

**GOVERNMENT COMMUNICATION AND INFORMATION SERVICE (GCIS)
TASK TEAM 3 REPORT ON
TRANSFORMATION ISSUES IN EDUCATION AND THE ADVERTISING
INDUSTRY**

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REPORT ON TRANSFORMATION ISSUES IN EDUCATION AND THE
ADVERTISING INDUSTRY

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with information and statistics on private providers, industry related schools and in-house training programmes provided by

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REPORT ON TRANSFORMATION ISSUES IN EDUCATION AND THE ADVERTISING INDUSTRY

“Within our borders the material and symbolic conditions for open exchange between black and white are effectively absent. We still know little about each other beyond the narrow roles history has cast for us.” (Richards1991: 104)

Although this statement was written over a decade ago by Colin Richards, a South African art historian with reference to the fine arts it might be said that, ten years on, South Africans are still struggling with the “narrow roles that history has cast for [them].” Similarly, because advertising is such a culturally sensitive industry it is not surprising that aspects of the absence of the "material and symbolic conditions for open exchange" should have informed much of the discussions that have taken place during many of the Government Communication and Information Service (GCIS) plenary sessions over the past year.

Since Nelson Mandela’s ‘long walk to freedom’ in 1990 much has been said about the failure of apartheid. It would be foolish however to underestimate the impact of this divisive policy on the lives and experiences of all whom live in the country. On a physical level apartheid created cities that were racially divided under the Group Areas Act, and on an intellectual level separate education systems for the different races were introduced that created very ‘narrow roles’ for the majority of learners. Culture was used as a tool to divide hence, on material and a symbolic level, multiple realities meant that individual South Africans experienced the country and its culture in profoundly different ways. For any paper that hopes to address advertising education and professional advertising practice issues in South Africa this is particularly important because it provides the context in which these activities take place. This is particularly true of marketing and advertising which of necessity, have to deal with reality issues, either as a mirror, or as an aspiration model.

HISTORICAL BACKGROUND

As a professional practice, advertising in South Africa was shaped by its colonial history. The advent of modern advertising and graphic design were an integral part of the development of the printed media during the 19th century. As the colonial power, Britain exported goods that were to be sold to the troops and into the settler market and it was common practice to have advertisements and design work prepared in Britain for publication. Given the importance of London based studios the status of what was called

local "advertising men" and "commercial artists" was not particularly high during the first half of the 20th century.

It could be argued that the political and cultural dominance of Britain was paramount until after the Second World War when the influence of the United States became a powerful economic and cultural force in South Africa. Given the importance of Madison Avenue in the USA in advertising and modern marketing techniques, perhaps this was inevitable. Within this colonial paradigm creatives were forced to look "overseas" for inspiration and also sought affirmation and recognition in terms of European or American models. Hence originality in advertising, the arts and design in South Africa was circumscribed. Consequently, within this colonial paradigm indigenous art and culture was denigrated if not ignored.

The Nationalist Party which assumed power in 1948 and soon thereafter introduced the policy of apartheid which, as mentioned earlier, used culture as a divisive tool and selectively discouraged the creativity and originality of all South Africans. Inevitably, the growth in the local market and the demands of the print industry led to the need for more locally trained artists and this encouraged the introduction of 'commercial art' courses in Art and Crafts schools during the 1950's. Furthermore the term 'graphic design' was only used when the National Diploma in Graphic Design was offered in Colleges for Advanced Technical Education in 1966. Here it needs to be noted that under apartheid education these courses were not accessible to black students. In 1981 and 1982 respectively, Peninsula Technikon (W. Cape) and ML Sultan Technikon (KZN) introduced the first graphic design programmes for what has been euphemistically referred to as "historically disadvantaged" students. As historically disadvantaged institutions (HDI's) their task was made even more difficult in that, as the "other" Technikons in their respective regions, they were also under-resourced.

In the meantime local universities had developed Bachelor of Commerce degrees (B. Com.) with modules in marketing which, in some institutions, were developed into degrees that currently specialise in Marketing Management both at undergraduate and post graduate levels. In response to the dearth of advertising courses at either the Technikons or Universities the Association of Advertising Agencies (AAA) established the AAA School of Advertising during the early 1980's. There was clearly a need for such courses as by the late 1970's and early 1980's the practice of "importing" designers from "overseas" slowed

as graduates from local colleges began to assert themselves. Similarly, political events such as the Soweto uprisings in 1976 led to international isolation of the country. Many international agencies divested themselves of a direct interest in South Africa and immigration from Europe declined rapidly.

