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IMPACT ASSESSMENT OF LEARNERSHIPS AND APPRENTICESHIPS

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**Authors Dr J Mukora, MM Visser with
J Roodt, F Arends, M Molefe and M Letseka**

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ACRONYMS

AsgiSA	Accelerated and Shared Growth Initiative for South Africa
CATI	Computer Assisted Telephonic Interviewing
CBMT	Competency Based Modular Training
Cosatu	Congress of SA Trade Unions
DoE	Department of Education
DoL	Department of Labour
ETQA	Education and Training Quality Assurance
FET	Further Education and Training
GDS	Growth and Development Summit
HEQC	Higher Education Quality Committee
ILO	International Labour Organisation
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessment
ITB	Industry Training Boards
JIPSA	Joint Initiative on Priority Skills Acquisition
MTA	Manpower Training Act
MERSETA	Manufacturing, Engineering and Related Services SETA
NQF	National Qualifications Authority
NVC	National Vocational Certificate
NSDS	National Skills Development Strategy
NSA	National Skills Authority
NSF	National Skills Fund
NTSI	National Training Strategy Initiative
Numsa	National Union of Metalworkers of SA
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SEIFSA	Steel and Engineering Industries Federation of South Africa
SETAs	Sector Education and Training Authorities
SDLA	Skills Development Levies Act, 1999

SLA	Services Level Agreement
SOE	State Owned Enterprise
SSPs	Skills Support Programmes
Umalusi	Council for Quality Assurance in General and Further Education and Training
WSP	Workplace Skills Plans

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EXECUTIVE SUMMARY

INTRODUCTION AND AIMS

This study was commissioned by the Manufacturing, Engineering and Related Services SETA (MERSETA) with the aim of ascertaining the efficiency and effectiveness of the learnership and apprenticeship systems and to assess their impact on the demand for and supply of skills for the industry. The aims of this research were influenced by the fact that an understanding of the potential impact of learnerships and apprenticeships on the labour market outcomes of beneficiaries within MERSETA is limited. There is a critical lack of data on the scale, number and career progression of qualified apprentices and learners as well as the employability of newly qualified learners exiting at different NQF levels. The status of many participants, or their motives for studying and moving within the system, or the different possible pathways open to them or that they traverse is not known. Such information which must be as reliable and accurate as possible is needed in order to enhance MERSETA's ability to strategically intervene in training initiatives geared towards addressing the supply of and demand for skilled labour within the sector.

Specifically the objectives of the study were specified in the research brief as follows:

- (a) To ascertain the effectiveness of the learnership and apprenticeship systems in terms of:
 - career progression of qualified apprentices and learners who were employed before undertaking apprenticeship and learnership programmes
 - employability of newly qualified learners exiting at various NQF levels
 - the number of qualified apprentices and learners produced against intake and specifically their trades or qualifications
 - administration of learnership and apprenticeships.
- (b) To ascertain whether industry demands are being met effectively through either the learnership or apprenticeship systems.

METHODOLOGY

The research used both quantitative and qualitative methods. The quantitative analysis was based on datasets provided by MERSETA. The databases consisted of the total population of participants in the learnership and apprenticeship systems within the sector. The analysis of the datasets reflected the shape of the learnership and apprenticeship systems in terms of NQF levels, trades and qualifications as well as the demographic profile of the total learnership and apprenticeship population participants (gender, race, age, disability, geographical distribution). The datasets also provided telephone contact details for learnership and apprenticeship participants and formed the population from which random samples for the survey were drawn.

Qualitative data were produced through interviews with representatives from the majority of the stakeholder groups involved in the learnerships and apprenticeships for MERSETA at the levels of provision and policy. In addition, five provinces were visited and a sample of training providers and employers were interviewed. In-depth interviews were held with learners traversing specific pathways related to Learnership and Apprenticeship programmes in the low, intermediate and high skills bands.

An extensive review of existing data, policy documents and relevant legislation was also undertaken as part of the methodology.

OVERVIEW OF EXISTING DATA

Much of the research to date has focused either on efficiency issues (HRSC 2005, Grawitzky 2006, Jennings et al. 2004) or on the employment and learning pathways of individual learnership participants (HRSC 2008a). The work of Jennings et al. (2004) made an attempt to evaluate the efficiency of learnerships across the SETA system while the HSRC study (2008a) focused on the labour market outcomes of beneficiaries across the entire system. There is no evidence of research that has focused on both the experience of participants in learnership and apprenticeship programmes as well as on the SETAs that host them.

This study is the first of its kind that focuses on the effectiveness and efficiency issues of both the learnership and apprenticeship systems for a single SETA (MERSETA). As highlighted above, much of the research focused on the entire SETA system.

The focus of this study (HSRC 2008b) is thus on investigating ways to make learnership and apprenticeship programmes for MERSETA 'work better' and the extent to which these programmes are equipping qualified apprentices and learners to advance through the labour market as well as the employability of newly qualified learners exiting at various NQF levels.

DEVELOPING A CONCEPTUAL FRAMEWORK

Given the complexity of the study, this research draws from a variety of theoretical orientations. We argue in this study that the effectiveness and efficiency of learning programmes that take place in workplaces (in this case learnerships and apprenticeships) should be evaluated in terms of the educational opportunities, learning environments, quality of programmes and the career progression that they provide for workers. We stress that the responsibility for planning learning opportunities should be a manifest function of key stakeholders. This line of thinking is influenced by the work of Lave and Wenger as reflected in their co-authored book *Situated Learning: legitimate peripheral participation* (Lave & Wenger 1991).

Lave and Wenger's account of learning was severely criticised (Fuller & Unwin 2003, 2004) for failing to view learning as a process of acquiring skills. Instead, their account views the newcomers as learning how to function appropriately in a particular social, cultural and physical environment. This means that the learning (situated learning) is something outside of the individual's head or body. Rather it occurs in the framework of participation, in a network of relations.

In an attempt to remedy the deficiencies identified in the Lave and Wenger's account of learning, Fuller and Unwin (2003, 2004) developed a new conceptual framework, the expansive-restrictive continuum, for analysing the quality of workplace learning. In particular, the expansive-restrictive continuum aims to extend and elaborate the notion of learning as participation by highlighting the pedagogical value of incorporating properly planned on and off-the-job learning experiences and the development of a workplace curriculum. It centres on two main features: those relating to institutional arrangements (organisational context and culture), and those relating to learning opportunities arising from various forms of participation in workplaces which have underpinned the development of Lave and Wenger's 'situated learning' theory.

We use the case study evidence gathered from this research project to suggest that the development of an efficient and effective learnership and apprenticeship system should be based on a good understanding of the notions of 'communities of practice' and 'legitimate peripheral participation' developed by Lave and Wenger (1991). It should also build on the insights generated by the expansive-restrictive continuum model developed by Fuller and Unwin (2003, 2004). We will argue that the journey of new entrants from the peripheral to the centre as they traverse the learnership and apprenticeship pathways is incomplete if the labour market outcomes of beneficiaries are not taken into account.

This project completes the journey of learnership and apprenticeship participants by investigating the pathways of completed learners and apprentices. We add the notion of 'progression pathways' to the Lave and Wenger/ Fuller and Unwin model developed above. We draw from the work of Harris and Rainey (2006) who carried out some studies in an attempt to understand the reasons why learners choose specific pathways and what their experiences in these pathways are. Their study found that progression pathways are not linear, but rather "zigzags, crazy paving or stepping stones". We will use this framework to understand the employment and learning pathways for completed learners and apprentices in this study.

MAIN ACHIEVEMENTS OF THE LEARNERSHIP AND APPRENTICESHIP SYSTEMS

The learnership programme under MERSETA has achieved the following:

- The results of this survey are positive: they show that learnerships are working well according to responses from learners and other key stakeholders.

- They form part of government's intervention to enhance sustainable economic growth while redressing some of the injustices inherited from apartheid.
- Learnerships provide important opportunities for participants to learn in the workplace, linking theory and practice and thus to deepen the skills base of the South African economy.
- They provide key opportunities for unemployed people to gain skills and work experience and improve their employability.

This learnership impact study found that:

- Seventy-four per cent of all the 18.1 and 18.2 learners completed their learnership programmes and only 7% terminated their studies before graduation.
 - Forty-three per cent of those who were unemployed at registration (18.2 learners) and 67% of 18.1 learners were employed after completion or termination of their learnerships. This is a positive development and illustrates the importance of the learnership system in creating employment for the youth and its contribution to skills development.
 - Eighty-three per cent of the learners who were employed after graduation or on termination of their learnership indicated that the employment was related to the learnership they had completed. This is a positive finding for the learnership programme as it suggests that it provides learners with the opportunity to further build their skills and knowledge in the field as their employment was directly related to the training they received.
 - In terms of the nature of their employment, 66% were permanently employed, 29% in temporary and contract positions and 4% were casual workers.
 - About 32% earn a salary between R2 001 to R5 000 per month and 12% earn between R1 001 and R2 000. Only 3% earn less than R1 001 per month and another 3% earn more than R10 000 per month.
 - Almost all (92%) of those who completed their studies are working in the private sector with only 5% employed in government and 2% self-employed.
 - Most of the completed learners were employed between one and six months of completion of the learnership programme. Of these, 24% were employed within one month or less, 31% between one and three months and another 24% between three and six months. This shows a commitment of employers to the learnership programme by making employment opportunities available to the learnership participants. It shows that employers have a positive perception about learnerships and their applicability to industry demands.
 - Almost all the learners who completed or terminated their learnership reported positively about how participation in the learnership impacted on their lives. Ninety-seven per cent
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indicated that the learnerships had improved their technical skills and their career opportunities, and had enhanced their self confidence.

- Overall, both employers and learners were satisfied with the organisation and objectives of the learnership system, reflecting well on MERSETA and other stakeholder.

The apprenticeship impact study found that:

- A small number of apprenticeship participants terminated their studies before graduation: only 3% of the time-based enrolments, 2% of Section 28 and 11% of CBMT enrolments terminated their studies. This is a positive development and illustrates the commitment of both the learners and the system to the programme.
- More than half of the CBMT enrolments (66%) and Time-based enrolments (57%) were still registered at the time of the survey. Only 8% of the Section 29 enrolments were still registered.
- Almost all (91%) of the Section 28 apprentices passed the trade test and qualified.
- Forty per cent of all Time-based participants and 23% of all CBMT participants completed their apprenticeship and qualified.
- Seventy-six per cent of all CBMT participants who were unemployed on enrolment and gained employment passed the trade test and almost all (97%) of the Time-based and Section 28 participants who were unemployed at registration and completed their qualification, gained employment after graduation. This outcome is very positive as it reflects well on the programme.
- A small number (1%) of apprenticeship participants were employed at registration and lost their jobs and became unemployed after completing or terminating the apprenticeship.
- In terms of the nature of their employment, more than 90% (95% of CBMT apprentices, 94% of Section 28, and 91% of Time-based apprentices) of all participants who qualified had a permanent position with no end date.
- Almost half of the participants (48% of CBMT and 42% of Time-based) who qualified reported to be working at the company at which they did their work-based training, while 35% CBMT and 32% Time-based participants were employed by the same company prior to enrolling for a learnership.
- All Section 28 apprentices who were unemployed at registration gained employment, and the total number (34) of Section 28 apprentices who are currently unemployed were employed at registration.
- Fifty-on per cent of the Time-based apprentices who are currently unemployed were unemployed at registration and 49% or 95 apprentices lost their employment.

- Almost 75% of the CBMT apprentices who are currently employed were unemployed at registration while only 35 CBMT apprentices lost their employment.
- The reasons why apprentices lost their employment ranged from expiry of the contract, poor treatment at the workplace to finding a place to study at university.
- Almost all the apprentices who completed or terminated their studies reported positively about their apprenticeship experiences. The strongest impact seems to be the improvement of their technical skills, their career opportunities and enhancement of their self-confidence. In-depth interviews with apprentices also revealed this positive outcome.

ADMINISTRATION OF LEARNERSHIPS AND APPRENTICESHIPS

- Concerns have been raised from many respondents regarding the institutional, legislated mechanisms and processes within which learnerships and apprenticeships are currently organised and function.
 - The promulgation of the Skills Development Act, 1998 (Act 97 of 1998) introduced the concept of a learnership. The Act proposed that learnerships would incorporate apprenticeship but did not say that apprenticeship would no longer be allowed. This was due to the increasing recognition of the shortage of intermediate (Level 2 and Level 3) vocational skills in the South African labour market. As a result, apprentices continue to be trained under the two routes of the Manpower Training Act of 1981: Section 13 and Section 28.
 - Despite some concerns about the DoL's capacity to administer and ensure implementation of the SDA, it has responded positively and has been seen to be quite proactive in taking up the challenge of addressing the shortcomings of the system. The DoL has taken ownership of finding solutions to having a single regulation governing both apprenticeships and learnerships. A number of processes have been initiated in this regard.
 - A number of amendments to the SDA have been drafted to provide clarity about the continuation of the apprenticeship system. There is now an attempt to merge various clauses in the MTA with the SDA and provide sufficient clarity about how the two systems (apprenticeship and learnerships) would co-exist.
 - Overall, both employers were highly satisfied with MERSETA's activities in its attempt to effectively and sufficiently support skills development in the sector
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MAIN CHALLENGES STILL FACING THE LEARNERSHIP AND APPRENTICESHIP SYSTEMS

The main challenges that are still facing the programme are discussed below.

The current skills shortage has been exacerbated by the fact that a large number of the learnerships that are being undertaken are at the lower (NQF Level 1 and 2) rather than intermediary skills levels. This might partly be a result of a drive by government to meet specific targets to employ unemployed youths and for redress. The NQF level 1 learnerships were bridging learnerships, which is critical if workers, previously denied access to training, were to have the opportunity of moving up the skills ladder. This did not, however, address scarce and critical skills needs. A balance needs to be achieved between redress learnerships and skills interventions at the intermediary and higher end of the skills spectrum. It should, however, be noted, that according to this research, the introduction of learnerships, for example at the higher end of the skills spectrum, has proved to be problematic because of the costs involved and other related problems.

The pipeline for the development of skilled personnel is partly a responsibility of education and labour. Hence, it is not the sole responsibility of SETAs to deliver skills to the economy. The effectiveness of the education system is critical in achieving this objective. This not only raises the question of the linkage between education and labour and the lack of co-ordination between the two ministries, but also highlights the fact that a number of blockages have occurred, some of which are systemic and have nothing to do with the functioning of MERSETA. For example, the disconnection between industry (and SETAs) and FET colleges is highly problematic. An example of this disconnect was illustrated fairly recently when the DoE took a decision to change the curriculum of FET colleges. The DoE decided as from January 2007 that the N courses previously offered by FET colleges in three-month blocks would be phased out and would be replaced with new one-year National Vocational Certificate (NVC) courses offered at NQF levels 2, 3 and 4 over three years. The N1 course, for example, is the theoretical component for an apprenticeship programme and is provided for in the MTA. The DoE has indicated that it consulted business on this change, but those interviewed indicated this was not the case. It is also believed that the DoL was caught unawares by the decision to implement the new changes from this year. While there is a need to update current FET courses, business argues that transitional arrangements should be put in place or the new courses phased in to allow those already in the system to complete their qualifications. A SEIFSA (Steel and Engineering Industries Federation of South Africa) document states: "It seems problematic that at a time when shortages of skilled artisans present a key constraint to growth, the DoE is introducing new and unpiloted one-year vocational programmes at colleges without proper transitional arrangements for companies indenturing apprentices..."

The lower incidence of recognition of prior learning and learning plans is a concern, especially among socially marginalised groups including women, youth and others. The DoL and MERSETA must focus in particular on recognition of prior learning and learning plans and ensure equality in compliance across social groups.

RECOMMENDATIONS

The report sets out a number of recommendations for change.

Role of employers

Given the evidence that employers have a key role to play in ensuring successful completion of apprenticeships and learnerships, an important priority must be to involve many employers more fully in the programme. Measures must be taken to ensure that they understand the value of learnership and apprenticeship systems, that they meet their needs, and that they have more effective training infrastructure in place. To achieve this, the following step should be taken:

- MERSETA should be requested to take a more active and developmental role in working with employers to engage them fully in the learnership and apprenticeship programmes.

Role of training providers

Given the evidence that training providers should have a key role in working with employers and apprentices/learners in implementing a training programme, but that their role in training is often limited, and that they have placed too much emphasis on assessment, this training role should be clearly specified and monitored in the following ways:

- The type of training required for each programme should be specified.
- MERSETA should provide some guidelines which specify clearly what is expected of training providers with respect to training as well as assessment.
- The implementation of these guidelines should be monitored.

