers who can add value to the production of qualitative goods. Workers are not functionally literate and they lack sound command of numbers (Mc Gregor & Mc Gregor, 1992:136). Literacy and numeracy can be engineered by labour unions and management at company level (Lal, 1990:16).

3.2.6 Creation of education opportunities

The creation of educational opportunities for the disadvantaged employee is the highest company priority. The employer has a role of creating employment and training opportunities that lead to affirmative action, and the promotion to higher positions. The creation of job opportunities can only be fulfilled if employee education is granted as the highest priority (Pace, 1991:253). The company tries all means and ways to create employee educational chances for all employees. Workers feel happier in a company with well-defined educational opportunities. The company strives for the best promotion of all hard workers. This promotion is in line with salary increments and all other benefits which are enjoyed by employees (Steven, 1990:203; Brandt, 1994:16).

CHAPTER 4

PROVISION OF EDUCATION BY CERTAIN PRIVATE COMPANIES

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3.3 EDUCATIONAL NEEDS OF EMPLOYEES' FAMILIES

3.3.1 Educational needs of spouse

The spouses of employees are in dire need of education and training. The spouses of employees are educationally disadvantaged and neglected by the employers of their husbands. Spouses deserve educational assistance and need to be upgraded to better literate standards. The companies of their husbands do not provide literacy and numeracy programmes which will empower and provide them with knowledge, skills, verbal communication and know-how for doing basic things such as knitting, sewing, bricklaying, budgeting etc. Spouses of employees need a set-up with a therapy workshop where employees' spouses share successful strategies that will equip and advance spouses. New ideas need to be sold, explored and developed for the betterment of spouses. Skills and expertise need to be taught, learned and be modelled (Dekker, 1990:62; McCoy, 1991:100).

The spouses' educational programmes need to give priority to self-help job creation, skills training and the encouragement of self-employment. The major purpose of employees' wives' education is to disclose a life of free possibilities allowing all employees' spouses to shape their own destinies in their own unique fashion in a world shared with their husbands (Wood, 1993:41; Harley, 1990:26; Satcher, 1990:120). An employee's spouse becomes a breadwinner after her husband's death and for this she needs educational empowerment. An employee's spouse contributes to the proper management and administration of the employee's family (Wood, 1993:56).

(1) Raising the standard of domestic life

Due to educational disadvantages, the standard of domestic life is very low and it needs to be educationally raised to the required standard. The great challenge is to

keep abreast with the standard of life required by the family of employees. Workers' wives need relevant education to assist them to maintain a required home standard. Education and training has to increase spouses' physical and mental freedom, to increase their control over themselves, their lives and their environment in which they live and abide (Barber, 1994:11).

The setting up of developmental programmes with prime goals of raising and maintaining home standards to a required level is the highest priority. Education of spouses kindles creativity which provokes questioning and challenges old assumptions and establishes new acceptable practises (Hartshorne, 1992:90).

(2) Improving attitudes at home

Harmful attitudes need to be improved in different family members by exposing different members to learning and development. Members of the family need to be granted access to education so as to improve their life, ethos, responsibility, etc. Companies need to provide supportive educational devices.

3.3.2 Educational needs for children

Employees' children are born in a time of rapid social change and the spread of poverty and violence which place their development at risk. A disadvantaged background places employees' children in very bleak situations of unemployability and unmarketability in their future life. Relevant education is essential to their life development. Companies need skilful workforces and employees' children need skills education that are going to open avenues from the economic and industrial sectors. Parents are unable to pay without their employers' financial assistance (Beder, 1992:18; Hall, 1994:83).

(1) Loans

Employees' children are born out of families that are caught up in poverty. Children need educational loans to further their studies at higher institutions. Employees' children need educational loans which are payable after the completion of their course of study. Company educational loans do not have high interest rates but reasonable interest rates (Johnson & Rose, 1992:107). The company also provides interest free loans covering the cost of registration, tuition, residence, examination fees, prescribed books and instruments. Loans are granted in advance and the actual expenditure is accounted for before the next loan is granted. Pensioners' children are also granted loans and they are required to repay the loans by mean of a stop order in the pensioners' bank accounts (Johnson & Rose, 1992:117).

(2) Bursaries

Financial resources are the life-blood of the employees' children's education. Workers' children need bursaries as a means of educational back-up. Workers' children are born from a very disadvantaged family background. The company offers bursaries that cover tuition, registration, residence, examination fees, prescribed books, instruments and uniforms (Barner, 1994:47).

The bursaries are awarded by the company and is based on matric results. These bursaries are awarded by the bursary committee of the company. The recipient of such bursaries has to sign a contract with the company. The recipient is expected to work for the company for the period of years of sponsorship. The prospective students consult with the head of the company's bursary committee as their recommendations are essential on the application forms. The value of awards and bursaries varies and are made on the risk of the applicants (Barner, 1994:49).

Companies' employees' education and training are aimed at training employees' children in the marketable skills of industries. Formal education is also provided to the employees' children though the main emphasis is to prepare children for essential entry into the open labour market. Skills training is offered in trades like electrical, chemical engineering (Davide & Sisulu, 1992:65).

(3) Grants

Children of poorly paid employees are granted educational grants so that they will further their education. Employees who are earning meagre salaries and wages are unable to financially assist their children, hence children have a poor education that guarantees no employment in their future. The conditions of attaining grants are open to all employees' children to allow them to qualify for assistance (Harley, 1990:26).

3.3.3 Educational need for children

The day-care programmes need an education component. Teachers of high quality provide supportive programmes guiding employees' children. It can be fulfilled by means of the employers' financial support (Evans & Haffenden, 1991:170).

The transition from informal to formal learning is crucial in the improvement of scholastic performance. Programmes that focus on improving children's readiness for school is needed. Companies need to assist financially in the running of these schools.

Companies need to supply the needs of the schools because employed parents are not earning adequate wages to finance the smooth running of these schools. School readiness needs to incorporate health, nutritional status as well as psychological cognitive and language skills. The early childhood programmes are vital in community development and improving the quality of life for young disadvantaged children (Johnson & Rose, 1992:117).

The need of provision of full day-care facilities for children of women employed outside the home is accepted as a social responsibility in industrialised countries because of economic needs. The poor quality of full-day-care places the development of young children at risk. It is essential for the company to provide an adequate educational programme as well as a health and caring environment (Wilkinson, 1989:112; Sonderson, 1989:55).

3.4 SUMMARY

Companies are employing workers from educationally disadvantaged backgrounds hence employees are in need of education and training in skills education. Workers have special educational needs that need to be attended to by educational managers of the company. The company needs to determine the educational needs of workers and provide means and ways of satisfying these educational needs of workers.

Workers are in need of education and training that will advance their own efficiency and competency skills so that workers are able to cope with the dictates of the work situation. A high production rate cannot be attained if a worker's educational need is not attended meaningfully to the benefit of all the workers.

Education and training of workers minimises illiteracy, oracy and innumeracy. Workers need to be educationally assisted so that they will be able to adjust to the needs of the work situation. The company needs to create educational opportunities. The unfolding vision of the organisation is used to encourage employees to join management in finding ways of fulfilling the goals of the company, and maintaining, strengthening and initiating the organisational objectives. Education and training act as a link between the wants of the company and the needs of a workforce. an educated workforce creates a basis for commitment to fundamental changes through a clear identification of factors that need to be stopped, maintained or initiated. Education

and training make workers explore their likes, dislikes and expectations of the organisation. Business realities and challenges are met when a workforce are properly and appropriately educated and trained in skills education.