Ironically, although it could be argued that the education of local designers remained essentially Eurocentric, during this period it was almost inevitable that, as the commercial and political environment changed, a different sense of identity would emerge. In a segregated South Africa even this identity was moulded by its colonial history and the interests of the politically and economically dominant group. Hence the US motor company General Motors promoted their vehicles by asking what the South Africa market loved, to be answered by the jingle "We love Braaivleis, Rugby, Sunny Skies and Chevrolet!"

As early as the 1930's the advertising trade press had encouraged the advertiser to realise the potential of the "black" consumer. Under apartheid this potential was never fully realised because Bantu Education and job reservation restricted earning capacity of the majority. Consequently, only the two official languages were catered for in South African advertising, namely, Afrikaans and English. Even here there was a cultural dominance in that often the Afrikaans version was merely a direct translation of the English advertisement and thus lost impact due to its non-idiomatic quality. In the meantime, the potential of what was referred to then as "the Black market" was eroded until the rise in black consumer power grew too important to ignore by the late 1970's. However it was not until the 1980's that the wage gap between black and white began to close and the trade union and the anti-apartheid movements were quick to recognise the potential of using black consumer boycotts to prove the point. Clearly the market was signalling things must change and history has shown that this fact was quickly recognised by advertisers and politicians alike.

Hence the paradigm shift required of the advertising and design establishment during the late 1980's and into the 1990's as apartheid began to crumble was enormous. Not only did marketers have to redefine the market but also there was a need to address them in a new way. In advertising and graphic design cognisance had to be made of the need to create new corporate identities and brands. Regional and national symbols were the subject of contested debate. What clearly became an issue in the so-called "new" South Africa was that what it meant to be a South African meant different things to different people. The

GCIS plenary session's bears witness to this fact and there is now a call for transformation to go beyond the "narrow roles that history has cast for us." Task team 3 was briefed to report on education issues because education can play a vital role in the transformation process. Sadly, there are no quick fixes in education, which, of necessity, is a slow process.

EDUCATION

The advertising industry is complex with a variety of activities that require a wide range of skills and qualifications. Here it needs to be recognised that advertising itself is a part of an even more complex range of activities collectively known as Marketing. Hence any paper that aims to explore educational issues in this industry has a very broad brief. Similarly the providers of education and training for this sector are equally diverse in the nature of skills and qualifications that they offer. However the education providers can be categorised into four main groups viz.

- State supported institutions: Institutes of Technology, Technikons and Universities.
- Private higher education providers: Allenby, Open Windows, Damelin, Intec College, Academy of Learning, Aristotelian College, Birnam Business College, Global School of Business, IMD Education College, Kaizen Business Centre, Rosebank College, Varsity College and Tygerberg College.
- Industry related private higher education institutions: AAA School of Advertising, Vega School of Brand Communication and the Institute of Marketing Management (IMM).
- Industry in-house training programmes.

Marketing courses at Universities tend to be offered by Business and Management departments as part of a Bachelor of Commerce (B. Com.) or Business Science (University Cape Town) Degree with a specialisation in Marketing that can be continued at the Masters and Doctoral levels. **(Appendix A)**. Similarly, Technikons offer Certificate courses, National Diploma and Bachelor of Technology (B.Tech.) Degrees in Marketing Management. **(Appendix B)**. Graduates of these courses and those of the Institute of Marketing Management (IMM) are likely to become Account Executives, Media or

Strategic Planners in advertising agencies. Private higher education institutions also offer certificate, diploma and even degree courses with similar aims (**Appendix C**).

An important specialised route into advertising is via the National Diploma and B.Tech. Graphic Design programmes offered by Technikons (**Appendix D**) and the Visual Communication Degree courses offered by two universities viz. Stellenbosch and Pretoria. Copywriting, Visual Communication, Marketing and Advertising courses are also offered by the two industry related education providers viz. the AAA School of Advertising and Vega.

ACCESS ISSUES

▪ FEES

A review of the fees charged for these various courses provides one with an insight to one of the first problems associated with equitable access into the industry. It is expensive. The prospect of paying an average of R7,000+ for first year at Technikon, University or R20,000 at private College can act as a serious deterrent for prospective students who come from financially disadvantaged backgrounds. An issue of particular concern is that one can anticipate pressure on the fees payable at Historically Disadvantaged Institutions (HDI) as the proposed mergers in Higher Education proceed.

In many of the graphic design courses this is made worse by the fact that in addition to the fees specialist equipment and materials are required. Currently there are few scholarships or bursaries available for first years studying in the arts and culture sector. Although these courses can be described as vocational in nature, there are no guarantees of employment upon completion. This acts as another important deterrent. A recent development that superficially appears to ameliorate this situation is the introduction of learnerships, which provide funding for training while the student is employed and/or promised employment upon completion of the training.

