

HSRC RESEARCH OUTPUTS

2571

Research  
Programme on  
Human Resources  
Development

# and Context

12 September 2003

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Sciences Research Council



Symposium: To Staff and Post-graduate  
Students. Johannesburg: WITS

**text**  
**research questions**  
**conditional boundaries**  
**methodology**  
**the experiences in the field**  
**es**



neate critical features of the PFET  
onal landscape, viz. ownership,  
tion, form of provision and  
icipants

ore features of provision on the basis  
e perceived mandate of the various  
viders and  
e extent to which role players understand  
ese goals and  
hether practices are consistent with them

th of research  
ET Link  
vate Link  
tisation/  
etisation  
s deficiency  
s development  
et ideology  
re of private  
sion

- **International Context:**  
**Globalisation and**  
**South Africa as**  
**'provided for' and as**  
**'provider' viz. Cancun**

- **National Legislative**  
**Context**
  - SAQA and NQF
  - Skills Development and  
Levies Act

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**ate post-school Technical and  
ational Education and Training  
ET)  
ET to FET (and what of TVET)  
ost-school Vocational Education and  
aining  
evel 2- 4 on NQF  
ot schooling (which is national  
ompetence)**

**Qualitative studies as 'triangulated'  
researcher and nature of  
knowledge (Subjective, Dialectic and  
practive)  
'Political' and 'Business ethic'  
sitivities  
Methodological rigour**

## Qualitative Survey

Survey questionnaire  
(directed at who?)  
Qualitative or Electronic  
and challenges of  
(each)  
Instrument Design:  
errrogate  
assumptions i.e. 'form'/  
delivery modes'/  
practices' - e.g. terms  
ident/institution etc.  
Qualitative DoE survey  
(2001)

## Selected Case Studies

- Sampling (Typology)
- Case study methodology (not ethnographic)
- Selection
- Fieldwork management
- Fieldworkers and their role as instruments
- Fieldworkers Guide (Interview Instruments and Conduct)
- Consistent 'talking'

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- **Facilitating Access**
- **Importance of**
- **Worker buy-in**
- **Importance of research and**
- **Primary report**
- **Importance of Template**
- **Importance of visit plan and**
- **Importance of contact**
- **Importance of**
- **Awareness of**
- **changes to plan**
- **Contact list from**
- **source**
- **Interview**
- **Interview instruments**
- **Interview Means**
  - **Audio-Tape**
  - **Pictures**



## ISSUES

### Questions

- How to make sense of whole range of reports? Interviewer's instrument
- How do I get a handle on masses of data generated?
- How do I get a sense of the richness of the data?

HSRC RESEARCH REPORTS

2570

**Building Skills for Very  
Small and Micro-  
Enterprises: 10 Years of  
South African Experience**

**Dr Simon McGrath**

**Human Sciences Research Council  
South Africa**



**Presentation at the Danida Africa Advisors Meeting  
October 28<sup>th</sup>, Wilderness**

# The Apartheid Legacy of Poor Skills and Enterprise Development

- ❖ **Racialised limitations to apprenticeship and other forms of skills training**
- ❖ **Effects of Bantu Education on Maths, Science and Technology capabilities**
- ❖ **Racially-motivated disenabling environment for black enterprises**
- ❖ **Skewed, overall development strategy**



# Policies but no Coherence

- ❖ **1995 Small Business White Paper**
- ❖ **1997 Skills Development Strategy**
- ❖ **2001 New Institutional Landscape for Public Further Education and Training Colleges**
- ❖ **2001 Human Resources Development Strategy**
- ❖ **BUT ... Lack of consistency and absence of coherence about SMMEs and skills**



# Fragile Institutions

- ❖ **Weakness of many of the DTI agencies, especially Ntsika**
- ❖ **Fragility of SETAs, although significant signs of SMME focus in past year**
- ❖ **Public FET providers undergoing mergers**
- ❖ **Limited development of business networks and linkages**



# Current Strategies

- ❖ **Skills upgrading for existing SMMEs**
- ❖ **Training and credit for young entrepreneurs**
- ❖ **Support to manufacturing SMMEs**
- ❖ **Venture Creation Learnership for those with existing technical skills**
- ❖ **Overhaul of small business support**
- ❖ **Black Economic Empowerment policy**
- ❖ **Entrepreneurship education**



# Responses to the Skills Needs of SMMEs

- ❖ **Skills development for those likely to enter the SMME sector**
- ❖ **Skills development for those already in the SMME sector**
- ❖ **Greatest challenges are amongst very small and micro enterprises (VSMEs)**



# Pre-VSME Training

- ❖ **Youth unemployment is a massive challenge but education and experience are key factors in microenterprise success**
- ❖ **Skills are only one of a series of inputs needed**
- ❖ **Conventional education and training providers cannot easily become microenterprise-oriented**





# In-VSME Training

- ❖ **Better skills could be a way of increasing incomes in VSMEs and in enabling them to have better linkages with larger firms**
- ❖ **Most VSMEs are engaged in training, but it is largely informal**
- ❖ **Difficult to find suitable mechanisms for intervening in VSMEs to improve training quality and effectiveness**
- ❖ **Particularly difficult to link VSME training to the NQF**