Families of employees are in need of educational assistance because they come from disadvantaged backgrounds. The spouses and children are in need of educational back-up that will equip them for the daily demands of all angles of life. Families are in great need of loans, bursaries and grants that will enable them to attain relevant skilled education. Employees' children need financial assistance so that they can obtain a relevant education. Children are the future workers of the company that need to be educationally cared for by the company.

Wives of employees need empowerment educational programmes so that they are empowered to withstand the challenges that face them in their future.

The next chapter will focus on educational provision by private companies.

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CHAPTER 4

PROVISION OF EDUCATION BY CERTAIN PRIVATE COMPANIES

4.1 INTRODUCTION

In the following chapter different companies are discussed that have experienced a variation of employees' educational problems. The researcher have designed and posted a letter requesting permission to conduct research in five Isipingo companies (ANNEXURE A). The employees were delineated by means of relevant interviews and were categorised into three categories. Interviews were granted by the various companies (ANNEXURE B).

All individual employees, spouses and children need to have access to education and training. Employers have a central educational responsibility in the provision of education and training for their employees and their families. The provision should be planned as part of coherent and comprehensive programmes to develop humanity and democratise workers and their families. The historical disadvantaged employees need to be granted more time for educational upliftment (Sanderson, 1989:131).

The hopes of a better life and a brighter future continues to do battle with the uncertainties of employees in transition. A better life for workers implies a greater need for education and training, houses, electricity, jobs, as well as the elimination of poverty. A wish for a brighter future should find greater expression in workers' education in a company, as well as in tertiary institutions.

A critical component of successful development and competitiveness is human resource development. A well-trained workforce and a highly productive workforce is

needed by all companies. The most pressing problems of skills shortages and the need to address inequities in our society has led to various employers constructing an action plan which reflects different labour rights, different philosophical outlooks and organisational priorities (Smallan, 1991:142).

4.2 COMPANY A: TOYOTA

4.2.1 Employees

(1) Illiteracy

The company offers Adult Basic Education aimed at addressing employees' illiteracy. Workers are expected to be literate so as to understand the economic goals of the company. The company management and the workers' union are the kingpins minimising illiteracy. Literate workers are needed by many companies so that they become essential assets of the company.

(2) Innumeracy

The company is in dire need of numerate workers, therefore the company has Adult Basic Education which has four skill levels, namely:

- Adult Basic Education I (3 modules)
- Adult Basic Education II (6 modules)
- Adult Basic Education III (8 modules)
- Adult Basic Education IV (8 modules)

The total of 22 completed modules are equal to standard 7. These modules are designed so that they equip workers in numeracy as well as literacy.

Outside worker consultants are consulted and hired to offer empowering educational programmes to the employees. Workers are taught practical skills applicable to the task and the theory related to the practical skills. The theory is taught at the training centre and is practised at the plant level. There is a multi-skills educational programme granted by the company to its employees.

The technical education offered to workers includes theory and practicals such as vehicle assembly, trim, paint body, stamping, warehousing, component and automatic plastics. There is no payment for practical acquisition of skills. Acquisition of skills is strongly encouraged amongst workers. Workers who attend school after working hours are compensated hourly for their attendance and advancement.

(3) Empowerment educational programme

The company employs psychologists and educational consultants to empower workers with skills. The company has an educational role to play in educating and training its manpower. Empowerment educational programmes are essential to prepare the workforce.

(4) Job related skills

Certain private companies have embarked on employees' skills development. Investment in human resources is vital in the sense that the workforce becomes equipped and advance to the company's benefit. A well-skilled workforce and a highly productive workforce is a necessity for all companies. Education and training of workers empower the workforce with skills of how to do a job properly. Toyota have multi-skills programmes which grant workers hands-on skills. These programmes are

open and attended by all workers at different times hence the company is the best achiever in the whole country.

4.2.2 Spouses

(1) Illiteracy

Toyota has Adult Education programmes based at Ogwini Comprehensive High School and KwaMakhutha High School. The employees' spouses are allowed to attend classes up to Standard 10. The company pays for the smooth running of these programmes. The school and teachers are financially supported by the company. The spouses can attend and advance themselves up to the attainment of standard 10. Illiteracy is addressed in these classes in various aspects.

(2) Innumeracy

The spouses of workers are made aware of how to use numbers in the afternoon adult classes. Professional teachers are hired to offer Mathematics, Functional Mathematics, Physical Science, English and Business English at various levels. Mathematics and science are highly valued for enhancing creativity. Spouses learn how to use numbers effectively.

(3) Empowerment educational programme

The company has no empowerment educational programmes designed for upgrading employees' spouses. The company sees no need to promote spouses, empowerment educational programmes hence the company will end up paying a lot of money which will not be refunded to the company.

4.2.3 Children

(1) Illiteracy

The Toyota company has sponsored early childhood education of the employees' children. The small children who attend crèches, kindergarten, primary school and school up to tertiary education are financially supported. The employees' children enjoy rights to literacy from the schools listed below. The company supports schools which act as springboards for its future employees such as schools at KwaMakhutha High School and Ogwini Comprehensive High School. The curricula of these schools are in line with the needs of the company. The company offers an upgrading programme in Mathematics, Physical Science and English. It is directed at uplifting pupils at standard 9 and 10 of these schools.

(2) Innumeracy

Employees' children are granted rights to study and further their education at high schools as well as tertiary levels. Children study different curriculum subjects such as Mathematics, Physical Science, Functional and Applied Mathematics, Accounting and Business Economics. All these subjects equips the student with the ability to manipulate figures. The company is in need of numerate workers hence it is compelled by circumstances to sponsor and finance these programmes. The company financially supports early childhood education for children, who may become future employees.

(3) Empowerment educational programmes

The company has a variety of empowerment educational programmes directed at empowering employees' children. The company offers upgrading programmes in Mathematics, Science and English. It is directed at empowering pupils in standard 9

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(3) Empowerment educational programmes

The company has a variety of empowerment educational programmes directed at empowering employees' children. The company offers upgrading programmes in Mathematics, Science and English. It is directed at empowering pupils in standard 9

and 10. Children are sent to leadership programmes aimed at inculcating leadership qualities in youth. These educational programmes are financed by the company.

(4) Financial assistance (bursaries, loans/grants)

Education is expensive. The company supports the training and development of new generations of academics and researchers in Human Sciences, Commerce and Science. Students from disadvantaged backgrounds are financially supported to upgrade their standards. The company believes in facilitating appropriate human resources development and technological change within the company environment and within the economy.

Employees' children are granted bursaries to finance and further their studies to their best interests. The company has the "Albert Wessels Trust" open for all employees' education. Employees' children are granted loans that are payable to the company when they have completed their academic courses. Teachers are granted educational programmes for upgrading teachers in Mathematics, Physical Science and English. Teachers' programmes are sponsored by the company. Vast sums of money are used in sponsoring teachers-in-the-making.

4.3 COMPANY B: SAPREF

4.3.1 Workers

(1) Illiteracy

The company has semi-literate and literate workers. The company offers Adult Basic Education to workers who have not attained matric. They are assisted to attain their standard 9 and 10. Saturday classes are held and their curricula are Biology, Mathematics and Physical Science. There are afternoon classes within the company

that assist employees academically. The Independent Examination Board conducts examinations yearly.

(2) Innumeracy

The company has incontrovertible evidence that a high proportion of employees need supplementary education, emphasising the use of numbers. A company will get nowhere with the development of successful managers unless the company starts its career on the basis of equal opportunity to workers who are not numerate.

Brighter workers with matriculation are sent to the best schools for a post matric education, finally they become the future company employees. Bridging education is a training intervention designed to upgrade employees' technical skills.