Recruitment and induction

Steps are required to ensure that young people are recruited into the learnership and apprenticeship programmes when this is appropriate for them and their employers, and that both the young people and their employers are fully aware of the opportunities and responsibilities involved.

Data collection and monitoring

MERSETA should be requested to establish more effective arrangements and guidelines for data gathering to ensure that the data on progression through learnerships and apprenticeships are as complete as possible.

Mechanisms for tracking learners or apprentices who change training providers or move to another programme should be established.

A review of targets for the learnership programme

The DoL should review the targets set to underpin a high-quality work-based learnership system and place greater emphasis on quality of training and outputs from the programme rather than on starts.

CHAPTER 1 IMPACT ASSESSMENT OF LEARNERSHIPS AND APPRENTICESHIPS

Introduction and aims

This study was commissioned by the Manufacturing, Engineering and Related Services SETA (MERSETA) with the aim of ascertaining the efficiency and effectiveness of the learnership and apprenticeship systems and to assess their impact on the demand for and supply of skills for the industry. The aims of this research were influenced by the fact that an understanding of the potential impact of learnerships and apprenticeships on the labour market outcomes of beneficiaries within MERSETA is limited. There is a critical lack of data on the scale, number and career progression of qualified apprentices and learners as well as the employability of newly qualified learners exiting at different NQF levels. What is not known is the status of many participants, or their motives for studying and moving within the system, or the different possible pathways open to them or that they traverse. Such information is needed which must be as reliable and accurate as possible in order to enhance MERSETA's ability to strategically intervene in training initiatives geared towards addressing the supply of and demand for skilled labour within the sector.

The objectives of the study were specified in the research brief as follows:

(a) To ascertain the effectiveness of the learnership and apprenticeship systems in terms of:

- career progression of qualified apprentices and learners who were employed before undertaking apprenticeship and learnership programmes
- employability of newly qualified learners exiting at various NQF levels
- number of qualified apprentices and learners produced against intake and their trades or qualifications
- administration of learnerships and apprenticeships.

(b) To ascertain whether industry demands are being met effectively through either the learnership or apprenticeship systems.

- A focus on efficiency and effectiveness

As highlighted above, MERSETA's brief for this study is to **ascertain the efficiency and effectiveness of the learnership and apprenticeship systems and to assess their impact on the demand for and supply of skills of the industry.**

Efficiency and effectiveness are two distinct qualities, although they are not separable. For this study, efficiency refers to the internal workings and quality of the learnerships and apprenticeships, and to how well they are organised and function in terms of the legislated mechanisms and procedures, SETA capacity and employer, training provider and stakeholder capacity. Effectiveness relates to the external impact of the learnership and apprenticeship in terms of the extent to which they equip participants to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities.

Much emphasis on this project is placed on the extent to which learnerships and apprenticeships are equipping the employed to advance through the formal labour market with enhanced skills and capacities, or equipping the young un-employed to find jobs or become self employed, or to advance to further education and training. However, this study also focuses on efficiency issues, in finding ways to make learnerships and apprenticeships 'work better'.

Much of the research to date has either focused on efficiency issues (HRSC 2005, Grawitzky 2006, Jennings et al. 2004) or on the employment and learning pathways of individual learnership participants (HRSC 2008a). The work of Jennings et al. (2004) attempted to evaluate the efficiency of learnerships across the SETA system, while the HSRC study (2008a) focused on the labour market outcomes of beneficiaries across the entire system. There is no evidence of research that has focused on both the experience of participants in learnership and apprenticeship programmes as well as on the SETAs that host them.

This study is the first of its kind to focus on the effectiveness and efficiency issues of both the learnership and apprenticeship systems for a single SETA (MERSETA). As highlighted above, much of the research focused on the entire SETA system.

The focus of this study (HSRC 2008b) is thus on investigating ways to make learnership and apprenticeship programmes for MERSETA 'work better' and the extent to which these programmes are equipping qualified apprentices and learners to advance through the labour market, as well as on the employability of newly qualified learners exiting at various NQF levels.

This report has been structured as follows:

Chapter 1 presents the theoretical and conceptual framework within which the analysis of this research project is located. This draws on Lave and Wenger's 'situated learning' theory (Lave & Wenger 1991) and Fuller and Unwin's 'expansive-restrictive continuum' model for analysing the quality of workplace learning (Fuller and Unwin 2003, 2004).

It also outlines the research design and methodology employed in the study, including sample design and some of the methodological challenges encountered during the research.

Chapter 2 provides an analysis of the total population of participants in the learnership and apprenticeship systems within MERSETA in terms of employment status, NQF levels, programmes and sectors, and the demographic profile of the total population of learnership and apprenticeship participants.

Chapters 3 and 4 present the findings of the survey of the employment and learning pathways of learnership and apprenticeship participants registered with MERSETA in terms of the extent to which learnerships and apprenticeships equip participants to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities.

Chapter 5 deals with the administration of learnerships and apprenticeships in terms of quality, how well they are organised and function, legislative mechanisms and procedures, SETA capacity and in terms of employer, training provider and stakeholder capacity.

Chapter 6 presents the findings from case studies of implementation in five selected provinces. These draw mainly on interviews with employers, training providers and focus groups with learners.

Chapter 7 presents the conclusions and recommendations.

Developing a conceptual framework

Given the complexity of the study, this research draws on a variety of theoretical orientations. We argue that the effectiveness and efficiency of learning programmes that take place in workplaces (in this case learnerships and apprenticeships) should be evaluated in terms of the educational opportunities, learning environments, quality of programmes and the career progression that they provide for workers. We stress that the responsibility for planning learning opportunities should be a manifest function of key stakeholders. Our line of thinking is influenced by the work of Lave and Wenger as reflected in their co-authored book, *Situated Learning: legitimate peripheral participation* (Lave & Wenger 1991).

A rich conceptual framework for analysing the process by which new entrants to an occupation, workplace or activity become experts has been provided by Lave and Wenger (1991). They have put in place notions such as 'communities of practice' and 'legitimate peripheral participation' as the social learning processes that new entrants go through to become full members of the community of practice. The concept of 'legitimate peripheral participation' helps to explain the transformation of 'new-comers' to 'old-timers' in diverse cultural, social and economic settings. The notion of 'community of practice' explains the social and pedagogical processes involved in the practice of a shared activity whose meanings are negotiated both inside and outside the community. They defined a community of practice as "a set of relations among persons, activity, and the world, over time and in relation with other tangential and overlapping communities of practice" (Lave & Wenger 1991: 98).

Lave and Wenger's account of learning was severely criticised (Fuller & Unwin 2003, 2004) for failing to view learning as a process of acquiring skills. Instead, their account views the new-comers as learning how to function appropriately in a particular social, cultural and physical environment. This means that the learning (situated learning) is something outside of the individual's head or body. Rather it occurs in the framework of participation, in a network of relations.

In an attempt to remedy the deficiencies identified in the Lave and Wenger's account of learning, Fuller and Unwin (2003, 2004) developed a new conceptual framework, the expansive-restrictive continuum, for analysing the quality of workplace learning. In particular, the expansive-restrictive continuum aims to extend and elaborate the notion of learning as participation by highlighting the pedagogical value of incorporating properly planned on and off-the-job learning experiences and the development of a workplace curriculum. It centres on two main features: those relating to institutional arrangements (organisational context and culture), and those relating to learning opportunities arising from various forms of participation in workplaces which have underpinned the development of Lave and Wenger's 'situated learning' theory.

Features of the expansive-restrictive continuum:

EXPANSIVE	RESTRICTIVE
Participation in multiple communities of practice inside and outside the workplace	Restricted participation in multiple communities of practice
Breadth: broad exposure to a variety of activities which will help them achieve a range of skills and knowledge	Narrow: restricted access to authentic tasks and knowledge
Depth: the extent of the appropriateness of the theoretical component of the learning programmes, and its relationship to the level and content of the job roles	Shallow: limited opportunity for learners to develop and apply their theoretical and conceptual knowledge in the work situation
Planned time off-the-job training in the form of a further education and training college or other training providers	All training provided in-house: limited opportunities for reflection
Post-apprenticeship/learnership vision: progression for career and further education	Post-apprenticeship/learnership vision: static for job
Explicit institutional arrangements for providing a supportive workplace environment for learners and apprentices. This will include peer, supervisor or manager support	Limited institutional recognition of, and support for, learners and apprentices
Close partnerships between employers, training providers and learners/apprentices, as well as the active support of SETAs	Weak partnerships between key stakeholders and lack of support from SETAs
The development of a process criteria designed to improve the quality of the learning experiences as well outcomes indicators to monitor results	Weak quality management strategy

Source: adapted and modified from the work of Fuller and Unwin (2003: 411)

From the perspective of learnerships and apprenticeships in the South African context, the key partners in communities of practice are further education lecturers, training providers (trainers), employers, learners and apprentices. These groups are supported by Sector Education and Training Authorities (SETAs) which aim to provide specialist sectoral advice and manage the public funds made available for the learnership and apprenticeship programmes. The primary location in which the community of practice for a learnership and

an apprenticeship is manifest is the workplace. This is in line with Section 5 of the Skills Development Act 97 of 1998 (Act 97 of 1998), which states that one of the functions of the Act is to encourage employers to use the workplace as an active learning environment.

We use the case study evidence gathered from this research project to suggest that the development of an efficient and effective learnership and apprenticeship system should be based on a good understanding of the notions of 'communities of practice' and 'legitimate peripheral participation' developed by Lave and Wenger (1991). It should also build on the insights generated by the expansive-restrictive continuum model developed by Fuller and Unwin (2003, 2004). We will argue that the journey of new entrants from the peripheral to the centre as they traverse the learnership and apprenticeship pathways is incomplete if the labour market outcomes of beneficiaries is not taken into account.

This project completes the journey of learnership and apprenticeship participants by investigating the pathways of completed learners and apprentices. We add the notion of 'progression pathways' to the Lave and Wenger/Fuller and Unwin model developed above. We draw on the work of Harris and Rainey (2006) who carried out some studies in an attempt to understand the reasons why learners choose specific pathways and what their experiences in these pathways are. Their study found that progression pathways are not linear, but rather 'zigzags, crazy paving or stepping stones'. We use this framework to understand the employment and learning pathways for completed learners and apprentices in this study.

Design of the study

The design of this study included three interrelated and sequential components that facilitated the focus on both efficiency and effectiveness of the learnership and apprenticeship systems.

Component 1

The foundation of the study was to develop two databases, one of all participants in learnerships and the second one of all apprenticeships ever registered by MERSETA. This enabled the research team to describe the population of the learnership and apprenticeship systems in considerable detail.

The research question that the analysis of the population database addressed was: "What is the shape of the learnership system and the apprenticeship system under MERSETA, and who are the participants?" This analysis reflected the shape of the learnership and apprenticeship systems in terms of NQF levels, trades and qualifications as well as the demographic profile of the total learnership and apprenticeship population participants (gender, race, age, disability, geographical distribution). The database also provided telephone contact details for learnership and apprenticeship participants and formed the population from which random samples for the second component of the study was drawn.

Component 2

A survey was conducted to explore the pathways of qualified apprentices and learners who were employed or unemployed before undertaking apprenticeship and learnership programmes. The survey also assessed the employability of newly qualified learners exiting at various NQF levels.

The concerns of the survey were: Who are those pursuing learnerships and apprenticeships? Why do the employed and the unemployed decide to pursue learnerships or apprenticeships? What is the learning and employment history of an individual pursuing learnerships or apprenticeships? To what extent is there migration and mobility to pursue learnerships or apprenticeships and employment? What is the status in relation to the learnership or apprenticeship - completed, currently registered or discontinued? If the learnership or apprenticeship is discontinued or completed, what is the learning or employment outcome pursued? After completing a learnership or apprenticeship, has an employed participant advanced in a job prospect within the firm? Has an unemployed participant succeeded in accessing the labour market, and in what ways? Or has a participant proceeded to further education and training, and in what ways?

Component 3

Case study evidence was gathered in five provinces in order to assess the efficiency of the learnership and apprenticeship systems, how well they are organised in terms of SETA capacity, employer, training provider and stakeholder capacity and the extent to which industry demands are being met by the learnership and apprenticeship systems. In each

province we visited two employers/training providers, two public FET colleges and the respective MERSETA provincial offices and MERSETA head office.

The purpose of this was to identify ways in which the systems can be improved in order to enhance the sector's quest for meeting the skills requirements for the current economic growth imperatives. The specific focus of this component was to:

- Evaluate the institutional, legislated mechanisms and processes within which learnerships and apprenticeships are organised and function.
- Describe and analyse MERSETA's activities in its attempt to effectively and efficiently support skills development in its sector, as well as in areas where it is acting as an obstacle to effective and efficient skills development.

In terms of the above points, the key research questions that this component aimed to address included the following:

- What regulations govern learnerships and apprenticeships?
- How is the system organised and how does it function?
- What activities is MERSETA performing in supporting skills development, and how effective are these activities in terms of its capacity?
- What outcomes are being achieved through these interventions?
- In what ways could the MERSETA system be improved in order to address the supply of and demand for skilled labour within the sector?

Methodology

This section presents the methodology organised into seven stages, each with a number of specific tasks. All the tasks highlighted in these stages encompass components 1, 2 and 3 of this study.

Stage 1: Project initiation and desktop research

A contract finalisation and project-initiating meeting between members of the Project Management Committee was held within a week after the contract had been awarded. The Project Management Committee included designated members from the HSRC research team and MERSETA. The purpose of the meeting was to agree on definitions, demarcation, classifications and sources, to finalise the project and process design and to draw a schedule of meetings for the duration of the project.

The purpose of the desktop research was to review and analyse all the relevant secondary data and literature pertaining to learnership and apprenticeship development in order to identify trends and issues that will require further investigation in the subsequent phase. The desktop research included documentary research and analysis of SSPs, (Skills Support Programmes) labour force surveys and other survey data as outlined above.

Stage 2: Developing a learnership and apprenticeship database and a contact database for the survey

The learnership and apprenticeship database

The basic task for this phase was to develop a comprehensive database of the population of learnerships and apprenticeships registered with MERSETA. The database was analysed to provide a descriptive overview of the current state of enrolments at different NQF levels and fields and in terms of demographic indicators for both learnership and apprenticeship participants.

The contact database

The main task here was to develop a population database with contact details for all the learnership and apprenticeship participants.

Sampling

A random sample was drawn from the population database.

A number of options for stratification and sample size were considered in order to ensure that there was a representative spread of 18.1 and 18.2 learnership participants as well S (13) and S (28) apprenticeship participants, and ideally as well, a representative spread of currently enrolled, certified and 'deactivated' learnership participants.

The outcomes of this phase were:

- A comprehensive and reliable population database of all learnerships and apprenticeships since the start of SDA.
- A sample of NSDS II learnership and apprenticeship participants with contact details.
- A report on the analysis of the learnership and apprenticeship population. Data were analysed to provide a descriptive overview of the current trends in learnership and apprenticeship provision, as the context of the survey.

Stage 3: Developments of instruments

The third phase of the study had the following tasks:

- The development of the instruments for the survey of learnership and apprenticeship pathways.
- The submission of instruments to the project steering committee (comprising representatives of both MERSETA and the research team) for comments and approval.
- Simultaneously, the submission of the entire study, including the measurement instruments, to the HSRC Research Ethics Committee for ethics approval.
- Piloting the instrument for survey in order to determine the validity of the items.

Stage 4: Conduct of survey

This part was outsourced to a call centre service provider to conduct telephone interviews. We performed the following tasks:

- Identifying and appointing a service provider.
- Training the service providers' operators who conducted the telephone interviews.
- Drawing a sample frame for the service provider.
- Continuous interaction and monitoring of call centre activities.
- Statistical analysis of returns.

Stage 5: Case studies of implementation and interviews with key informants

The third phase of the study comprised case studies in five provinces and interviews with key informants.

This stage entailed the following:

- Training the research team to implement the methodology and instruments in a uniform manner.
- Case studies and interviews with learners, employers, training providers and other stakeholders highlighted earlier on.
- Analysing the data and drafting reports synthesising trends and perceptions in each theme.

Stage 6: Data processing and analysis

The anticipated large size of the database required an extended period for descriptive analysis and statistical manipulation of relationships.

Phase 7: Report writing and review

The final synthesis report will include the descriptive analysis of learnerships and apprenticeships across MERSETA, the pathway survey results and case studies of implementation.

CHAPTER 2 ANALYSIS OF THE TOTAL POPULATION OF LEARNERSHIP AND APPRENTICESHIP PARTICIPANTS

Introduction

This chapter provides an analysis of the total population of participants in the learnership and apprenticeship systems within the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) in terms of employment status, NQF levels, programmes and sectors, and the demographic profile of the total population of learnership and apprenticeship participants. The methodology undertaken and the key findings from two different datasets are presented.