LEARNERSHIPS

Learnerships have been introduced by the Department of Labour as a redress initiative to help previously disadvantaged and designated groups (blacks, females and disabled) to obtain a qualification in a particular industry. Employers pay 1% of their payroll into the skills development fund, which in turn channels the funds to SETAs for learnerships required by the industry. Hitherto, the MAPPP SETA has only provided a limited number of

learnerships to industry related schools such as AAA School. For example, the AAA School recently registered three learnerships:

1. National Diploma in Copywriting
2. National Diploma in Visual Communication (electives: Graphic Design or Art Direction)
3. National Diploma in Integrated Marketing Communication. (Electives: Media Management, Account Management or Brand Management).

Currently the MAPPP SETA pays R15 000 per annum for each learner and the lead employer passes on another R15 000 during the internship year. Currently the Institutes of Technology, Technikons and Universities have not been included in this programme consequently, education and training opportunities through learnerships have been limited to the industry-sponsored sector.

The Marketing Chamber of the Services SETA funds learnerships offered by the IMM. These include:

- 1) Brand leadership (NQF 5)
- 2) Customer Management (NQF 5)
- 3) Market and Sales (NQF 4)
- 4) Marketing Communication (NQF 4)

In addition to the above-mentioned learnerships many agencies have already made a significant commitment to in-house training programmes. The task team has been able to identify 15 agencies that are currently committed to contributing sums that range between R14,000 and R500,000 per annum for in-house training (**Appendix E**).

Notwithstanding all of the above, a problem that is common to both the private and public providers is access to educational opportunities at the General Education and Training (GET) and the Further Education and Training (FET) levels.

▪ **LACK OF EDUCATIONAL OPPORTUNITIES AT SCHOOL (GET AND FET) LEVELS**

For enrolment in most marketing courses prospective students are required to have a Senior Certificate with Mathematics, Accountancy, Economics and/or Business Economic subjects as desirable credits. In addition, Universities and many Technikons require a Matriculation Exemption. Given the current pass rate in these subjects in former Department of Education and Training (DET) schools there is cause for concern.

With reference to the creative aspects of advertising of particular concern is the fact that art as a primary and secondary school subject is in the process of being downgraded. Most graphic design courses at Technikons require students to have developed artistic talents and evidence of this is to be demonstrated in a portfolio and/or a drawing and aptitude test. This is particularly serious in view of the fact that apartheid education had already previously denied access to art and design education to the majority of learners. It was accepted that very little can be achieved at the Higher Education (HE) level of education if a solid foundation is not established at the GET and FET levels. A possible recommendation is that the current development of a National Curriculum Statement for Design at the Department of Education (DoE) should be supported and its implementation should be encouraged. This is particularly important in view of the fact that design education prepares learners for culturally sensitive industries such as advertising. For the same reasons strong argument needs to be made for Art not to be marginalised at schools.

• **FOUNDATION COURSES**

In response to the lack of education and skills at the FET level many providers were forced to develop bridging programmes over the past decade. One particularly important model was the Positive Response in Design Education (PRIDE) programme introduced in 1990 in the Department of Design Studies at the M.L. Sultan Technikon (MLST)¹ in Durban. As a historically disadvantaged institution the MLST was one of the first to experience the breakdown of apartheid education during the late 1980's and by 1990 the demographics of the student body had changed significantly. However it was clear that some students were disadvantaged more than others and in order to break the cycle of failure, PRIDE was established as an affirmative action programme in a manner that guaranteed access into the National Diploma courses for students upon completion. Funds were raised privately to ensure that PRIDE students received quality teaching and materials while keeping fees

¹ During 2002 the ML Sultan Technikon merged with Technikon Natal to form the Durban Institute of Technology.

down to a minimum. This transformation tool enabled the Department of Design Studies to go a long way to become more representative of the KZN population within five years.

Courses such as PRIDE informed the curriculum of new Foundation Course in Art and Design that is to be introduced nationally during 2003 and it is recommended that the establishment of Foundation courses at tertiary institutions, Further Education and Training Institutions (FETIs) and Non Government Organisations (NGOs) need to be encouraged as important access routes. In this context it needs to be noted that, currently, funding for NGOs are drying up and that Community Art Centers are under threat. This trend needs to be reversed as a matter of urgency as NGOs have played, and should continue to play, an important role in providing access to art and design education. One possible way forward is to encourage involvement of industry and formal education institutions with community art centers. The Slingers Partnership in the Western Cape, which linked industry with community projects, provides a prototype. Similarly, the Ubuntu in Design Education project which is currently funded by the Department of Arts, Culture Science and Technology (DACST) that linked the ML Sultan Technikon with Kwa Mashu Community Art Project (K-CAP) and art courses at the Umlazi Technical College also provides a precedent.