(3) Empowerment educational programme

Workers who are below matric academic level are subjected to empowerment educational programmes. The company offers assistance with educational programmes from standards 1 to 10. Teachers are hired by the company to facilitate learning to workers during Saturday classes. Workers are encouraged to study until high levels of education are attained. The Independent Examination Boards conducts examinations for those students who are doing their final year. The company assists students who are furthering their technical education at technikons and universities. Workers who are working and studying are granted time off to attend classes and are paid for the time they did not work.

The company employs outside educationist and industrial psychologists to empower workers academically. These courses are conducted outside the company premises. The courses are conducted at hostels and they take one week to two weeks at the expenditure of the company. Educationalists and psychologists are paid by the company.

(4) Job related skills

The company offers a 100 % technical skills training to all workers. Acquiring skills goes with wages, salaries and promotions. The skills upgrading programmes are mainly aimed at providing on-the-job training for employees and are largely sponsored by the company. It is meant to stimulate workers through advice and training in order to stimulate growth of the workers' potential. Shell concentrates heavily in training its manpower.

4.3.2 Spouses

(1) Illiteracy

The company offers Saturday morning classes to address workers' spouses' illiteracy. The workers' spouses are educationally assisted by professional educators. These classes start from standard 1 - 10. Their curriculum is fully designed for all streams in matric. The company sponsors the whole programme.

(2) Numeracy

The Saturday School addresses the numeracy of workers' spouses in all academic levels namely Science, Commerce and General Humanities. Spouses are empowered by techniques. The courses in the classes are Mathematics, Biology, Physical Science and Commerce.

(3) Empowerment educational programme

The company offers no empowerment educational programme for spouses of workers. The company sees no need for empowering spouses because they will be unproductive to the company.

4.3.3 Children

(1) Illiteracy

Educational assistance is available to only those children and minor dependants of workers and pensioners. The company has Saturday morning classes for all workers. The subjects are set such that they favour the scientific line. The curricula is Biology, Mathematics, Physical Science and Computer Science. The company has its own teaching aids and learning aids such as computers and mathematical instruments.

The company considers requests from employees for assistance for their children to attend a recognised tertiary educational institution, other than university, in their country of employment.

(2) Numeracy

The company's major focus is on the education of employees' children and is based on Mathematics and Computer Science, which enables the children to be numerate and literate.

(3) Empowerment educational programme

The students attend standards 1 to 7 groups on a Saturday morning and are taken to a visit to Sea World in September of every year. The standard 8 to 10 classes had a talk and tour of the Refinery with engineer Armstrong Yokwe. The major idea is to expose them to the world of work.

SAPREF initiated children's sports as part of their team-building programme. Various sports were played including volleyball, table tennis and pool followed by presenting small prizes, mainly chocolates and soft balls, as well as booby prizes.

(4) Financial assistance (bursaries, loans and grants)

The company offers financial assistance to only those children and minor dependants of workers and pensioners. The company considers requests from employees for assistance of their children to attend recognised tertiary educational institutions, other than university, in their country of employment.

The company provides interest-free loans covering the cost of registration, tuition, residence, examination fees, prescribed books and instruments. Fifty percent of the loans are payable in twelve equal monthly instalments. Loans are granted and a 50 % write off is granted to employees who have two years service, and to all pensioners. The company also sponsors students at technikons, universities and colleges who study science subjects. The whole country's best matriculants are sponsored by the company at various institutions.

4.4 COMPANY C: BEACON SWEETS

4.4.1 Workers

(1) Illiteracy

The company is charged with accountable enhancement of human aspirations and capabilities of human development. The company has literacy programmes at Adult Basic Education and Training levels. All new employees who are from disadvantaged educational backgrounds are assisted by the company's Adult Basic Education. Workers who are illiterate are assisted by the company to be able to read and write and speak English, so as to verbalise their ideas and feelings.

Employees are engaged in these literacy programme for six years of initial employment. The ABET levels are characterised by massive worker educational progress. The company gains a lot in human investment and advancement. The company has 45 student workers who are involved in these programmes.

(2) Innumeracy

The company employs workers who are not numerate in all aspects. These workers are subject to Adult Basic Education and Training. In these programmes workers are equipped with skills of how to use numbers in the daily work situation. The major aim of the company is to educate, train and enable workers to be able to count with regard to production, salaries and wages, and to budget meaningfully. The major emphasis is placed on Mathematics, English and Science. The company educates to provide the fuller underlying dynamics of production essential to workers' lives.

The company has designed a pay system to reward employees for their individual performance, but this can only be clearly understood in terms of the numeracy of workers. Employees have to be taught to use numbers and learn numbers. A pay system depends on a careful delineation of the elements of a job and setting standards for the level of production expected.

Records are kept of each workers' daily output and the workers' rate of pay depends on the numeracy, amount of work done measured against the established standard. Workers are educated and trained to be numerate, therefore they undergo these numeracy and literate classes for a period of six years.

On top of the Adult Basic Education and Training programmes, the company offers classes from standard 6 to 10 and has a variety of subjects that suit all employees. The compulsory subjects are Mathematics, English and Physical Science. Workers who pass these subjects are compensated with lucrative incentives. New material becomes

easier for the academically orientated new employee to handle than for the work-orientated employee.

Educational qualifications of the labour force available in the immediate vicinity of the company, are not sufficiently high to meet the requirements of the company. The company has substantial demands for qualified staff, especially skilled staff. The shortages of skilled manpower arose from the employment of unskilled, disadvantaged employees from educationally disadvantaged communities that encourage people to leave school before gaining a satisfactory standard of education.

(3) Empowerment educational programme

The company has adult educational programmes that update workers on the needs and expectations of the company. The educational programmes equip the workers with skills, knowledge and know-how for doing jobs. Education and training empowers workers to have power over their actions.

The company has technical education that is offered to employees at three levels: N1, N2 and N3. The company has 65 workers that are involved in technical education within the company and outside the company. While they are studying workers enjoy fringe benefits, education and training. The company is increasingly establishing equal opportunity for the acquisition of marketable skills which are in the company's demands.

(4) Job related skills

The company offers education and training skills which are totally job related. Workers are expanded to these skills as means and ways of equipping them with the know-how of the job.

The company has categorised workers according to skills:

(a) High level skilled manpower

- Professional and technical
- Administrative and management

(b) Semi-skilled workers

- Clerical workers
- Sales workers

(c) Unskilled workers

- Service workers
- Transport workers

The company permits workers to become apprentices by allowing them education and training in technical education.

The company is in need of conscientious and loyal workers hence they invest in workers' education, training and development and help them to overcome some of the educational problems they face as workers. The company has made efforts in this direction and are pleased with the results.

The company grants apprentice programme to all employees that are eligible to these programmes. The apprentice programmes are equipping workers towards artisanship. The company favours and finances workers who are doing part-time studies in tertiary education in different faculties such as Bachelor of Administration, Bachelor of

Commerce, Bachelor of Science. There are 200 workers studying in different fields and at different universities.

It is recognised that much skill development takes place informally within the working situation. The intention is to establish a proficiency education service so as to extend and formalise to some degree the process of on-the-job training. The priority need in setting up such an employee education service is the provision of basic education. Job related skills education has to unlock the human potential which is at present under utilised.

4.4.2 Spouses

(1) Illiteracy

The problems and potentials of spouses need to be understood and managed by employers. A positive climate is created at all levels in an organisation to ensure support and co-operation from employers and to avoid possible rejection by spouses. The spouses are allowed to participate in learning in the company adult centre.