It was proposed that the research should be focused on examining the external effectiveness of learnerships and apprenticeships, on the extent to which they equip participants to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities as well as the internal efficiency of both systems.

Hence the focus of the HSRC study is on the learning and employment pathways of learnership participants in the NSDS Phase II and apprenticeship participants registered from 1 February 2001 and is therefore entitled *Impact assessment of Learnerships and Apprenticeships*. The study commenced on 29 January 2008 and stretched over about seven months until 31 August 2008.

The study focuses on describing the programmes, the total population and a profile of those who participate in the learnership and apprenticeship systems. It studies empirically the movement into and out of the systems, to completion, termination, ongoing study, and employment or unemployment.

The study has three empirical components:

1. **Analysis of the population databases.** Two comprehensive datasets of all learnership and apprenticeship programmes and registered learners for MERSETA were received from MERSETA. These databases were analysed to reflect the shape of the learnership and apprenticeship systems in terms of NQF levels, programmes and sectors, and to describe the demographic profile of the total learnership and apprenticeship population participants (gender, race, age, disability, geographical distribution). The databases provided telephone contact details for participants, and form the population from which random samples for the second empirical component of the study were drawn.
2. **A telephone survey** (15 minutes) was made of a random sample of learnership and apprenticeship participants to trace their learning and employment pathways. the survey provided a demographic profile of each participant. It determined the learning

and employment status prior to the learnership or apprenticeship, the motivation for entering the learnership or apprenticeship, the completion status (currently registered, completed or terminated), and then explored various labour market outcomes of participants. For example, if employed participants completed their qualifications, the survey will question whether there has been any progression in their employment status. Or if unemployed participants completed their qualifications, the survey will determine whether or not they have been successful in getting a job, and if so, in what ways, and if not, why not.

3. **In-depth interviews** with learners traversing specific pathways related to learnership and apprenticeship programmes in the low, intermediate and high skills bands.

Taken together, these three components provided a base to assess the contribution of the learnership and apprenticeship systems as a whole, and in specific critical areas, to skills development and employment growth, and to improving the life chances of individuals.

Structure of this chapter

This chapter consists of three sections. The **first section** provides information on the restructuring of the data and indicator development to assist in data analysis which is applicable to both the learnerships and the apprenticeships databases.

The **second section** provides an analysis of the total population of learnership participants in the learnership system within MERSETA in terms of employment status, NQF levels, programmes and chambers, and the demographic profile of the total population of learnership participants, while the **third section** provides the same type of information for the apprenticeship participants in the apprenticeship system.

SECTION 1 DATA VALIDATION AND INDICATOR DEVELOPMENT

This section of the report provides some important referential notes to support the interpretation and understanding of the research findings. The MERSETA official tasked with managing the data provided the HSRC with two datasets, one on the population of learnerships and one on the population of apprenticeships.

1.1 Indicator development to structure data for analysis

Before any data analysis could be done the HSRC had to find a way to divide the records between the two National Skills Development Strategy (NSDS) phases. The only field in the database that could provide substance to generating an indicator for the NSDS phases was the commencement date of each learner. It was decided to use the initialisation date of the second phase of the NSDS as the division date. Hence if a learner commenced his or her learnership before 1 April 2005, this learner was classified as a NSDS Phase I learner, and if a learner commenced learnership studies on or after 1 April 2005 this learner was classified as a NSDS Phase II learner.

A second time period indicator, the year of registration, was developed to fit within the date frames of the NSDS phases. It was therefore decided to group together each group of learners registered within the time period of 1 April of a specific year to 31 March of the following year. This indicator allows the trends over time to be studied.

Two new age variables were developed to reflect the current age of the learner/apprentice and the age at enrolment. These indicators were developed by using the national identity number of the learner/apprentice in combination with the commencement date of the learnership or apprenticeship.

SECTION 2 DESCRIPTION OF THE TOTAL LEARNERSHIP POPULATION

This section of the report analyses the total population of learnerships registered through MERSETA.

2.1 Total population

The database received from MERSETA records a population of 21 497 learnership registrations and these registrations reflect all registrations since the beginning of learnerships until 14 March 2008. The 21 497 learnership registrations account for a headcount of 19 056 learners. Just over one in every ten learners on the database (2 140 learners, 11%) registered for more than one learnership qualification over the given period. Table 2.1 shows that the majority (86%) of this group registered for two learnership qualifications and that slightly more than one in every ten learners in this group registered for three learnership qualifications.

The group of learners that registered for more than one learnership qualification can be sorted into the following categories:

- Learner progression in NQF levels – the same learner sequentially registered for the same learnership but at a higher NQF level.
- Learnership hopping – the same learner jumped from one type of learnership to another on the same NQF level.
- Unsuccessful first-time entering learners – the same learner registered for the same learnership but the commencement dates for the learnerships are different.

In the light of the above, all following demographic analyses are done on the headcount of learners, whereas analysis of the learnership programmes is done on the number of learnership registrations.

Table 2.1: Number and percentage of cases where learners were duplicated in the database

Description	Number of learners	%
Total number of learnership registrations	21 497	
Total headcount	19 056	
Learners registered for more than one learnership	2 140	11
Learners registered for 2 learnership programmes	1 847	86
Learners registered for 3 learnership programmes	285	13
Learners registered for 4 learnership programmes	8	0

Source: HSRC's calculation using data from MERSETA, March 2008

2.2 Headcount enrolment by NSDS phase

Proportionately, as is evident from Figure 2.1, more learners registered within the second NSDS phase (53%) than in the first, even though the second phase comprises only three years as opposed to the almost five years in the first phase. This is an indication of increased acceleration in learnership registrations with time. This trend could also point toward a continuously improving and well-functioning reporting system.

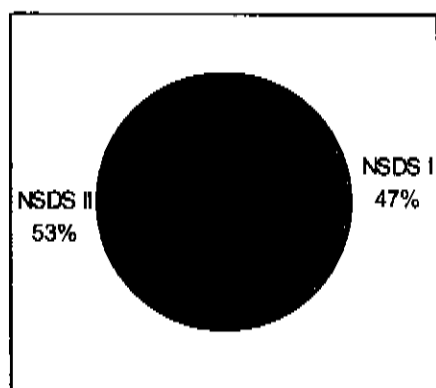


Figure 2.1: Percentage share in enrolment by NSDS Phase

Source: HSRC's calculation using data from MERSETA, March 2008

2.3 Headcount enrolment by year of registration

The data were rearranged to reflect the number of registrations within different time periods (Figure 2.2) to allow viewing of the proportionate enrolment figures across the different time periods (see Section 1.1). The data suggest that the registration of learnerships started very slowly just after the launch of the NSDS Phase I in 2001 and reached a peak in 2004 (38%) just before the beginning of NSDS Phase II, from where the registrations decreased gradually by about 10% each year to 7% in 2007/08. It is interesting to note that 38% of the proportion of 47% of NSDS Phase I enrolments occurred in the year preceding NSDS Phase II. (1 April 2004 to 31 March 2005).

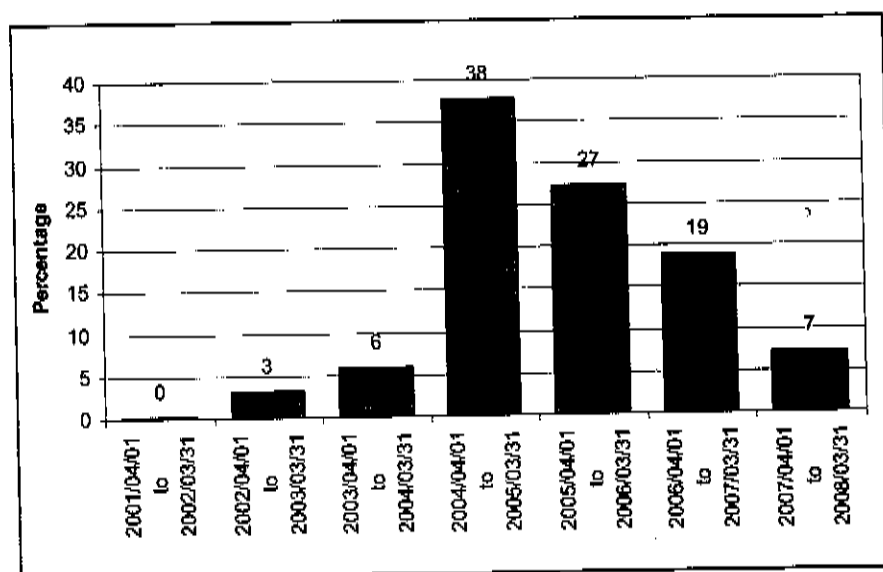


Figure 2.2: Percentage share in enrolment by financial year of registration

Source: HSRC's calculation using data from MERSETA, March 2008

The slow increase in the number of enrolments by year becomes clearer when the actual numbers as in Table 2.2 below are examined and raises some questions about how it could be explained. Could it be that the database under-represents the actual registrations during the years of the first NSDS phase?

Table 2. 2: Number and percentage headcount enrolment by year of registration

Year	Not indicated	2001/04/01 to 2002/03/31	2002/04/01 to 2003/03/31	2003/04/01 to 2004/03/31	2004/04/01 to 2005/03/31	2005/04/01 to 2006/03/31	2006/04/01 to 2007/03/31	2007/04/01 to 2008/03/31	Total
Headcount enrolment	28	41	584	1 108	7 183	5 164	3 601	1 347	19 056
Percentage share	0	0	3	6	38	27	19	7	100

Source: HSRC's calculation using data from MERSETA, March 2008

2.4 Learnership programme registration by NQF level

This section includes learners who registered for more than one learnership programme. The highest percentage of learners registered for a learnership on NQF Level 2 (51%) as is evident in Table 2.3, whereas one in every three learners registered for a learnership on NQF Level 1. Just more than 1% of all learners registered for a learnership on the high skills band.

Table 2.3: Learnership programme registration by NQF level of learnership

NQF level	Frequency	%	Cumulative %
NQF Level 1	7 154	33	33
NQF Level 2	11 002	51	84
NQF Level 3	2 126	10	94
NQF Level 4	1 086	5	99
NQF Level 5	125	1	100
NQF Level 6	3	0	100
NQF Level 7	1	0	100
Total	21 497	100	

Source: HSRC's calculation using data from MERSETA, March 2008

Table 2.4 lists the eight learnerships with the highest number of registrations and with more than 500 registrations. It is not surprising to note that one in every three learners registered for the learnership called *National Certificate in Manufacturing, Engineering and Related Activities: NQF Level 1*.

Table 2.4: Learnership programme registration by NQF level of learnership

Learnership	NQF level	Number of learners
National Certificate in Manufacturing, Engineering and Related Activities: NQF Level 1	1	7 143
National Certificate in Automotive Component Manufacturing and Assembly: NQF Level 2	2	2 159
National Certificate in servicing vehicles: NQF Level 2 (Passenger, light delivery)	2	1 074
National Certificate in Engineering Fabrication: NQF Level 2 (Boilermaker)	2	757
National Certificate in Metal and Engineering Manufacturing Processes: NQF Level 2	2	605
National Certificate in Mechatronics: NQF Level 2	2	603
National Certificate in Automotive Repair and Maintenance (Passenger and Light Delivery Vehicle): NQF Level 2	2	557
National Certificate: Service Station Operations NQF: Level 2	2	502

Source: HSRC's calculation using data from MERSETA, March 2008

2.5 Equity targets

The equity targets stated by the National Skills Development Strategy of the DoL span across all given objectives and state that the beneficiaries of the strategy should be 85% African, 54% female and 4% people with disabilities. The race target for learnerships enrolment for MERSETA has exceeded the national target by 6% (Figure 2.3) with 91% of the learners falling within this category.

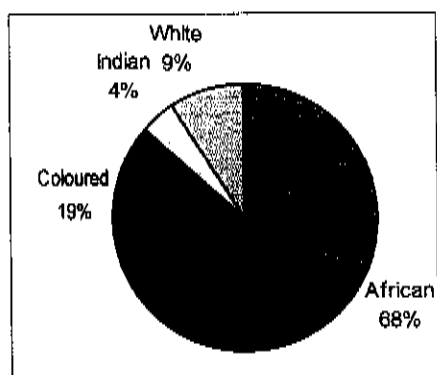


Figure 2.3: Percentage share in enrolment by race

Source: HSRC's calculation using data from MERSETA, March 2008

One in every four learnership participants is female. The over-representation of men (75%), as presented in Figure 2.4, in learnership enrolments in MERSETA was expected since the nature of the work associated with this sector is male-identified. MERSETA facilitates skills development for the following sub-sectors: metal and engineering, auto manufacturing, motor retail and component manufacturing, tyre manufacturing and plastics industries.

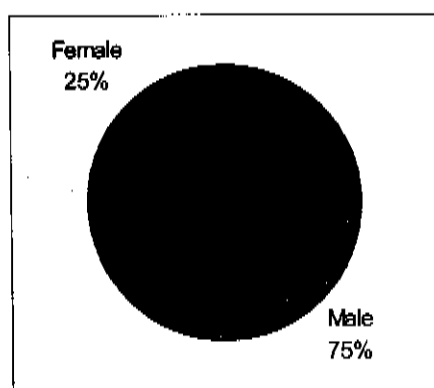


Figure 2.4: Percentage share in enrolment by gender

Source: HSRC's calculation using data from MERSETA, March 2008

It is apparent from Table 2.5 that the proportional share in gender is the same in both NSDS phases, a time period of just over seven years; therefore one could expect that this trend will continue in future if no drastic intervention is made.

Table 2.5: Headcount enrolment by NSDS phase and gender

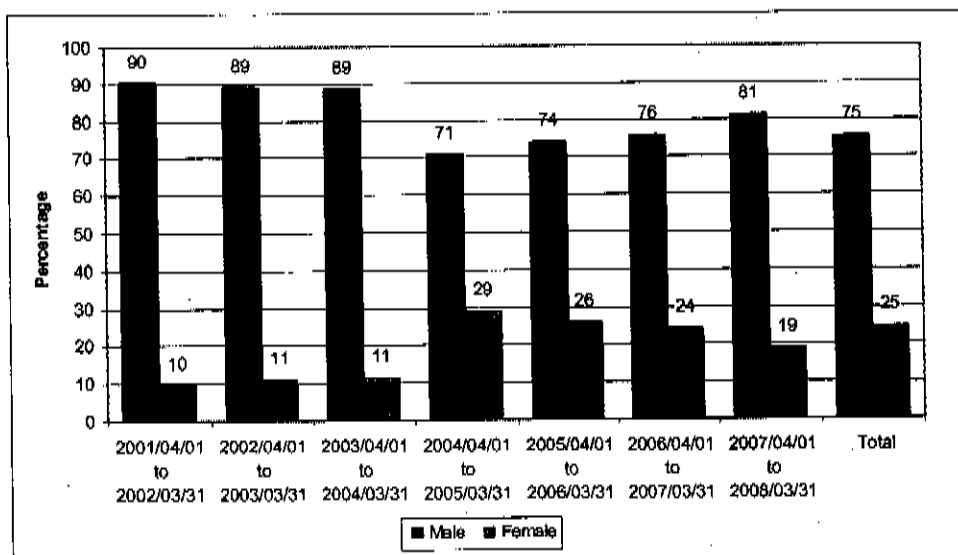
Gender	Number				Column %				Row %			
	NSDS I	NSDS II	Missing	Total	NSDS I	NSDS II	Missing	Total	NSDS I	NSDS II	Missing	Total
Male	6 650	7 663	21	14 334	75%	76%	75%	75%	46%	53%	0%	100%
Female	2 266	2 449	7	4 722	25%	24%	25%	25%	48%	52%	0%	100%
Total	8 916	10 112	28	19 056	100%	100%	100%	100%	47%	53%	0%	100%

Source: HSRC's calculation using data from MERSETA, March 2008

There is still room for improvement on the disability target since only 1% of all learnership participants are living with a disability (210 learners).

2.6 Enrolment patterns by year of registration

Further investigation in the enrolment pattern for female learners across years revealed an interesting trend. Closer observation of Figure 2.5 shows that a sudden increase in the proportion of female enrolments occurred in 2004/05, just before the start of the second NSDS phase. The actual enrolment numbers show an increase of 1 948 female learners, from a total of 125 enrolments in 2003/04 to a figure of 2 073 enrolments in 2004/05 from where the gender proportions stayed almost constant. This could not be explained with the available data.

**Figure 2.5: Percentage share in enrolment by year of registration and gender**

Source: HSRC's calculation using data from MERSETA, March 2008

Although the proportions of black learner enrolments varied much across the different years it consistently stayed above 80% (Figure 2.6).