- **LACK OF CAREER GUIDANCE**

On the subject of career paths, there is a pressing need for career guidance as many communities, parents, teachers and advisors are unaware of the career opportunities. To this end during 2001 the advertising industry and the AAA School have already prepared a video in co-operation with the Department of Education to promote advertising as a career.

- **LACK OF ROLE MODELS**

In this regard, emphasis needs to be placed on the importance of role models. By definition, the advertising industry is well placed to promote itself as a career and to positively promote role models within its ranks. Further, consideration should be given to enabling successful Black role models to participate in the education process (teaching and/or acting as mentors).

- **RECRUITMENT**

It is recognised that both industry and education institutions needs to become more active in recruitment. The advertising and communication industry is currently engaging in

recruiting young Black talent and using their in-house training courses to develop these talents (**Appendix E**).

▪ **PARTNERSHIPS**

Transformation of the industry is not an event but a process that begins by making education inclusive. Neither education providers nor industry can achieve this aim by working in isolation. There is a need to forge new partnerships. The relationship of industry and education needs to be revised. Education is a long-term process and this principle is not always appreciated by an industry that is often driven by short-term needs. It is widely accepted that the South African advertising industry is globally competitive and consequently its needs graduates who are able to 'hit the ground running.' This places HE providers in between a 'rock and a hard' place sandwiched in between schools that produce under-prepared learners with high expectations and an industry that is impatient for skills and with equally high expectations. To effectively meet these needs a new, co-operative model for industry involvement in education is called for.

Currently, individual companies are involved with individual departments in the various regions. For example in Kwa-Zulu Natal TBWA Hunt Lascaris funds the AD TINK TANK at the Durban Institute of Technology. This support includes the full-time employment of a creative director/lecturer to provide special guidance and training in creativity and advertising. Because of the vocational focus of the education that Technikons offer, they are required to have industry representation on their subject advisory boards. Notwithstanding these facts, formal industry is not always as supportive of the public sector as it could be. While there is currently a healthy sense of competition between the various education providers, the situation cannot develop into one that is destructive. Transformation requires that industry becomes as involved in the public sponsored sector as much as their own education and training initiatives.

▪ **EDUCATION AND TRAINING**

To this end, the difference between education and training needs to be recognised. Whereas training is, "concerned with the teaching of specific skills by practice" (Allen et.al: 1294) education should provide more by giving "intellectual, moral and social instruction" (op. cit. 373). Much that has been identified during the GCIS plenary sessions as necessary attributes of a practitioner in a transformed industry requires a broader based and more in-depth education than has, hitherto, been provided by both the public and

private sector. South Africa is both a developed and developing country with special needs with perhaps, a unique position in a globalised world. A curriculum that recognizes this reality while developing an awareness of ethical and cultural issues in a multi-cultural, multi-lingual and multi-religious society needs to be developed by all education providers as a matter of urgency.

Academics, teachers, practitioners and students need to contribute to the intellectual discourse that has begun during the GCIS plenary sessions. In turn, this debate should inform both education and practice. Most importantly, the Task Team meetings and the plenary sessions have indicated that this process should not be limited to advertising and graphic design but should inform all aspects of marketing education.

▪ **FURTHER INVESTIGATION BY GCIS**

It is important to assess further quantitative issues to complete the picture regarding education and training in marketing, advertising and communication. Such issues will focus on student statistics:

- 1) Enrolment figures
- 2) Student progress (including drop out rate)
- 3) number of graduates per year
- 4) number of graduates employed in the industry

It is understood that Government (Department of Education) is already in possession of these statistics and that the GCIS should include them as an appendix to this report.

References:

- Allen et. al. 1990. *Concise Oxford English Dictionary*, Oxford: Clarendon Press.
Richards, C.1990. "About Face," in *Third Text – 3rd World Perspectives on Contemporary Art and Culture*, Autumn/Winter, London.