The spouses are financially eligible to bursaries and loans are non-payable to the company. The company has financial trusts that are open for spouses' financial applications. There are direct spouses' literacy programmes but they also participate in Adult Centres, Technikons, Colleges of Education, Technical Colleges and Universities.

(2) Numeracy

The spouses are granted permission to attend Adult Centres so as to rectify their educational numeracy. Adult workers programmes are financially supported by the company. There are no direct designed numeracy programmes meant to address spouses' numeracy.

Spouses face a variety of educational problems, some of which are experiences peculiar to the spouses.

Spouses face stereotypes in different environments. These affect perceptions about spouses' personalities, their preferences and the way that spouses are treated at home and in the community and shows that they need relevant educational support. Beacon Sweets decided to open all avenues for spouses to study as they wish.

(3) Empowerment educational programme

The company has no proper spouses' empowerment educational programmes. The spouses are allowed to study in the company's adult centre and other tertiary institutions. Loans and bursaries are available to the spouses studying at tertiary levels.

4.4.3 Children

(1) Illiteracy

The company has sponsored vast sums of money for the educational needs of employees' children. Workers' children are enjoying education financially supported by Beacon Sweets, hence the parents are exempted from financing their children's education.. Beacon Sweets has sponsored early childhood education of the employees' children. The employees' children who attend crèches, kindergarten, primary up to tertiary education are financially supported.

The company has a trust fund open for all workers' children. Workers' children are able to receive financial support up to the highest levels of education. The company offers bursaries and loans to a number of students in different tertiary institutions.

(2) Innumeracy

Employees' children are educated in schools to use numbers. The company assists different schools to extend their classes and have more room for workers' children. The school sees to it that workers' children are educated numerically and literately. Numerate workers stand a better chance in economic spheres.

(3) Empowerment educational programme

Beacon Sweets Company offers better education to children's employees so as to overcome ignorance and open the way for individual workers to lead richer lives, to establish better social relationships within communities and to enable the local communities to gain self-respect and become more democratic, respectful and able to take initiative for their own improvements and become outward looking. Beacon Sweets has sent employees' children to the best schools so as to improve their education which would contribute to economic growth, thus raising the general standard of living and helping towards better employment opportunities, health and housing.

The company sees to it that workers' children's level of education is well improved to better their basic life demands and needs. The company exposes workers' children to the opportunities for a richer cultural life by running programmes that open children's horizons for a richer cultural life. Children are assisted to increase their readiness to learn new techniques required for innovation and change.

Empowerment educational programmes are meant to improve the quality of living of workers' children. Children are empowered to make vital decisions for themselves on a wide range of matters concerned with the general good of democracy. The company empowers children on matters of adequate food, shelter, to do things, education and training and finally work.

Workers are empowered with education to enable them to respond to new opportunities and challenges and for the social development of the community. Educational programmes provide children with the freedom to make responsible decisions within broad limits which are the necessary conditions for satisfaction and self-respect. The company employs outside educationists to inculcate the skills to workers' children. Career guidance counsellors are hired to clarify career options available for the workers' children.

Beacons Sweets empowerment educational programme has the following main functions:

- to give all children a basic education which achieve literacy to enable them to read pamphlets and local news sheets;
- to be able to decide what to do in practical situations in their lives.

(4) Financial assistance

The company needs future workers who are warm, compassionate, caring workers who are able to live and work with others of different persuasions and heritage's, who are liberated from fear and prejudice and whose lives have sense and purpose and finally are capable of making their own independent judgements. The company expends large amounts of money which enables individuals to strive towards becoming skilled, competent and knowledgeable people capable of earning their own living and maintaining their independent livelihood and therefore contributing to society.

Beacon Sweets send employees' children to different educational institutions and has helped finance their educational expenditures. Children thus assisted are capable of responding to change and are equipped with innovative adaptive abilities and are able to master new technological knowledge and skills. They are also equipped with social

interpersonal skills. Finally, they become citizens who respect their own heritage's and those of others, with a respect for the rule of law and democratic processes that affect conditions for living together in one company.

The company offers bursaries to employees' children with an intention of investing in the future of employees. Children have an opportunity of studying up to the highest levels of tertiary education without paying a cent. The company offers bursaries and loans that are payable with service to the company. The bursary works for a period equivalent to years studied at tertiary level. The scholarship is open to all employees' children and members of the public.

The company sponsors and donates vast sums of money to non-profit organisations representing commerce and industry are very close to business and are particularly aware of the needs of their members, a fact that enables them to make an accurate analysis of needs and lists of priorities.

The company sponsors organisations such as The Urban Foundation, READ, TOPS, Career Information Centre, Operation Upgrade, Rotanda and PROTEC. The company spends a great deal in the human development of its workers. Workers are trained in skills, operations and semi-skilled operations.

4.5 COMPANY D: SOUTH AFRICAN BREWERIES

4.5.1 Workers

(1) Illiteracy

South African Breweries (SAB) is dedicated to assisting the employees through encouraging development of employees' education by the financing of, and investment in financially bound and viable workers education. SAB starts off by screening

workers on the basis of illiteracy. Once this has been determined, appropriate training is designed and directed by facilitators.

The company has full-time literacy classes for a period of six months and part-time classes which allow workers to attend during working hours. The majority of workers attend after hours.

The company is confronting social stigmas head-on through its Adult Basic Education and Training programme. Some of the significant features that makes the ABET Centre at SAB a flagship are:

- the dedicated ABET co-ordinators positions;
- joint management and shopsteward involvement at committee level, which is participative and constructive, and
- the dedicated facility for ABET purposes, incorporating a computer room, library and reception area.

The popularity and viability of the ABET courses are clear. Employees are engaged to upgrade their literacy and numeracy skills on a full-time and part-time basis. ABET opens up new worlds for a substantial number of employees.

The company improves employees by integrating work experience with the ABET courses. The full-time ABET programme this year is piloted at each production region. The Independent Examination Board (IEB) Examinations are written in November by the full-time learners. The part-time writers write the IEB in July of the following year.

ABET takes into consideration factors such as maturity, financial situation and work experience. The workers have years of life skills to their credits. ABET is designed to open new worlds for employees at SAB.

The ABET programme is currently running in Petersburg, Rosslyn, Alrode, Port Elizabeth, Prospecton, Newlands and Chamdor, and runs Saturday classes. SAB has a commitment to employee development and is determined to become a world class company by any measure. It has taken the leap towards achieving a world class manufacturing strategy.

(2) Empowerment educational programmes

The company runs empowerment educational programmes for employees to manage their own finances. The financial life skills programme provides an opportunity to equip employees to take control of their lives and enhance their responsibilities. This proven, practical programme is designed to enhance Adult Basic Education and the *Social Responsibility Programme*. The programme takes employees through all they need to know to make the most of their money, resulting in the realisation that they have more money than they have imagined.

The down-to-earth programme is designed for improvement and advancement of any salary and wage earner, even the potential earner. The modularised format of the programme allows the facilitators to select specific modules according to explicit needs of the workers.

The content of the empowerment educational programme is:

- Module one: The role of money.
- Module two: Planning and organising a budget.
- Module three: Savings.

- Module four: Buying a car.
- Module five: Buying a house.
- Module six: Inflation.
- Module seven: Investment.
- Module eight: Banking.
- Module nine: Financial tips.
- Module ten: Automatic tellers.
- Module eleven: Drawing up a will.
- Module twelve: Fundamentals of income tax.

(3) Job related skills

The company has a growing educational and training need for employees to learn job related skills. It has well-scheduled education and training programmes which empower employees in the skills which are demanded in their work situation. The company offers competency training for all workers.