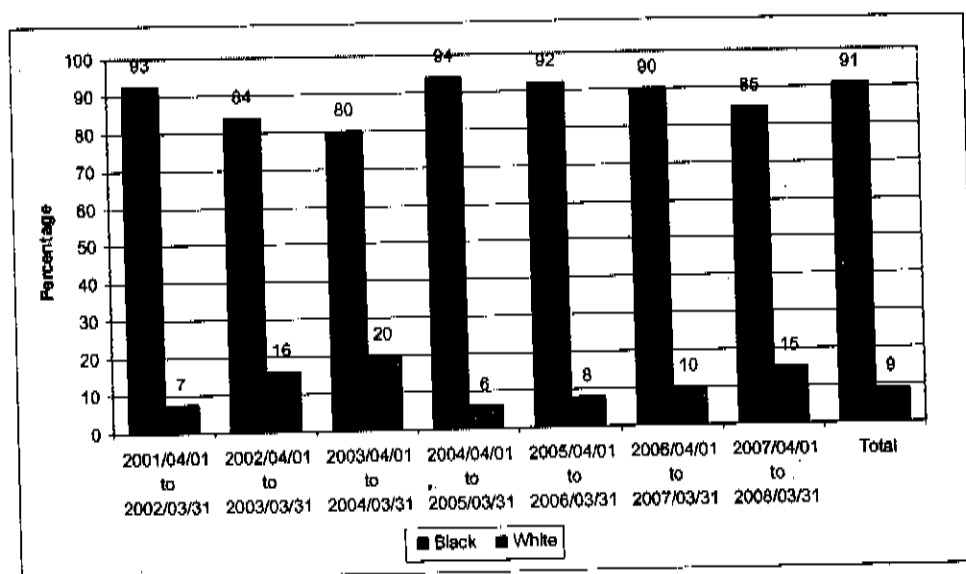


Figure 2.6: Percentage share in enrolment by year of registration and race group

Source: HSRC's calculation using data from MERSETA, March 2008

2.7 Headcount enrolment by age

The age analysis below reflects the age of learners at registration. The data indicate that the minimum and maximum ages of MERSETA learners are 15 and 73 years of age respectively, while the mean age is calculated at 27 years of age. The data suggest that more than half of the learnership participants are younger than 25 years of age and only 14% are older than 35 years of age (Table 2.6).

Table 2.6: Headcount enrolment by age

Age group	Frequency	Percent	Cumulative Percent
20 and younger	2 992	16	16
21 to 25	7 669	40	56
26 to 30	3 779	20	76
31 to 35	1 926	10	86
36 to 40	1 108	6	92
41 to 45	780	4	96
46 to 50	490	3	99
51 to 55	179	1	100
56 to 60	69	0	100
Older than 60	14	0	100
Not indicated	50	0	100
Total	19 056	100	

Source: HSRC's calculation using data from MERSETA, March 2008

To get a better picture of the profile of learners by age, the following sections include analysis of age by race, gender, NQF level of learnership registration and completion status.

2.7.1 Age by gender and race

It is interesting to note in Figure 2.7 that although the overall female-to-male enrolment rate is 1:4 (Figure 2.4), the proportion of females increases with age until the rate becomes 1:3 at the age of 41 to 45 years of age.

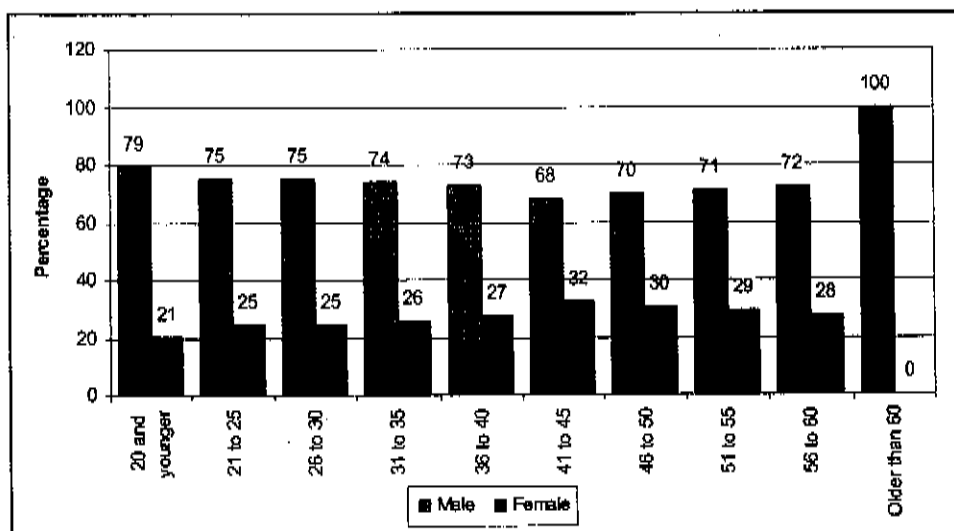


Figure 2.7: Percentage share in gender by age group

Source: HSRC's calculation using data from MERSETA, March 2008

Age analysis by race shows that the proportion of African learnership participants increases with age while the other population groups' share predominantly decreases with increased age (Figure 2.8). The analysis also reveals that the highest proportions of coloured, Indian and white learners are within the 'younger than 20' years age group, in which more than a third of the learners are coloured and one in every five learners is white. The data also show that more than 70% of white learnership participants are younger than 25 years as opposed to just over 50% of African learners.

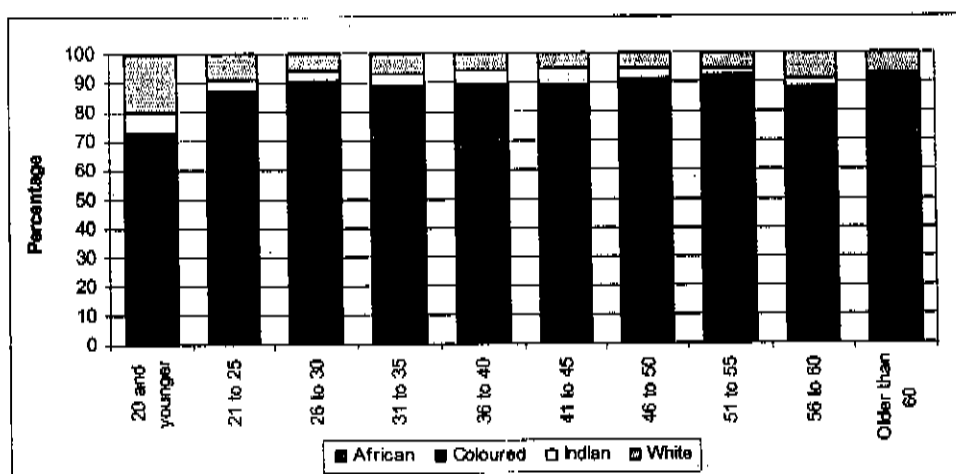


Figure 2.8: Percentage share in race groups by age group

Source: HSRC's calculation using data from MERSETA, March 2008

2.7.2 Age by NQF level

Almost all learnership participants at MERSETA enrolled for a learnership on NQF levels 1 to 3 or low skills level band (94%, 20 282 learnership registrations). Figure 2.9 illustrates the enrolments by age group and the three skills bands and shows that there is some learnership

enrolment on the intermediate and high skills levels. The highest proportion of registrations on the intermediate skills levels are within the age groups 31-35 and 51-55. The highest proportion of high level skills enrolment occurs in the age group 31-40 and constitutes 2% of all learners in these two age groups.

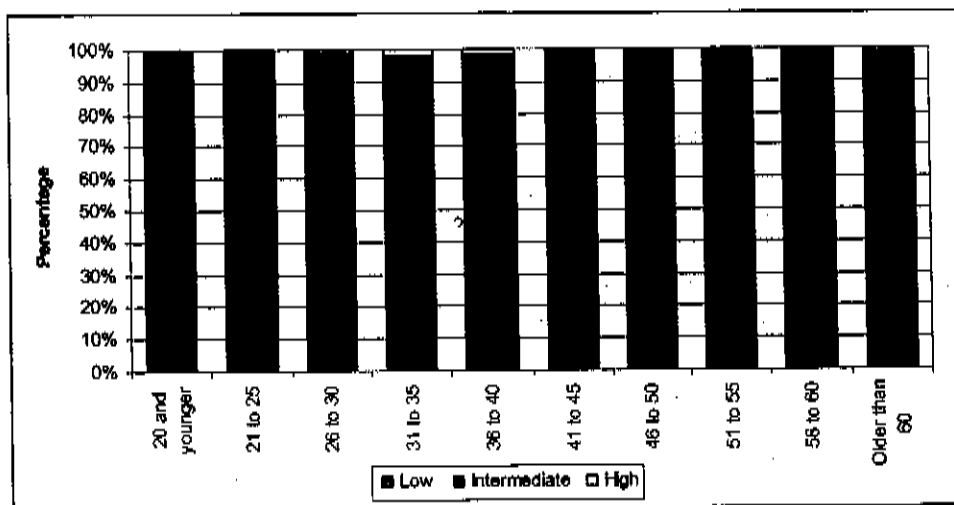


Figure 2.9: Percentage share in NQF enrolment level by age group

Source: HSRC's calculation using data from MERSETA, March 2008

2.8 Employment status

More than two in every three learners (11 878, 62%) who registered for a learnership with MERSETA were unemployed at the time of registration. This trend is in line with Objective 4 of the NSDS Phase II which *promotes the assistance of designated groups, including new entrants to participate in accredited work, integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment.*

Table 2.7: Headcount enrolment by employment status

Employment status	Frequency	%	Cumulative %
18.1	7 178	38	38
18.2	11 878	62	100
Total	19 056	100	

Source: HSRC's calculation using data from MERSETA, March 2008

The following analysis includes the learners' employment status by NSDS phase, gender, race, age, NQF level and chamber under which the employer resorts.

2.8.1 Employment status by NSDS phase

It is clear from Table 2.8 that 18.2 learners increased by 26% and 18.1 learners decreased by 5% from NSDS Phase I to NSDS Phase II. The relationship between the two groups (18.1:18.2) changed from almost 1:1 in the first NSDS phase to 1:2 in the second phase.

Table 2.8: Headcount enrolment by employment status and NSDS phase

NSDS Phase	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
Not indicated	23	5	28	0	0	0	82	18	100
NSDS I	3 672	5 244	8 916	51	44	47	41	59	100
NSDS II	3 483	6 629	10 112	49	56	53	34	66	100
Total	7 178	11 878	19 056	100	100	100	38	62	100

Source: HSRC's calculation using data from MERSETA, March 2008

It is evident from Figure 2.10 that learners who were unemployed at the time of registration and registered within the second NSDS phase comprise more than a third of the total learnership population.

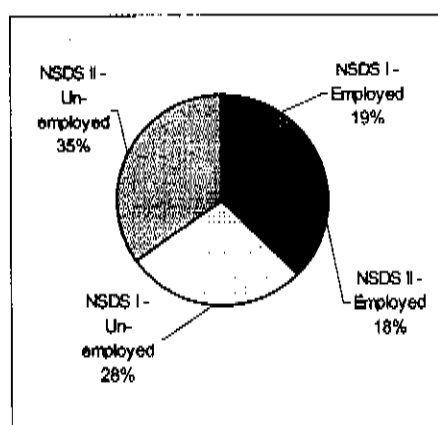


Figure 2.10: Percentage share in headcount enrolment by employment status and NSDS phase

Source: HSRC's calculation using data from MERSETA, March 2008

2.8.2 Employment status by gender

The data give some interesting results. It is interesting to note that 60% of all male learners are 18.2 learners while 69% of all female learners are 18.2 learners. Another significant finding is that 80% of all 18.1 learners are males. When looking at the total population, approximately one in every three learners is 18.1 and male, and almost one in every five learners is 18.2 and female. Male learners who were unemployed at registration comprise 45% of the learnership population.

Table 2.9: Headcount enrolment by employment status and gender

Gender	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
Male	5 721	8 613	14 334	80	73	75	40	60	100
Female	1 457	3 265	4 722	20	27	25	31	69	100
Total	7 178	11 878	19 056	100	100	100	38	62	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.11 suggests that proportionately more female learners than male learners were unemployed (18.2 learners) when they registered for a learnership qualification.

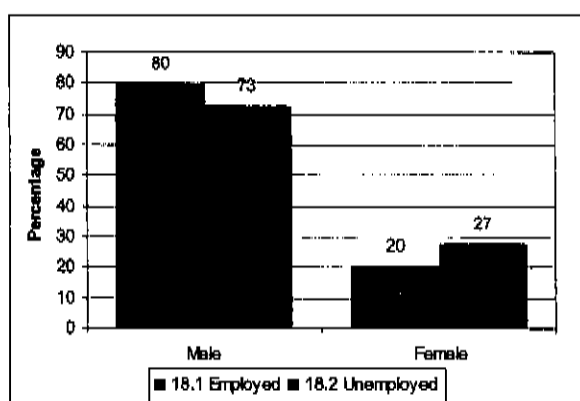


Figure 2.11: Percentage share in 18.1 and 18.2 learners across gender

Source: HSRC's calculation using data from MERSETA, March 2008

2.8.3 Employment status by race

The highest proportion (44%) of the population, almost every second learner, is an 18.2 African learner whereas one in every ten learners in the learnership population is an 18.2 coloured learner.

Table 2.10: Headcount enrolment by employment status and race

Race	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
African	4 510	8 316	12 826	63	70	67	35	65	100
Coloured	1 173	2 428	3 601	16	20	19	33	67	100
Indian	423	408	831	6	3	4	51	49	100
White	1 059	693	1 752	15	6	9	60	40	100
Other	13	33	46	0	0	0	28	72	100
Total	7 178	11 878	19 056	100	100	100	38	62	100

Source: HSRC's calculation using data from MERSETA, March 2008

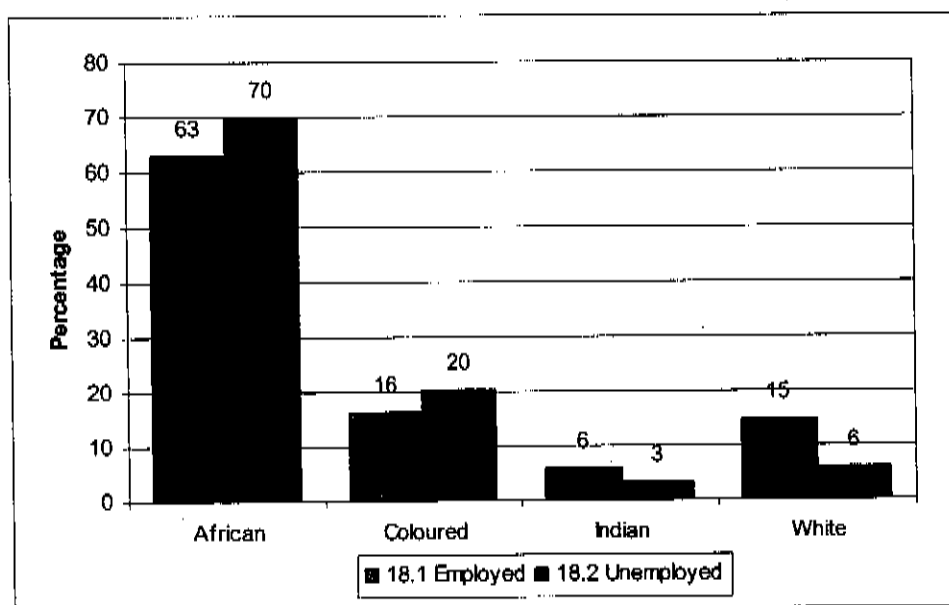


Figure 2.12: Percentage share of 18.1 and 18.2 learners across race groups

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.13 shows the distribution of 18.1 and 18.2 learners within each race group. It is clear from this figure that more than half of the Indian and white learners are 18.1 learners while more than 60% of all African and coloured learners are 18.2 learners (65% and 67% respectively).