APPENDIX A

UNIVERSITIES OFFERING MARKETING COURSES*

| | WESTERN CAPE | | | EASTERN CAPE | | KZN | | GAUTENG | | | FREE STATE | NORTH WEST |
|---------------------------|--------------|----|-----|--------------|--------|-------|-----|---------|------|-----|------------|------------|
| | UCT | SU | UWC | UPE | RHODES | NATAL | UDW | WITS | PRET | RAU | FSU | POTCH |
| B.COM. (Marketing) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| HONOURS | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| MASTERS | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| DOCTORATE | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

- * NOTE:
- 1) Most B.Com. courses at universities will include at least one module of marketing.
 - 2) Many universities offer a BA with Communications as a major. Majors may include Advertising, Public Relations and Marketing.
 - 3) **The University of South Africa (UNISA)** also offers a B.Com, Hons, Masters and Doctorate in Marketing.

APPENDIX B

TECHNIKONS OFFERING MARKETING

| | EASTERN CAPE | | | WESTERN CAPE | | KZN | | | TNG | FS | NW | TSA | VTT | GAUTENG | |
|------------------|--------------|----|-----|--------------|---------|-----|---------|-----|---------|----|----|-----|---------|---------|--------|
| | BOR | EC | PE | CPE | PEN | MAN | DIT | PTA | | | | | | TWR | |
| National Diploma | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B-Tech | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Masters | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Doctorate | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | EASTERN CAPE | | | WESTERN CAPE | | KZN | | | TNG | FS | NW | TSA | VTT | GAUTENG | |
| BOR | EC | PE | CPE | PEN | MAN | DIT | PTA | TWR | | | | | | | |
| National Diploma | R10,820 | | | R18,590 | R15,000 | | R24,000 | | R19,575 | | | | R13,030 | R24,640 | R9,400 |
| B-Tech | R4,450 | | | R6,040 | R5,000 | | R6,800 | | R7,254 | | | | R4,200 | R5,480 | R7,700 |
| Masters | | | | R14,000 | | | R5,055 | | R8,500 | | | | | R7,730 | |
| Doctorate | | | | R6,000 | | | R6,950 | | R9,030 | | | | | R8,600 | |

APPENDIX C

PRIVATE HIGHER EDUCATION INSTITUTIONS

| NAME OF PHEI | CAMPUS | NAME OF PROGRAMME Accredited for: | DURATION OF PROGRAMME | COST OF PROGRAMME p.a | BURSARIES / SCHOLARSHIPS / LEARNERSHIPS |
|---------------------------|-----------------|--|-----------------------|-----------------------|---|
| AAA School of Advertising | Randburg | • Higher Diploma in Integrated Marketing Communication | • 3 Years | • R 20.000 | MAPPP SETA |
| | | • Diploma in Visual Communication | • 3 Years | • R21.000 | |
| | | • Diploma in Copywriting | • 2 Years | • R20.000 | |
| AAA School of Advertising | Cape Town | • Higher Diploma in Integrated Marketing Communication | • 3 Years | • R 20.000 | MAPPP SETA |
| | | • Diploma in Visual Communication | • 3 Years | • R21.000 | |
| | | • Diploma in Copywriting | • 2 Years | • R20.000 | |
| VEGA | Sandton | • Diploma in Creative Communication | • 3 years | • R25.000 | |
| | | • Post Graduate Copywriting | • 1 year | • R23.000 | |
| | | • Diploma in Copywriting | • 2 years | • R23.000 | |
| | | • Post Graduate Brand Contact Management | • 1 year | • R23.000 | |
| | | | | | |
| ACADEMY OF LEARNING | Highlands North | | | | |
| DAMELIN | Pretoria | • BBA Degree | • 4 years | • R18,690 | |
| | | • Bcom MBM | • 3 years | • R18,395 | |
| | | • Diploma in Marketing | • 2 years | • R2.590 | |
| | | • Certificate in Marketing Management | • 1 year | • R7.090 | |

| | | | | | |
|----------------|--------------|---|---|--|--|
| DAMELIN | Benoni | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |
| DAMELIN | Randburg | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |
| DAMELIN | Braamfontein | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |
| DAMELIN | Krugersdorp | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |
| DAMELIN | Durban | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |
| DAMELIN | Bloemfontein | <ul style="list-style-type: none"> • BBA Degree • Bcom MBM • Diploma in Marketing • Certificate in Marketing Management | <ul style="list-style-type: none"> • 4 years • 3 years • 2 years • 1 year | <ul style="list-style-type: none"> • R18,690 • R18,395 • R2.590 • R7.090 | |