Training in competency skills is based on multi-skills such as operators, maintenance operators, brewers and drivers. Workers are empowered in different skills which broaden their scope. This programme changes the lives of employees. It addresses and satisfies the real needs of the employees coupled with positive spin-offs to the company. A professional and highly effective programme is utilised to empower workers with necessary job related skills so that the company is now able to meet sudden changes in demand with ease.

The multi-skilled workers' training increases the benefits for staff and workers such as promotion opportunities, salaries and wages increments and better grading. Product quality has been enhanced through a combination of technical prowess, particularly the optimisation of yeast handling and fermentation practices, and shopfloor ownership of

the process. This has yielded a significantly more consistent and better product. This is all due to job related educational skills that are offered to workers.

The skills training is based on the fact that quality is never an accident: it is always the result of high intentions, sincere efforts intelligent direction, skills and skilful execution. It represent the wise choice of many SAB alternatives.

The responsibility for the ongoing training of the workforce and the acceptance of a new non-racial approach falls squarely on the company's management department. It is therefore their responsibility to run educational programmes at the level of the individual to avoid fears and insecurities about their future within the organisation.

SAB training is competency based, thus the final test establishes whether a trainee worker is competent to perform one or more practical exercises to a predetermined standard. Workers are equipped to be functionally literate. The company looks to a future in which there will be a highly skilled workforce in all company departments. The company provides quality cost effective training programmes to company workers. The need for a diverse range of skills development is increasingly apparent in company based organisations and related organisations. There is a great need for acquiring the skills to effectively manage themselves and their organisation.

4.5.2 Spouses

(1) Illiteracy

It is vitally important that spouses should be educationally assisted in advancing themselves. Although company has no literacy programmes for spouses, it offers much financial assistance to community activities such as crèches, community upgrading skills, spouses' group and kindergartens.

Spouses are faced with severe child-care problems. They need the company's financial assistance. There is an acute shortage of crèches and day-care facilities. The availability of day-care centres depends largely on the employer's assistance.

SAB is responsible for the provision of many other amenities. There are a number of creates that are financially assisted by the company. The company supports reliable and adequate day-care and after school-care services which is the main problem facing spouses.

(2) Numeracy

South African Breweries has no educational facilities designed for addressing the spouses' numeracy. The company, however assists spouses on the basis of loans, school fees, bursaries and grants.

(3) Empowerment educational programme

The company has no educational programme that caters for spouses but instead the company sponsors them with loans, bursaries and grants to further their studies at Technical Colleges, Technikons and Universities. Spouses' resources development is seen as an exciting and important challenge. The company aims to help spouses to grow and develop both personally and professionally which will bring them mutually rewarding results.

The company should design a spouses' training programme that is an integrated collection of knowledge, skills and attitude all carefully blended to mould a specific product.

4.5.3 Children

(1) Illiteracy

The South African Breweries retains the primary responsibility for the education of its employees' children. It is the primary task of the company to undertake education of the workers' children. The non-adult members are dependent on their mothers and fathers' employers for their education. Children are exposed to a variety of educational opportunities offered by the company at various level of education.

The company promotes the learning culture by ensuring that employees' children are literate and numerate. SAB also enhances the community's level of development and the well-being of the employers.

The Company supports employees' children's education financially. The company has an understanding with supporting schools which act as springboards for its future employees. The company offers educational trips for employees' children that are fully paid by SAB. The major idea of the trip is to widen the horizon of understanding of the particular subject they research.

Children of employees are offered financial support in the form of loans, bursaries and grants. Children who are left uncared for will become troublesome when they grow older. The company takes a major concern in improvement and advancement so as to curb social upheaval that might corrupt the economy and society in the future. The company educates employees' children so as to prevent unequal educational opportunities which make it extremely difficult for the children's future employment.

SAB is of the opinion that continued rapid economic growth creates a demand for skilled labour which is a boost to the production of the company. The company has a

notion that educational opportunities should be multiplied so set up the advancement of children for future employment.

(2) Numeracy

Children of workers are granted chances to study at higher institutions. The company encourages employees' children to be literate and numerate. The major focus of study is centred on Science, commercial subjects, and Social Science. Mathematics is given the highest priority to be studied so that children are able to count and write appropriately.

(3) Empowerment educational programmes

The company offers better education to the children of employees so as to overcome ignorance and open the way for individuals to lead richer lives, to set up better social relationships within communities and to enable the local communities to gain self-respect and become democratic, responsible and more able to take initiatives for their own improvements, and thus to become more outward looking.

The company has open Saturday classes for standard 9 and 10 with an intention of improving their results in Mathematics, English and Social Science. The company employs professional teachers and specialists in particular subjects. The company pays for all employees' children education.

(4) Job related skills

The company encourages the workers' children to study at the best centres of education. Education that is favoured by the SAB is the one that is centred on skills. Children are exposed to technikons, technical schools and university education. These institutions are charged with the techniques of improving skills that equip workers and children to become employable and marketable.

The skills education is an instrument of the company policy which is a divisive force in the company's concerns with the maintenance of privileges of past and present. The company creates a common purpose directed to the future of workers' children who have passed through the system and completed part of their secondary level schooling and who are not able to cope with the demand of the modern economy because of their poor quality in education.

The company tries by all ways and means to educate and train children within the company. The company feels the need to adapt humans to their natural potential through an energetic programme of education and technical training. The shortages of skilled labour minimises the economic growth of the company. This growth can only be fulfilled when the company has embarked on relevant educational and training for the company's manpower.

The skills training is based on the fact that quality is never an accident, but is always the result of a company's intentions, sincere efforts, intelligent direction and skilled and skilful execution and represents a wise choice of many SAB alternatives.

SAB sees worker education and training as necessary for adequate job performance in a particular organisational environment, where the workers benefit from technical, job-orientated training. The company feels the need to compensate for the adverse discrimination of the past.

The company makes individual worker aware of the various promotional routes open to him and the job skills and performance level required of him to progress in the organisation. Career plan for individual workers are useful for several reasons:

- It helps the organisation in its manpower planning by keeping an inventory of skills of available human capital and the input required to achieve various specified company targets.

- It helps the company to develop individuals in a sense of commitment to the organisation which is seen to care about him and his progress.

The company grants a number of bursaries to the development and educational advancement of workers' children. Children of employees enjoy the relevant education which is financially supported by the South African Breweries. The SAB provides loans to employees payable to the company after students have completed their tertiary studies. Sometimes it is payable in the form of service to the company equivalent to the period studied at tertiary level.

4.6 COMPANY E: GILBEYS DISTILLERS AND VINTNERS (PTY) LTD

4.6.1 Workers

(1) Illiteracy

The company provides the necessary education and skills training for workers who are lacking the skills needed by the company. Through education and skills training the company aims to promote professionalism in employers' development, business skills and behavioural ethics. The company faces an immediate demand for more skilled workers to produce qualitative production that will yield high profits.

The company has in-company education and training for its workers in norms and values that are highly esteemed by the management of the company. Workers are educated and trained by teachers and specialists from the company and outside company. Workers who attend classes during working hours and after working hours are paid for attending.

Due to the urgency of the demand for educated and trained workers and the need to build human resources in an orderly fashion, it was decided to send appropriate workers to tertiary institutions to become equipped technicians. Workers attend technikons and universities on a part-time basis and they are paid and their studies are financed by the company.

The company's major intention is to be pro-active and effective in meeting workers' needs in education and training for relevant career education. The company strives to provide the best and most suitable tuition possible to promote the high status of their company. The company helps workers wherever possible with facilities and expertise to improve the quality of their lives and thereby to make them proud to be a part of the company.