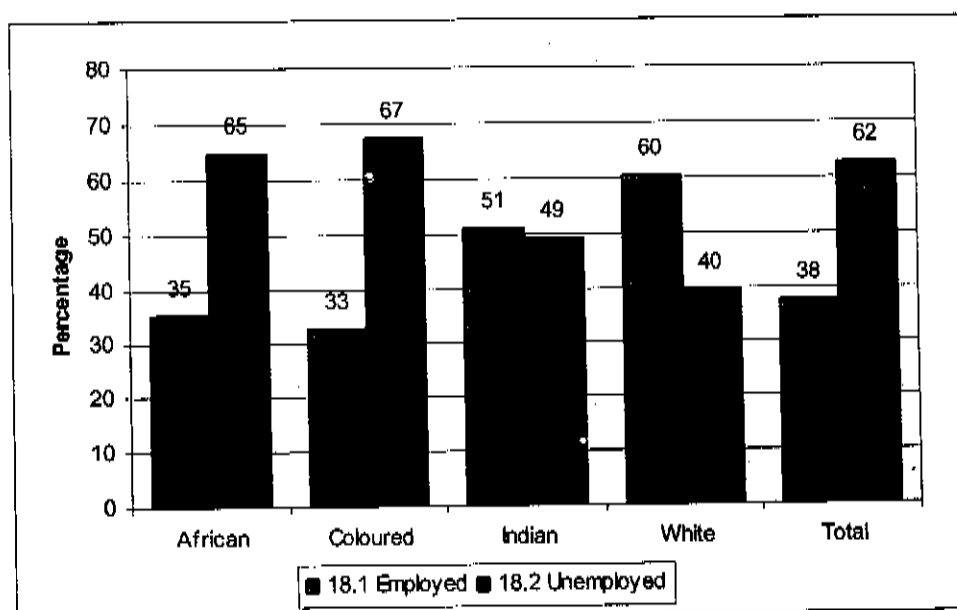


Figure 2.13: Percentage share in 18.1 and 18.2 learners within race groups

Source: HSRC's calculation using data from MERSETA, March 2008

2.8.4 Employment status by age

The information in Table 2.11 shows that almost one in every three learners in the population was between the ages of 21 to 25 and was unemployed at the time of registration,

whereas almost half (47%) of the total population was unemployed at registration and between the ages of 21 and 35.

Table 2.11: Headcount enrolment by employment status and age

Age group	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
Not indicated	31	19	50	0	0	0	62	38	100
20 and younger	635	2 357	2 992	9	20	16	21	79	100
21 to 25	1 830	5 839	7 669	25	49	40	24	76	100
26 to 30	1 466	2 313	3 779	20	19	20	39	61	100
31 to 35	1 074	852	1 926	15	7	10	56	44	100
36 to 40	836	272	1 108	12	2	6	75	25	100
41 to 45	644	136	780	9	1	4	83	17	100
46 to 50	431	59	490	6	0	3	88	12	100
51 to 55	161	18	179	2	0	1	90	10	100
56 to 60	59	10	69	1	0	0	86	14	100
Older than 60	11	3	14	0	0	0	79	21	100
Total	7 178	11 878	19 056	100	100	100	38	62	100

Source: HSRC's calculation using data from MERSETA, March 2008

The data suggest, as indicated in Figure 2.14, that the group of learners who were unemployed at the time of registration (18.2 learners) are predominantly younger compared to 18.1 learners. The truth of this statement is strengthened by the fact that almost half (49%) of all 18.2 learners are between the ages of 21 to 25, whereas only 25% of 18.1 learners fall within this age category.

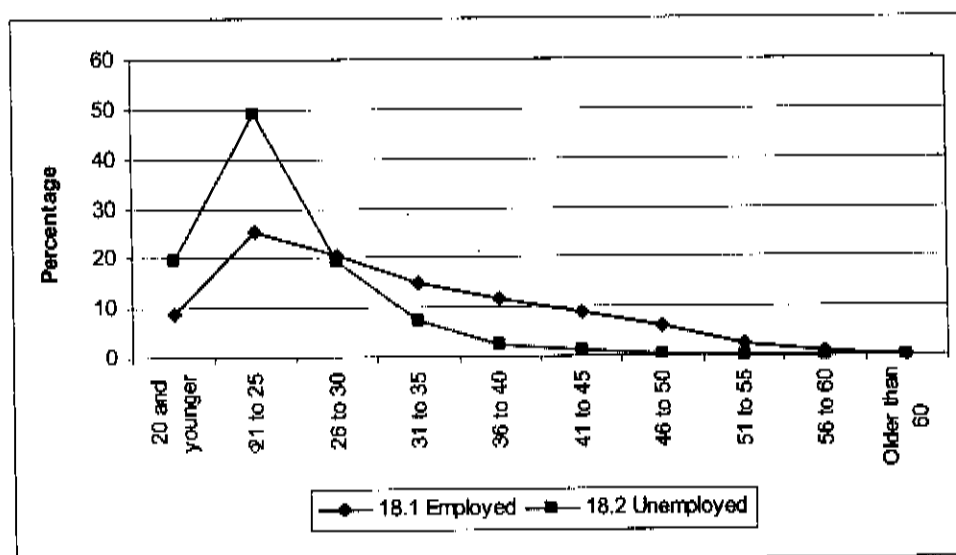


Figure 2.14: Percentage share in 18.1 and 18.2 learners across age groups

Source: HSRC's calculation using data from MERSETA, March 2008

2.8.5 Employment status by chamber of employer

The data that were received from MERSETA included information on the learners' employers, including the chamber with which the employer was registered. The following analysis links the learnership participant to the chamber of the employer and shows the proportional representation. It is interesting to note that the highest proportion (37%) of the total learnership population falls within the Metal Chamber, with 60% of them 18.2 learners.

The second highest portion (29%) is with the Motor Chamber. Eleven per cent of the total population falls within the Automotive Chamber and 86% of those learners are 18.2 learners.

Table 2.12: Headcount enrolment by employment status and employer chamber

Chamber	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
Automotive	303	1 838	2 141	4	15	11	14	86	100
Metal	2 806	4 207	7 013	39	35	37	40	60	100
Motor	2 547	2 929	5 476	35	25	29	47	53	100
New tyre	73	152	225	1	1	1	32	68	100
Plastics	538	658	1 196	7	6	6	45	55	100
Not applicable	7	4	11	0	0	0	64	36	100
Unknown	904	2 090	2 994	13	18	16	30	70	100
Total	7 178	11 878	19 056	100	100	100	38	62	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.15 illustrates the proportional distribution of 18.1 and 18.2 learners across the different chambers, and Figure 2.16 presents the distribution of 18.1 and 18.2 learners within each chamber. It is interesting to note that although consistently more 18.2 than 18.1 learners fall within each chamber (Figure 2.16) the proportional representation across all chambers presents another picture (Figure 2.15). Proportionately more 18.1 than 18.2 learners fall within the chambers of the metal and engineering, motor retail and component manufacturing and plastics industries. For example, 39% of all 18.1 learners fall within the metal chamber, whereas 35% of all 18.2 learners fall within the metal chamber.

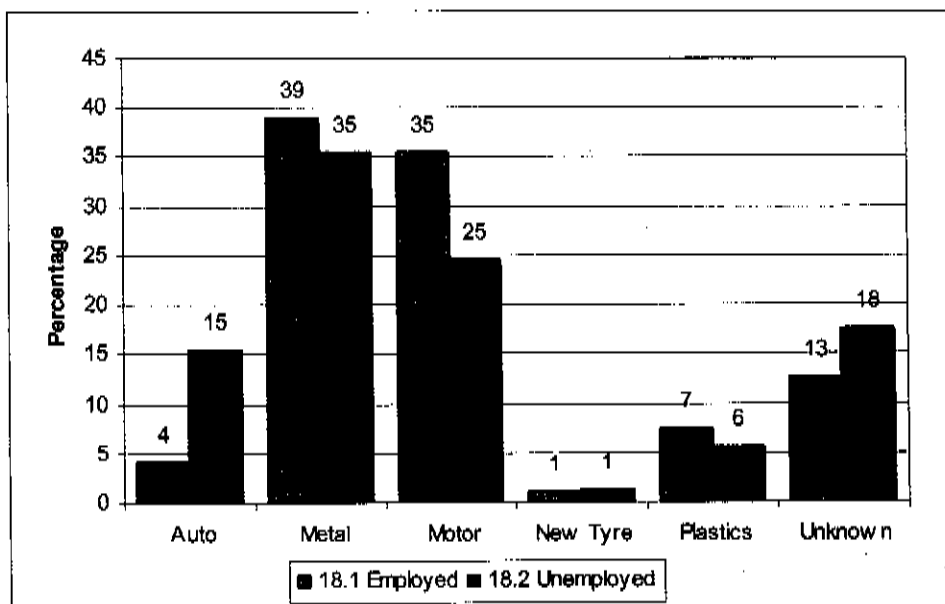


Figure 2.15: Percentage share in 18.1 and 18.2 learners across all employer chambers

Source: HSRC's calculation using data from MERSETA, March 2008

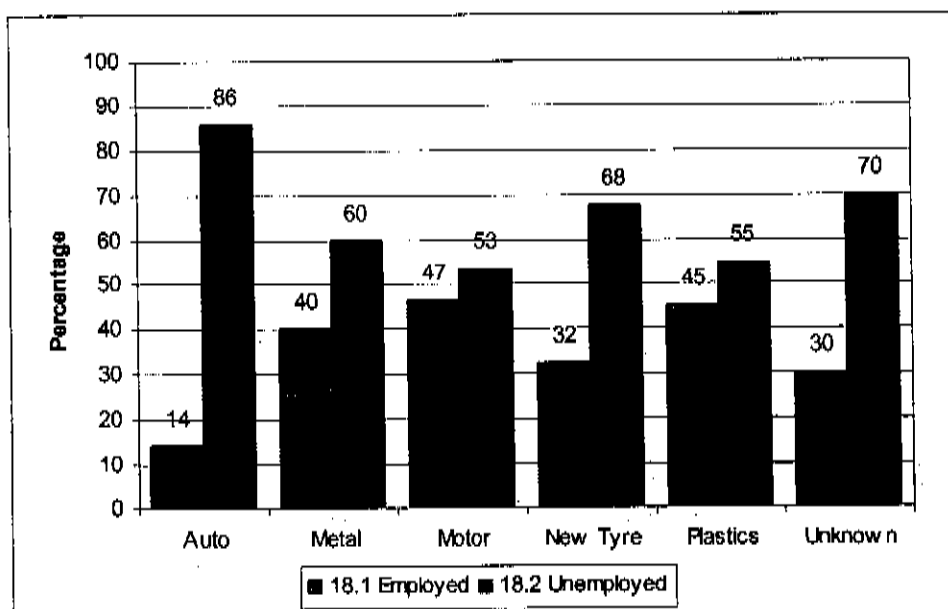


Figure 2.16: Percentage share in 18.1 and 18.2 learners within each chamber of employer

Source: HSRC's calculation using data from MERSETA, March 2008

2.8.6 Employment status by NQF level of learnership

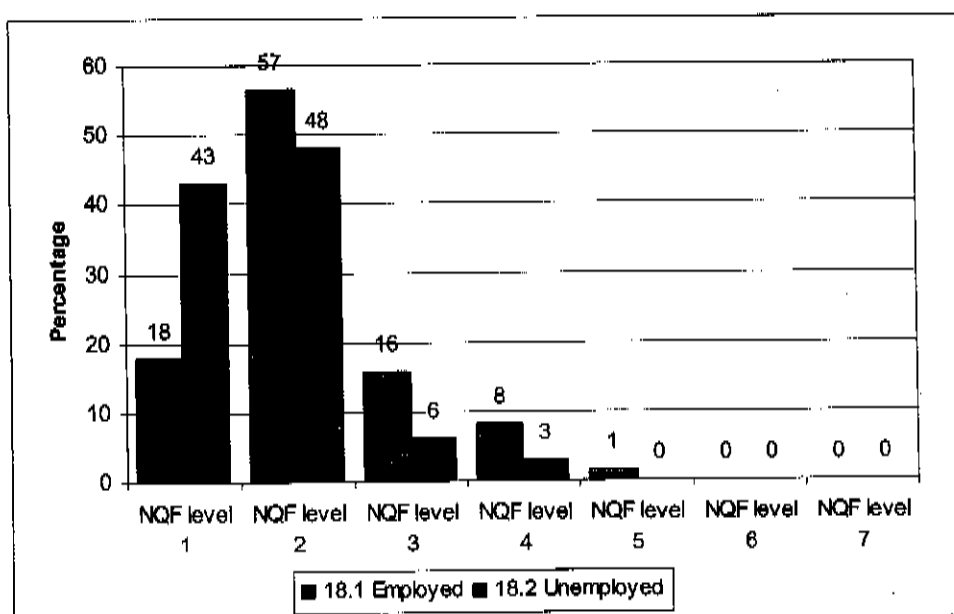
Table 2.13 shows the distribution of 18.1 and 18.2 learners across the different NQF levels of the learnership participants, therefore the total of 21 497 is determined by the number of learnership registrations and not the headcounts.

Table 2.13: Learnership registrations by employment status and NQF level of learnership

Chamber	Number			Column %			Row %		
	18.1	18.2	Total	18.1	18.2	Total	18.1	18.2	Total
NQF Level 1	1 488	5 666	7 154	18	43	33	21	79	100
NQF Level 2	4 683	6 319	11 002	57	48	51	43	57	100
NQF Level 3	1 305	821	2 126	16	6	10	61	39	100
NQF Level 4	684	402	1 086	8	3	5	63	37	100
NQF Level 5	119	6	125	1	0	1	95	5	100
NQF Level 6	3	0	3	0	0	0	100	0	100
NQF Level 7	1	0	1	0	0	0	100	0	100
Total	8 283	13 214	21 497	100	100	100	39	61	100

Source: HSRC's calculation using data from MERSETA, March 2008

The majority of learners in MERSETA registered for a learnership on the second NQF level (51%, 11 002), whereas 33% registered for a learnership on NQF Level 1. The data show that learners who registered for a learnership on the intermediate or high skills levels (NQF Levels 4 to 7) are more likely to be 18.1 learners. Of the total population of registrations, 4% is categorised as 18.1 and registered for a learnership on the intermediate or high skills level, whereas 2% consist of 18.2 learners registered on the same skills level band.

**Figure 2.17: Percentage share in 18.1 and 18.2 learners across NQF level of learnership**

Source: HSRC's calculation using data from MERSETA, March 2008.

It is evident from Figure 2.17 that the highest proportion of 18.1 and 18.2 learners (57% and 48% respectively) is registered for a learnership on NQF Level 2.

Figure 2.18 shows the distribution of 18.1 and 18.2 learners within the different NQF levels. It shows that the majority of registrations in the higher NQF levels (NQF Levels 3 to 7) are 18.1 learners.

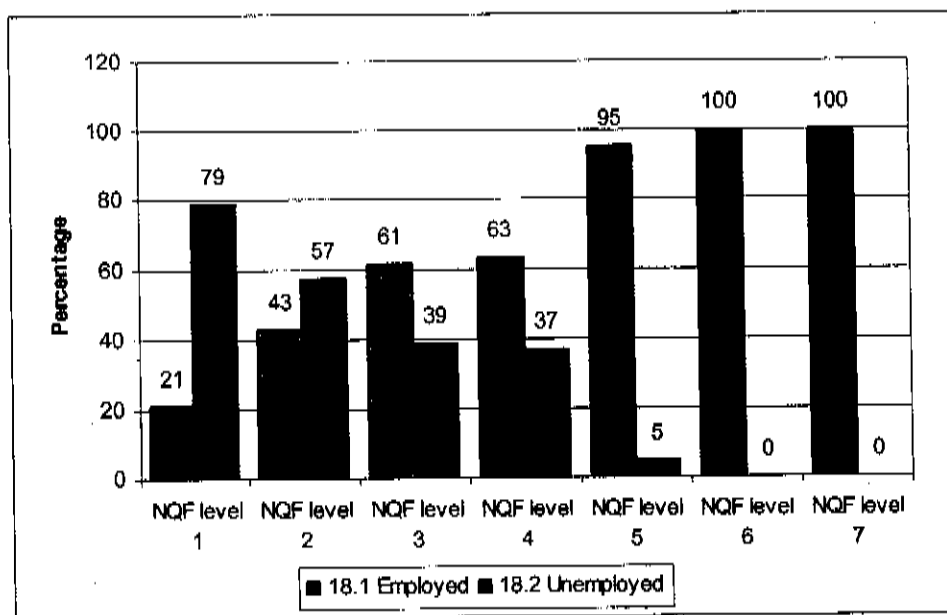


Figure 2.18: Percentage share in 18.1 and 18.2 learners within NQF level of learnership

Source: HSRC's calculation using data from MERSETA, March 2008

2.9 Completion status

To study the rate of completion one has to take all learnership registrations into account when analysing the data. Therefore the following analysis on the completion status of the MERSETA learnership population is based on learnership registrations and not on the headcount number. Almost half of the total number of learnerships (9 730, 45%) that has been enrolled for has been completed (Table 2.14). One in every five learnership registrations has been terminated, whereas in 35% of the learnership registrations the learners are still busy with the qualification. More than half (53%) of the learnership registrations that fall under the group 'still registered' were registered after 1 April 2006 (Table 2.16).