| | | | | | |
|----------------------|----------------|---|---|--|---|
| DAMELIN | Cape Town | <ul style="list-style-type: none"> BBA Degree Bcom MBM Diploma in Marketing Certificate in Marketing Management | <ul style="list-style-type: none"> 4 years 3 years 2 years 1 year | <ul style="list-style-type: none"> R18,690 R18,395 R2.590 R7.090 | |
| DAMELIN | East London | <ul style="list-style-type: none"> BBA Degree Bcom MBM Diploma in Marketing Certificate in Marketing Management | <ul style="list-style-type: none"> 4 years 3 years 2 years 1 year | <ul style="list-style-type: none"> R18,690 R18,395 R2.590 R7.090 | |
| DAMELIN | Port Elizabeth | <ul style="list-style-type: none"> BBA Degree Bcom MBM Diploma in Marketing Certificate in Marketing Management | <ul style="list-style-type: none"> 4 years 3 years 2 years 1 year | <ul style="list-style-type: none"> R18,690 R18,395 R2.590 R7.090 | |
| INTEC COLLEGE | Cape Town | <ul style="list-style-type: none"> Diploma in Marketing | | | |
| ALLENBY | Bramley | <ul style="list-style-type: none"> Diploma in Marketing (full) Certificate in Retail Marketing Certificate in Personal Selling Certificate in Sales Management Certificate in Marketing Communications Diploma in Multimedia & Digital Graphic Design Advanced Diploma in Multimedia Prestige Diploma in Computer Animation Prestige Diploma in Advertising Management Prestige Diploma in Public | <ul style="list-style-type: none"> 3 years 1 year 1 year 1 year 1 year 1 year 2 years 1 year 2 years 1 year | <ul style="list-style-type: none"> R18,690 R18,395 R2.590 R7.090 | <p>Awarded on Merit:</p> <ul style="list-style-type: none"> Honours Scholarships Merit Scholarships <p>Awarded from application:</p> <ul style="list-style-type: none"> 'Rare Achievers' Bursaries Family Bursaries |

| | | | | | |
|---------------------|-------------|--|--|--|--|
| ALLENBY | Bramley | <ul style="list-style-type: none"> • Relations • Diploma in Public Relations | <ul style="list-style-type: none"> • 1 year | | |
| ALLENBY | Bramley | <ul style="list-style-type: none"> • BBA Degree • Diploma in Marketing • Prestige Diploma in Public Relations • Diploma in Public Relations | | | |
| ALLENBY | Bramley | <ul style="list-style-type: none"> • BBA Degree • Diploma in Marketing (full) • Prestige Diploma in Public Relations • Diploma in Public Relations • Diploma in Marketing (full) | | | |
| ALLENBY | Bramley | <ul style="list-style-type: none"> • Diploma in Multimedia & Digital Graphic Design • Advanced Diploma in Multimedia | | | |
| ARISTOTELIAN | Bedfordview | <ul style="list-style-type: none"> • BBA Degree • Diploma in Marketing (full) • Diploma in Advertising (full) • Diploma in Marketing Research • Certificate in Retail Marketing • Certificate in Personal Selling • Certificate in Sales Management | R 6.900 p.a | | |

| | | | | | | |
|---|---------------|---|--|---|--|--|
| BIRNAM BUSINESS COLLEGE | Corlett Drive | <ul style="list-style-type: none"> Higher Certificate in Marketing | | | | |
| EMERITUS COLLEGE | Kensington | <ul style="list-style-type: none"> Diploma in Marketing | | | | |
| GLOBAL SCHOOL OF BUSINESS | Sandton | <ul style="list-style-type: none"> BBA Degree <ul style="list-style-type: none"> Diploma in Marketing (full) | | | | |
| HARTWELL BUSINESS INSTITUTE | Edenvale | <ul style="list-style-type: none"> Diploma in Marketing | | | | |
| OPEN WINDOW | Pretoria | <ul style="list-style-type: none"> National Higher Diploma in Visual Communication National Diploma in Visual Communication National Certificate in Visual Communication | <ul style="list-style-type: none"> 3 years 2 years 1 year | <ul style="list-style-type: none"> + R 27 300. + R23 400. + R21 500. | <ul style="list-style-type: none"> Bursaries awarded on merit & cannot be applied for. Bursary for first year awarded to the winner of a poster competition | |
| IMD EDUCATION COLLEGE | Braamfontein | <ul style="list-style-type: none"> BBA Degree <ul style="list-style-type: none"> Diploma in Marketing (full) | | | | |
| KAIZEN BUSINESS EDUCATION CENTRE | Edenvale | <ul style="list-style-type: none"> BBA Degree <ul style="list-style-type: none"> Diploma in Marketing Diploma in Advertising Certificate in Marketing Communication Certificate in Personal Selling Certificate in Sales Management Certificate in Retail Marketing | | | | |
| ROSEBANK COLLEGE | Pretoria | <ul style="list-style-type: none"> Certificate in Marketing | | | | |