(2) Innumeracy

Workers are educated and trained in different subjects focusing on literacy and numeracy. The company sees to it that programmes focusing on literacy and numeracy are utilised for upliftment and advancement of workers.

The company holds creative learning opportunities which it offers to young children, young adult and provides opportunities for parental workers education. The positive and effective co-operation between workers and management is real and already established. The company has programmes for employees and young adults who have dropped out of, failed or been rejected by the formal system. The company felt the need to rescue the workers and young adults and prepare them for further knowledge in using numbers appropriately.

The company minimises innumeracy by offering commercial skills such as cost control, credit control, cost and management, accounting and credit management to workers who have relevant matric subjects. These workers are sent to technikons to study these commercial skills.

(3) Empowerment educational programme

The company offers empowerment educational programmes to all levels of workers starting with literacy and numeracy according to adult basic education, bookkeeping, advanced bookkeeping and accounting, data processing, computer skills, training distribution, production control and project management. The company prioritises development needs in conjunction with workers' needs.

(4) Job related skills

The company has within-training facilities in business related skills such as elementary bookkeeping and recording, purchasing and pricing, merchandising, principles of management and basic budgeting. Workers who have matric level of education are sent to advance themselves in technikons in the above-mentioned fields.

4.6.2 Spouses

(1) Illiteracy

The company has no illiteracy educational programme for spouses but they are assisted in home industries such as baking, cooking with flair, advanced baking, knitting, fashion knitting and advanced sewing.

(2) Innumeracy

The company has no numeracy educational programme for spouses. The company offers spouses home industries education and training in baking, advance baking, basic sewing, pattern cutting and silk-screen painting.

(3) Empowerment educational programme

The company offers no empowerment educational programme for employees' spouses because the management perceives it as costing the company too much and yielding no returns to the company.

4.6.3 Children

(1) Illiteracy

The company has considerable learning opportunities which it offer to children. There are vast opportunities for furthering the education of employees' children at technical schools, technikons and universities. The company finances the education and training of employees' children fully.

(2) Innumeracy

Employees' children are encouraged by the company to attend Saturday school on the company premises. The major focus in the Saturday classes is on Mathematics, English, Accounting, Business Economics and Science subjects. The company holds a belief that employees' children need to be numerate and literate and prepared for future employment.

(3) Empowerment educational programme

The company has sent employees' children to the best schools so as to improve education which would contribute to economic growth thus raising the general standard of living and helping them towards better employment opportunities, health and housing. The company sees to it that the level of education of workers' children is improved to adhere to their basic life demands.

The company exposes workers' children to the opportunities for a richer cultural life by a nursing programme that opens children's horizons for a richer cultural life. Children are assisted to increase their desire to learn new techniques required for innovation and change. Empowerment educational programmes are meant to improve the quality of living of workers' children. Children are empowered to make vital decisions for themselves on a wide range of matters.

(4) Financial assistance

The company awards study loans and bursaries to employees children for particular courses of study. Often loans need not be repaid provided certain requirements have been complied with. For example, the employees' children need to have successfully completed their courses and accepted employment within the company for a period of at least equal to the years of studies. The company has the financial responsibility of financing employees' children education.

The company has sent a few bright employees' children to technikons and universities to be educated and trained for skills most needed by the company, and while they are trained they are financially supported by the company.

4.7 SUMMARY

Certain companies have realised the value of education and training of employees. It is the function of the employers to assemble the resources which are required to generate business enterprises. These resources include manpower, in addition to other factors such as finance, machinery and materials. All employers need to accept the responsibility for educating and training skilled and higher level manpower. The present shortages of skilled, technical and professional trained manpower can be minimised by employers offering education and training.

Employees' education is regarded as a powerful means of modernisation and economic development. A high portion of the company's resources needs the availability of manpower hence the establishment of skilled workers. Large scales of investment in human resources will bring favourable results and positive economic growth beneficial to both the company and workers. Company expenditures on employees' skills education is one of the factors which will contribute to a company's best.

Companies needs to establish "smart" schools and finance them appropriately to yield good qualifying professionals that will guide companies' productivity and profit. The development of companies has created requirements for training and there is a need for workforces equipped with new skills and abilities. It is the responsibility of the company to provide efficiently educated and trained manpower for the company's new requirements.

The families of employees need to be educationally and financially assisted. The spouses need to be educationally upgraded with empowerment educational programmes. Children need relevant skills education that guarantees them future employment.

CHAPTER 5

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CHAPTER 5

SUMMARY FINDINGS AND RECOMMENDATION

5.1 SUMMARY

5.1.1 Statement of the problem

Many South African companies are experiencing educational problems such as illiteracy and innumeracy among their employees. This problem is exacerbated by the fact that the workers' wives and children are excluded from any programmes aimed at advancing the skills and education of the workers, which impact on the productivity and commitment of workers.

Certain private companies are conducting their own on-the-job educational and training programmes in order to equip workers to master work skills that are demanded by specific companies. These programmes are extended to include wives and children, to some extent, and by certain companies.

5.1.2 Labour Relations in South Africa

The labour system of South African companies has been in existence and operating successfully since 1979. The international labour rights which govern all systems of the world form the basis of the present South African system of labour markets and industrial relations. These rights make it possible for any capable person to work and "sell" his mental and muscular skills to the employer of his choice. The worker has the following rights:

- The right to work.
- The right to associate.
- The right to bargain collectively.
- *The right to withhold labour.*
- The right to protection.
- The right to development.

Political reformation is breaking down barriers between racial groups and between individuals. Employees reach over these boundaries physically, mentally and spiritually and learn to know themselves and others, therefore discovering themselves as human beings. Many companies have certain expectations of employees. Employees have to perform their duties to the satisfaction of the company's goals. Productivity and profitability are major characteristics expected by an employer of his employees. The employer expects his employees to be loyal, faithful, resourceful, dedicated and disciplined, time-conscious, responsible and accountable (Busse, 1993:229).

The employer, in turn, is expected to educate and train his employees to the best advancement of employee's needs. An employee's needs are to be educationally and financially assisted. Employees need educational literacy, numeracy and oracy programmes that will address educational problems of employees.

5.1.3 Educational need of employees

The company becomes aware of educational needs of employees when they are employed by the company. All employees come from distorted educational backgrounds that do not equip them with relevant skills education. It is necessary for the adult employee to achieve literacy, numeracy and oracy and sustain them. It is the responsibility of the employer to provide education and financial assistance. World-wide a lack of literacy, numeracy and oracy has proved to be one of the most difficult social and educational issues to be dealt with, but evidence seems to show that

employers have a major and prominent role to play in educating and training of their employees until the tuning point has been reached. While making education open to all employees, it should concentrate resources and efforts upon the employees up to about the age of 45. Experience shows that illiteracy and innumeracy can be addressed at company level and outside work situations where a union can educate and train their members.

In the work situation it is employers and trade unions that need to take primary responsibility for basic education programmes with recognition from the state in the form of grants. Businesses need to pressurise the state into recognising grants for basic education purposes as the necessary foundation for skills training. The highest priority needs to be given by the company in equipping employees with necessary skills, knowledge and basic life skills such as budgeting.

Companies need to have educational programmes which are directed at educational empowerment of their employees, spouses as well as their children. Skills courses need to be prioritised to the benefit of employee's educational needs. Companies need to offer Basic Education Skills for adult employees, and their syllabi should cover basic literacy in mother-tongue, survival English, Social English and operational English. Education needs to be directed to the full development of individual employees and to strengthening respect for human rights and fundamental freedoms. It needs to promote employees' understanding, tolerance, friendship and integrity.