Table 2.14: Learnership enrolment by completion status

Completion status	Frequency	%
Completed	9 730	45
Registered	7 489	35
Terminated	4 278	20
Total	21 497	100

Source: HSRC's calculation using data from MERSETA, March 2008

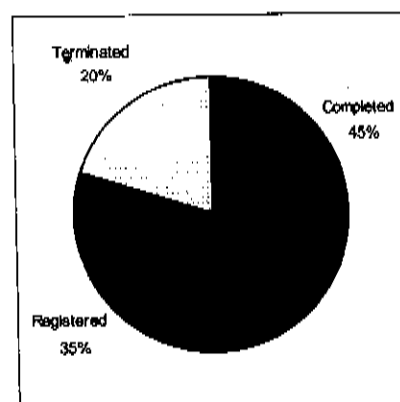


Figure 2.19: Percentage learnership enrolment by completion status

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.1 Completion status by NSDS phase

The data were reorganised to reflect the MERSETA learnership contributions by NSDS phase. Although the numbers of years covered in both phases are not equal, the two phases produced equal proportions of completed learnerships when looking at the total number of learnerships (23%) (Table 2.15).

Surprisingly, 25% of all learnerships in which the learners are still registered were registered in the first NSDS phase. Further investigation into the NQF level of these learnership registrations showed that 29% of these learnerships are on NQF Level 1, 61% on NQF Level 2, 3% on NQF Level 3, 5% on NQF Level 4 and 2% on NQF Level 5. Further examination is needed to establish the reasons why these learners are still registered.

Table 2.15: Learnership enrolment by completion status and NSDS phase

NSDS Phase	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not Indicated	6	20	4	30	0	0	0	0	20	67	13	100
NSDS I	4 878	1 894	2 975	9 747	50	25	70	45	50	19	31	100
NSDS II	4 846	5 575	1 299	11 720	50	74	30	55	41	48	11	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.20 illustrates the distribution of the completion status of learnerships within each NSDS phase. Although the proportion of completed learnerships is higher in Phase I (50 %) than in Phase II (41%), the second phase may reach a higher proportion of completed learnerships by 2010.

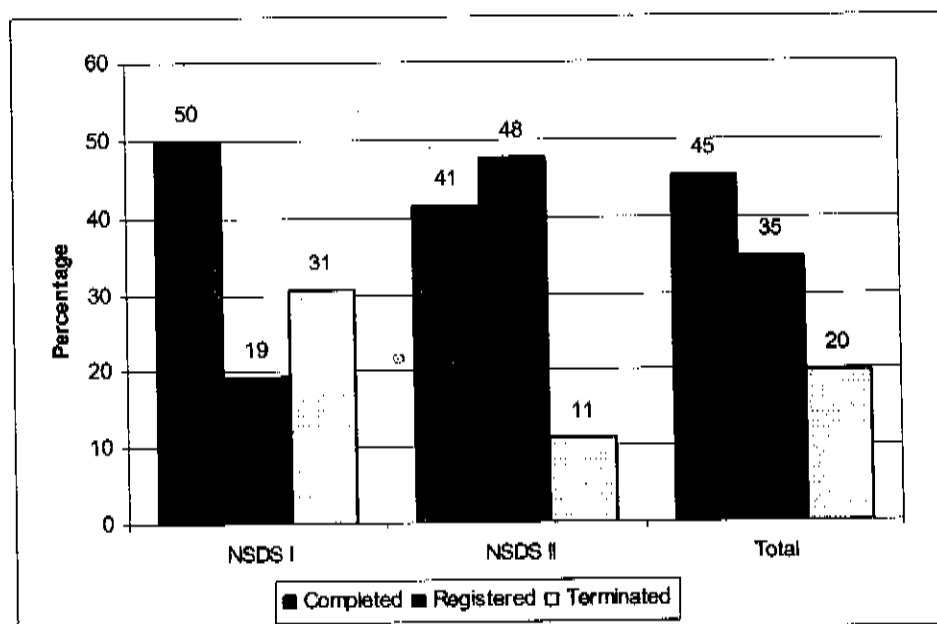


Figure 2.20: Percentage share in learnership completion status within the NSDS phases

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.2 Completion status by year of registration

The data were divided into different year time periods to study trends in the completion status of learnerships (Table 2.16). The highest proportion of learnerships was registered (36% of total population), completed (40% of all completed learnerships) and terminated (55% of all terminated learnerships) within the time period 1 April 2004 to 31 March 2005.

Table 2.16: Learnership enrolment by completion status and year of registration

Year period	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	6	20	4	30	0	0	0	0	20	67	13	100
2001/04/01 to 2002/03/31	36	0	7	43	0	0	0	0	84	0	16	100
2002/04/01 to 2003/03/31	296	2	354	652	3	0	8	3	45	0	54	100
2003/04/01 to 2004/03/31	671	369	250	1 290	7	5	6	6	52	29	19	100
2004/04/01 to 2005/03/31	3 875	1 523	2 364	7 762	40	20	55	36	50	20	30	100
2005/04/01 to 2006/03/31	3 235	1 633	1 090	5 958	33	22	25	28	54	27	18	100
2006/04/01 to 2007/03/31	1 500	2 440	186	4 126	15	33	4	19	36	59	5	100
2007/04/01 to 2008/03/31	111	1 502	23	1 636	1	20	1	8	7	92	1	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.21 presents the distribution of learnership enrolments by completion status and time period in which registration took place. Interestingly, the slow reduction of 'still registered' learnerships with time suggests that the majority of learners take more than one year to complete their learnership qualification.

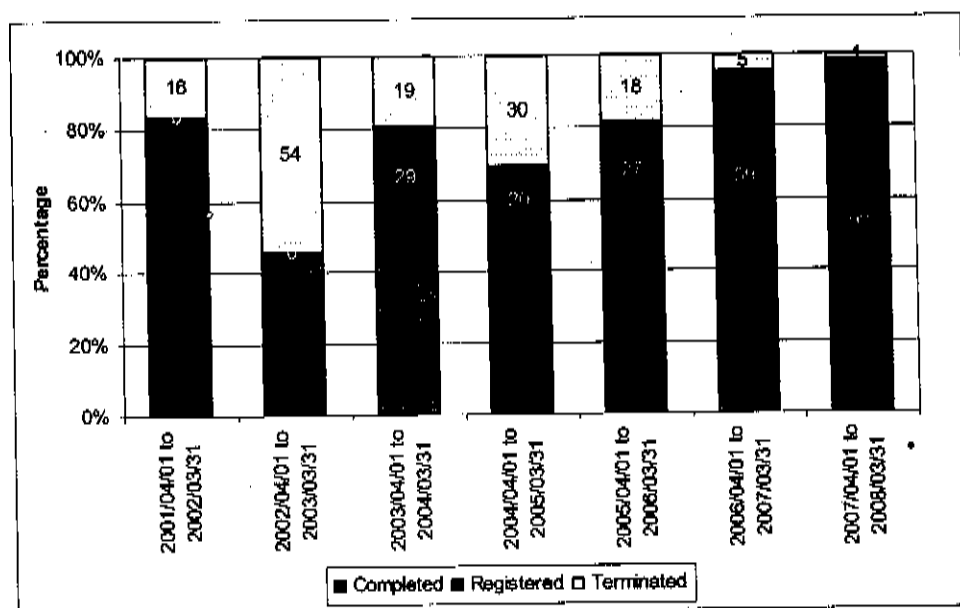


Figure 2.21: Percentage distribution of learnership enrolment by completion status and year of registration

Source: HSRC's calculation using data from MERSETA, March 2008

Indeed, investigation of the data shows that only 23% of the learners who completed their qualifications took less than or equal to one year. Sixty-five per cent of these learners took between one and two years, and 12% took more than two years to complete their learnership qualification.

2.9.3 Completion status by gender

Female learnership participants are completing their learnership qualifications slightly better than male participants. Although 25% of all learnership registrations are by females, 27% of all completed learnerships are by females. Table 2.17 also suggests that fewer females than males terminate their learnership qualifications.

Table 2.17: Learnership enrolment by completion status and gender

Gender	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Male	7 075	5 823	3 313	16 211	73	78	77	75	44	36	20	100
Female	2 655	1 666	965	5 286	27	22	23	25	50	32	18	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.22 presents the distribution of learnership enrolments by completion status within the gender groups. Again it is evident that proportionately more females than males complete their qualification. (50% females against 44% males).

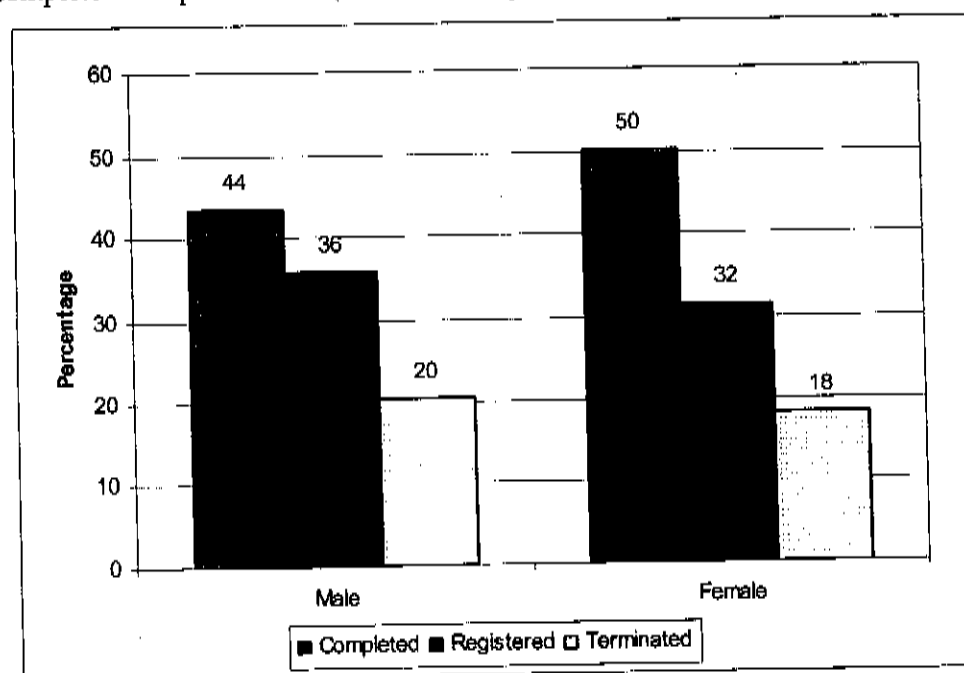


Figure 2.22: Percentage share in learnership completion status within the gender groups

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.4 Completion status by race

The total number of learnership enrolments can be divided into 67% African, 19% coloured, 4% Indian and 10% white learners (Table 2.18). Figure 23 shows the spread in terms of

completion status within each race group. It shows that the coloured learners have the highest proportion of completions as well as the highest proportion of terminations, whereas the Indian group has the lowest proportion of completions and the second highest proportion of terminations. The African and white groups follow the same pattern with regard to completion status.

Table 2.18: Learnership enrolment by completion status and race group

Race group	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
African	6 364	5 547	2 441	14 352	65	74	57	67	44	39	17	100
Coloured	2 029	764	1 257	4 050	21	10	29	19	50	19	31	100
Indian	372	352	193	917	4	5	5	4	41	38	21	100
White	951	811	366	2 128	10	11	9	10	45	38	17	100
Other	14	15	21	50	0	0	0	0	28	30	42	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

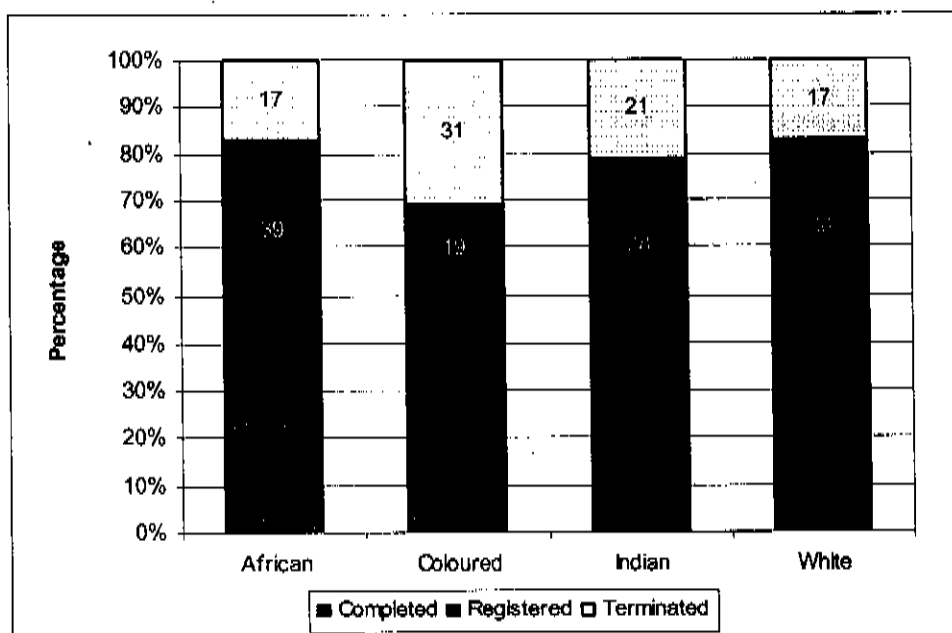


Figure 2.23: Percentage share in learnership completion status within race groups

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.5 Completion status by share of 18.1 and 18.2 learners

The Success Indicator 4.1 of the NSDS Phase II set the following target: 'By March 2010 at least 125 000 unemployed people assisted to enter and at least 50% successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high-level scarce skills. Impact of assistance measured'. The data for the total population suggest that 45% of all MERSETA's learnership enrolments have been successfully completed, which is slightly less than the target of 50% set for NSDS Phase II. There is still time to improve on this figure, since NSDS Phase II concludes only in 2010.

Table 2.19: Learnership enrolment by completion status and employment status at registration

Employment status at enrolment	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
18.1	3 664	3 152	1 467	8 283	38	42	34	39	44	38	18	100
18.2	6 066	4 337	2 811	13 214	62	58	66	61	46	33	21	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

The information in Table 2.19 and Figure 2.24 shows that proportionately more 18.2 learners successfully completed their learnership programmes compared to 18.1 learners (46% of 18.2 learners versus 44% of 18.1 learners). It is also evident that more 18.2 learners terminated their studies (21%) compared to 18.1 learners (18%).

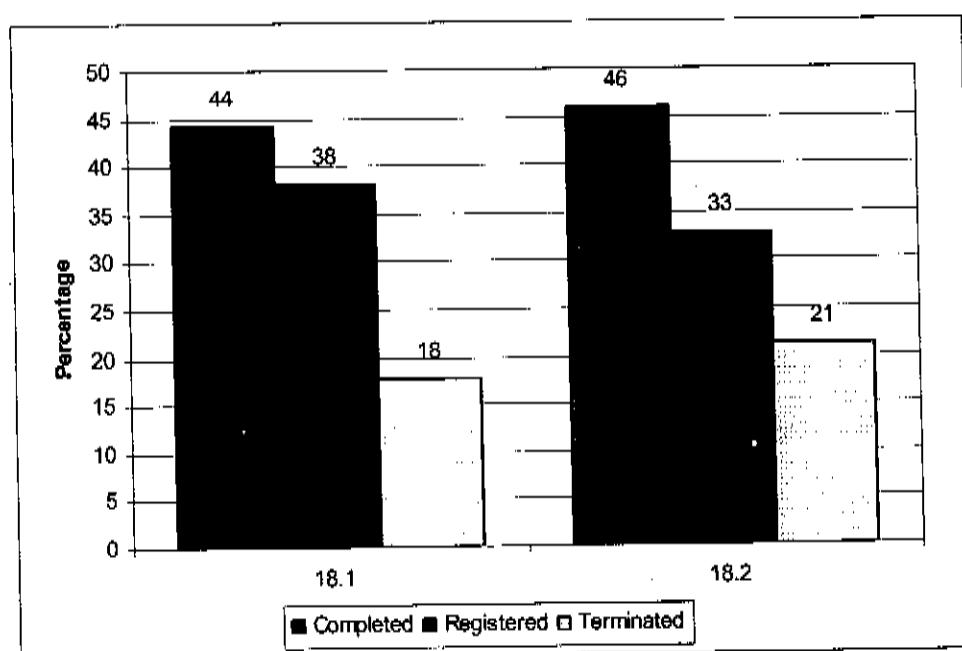


Figure 2.24: Percentage share in learnership completion status by employment status at registration

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.6 Completion status by age

The data show that learners who complete their studies are slightly younger than learners who terminate their learnership studies. The mean age at enrolment of completed learners is

26 years, whereas the mean age of learners who are still registered is 28 years and the mean age of learners who terminated their learnership studies is 27 years.