| | | | | |
|-----------------------|------------------|--|--|--|
| VARSIY COLLEGE | Pretoria | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student |
| VARSIY COLLEGE | Randburg | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student |
| VARSIY COLLEGE | Durban | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student |
| VARSIY COLLEGE | Pietermaritzburg | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student |

| | | | | | |
|--------------------------|----------------|--|--|--|--|
| VARSITY COLLEGE | Gardens CT | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | | |
| VARSITY COLLEGE | Rondebosch | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student | |
| VARSITY COLLEGE | Port Elizabeth | <ul style="list-style-type: none"> • Diploma in Marketing (full) • Diploma in Public Relations • Diploma in Advertising • Certificate in Marketing • Higher Certificate in marketing • Certificate in Public Relations | <ul style="list-style-type: none"> • 3 years • 3 years • 2 years • 1 year • 2 years • 1 year | <ul style="list-style-type: none"> • Sport: Provisional colours or SA colours • Leadership: Head or Deputy head prefect • Family: If a family member is a current student | |
| TYGERBERG COLLEGE | Cape Town | <ul style="list-style-type: none"> • Diploma in Marketing (full) | | | |

- Open Window cost structure
- Computer-based subjects are R4900.00 each per year
- Practical subjects are R3900.00 per year
- Theory subjects are R2900.00 per year
- Seven subjects are required in 1st year, Six in second year and five in third year

APPENDIX D

TECHNIKONS OFFERING GRAPHIC DESIGN

| | EASTERN CAPE | | | WESTERN CAPE | | | KZN | | | TSA | VTT | GAUTENG | | |
|------------------|--------------|----|---------|--------------|---------|-----|---------|-----|---------|---------|-----|---------|---------|----------|
| | BOR | EC | PE | CPE | PEN | MAN | DIT | TNG | FS | | | NW | PTA | TWR |
| National Diploma | | | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | | |
| B-Tech | | | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | | |
| Masters | | | ✓ | ✓ | | | ✓ | | ✓ | | | | | |
| | EASTERN CAPE | | | WESTERN CAPE | | | KZN | | | GAUTENG | | | | |
| | BOR | EC | PE | CPE | PEN | MAN | DIT | TNG | FS | NW | TSA | VTT | PTA | TWR |
| National Diploma | | | R33,030 | *R36,000 | R18,000 | | R22,360 | | R22,650 | | | R19,320 | R28,610 | *R26,400 |
| B-Tech | | | R12,160 | R12,700 | R6,000 | | R7,500 | | R6,761 | | | R4,000 | R10,170 | R11,000 |
| Masters | | | | R7,515 | | | | | R7,250 | | | | R10,490 | |

* ADDITIONAL FEES FOR COURSE MATERIALS (Approx. R2000-00/year)
 PE (Material costs = approx. R6000-00)

APPENDIX C

TECHNIKONS OFFERING MARKETING

| | EASTERN CAPE | | | WESTERN CAPE | | | KZN | | | TSA | VTT | GAUTENG | |
|------------------|--------------|----|---------|--------------|-----|---------|-----|---------|----|-----|---------|---------|--------|
| | BOR | EC | PE | CPE | PEN | MAN | DIT | TNG | FS | | | NW | PTA |
| National Diploma | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| B-Tech | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ |
| Masters | | | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ |
| Doctorate | | | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ |
| | EASTERN CAPE | | | WESTERN CAPE | | | KZN | | | | | GAUTENG | |
| BOR | EC | PE | CPE | PEN | MAN | DIT | TNG | FS | NW | TSA | VTT | PTA | TWR |
| National Diploma | R10,820 | | R18,590 | R15,000 | | R24,000 | | R19,575 | | | R13,030 | R24,640 | R9,400 |
| B-Tech | R4,450 | | R6,040 | R5,000 | | R6,800 | | R7,254 | | | R4,200 | R5,480 | R7,700 |
| Masters | | | R14,000 | | | R5,055 | | R8,500 | | | | R7,730 | |
| Doctorate | | | R6,000 | | | R6,950 | | R9,030 | | | | R8,600 | |