5.1.4 Provision of education by certain private companies

Companies have embarked on education and training of their workforce. Education and training of the workforce is directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedom of workers. The labour force is in need of skills and positive relations are needed in the work situation.

Educational training of employees focuses on illiteracy, innumeracy and lack of oracy of workers. Educational empowerment programmes are made available to employees by a few companies with an intention of upgrading their employees. The company offers special job related skills which enhances the abilities of workers.

Although there are at present very few workers who move up into skills level professions needed by the companies, the position of workers can be expected to improve in the future due to education and training offered by the companies. Worker's spouses need educational empowerment programmes which will assist them in many empowerment aspects such as sewing, cooking and negotiating skills.

Children of employees deserve the best relevant education that is skills orientated. Employers are increasingly aware that a better equipped workforce and better quality products are necessary to compete effectively in international markets. This can be a reality only if workers' children are educationally and financially supported.

5.2 RECOMMENDATIONS

5.2.1 Workers

(1) Motivation

The development of human potential is the key to sustained economic growth. The main company challenge is to establish an employee education and training programme which will help employees to realise their full potential and which will provide equal opportunity for all. It will also develop the knowledge and skills needed for success. The priority of these programmes is to focus on employee education, identification and development and assessment of the human resources potential in each company. Employee education needs to concentrate on the development of human potential.

The illiteracy, innumeracy and lack of oracy rate are very high in the whole country as well as in companies. The proposal towards empowerment of the formally disadvantaged and marginalized workforce is highly appreciated. The provision of adult basic education and training for employees will minimise the on-growing problem (Beder, 1992:83).

(2) Recommendations

The recommendations are that:

- Provision is made for university resources to meet community needs.
- Literacy, numeracy and English are taught to workers.
- ABET is implemented in the workplace.
- Joint development of educational and training programmes by universities and companies are undertaken.

5.2.2 Spouses

(1) Motivation

An acceptable quality of life for all spouses calls for education to minimise social problems and the lack of life skills facing spouses. Spouses need educational support from their husband's companies. Illiteracy, innumeracy and oracy of spouses can be minimised by education and training based on skills education and basic life skills. It is imperative for their husbands, companies to take care of spouses so as to improve family life of employees. The company should run educational programmes directed at addressing educational needs of spouses. Educational programmes should focus on

spouses literacy, numeracy and oracy, skills education and finally, basic life skills, as spouses often come from disadvantaged and marginalized societies in this country.

(2) Recommendation

The recommendations are that:

- There is provision for Adult Basic Education and training to spouses.
- There is provision for learning opportunities to spouses.
- Job creation and assisting spouses to become self-employers are undertaken.

5.2.3 Children

(1) Motivation

Employees' children are in need of better education that will guarantee future employment. Employees are earning meagre salaries and wages that are inadequate to finance relevant, skilled education. Most important in the child's life is skills education which equips the child for the future, for which vast sums of money are needed.

Children of employees should be eligible to obtain company bursaries, loans and grants that are available. The management of the company needs to see to it that children of employees are enjoying the best education at relevant schools. Educational needs of employees' children should be fulfilled by means of educational and financial assistance from their companies. Children form the future employees of these companies hence the preparation of children is of vital importance.

(2) Recommendation

The recommendations are that:

- Relevant education for employee's children be offered.
- Financial assistance for employee's children education is given.
- Skills education for workers' children is offered.
- Open links should exist between universities and companies for admission, skills education and training of employees' children.
- Job related educational programmes for employees' children are instituted.
- Educational empowerment programme for employees' children are offered.
- Efficiency and proficiency educational programmes for employees' children are offered.

5.2.4 Economic literacy and business skills

(1) Motivation

The company should try by all ways and means to run economic literacy and business skills programmes, with an intention of updating employees' children from disadvantaged communities with skills to understand how the economy functions and thus creating insight into basic economic principles.

(2) Recommendations

The recommendations are that:

- Provision is made for training courses tailored for addressing economic literacy and business skills.
- Disadvantaged communities and pre-school children are equipped to deal with the expectations of the economy in their future.
- Training courses, seminars, workshops and manuals to empower workers are arranged and provided to contribute meaningfully to the economy of companies.
- Development of entrepreneurial educational skills are promoted for the education of children.
- Provision is made for bursaries to promote employees' skills education.

5.2.5 Further research

(1) Motivation

The basic educational needs of every employee is very important and should be taken into consideration by the employers. Employers have a certain expectation that needs to be carried out by employees, but this expectation cannot be furnished if the employees' level of education is inadequate. Educational needs of employees have to be addressed meaningfully and appropriately by employers. Employers' financial assistance is of great value to the educational needs of the employees. As the family life of employees has been severely disrupted, the education of employees' children and spouses are urgent areas of research in South Africa.

(2) Recommendation

The recommendation is that research concerning the educational responsibilities of employers pertaining to their employees, spouses and children should be conducted.

5.3 FINAL REMARKS

It is hoped that this study will be of value particularly to the various companies and Education Departments with regard to fulfilling the educational needs of employees, spouses and children of workers. It is also hoped that the study will contribute towards brightening the perspective futures of these employees, spouses and their children.

The researcher hopes that this study will provide more information to company management in respect of employees and training. The perception of this crucial area of employee education and skills education is of cardinal importance of the company's productivity and profitability. The success of the company as an organisation depends, to a large extent, on the creation and maintenance of a conducive atmosphere that will enhance the spirit of co-operation, responsibility, accountability and healthy sharing of ideas for the common purpose of the company.

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ANNEXURE A

INTERVIEWS

D.1790 Umlazi
P.O. UMLAZI
4031

10 JULY 1996

INTERVIEW WITH :

MR G. LOW
SAPREF
P.O. BOX 3179
DURBAN
4000

TOPIC : PERCEPTIONS OF CERTAIN PRIVATE COMPANIES OF THEIR EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR EMPLOYEES AND FAMILIES.

I am currently conducting research regarding the possible educational responsibilities of private companies towards their employees and families. Your assistance in providing me with information regarding the following topics would be much appreciated.

1. WORKERS

How does your company address the following needs of your employees?

- Illiteracy
- Numeracy
- Empowerment educational programme
- Job related skills
- Any other - please mention

2. SPOUSE

How does your company address the following needs of your workers' spouses?

- Illiteracy
- Numeracy
- Empowerment educational programme
- Any other - please mention.

3. CHILDREN

How does your company address the following needs of your workers' children?

- Illiteracy
- Numeracy
- Empowerment educational programme
- Financial assistance (bursaries, loans and grants)
- Any other - please mention

I would be much obliged if you could further assist me by providing me with photostat copies of any literature material on the above topics you have available.

Thank you once again.

Yours sincerely

M.J. WELA (Mr)

D.1790 Umlazi
P.O. UMLAZI
4031

10 JULY 1996

INTERVIEW WITH :

MISS JANICE HALLOT

THE SOUTH AFRICAN BREWERIES
BEER DIVISION (PROSPECTON BREWERY)
9 - 25 JEFFELS ROAD
PROSPECTON WEST
P.O. BOX 833
DURBAN
4000

TOPIC : PERCEPTIONS OF CERTAIN PRIVATE COMPANIES OF THEIR
EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR EMPLOYEES AND
FAMILIES.

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- Empowerment educational programme
- Job related skills
- Any other - please mention

2. SPOUSE

How does your company address the following needs of your workers' spouses?

- Illiteracy
- Numeracy
- Empowerment educational programme
- Any other - please mention.

3. CHILDREN

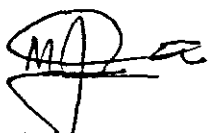
How does your company address the following needs of your workers' children?