Table 2.20: Learnership enrolment by completion status and age

Age group	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	14	24	14	52	0	0	0	0	27	46	27	100
20 and younger	1 815	892	684	3 391	19	12	16	16	54	26	20	100
21 to 25	4 340	2 855	1 616	8 811	45	38	38	41	49	32	18	100
26 to 30	1 762	1 672	882	4 316	18	22	21	20	41	39	20	100
31 to 35	770	851	473	2 094	8	11	11	10	37	41	23	100
36 to 40	421	499	266	1 186	4	7	6	6	35	42	22	100
41 to 45	333	324	187	844	3	4	4	4	39	38	22	100
46 to 50	194	235	99	528	2	3	2	2	37	45	19	100
51 to 55	63	95	33	191	1	1	1	1	33	50	17	100
56 to 60	16	38	16	70	0	1	0	0	23	54	23	100
Older than 60	2	4	8	14	0	0	0	0	14	29	57	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.25 illustrates the completion status within each age category. Interestingly, more than half (54%) of all learners younger than 20 years of age at enrolment completed their learnership programme.

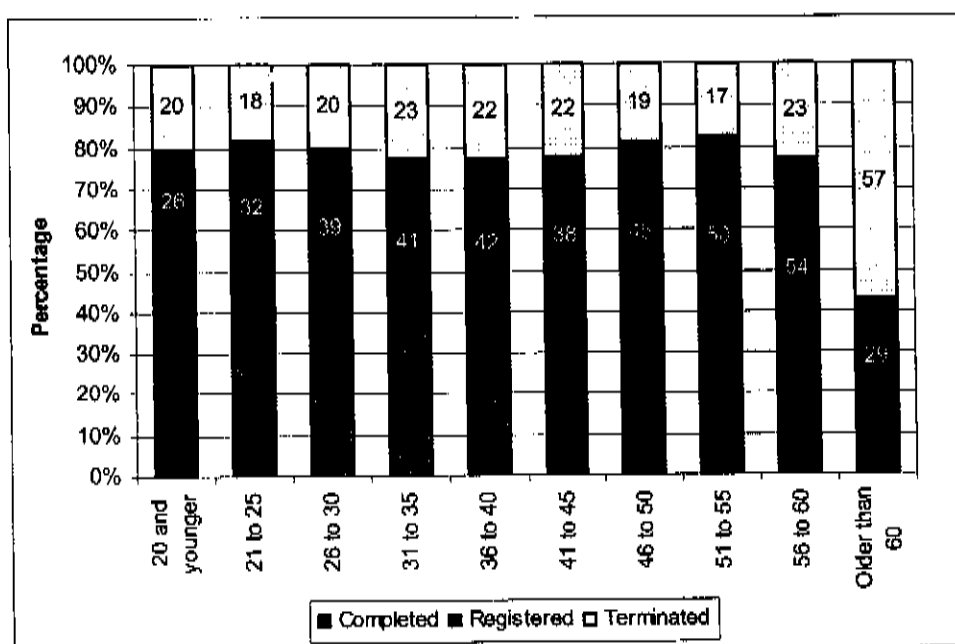


Figure 2.25: Percentage share in learnership completion status within age groups

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.25 also highlights the decrease in the proportion of completed learnerships with increased age. The proportion of learnerships that are still registered increases as the learner age increases. In all age categories the proportion of terminated learnerships stays more or less constant except for the '60 and older' age category.

2.9.7 Completion status by chamber of employer

The following section looks at the distribution of learnerships within the different employers' chambers in terms of completion status. The employers are registered with one of the following chambers: metal and engineering, auto manufacturing, motor retail and component manufacturing, tyre manufacturing and plastics industries. The highest proportion of learnerships falls within the metal and engineering chamber (36%). Almost a half (47%) of these learnerships have already been completed.

The second highest proportion (30%) of learnerships is within the motor retail and component manufacturing chamber, and 47% of these learnerships have been completed.

Table 2.21: Learnership enrolment by completion status and chamber of employer

Chamber of employer	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Auto	1 398	950	175	2 523	14	13	4	12	55	38	7	100
Metal	3 634	1 950	2 191	7 775	37	26	51	36	47	25	28	100
Motor	2 914	2 296	1 176	6 386	30	31	27	30	46	36	18	100
New tyre	103	100	34	237	1	1	1	1	43	42	14	100
Not applicable	0	11	0	11	0	0	0	0	0	100	0	100
Plastics	590	506	151	1 247	6	7	4	6	47	41	12	100
Unknown	1 091	1 676	551	3 318	11	22	13	15	33	51	17	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.26 presents the proportions in terms of completion status within each chamber. Although the auto manufacturing chamber has the highest portion (55%) of completed learners, only 12% of the total learnership enrolments fall within this chamber. The metal and engineering chamber has the highest proportion of terminated learnerships (28%).

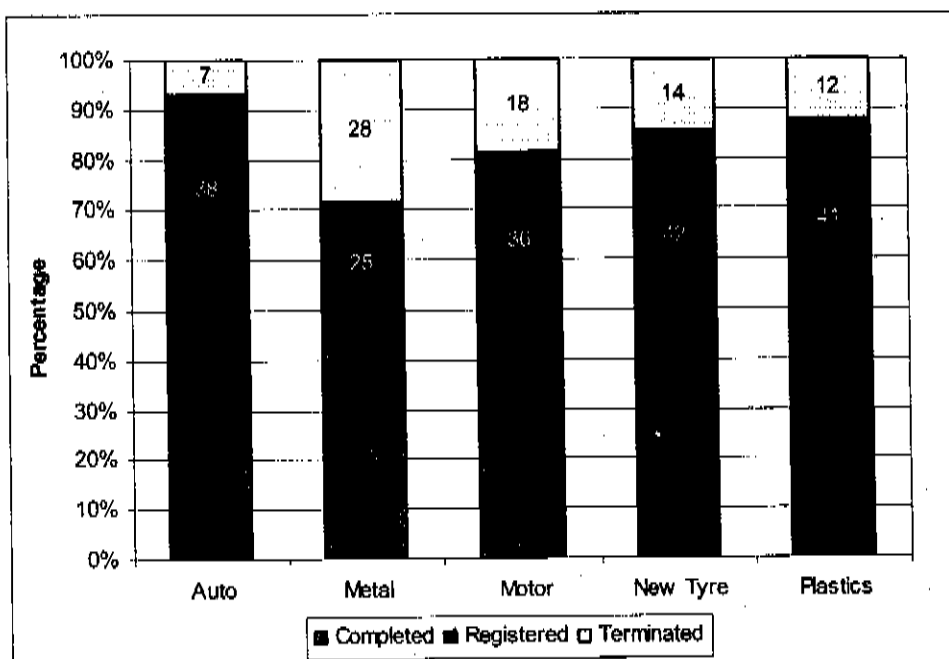


Figure 2.26: Percentage share in learnership completion status within the employer's chamber

Source: HSRC's calculation using data from MERSETA, March 2008

2.9.8 Completion status by NQF level of learnership

When the proportion of completed learnerships within each NQF level is considered, it seems that the percentages of completed learnerships decrease as the NQF levels increase. Learnerships on NQF Level 1 have the highest proportion of completions, with 52% of them completed. The second and third highest proportions of completions are for learnerships on NQF Levels 3 and 2 respectively. It is interesting to note that the highest proportion of terminations, one in every three learnerships, is learnerships on NQF Level 6 (33%). The lowest proportion of terminations occurred in learnerships on NQF Level 3.

Table 2.22: Learnership registrations by completion status and NQF level of learnership

NSDS Phase	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
NQF Level 1	3 714	1 134	2 306	7 154	38	15	54	33	52	16	32	100
NQF Level 2	4 761	4 560	1 681	11 002	49	61	39	51	43	41	15	100
NQF Level 3	931	1 079	116	2 126	10	14	3	10	44	51	5	100
NQF Level 4	284	644	158	1 086	3	9	4	5	26	59	15	100
NQF Level 5	40	69	16	125	0	1	0	1	32	55	13	100
NQF Level 6	0	2	1	3	0	0	0	0	0	67	33	100
NQF Level 7	0	1	0	1	0	0	0	0	0	100	0	100
Total	9 730	7 489	4 278	21 497	100	100	100	100	45	35	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.27 shows the completion status within each NQF level. The data suggest that there are no learnership completions within learnerships on NQF Level 6 or 7.

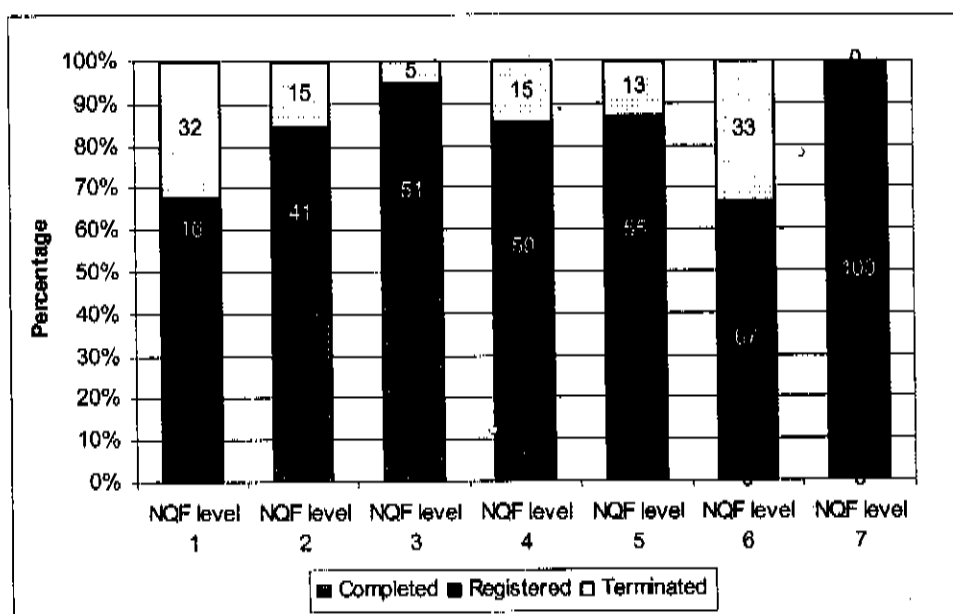


Figure 2.27: Percentage share in learnership completion status by NQF level of learnership

Source: HSRC's calculation using data from MERSETA, March 2008

2.10 List of learnerships

MERSETA registered learners in 106 different learnership programmes over the past approximately eight years. Table 2.23 lists all these learnership programmes and also shows the number of participants who completed, terminated or are still registered with these learnerships.

Table 2.23: List of all learnership programmes by enrolment numbers and completion status

Learnership	Number			
	Completed	Registered	Terminated	Total
National Certificate in Manufacturing, Engineering and Related Activities: NQF Level 1	3 710	1 128	2 305	7 143
National Certificate in Automotive Component Manufacturing and Assembly: NQF Level 2	781	767	611	2 159
National Certificate in Servicing Vehicles: NQF Level 2 (Passenger, light delivery)	641	286	147	1 074
National Certificate in Engineering Fabrication: NQF Level 2 (Bollermaker)	294	349	114	757
National Certificate in Metal and Engineering Manufacturing Processes: NQF Level 2	348	186	71	605
National Certificate in Mechatronics: NQF Level 2	338	244	21	603
National Certificate in Automotive Repair and Maintenance (Passenger and Light Delivery Vehicle): NQF Level 2	185	352	20	557
National Certificate: Service Station Operations NQF: Level 2	0	502	0	502
National Certificate in Welding (Downhand Welding: Plates): NQF Level 2	104	207	125	436
National Certificate in Maintaining Vehicles: NQF Level 3 (Passenger, light delivery)	197	164	30	391
National Certificate in servicing vehicles: NQF Level 2 (Earth-moving Equipment)	290	31	47	368
National Certificate in Motor Sales and Support Services: NQF Level 4 (Vehicle Sales)	98	166	77	341
National Certificate in Mechanical Engineering (Fitting): NQF Level 2 (Fitter)	148	153	35	336
National Certificate in Iron and Steel Manufacturing: NQF Level 2	206	93	20	319
National Certificate in Management Level 3 (Team Leader)	55	243	19	317
National Certificate in Polymer Composite Fabrication: NQF Level 2	196	55	30	281
National Certificate in Mechanical Engineering (Fitting and Machining): NQF Level 2 (Fitter and Turner)	121	94	52	267
National Certificate in Airconditioning, Refrigeration and Ventilation: NQF Level 2	174	23	61	258
National Certificate in Airconditioning, Refrigeration and Ventilation: Level 2 (Reviewed)	128	108	10	246

Learnership	Number			
	Completed	Registered	Terminated	Total
National Certificate in Autotronics: NQF Level 2	155	64	26	245
National Certificate in Servicing Vehicles: NQF Level 2 (Commercial Vehicles)	68	110	65	243
National Certificate in New Venture Creation (SMME): NQF Level 2	0	194	37	231
National Certificate in Engineering Fabrication: NQF Level 2 (Sheetmetal Worker)	71	94	57	222
National Certificate in Mechanical Engineering (Machining): NQF Level 2 (Turner)	134	47	29	210
National Certificate in Plastics Manufacturing: NQF Level 2	125	36	49	210
National Certificate in Maintaining Vehicles: NQF Level 3 (Earth-moving Equipment)	66	112	6	184
National Certificate in Automotive Repair and Maintenance (Earth-moving Equipment): NQF Level 2	37	143	0	180
National Certificate in Motor Sales and Support Services: NQF Level 4	0	125	52	177
National Certificate in Mechanical Engineering (Machining): NQF Level 2 (Tool, Jig and Die Maker)	90	57	15	162
National Certificate in Airconditioning, Refrigeration and Ventilation: Level 3 (Reviewed)	108	32	14	154
National Certificate in Plastics Manufacturing : NQF Level 2 (Reviewed)	25	115	0	140
National Certificate in Automotive Component Manufacturing and Assembly: NQF Level 3	65	59	0	124
National Certificate in Mechatronics: NQF Level 3	86	33	4	123
National Certificate in Automotive Repair and Maintenance (Commercial Vehicle): NQF Level 2	33	79	7	119
National Certificate in Management: NQF Level 4	0	95	9	104
National Certificate in Professional Driving: NQF Level 3	0	99	0	99
National Certificate in Engineering Fabrication (Light or Heavy): NQF Level 3 (Boilermaker)	45	43	4	92
National Certificate in Autotronics: NQF Level 3	67	17	6	90
National Certificate in Mechanical Engineering (Fitting): NQF Level 3 (fitter)	53	26	3	82
National Certificate in Mechatronics: NQF Level 4	41	32	2	75
National Certificate in Airconditioning, Refrigeration and Ventilation: NQF Level 3	40	18	11	69
National Certificate in Mechanical Engineering (Machining): NQF Level 3 (Turner)	32	34	2	68
National Certificate in Automotive Repair and Maintenance (Spraypainter) : NQF Level 2	34	30	2	66
National Certificate in Maintaining Vehicles: NQF Level 3 (Commercial Vehicles)	29	33	3	65
National Certificate in Autotronics: NQF Level 4	42	15	3	60
National Certificate in Power and Telecommunication Cable Manufacturing: NQF Level 3	0	59	0	59
National Certificate in Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring): NQF Level 2	0	56	1	57
National Certificate in Management NQF Level 5	0	53	1	54
National Certificate in Electrical Engineering: NQF Level 2	9	39	1	49
National Certificate in First Line Manufacturing Management: NQF Level 5	32	13	4	49
National Certificate in Mechanical Engineering (Fitting): NQF Level 4 (Fitter)	20	16	0	36
National Certificate in Metal and Engineering Manufacturing Processes: NQF Level 3	4	32	0	36
Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision: NQF Level 4	9	24	1	34
National Certificate in Iron and Steel Manufacturing: NQF Level 3	21	7	1	29
National Certificate in Metal and Engineering Manufacturing Processes: NQF Level 4	17	10	2	29
National Certificate in Mechanical Engineering (Fitting and Machining): NQF Level 3 (Fitter and Turner)	17	8	1	26
National Certificate in Mechanical Engineering (Fitting and Machining): NQF Level 4 (Fitter and Turner) (Revised)	23	3	0	26
National Certificate in Mechanical Engineering (Machining): NQF Level 4 (Turner)	2	21	0	23
National Certificate in Thermoplastic Fabrication: NQF Level 2	0	22	0	22
National Certificate in Engineering Fabrication (Light OR Heavy): NQF Level 4 (Boilermaker)	13	8	0	21
National Certificate in Mechanical Engineering (Tooling Manufacture): NQF Level 3 (Tool, Jig and Die Maker)	16	2	3	21
National Certificate in Plastics Manufacturing: NQF Level 3 (Reviewed)	13	4	4	21
National Certificate in Mechanical Engineering (Machining): NQF Level 2 (Roll Turner)	1	3	15	19
National Certificate in Motor Sales and Support Services: NQF Level 4 (Parts and Accessories Sales)	0	11	8	19
National Certificate in Rubber Technology: NQF Level 5	8	0	11	19
National Certificate in Power and Telecommunication Cable Manufacturing: NQF Level 2	12	1	5	18
National Certificate in Plastics Manufacturing: NQF Level 3	6	11	0	17
National Certificate in Engineering Fabrication: NQF Level 2 (Vehicle Body Builder)	10	0	6	16
National Certificate in Motor Sales and Support Services: NQF Level 4 (Service and Repair Sales)	0	13	3	16
National Certificate in Motor Sales and Support Services: NQF Level 4 (Sales of Tyres)	0	15	0	15