APPENDIX E

IN-HOUSE TRAINING PROGRAMMES BY AD. AGENCIES (2002)

| Ad. Agency | Name of programme | Commencement date | No. of trainees | | | | No. of trainees employed. End of..... | | Cost to ad. agency p.a | Training area |
|--|---------------------------|-------------------|-----------------|------|------|------|---------------------------------------|-----------|---|---------------|
| | | | 2000 | 2001 | 2002 | 1999 | 2000 | 2001 | | |
| DDB Framptons | AAA/VEGA Interns | 1998 | 1 | 1 | 1 | 1 | 1 | R 30.000 | Creative | |
| FCB South Africa | Iziko | 1988 | 12 | 12 | 12 | 12 | 12 | R 500.000 | Acc. Man Creative Strategy Finance | |
| Herdbouys Mc Cann – Erickson / Universal Mc Cann | Masimong | 2002 | - | - | 4 | | | R 50.000 | Media buying Media planning | |
| Leo Burnett Holdings | Brand Associate programme | 1999 | 4 | 4 | 3 | 5 | 5 | R 300.000 | Media Copywriting Acc. Man Acc. Planning | |
| Mindshare SA | Mindshare Internship | 1995 | 2 | 3 | 4 | 1 | - | R 271.000 | Media | |
| Publicis | Get it right | 1997 | 3 | 3 | 4 | 3 | 3 | R 400.000 | Acc. man Creative Production | |

| Ad. Agency | Name of programme | Commencement date | No. of trainees | | | | No. of trainees employed. End of..... | | | Cost to ad. agency p.a | Training area |
|--|--|-------------------|-----------------|------|------|------|---------------------------------------|------|-----------|---|---------------|
| | | | 2000 | 2001 | 2002 | 1999 | 2000 | 2001 | | | |
| TBWA Hunt Lascaris (training Blacks on a variety of short courses) | No specific name | N/A | 30 | 30 | 40 | 5 | 4 | 8 | R 300.000 | Soft Skills Man. Skills Presentation skills Creative thinking | |
| Orrey, Rightford + Drysdale | Future Scholership | 2002 | | | 1 | | | 1 | R 30.000 | Creative or Acc. Man | |
| Ogilvy & Mather Rightford Searle-Tripp & Makin | No specific name | 1985 | 14 | 9 | 9 | 14 | 14 | 8 | R 60.000 | Art Direction Copy DTP & Design Acc. Man | |
| Ogilvy & Mather Group (Cape) | No formal training programme. Appoint trainees who are appointed on a permanent basis. Receive on-the-job training | Late 1980's | 14 | 7 | 1 | 8 | 14 | 7 | R 26.000 | Acc. Man Art Direction Graphic Design Copy Media | |
| Gendel Advertising | Company assisted funding of appropriate courses with acknowledged institutions | 2001 | 0 | 1 | 2 | | | | R 14 000. | Graphic design Animation Digital Media Programming | |
| Saatchi & Saatchi Cape Town | Learnership programme | + - 1990 | 6 | 7 | 4 | 2 | 4 | 3 | R130.000 | Client service, Creative, Strat planning, Media, Accounts, Production, BTL, HR, Training, PR, Recruitment | |

| Ad. Agency | Name of programme | Commencement date | No. of trainees | | | | No. of trainees employed. End of..... | | Cost to ad. agency p.a | Training area |
|-----------------------------|-----------------------------|-------------------|-----------------|------|------|------|---------------------------------------|------|------------------------|---|
| | | | 2000 | 2001 | 2002 | 1999 | 2000 | 2001 | | |
| Saatchi & Saatchi Cape Town | Internal Training Programme | | | | | | | | R 70.000 | Relating specifically to our S&S tools as well as one module on Finance. Videos – Rasci; Ideas brief; Masterbrand; Rollercoaster; Brain |
| Young & Rubicam Gitam | * Please see info below | 1996 | 30 | 36 | 42 | 2 | 3 | 4 | R 350.000 | Graphic Design Copywriting Studio and production Client Service |
| The Jupiter Drawing Room | Apprentice-ship programme | 1994 | 8 | 7 | 7 | 8 | 7 | 7 | R 500.000 | Art direction, copywriting, client services, strategy and graphic design |

* Name of programme – Young & Rubicam:

Annual Backbone Workshop = 8 day Advertising skills

Upgrade Programme for Creative and Client Service Staff Members = 20 Delegates PA

ASAS = Advanced seminar for advertising skills held once a year in Europe for 2 delegates = 2 PA

Zulu Courses = Executive Language courses available to all non-zulu speaking staff members = 8 staff members passed and completed a 12 week programme

Client service training sessions held every Friday afternoon = 16 members per session

Self help computer literacy programmes available to all staff members at all times

Participation in sponsored computer update programmes at recognised training centres = 5 staff members

AAA Bursary scholar from a PDI background = 1

In house presentation skills workshops for client service and creative staff members