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- Numeracy
- Empowerment educational programme
- Financial assistance (bursaries, loans and grants)
- Any other - please mention

I would be much obliged if you could further assist me by providing me with photostat copies of any literature material on the above topics you have available.

Thank you once again.

Yours sincerely



M.J. WELA (Mr)

TEL 031-9068577

D.1790 Umlazi
P.O. UMLAZI
4031

10 JULY 1996

INTERVIEW WITH :

MR P. HANDLINGER
TOYOTA SOUTH AFRICA MOTORS (PTY)LTD
GROUP TRAINING MANAGER
ALBERT WESSEL TRAINING CENTRE
TOYOTA S.A. MANUFACTURING
PROSPECTON
4110

TOPIC : PERCEPTIONS OF CERTAIN PRIVATE COMPANIES OF THEIR EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR EMPLOYEES AND FAMILIES.

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3. CHILDREN

How does your company address the following needs of your workers' children?

- Illiteracy
- Numeracy
- Empowerment educational programme
- Financial assistance (bursaries, loans and grants)
- Any other - please mention

I would be much obliged if your could further assist me by providing me with photostat copies of any literature material on the above topics you have available.

Thank you once again.

Yours sincerely

M.J. WELA (Mr)

D.1790 Umlazi
P.O. UMLAZI
4031

10 JULY 1996

INTERVIEW WITH :

MR Z.E. NGWANE
GILBEYS DISTILLERS & VINTNERS (PTY) LTD
299 REFINERY DRIVE
BOX 260 15
ISIPINGO BEACH
4115
S.A.

TOPIC : PERCEPTIONS OF CERTAIN PRIVATE COMPANIES OF THEIR EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR EMPLOYEES AND FAMILIES.

I am currently conducting research regarding the possible educational responsibilities of private companies towards their employees and families. Your assistance in providing me with information regarding the following topics would be much appreciated.

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- Illiteracy
- Numeracy
- Empowerment educational programme
- Any other - please mention.

3. CHILDREN

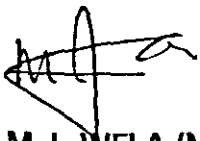
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- Financial assistance (bursaries, loans and grants)
- Any other - please mention

I would be much obliged if your could further assist me by providing me with photostat copies of any literature material on the above topics you have available.

Thank you once again.

Yours sincerely



M.J. WELA (Mr)

TEL 031-9068577

ANNEXURE B

INTERVIEWS GRANTED



Shell and BP South African Petroleum Refineries (Pty) Limited
Shell en BP Suid-Afrikaanse Petroleum-Raffinaderye (Edms) Beperk

Co Reg. No. 60/00007/07

Telegr.: "SAPREF" Telex: 6-24399, Tel: 480 1911, Telefax: 481913.
P.O. Box / Posbus 3179 Durban 4000, National: (031) 480 1911 - International + 27 31 480 1911.

Your/Ur Ref.:

Our/Ons Ref.:

Letter/Brief No.:

11 April 1996

Mr J Wela

D 1790 Umlazi
P.O. Umlazi
4031

Dear Mr Wela,

I received your letter requesting a visit to our Training Centre.

Please contact me on 4801713 to make the arrangements.

Yours sincerely.

pp.
G. Low
Training Manager

**Toyota South Africa Motors (Pty) Ltd.
Toyota Suid-Afrika Motors (Edms) Bpk.**

10 January 1996

Reg No./Nr. 61/01767/07

481, Bergvlei Tvl. 2012
(011) 809-9111
Fax No./Nr. 444-3317/444-1755
Tx No./Nr. 4-21091



Mr J Wela
D1790 Umlazi
P O UMLAZI
4031

Dear Mr Wela

M.ED RESEARCH

Toyota will be pleased to participate in your research project.

Please contact Mr P Handler, Group Training Manager on Telephone: 031 - 9102950 to make the necessary arrangements.

Yours sincerely

pp H.D. Gazendam

H.D. GAZENDAM
GROUP DIRECTOR: HUMAN RESOURCES

cc Mr P Handler
Group Training Manager
Albert Wessels Training Centre
Toyota SA Manufacturing
PROSPECTON

lhg02

Beacon

SWEETS & CHOCOLATES (PTY) LTD.

REG. NO. 05/12391/07

1400 SOUTH COAST ROAD, MOBENI 4052, DURBAN, SOUTH AFRICA P.O. BOX 32001, MOBENI 4060
TELEPHONE: (031) 425121 FAX: (031) 424268 TELEX: 6-24032 DURBAN

Mr M J WELA
D 1790 UMLAZI
P.O. BOX UMLAZI
4031

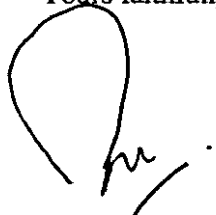
DATE: 11-03-96

Dear Sir,

Thank you for your letter regarding your master of Education Degree thesis.

If you contact me on Telephone No. 425121, we will be able to meet and discuss your requirements.

Yours faithfully



PETER LYES



The South African Breweries

Beer Division

The brewing interests of
The South African Breweries Limited
Reg. No. 69 16025 06

Prospecton Brewery:
9-25 Jeffels Road
Prospecton West
PO Box 833
Durban 4000
Telephone (031) 910 1111
Fax (031) 910 1425 - Administration
Fax (031) 902 1684 - Production
Fax (031) 910 1459 - Human Res.
Fax (031) 910 1395 - Engineering
Fax (031) 910 1494 - Sales

27 January 1996

**Mr M J
Professor G Urbani
Dr A van der Merwe
D1790
P O UMLAZI
4031**

Dear Sirs,

I refer to your letter dated 03 January 1995 and advise that I am prepared to set up a meeting to answer your questions.

In this regard, I would be pleased if you would kindly telephone my Secretary on 9101403 in order that an appointment can be arranged.

Yours faithfully,

fb

**M A BLANCKENBERG
Human Resources Consultant
Beer Division : Kwazulu-Natal**



Gilbey's

GILBEY DISTILLERS & VINTNERS (PTY) LTD DISTILLERS EN WYNDJANDELAAERS BEOGRAD BFM TELG NO 640/244 071
DISTILLERS AND VINTNERS (PTY) LTD DISTILLERS EN WYNDJANDELAAERS BEOGRAD BFM TELG NO 640/244 071
DISTILLERS AND VINTNERS (PTY) LTD DISTILLERS EN WYNDJANDELAAERS BEOGRAD BFM TELG NO 640/244 071

20th February 1996

Mr M.J. Wela
D1790 Umlazi
P.O. UMLAZI
4031

Dear Mr Wela

**RE : RESEARCH - PERCEPTION OF CERTAIN COMPANIES OF
THEIR EDUCATIONAL RESPONSIBILITIES TOWARDS THEIR
EMPLOYEES & THEIR FAMILIES**

Thank you for your letter dated 4th January 1995.

Please contact me at your convenience to set up an appointment to further discuss your request to undertake research in our organisation as mentioned above.

Yours faithfully
GILBEY DISTILLERS & VINTNERS (PTY) LTD.


Z.E. NGWANE
REGIONAL PERSONNEL OFFICER

P.O. BOX 191
AMANZIMTOTI
4125

15 JULY 1997

TEL. (031) 448574

TO WHOM IT MAY CONCERN

This is to certify that I have, in my personal capacity, on a freelance basis, edited Mr M.J. Wela's M.Ed. Dissertation and can to the best of my knowledge, declare it free from grammatical errors. The changes I have indicated concerning the dissertation have been made by Mr M.J. Wela.

Yours faithfully

A.C. FUTTER (MRS)