Learnership	Number			
	Completed	Registered	Terminated	Total
National Certificate in Mechanical Engineering (Tooling Manufacture): NQF Level 4 (Tool, Jig and Die Maker)	0	14	0	14
National Certificate in Automotive Repair and Maintenance (Automotive Body Repairer): NQF Level 2	0	11	2	13
National Certificate in Iron and Steel Manufacturing: NQF Level 4	12	1	0	13
National Certificate in Customer Management: NQF Level 4 (Marketing and Sales)	0	13	0	13
National Certificate in Engineering Fabrication (Light or Heavy): NQF Level 3 (Vehicle Body Builder)	0	12	0	12
National Certificate in Chemical Operations: NQF Level 1	4	6	1	11
National Certificate in Engineering Fabrication (Light or Heavy): NQF Level 3 (Sheetmetal Worker)	0	8	3	11
National Certificate in Further Education and Training: NQF Level 4 (New Venture Creation (SMME))	0	10	0	10
National Certificate in Power and Telecommunication Cable Manufacturing: NQF Level 4	0	10	0	10
National Certificate in Mechanical Engineering (Fitting and Machining): NQF Level 4 (Fitter and Turner)	2	7	0	9
National Certificate in Welding (All positions: Plates): NQF Level 3	5	2	2	9
National Certificate in Further Education and Training: NQF Level 4 (Food Manufacturing Management)	0	8	0	8
National Certificate in Electrical Engineering: NQF Level 3	0	7	0	7
National Certificate in Further Education and Training: NQF Level 4 (Manufacturing and Assembly Logistics (M&AL))	0	6	1	7
National Certificate in Business Administration Services: NQF Level 4 (Secretarial/Administration)	0	6	0	6
National Certificate in Business Administration Services: NQF Level 3	0	6	0	6
National Certificate in Electrics: NQF Level 2 (Chemical Electrical)	0	5	0	5
National Certificate in Plastics Manufacturing: NQF Level 4 (Reviewed)	0	5	0	5
National Certificate in Welding (All positions: Plates): NQF Level 4	0	5	0	5
National Certificate in Generic Business Administration: NQF Level 3	0	5	0	5
National Certificate in Electrics: Level 3 (Chemical Electrical)	4	0	0	4
National Certificate in Mechanics: NQF Level 2 (Chemical Fitting)	3	1	0	4
National Certificate in Airconditioning, Refrigeration and Ventilation: NQF Level 4	0	4	0	4
National Certificate in Electrics: NQF Level 4 (Chemical Electrical)	3	0	0	3
National Certificate in Mechanics: NQF Level 4 (Chemical Fitting)	2	1	0	3
National Certificate in Mechanics: NQF Level 4 (Chemical Fitting)	2	0	0	2
National Certificate in Professional Driving: NQF Level 3	0	2	0	2
National Certificate in Business Accounting: NQF Level 5	0	2	0	2
National Diploma in Management Accounting: NQF Level 6	0	1	1	2
National Certificate in Electrics: NQF Level 2 (Chemical Instrumentation)	0	1	0	1
National Certificate in Airconditioning, Refrigeration and Ventilation: Level 4 (Reviewed)	0	1	0	1
National Certificate in Manufacturing Management: NQF Level 5	0	1	0	1
National Certificate in Small Craft Construction: NQF Level 2	0	1	0	1
National Certificate in Business Administration Services: NQF Level 2 (Secretarial/Administration)	0	1	0	1
National Diploma in Manufacturing Management: Food and Beverage	0	1	0	1
Post-Graduate Diploma in Chartered Management Accounting: NQF Level 7	0	1	0	1
Total	9 730	7 489	4 278	21 497

Source: HSRC's calculation using data from MERSETA, March 2008

SECTION 3 DESCRIPTION OF THE TOTAL APPRENTICESHIP POPULATION

This section of the chapter analyses the population of apprenticeship participants contained in the database that was provided by MERSETA. It attempts to describe the characteristics of participants in apprenticeships, according to the data profile supplied by MERSETA in terms of registrations by NSDS phase, race, gender, employment and completion status, and apprenticeship enrolments. The data also yielded information on the chamber to which the employer is registered, the provincial location of the employer as well as the training provider.

3.1 Total apprenticeship population

A total number of 23 530 apprenticeships were registered through MERSETA as is recorded by the database received from MERSETA. The database reflects registrations up to 14 March 2008. The number of apprenticeships accounts for 22 789 people, or actual apprentices. This means that 729 participants (3% of all apprenticeship registrations) registered for more than one apprenticeship over the years.

Table 3.1 shows that the majority (98%) of this group registered for two apprenticeship qualifications.

The group of apprentices that registered for more than one apprenticeship qualification can be grouped as follows:

- 40% of this group completed one apprenticeship qualification and registered for another programme
- 43% of this group terminated their first registration and registered for another or the same apprenticeship programme after a period of time
- the rest of this group accounts for a combination of different options, e.g. the apprentice terminated the same or different programmes more than once.

In the light of the above discussion, the demographic analysis is done on the headcount of apprentices, whereas the analysis of the apprenticeship programmes is done on the number of apprenticeship registrations.

Table 2.24: Number and percentage of cases where apprentices were duplicated in the database

Description	Number of learners	%
Total number of apprenticeship registrations	23 530	
Total headcount	22 789	
Apprentices registered for more than one apprenticeship	729	3
Apprentices registered for 2 apprenticeship programmes	718	98
Apprentices registered for 3 apprenticeship programmes	10	1
Apprentices registered for 4 apprenticeship programmes	1	0

Source: HSRC's calculation using data from MERSETA, March 2008

3.2 Apprenticeship headcount enrolment by gender, race and disability

The equity targets stated by the National Skills Development Strategy of the Department of Labour span all given objectives and state that the beneficiaries of the strategy should be 85% African, 54% female and 4% people with disabilities. The overall participation in the apprenticeship system fall short of all three national targets with 54% African, 4% female and 1% disabled participants (Table 2.25).

Table 2.25: Headcount of apprentices by race, gender and disability

Description		Frequency	%
Gender	Male	21 920	96
	Female	869	4
	Total	22 789	100
Race	Not indicated	112	0
	African	8 339	37
	Coloured	2 453	11
	Indian	1 412	6
	White	10 445	46
	Other	28	0
	Total	22 789	100
Disability	Not indicated	46	0
	No	22 476	99
	Yes	267	1
	Total	22 789	100

Source: HSRC's calculation using data from MERSETA, March 2008

3.3 Apprenticeship enrolments by year of registration

It was decided to group the data records in time intervals of a year to be able to study the flow of registrations by year. The database contains data that go beyond the beginning of the NSDS Phase I, and because a significant number of apprenticeships were registered before February 2001, the start of NSDS Phase I, it was decided to report on all the years that are reflected in the database and not just the years covered by the NSDS phases.

The analysis by year of registration will replace the analysis by NSDS phase since more than a fifth (21%) of all registrations were made before the first NSDS phase and the numbers of registrations made during the two NSDS phases each comprise more or less a third of the population in the database.

For 15% of the records the commencement date was not indicated and therefore could not be linked to a specific year period or NSDS phase. It is important to note that for Section 28 apprentices no commencement dates are available; therefore all Section 28 apprenticeship registrations fall within the category 'not indicated'.

The total number of registered Section 28 apprenticeships recorded in the database is 3 358 or 14% of the total population.

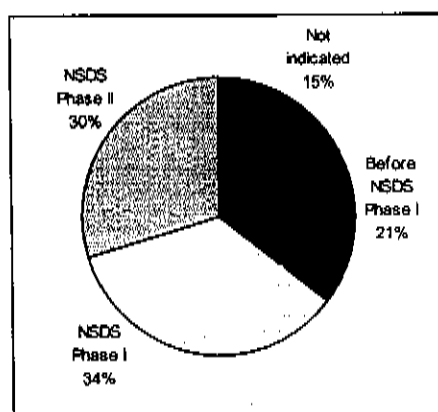


Figure 2.28: Percentage share in apprenticeship registrations by date of registration

Source: HSRC's calculation using data from MERSETA, March 2008

3.4 Apprenticeship enrolments by year of registration and gender

The data clearly show that apprenticeship participants are dominated by males with only 4% of the population being female (Table 2.26). This trend manifests itself across all the year periods since the beginning of apprenticeships in MERSETA. The year period that shows the highest female enrolment is '2002/04/01 to 2003/03/31' with 109 females (6% of that year's total registrations).

Table 2.26: Number and percentage of registered apprenticeships by year and gender group

Year	Number			Column%			Row%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Not Indicated	3295	126	3421	15	14	15	96	4	100
1989/04/01 to 1998/03/31	1107	29	1136	5	3	5	97	3	100
1998/04/01 to 1999/03/31	1102	26	1128	5	3	5	98	2	100
1999/04/01 to 2000/03/31	1351	28	1379	6	3	6	98	2	100
2000/04/01 to 2001/03/31	1242	47	1289	5	5	5	96	4	100
2001/04/01 to 2002/03/31	1338	51	1389	6	6	6	96	4	100
2002/04/01 to 2003/03/31	1739	109	1848	8	12	8	94	6	100
2003/04/01 to 2004/03/31	1871	104	1975	8	12	8	95	5	100
2004/04/01 to 2005/03/31	2848	94	2942	13	11	13	97	3	100
2005/04/01 to 2006/03/31	2769	103	2872	12	12	12	96	4	100
2006/04/01 to 2007/03/31	2565	107	2672	11	12	11	96	4	100
2007/04/01 to 2008/03/31	1410	69	1479	6	8	6	95	5	100
Total	22637	893	23530	100	100	100	96	4	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.29 presents the apprenticeship enrolment figures over the different years distributed between male and female. It shows that total registrations slowly increased step-wise from the period '1989/04/01 to 1998/03/31' to reach 1 848 registrations just after the start of the first NSDS phase and peaked at 2 942 registrations in the period '2004/04/01 to 2005/03/31', just before the beginning of the NSDS Phase II, and from this point it slowly decreased to a low of 1 479 in '2007/04/01 to 2008/03/31'. Figure 3.2 also illustrates the small portion of registered apprenticeships by females.

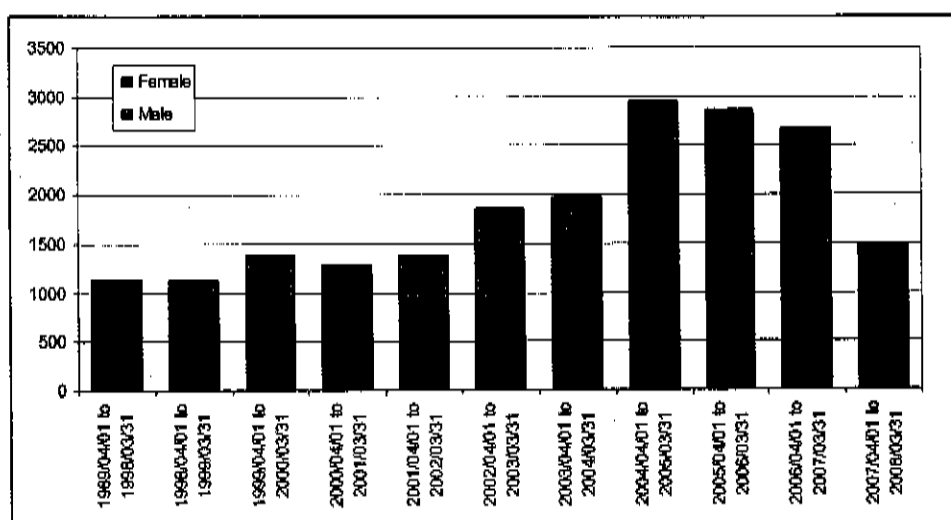


Figure 2.29: Number of registered apprenticeships by year and gender group

Source: HSRC's calculation using data from MERSETA, March 2008

The study of gender would be incomplete if trends in female registrations and in particular female registrations by race group were not further investigated. Therefore Table 2.27 is included which gives the female registrations by race group.

It is evident from the figures in Table 2.27 that the female registrations follow almost the same trend as the total population with an increase in African female registrations and a decrease in each of the other population groups over the different year periods. The African female registrations increased from 50% of the female population of the year '1998/04/01 to 1999/03/31' to 75% of the female population of the year '2007/04/01 to 2008/03/31', while the white female population decreased from 35% to 7% over the same year periods.

Table 2.27: Number and percentage of registered female apprenticeships by year and race group

Year of registration	Number					Column%					Row%				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
Not indicated	75	17	2	32	126	13	19	7	16	14	60	13	2	25	100
1989/04/01 to 1996/03/31	4	5	3	17	29	1	6	11	9	3	14	17	10	59	100
1996/04/01 to 1999/03/31	13	3	1	9	26	2	3	4	5	3	50	12	4	35	100
1999/04/01 to 2000/03/31	14	1	2	11	28	2	1	7	6	3	50	4	7	39	100
2000/04/01 to 2001/03/31	21	7	3	16	47	4	8	11	8	5	45	15	6	34	100
2001/04/01 to 2002/03/31	35	5	0	11	51	6	6	0	6	6	69	10	0	22	100
2002/04/01 to 2003/03/31	75	7	4	23	109	13	8	14	12	12	69	6	4	21	100
2003/04/01 to 2004/03/31	62	14	2	26	104	11	16	7	13	12	60	13	2	25	100
2004/04/01 to 2005/03/31	71	8	2	13	94	12	9	7	7	11	76	9	2	14	100
2005/04/01 to 2006/03/31	72	5	5	20	103	13	6	18	10	12	70	5	5	19	100
2006/04/01 to 2007/03/31	81	11	2	11	107	14	12	7	6	12	76	10	2	10	100
2007/04/01 to 2008/03/31	52	6	2	5	69	9	7	7	3	8	75	9	3	7	100
Total	575	89	28	194	893	100	100	100	100	100	64	10	3	22	100

Source: HSRC's calculation using data from MERSETA, March 2008

3.5 Apprenticeship enrolments by year of registration and race group

Although the total population of apprenticeships consists of 37% African, 11% coloured, 6% Indian and 46% white participants as illustrated in Figure 2.30, the percentage distribution in the year period '2006/04/01 to 2007/03/31' which can be seen as the most recent and reliable year period, consists of 44% African, 12% coloured, 5% Indian and 36% white participants.

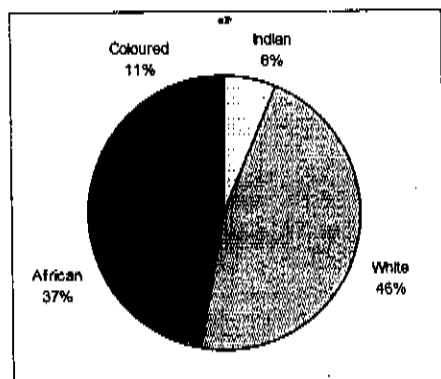


Figure 2.30: Percentage share in apprenticeship registrations by race group

Source: HSRC's calculation using data from MERSETA, March 2008

Closer examination of the enrolment patterns over the different year periods yields interesting trends. The proportion of African participation almost doubled from 28% of the registrations in '1998/04/01 to 1999/03/31' to 47% in '2007/04/01 to 2008/03/31' and shows a continuous increase in numbers and percentage proportion over the different year periods.

On the other hand, the proportion of white participation decreased from 54% in '1998/04/01 to 1999/03/31' to 35% in '2007/04/01 to 2008/03/31'. The proportion of coloured participation increased by 2%, while the Indian participation decreased by 3% over the same time periods.

Table 2.28: Number and percentage of registered apprenticeships by year and race group

Year	Number					Column%					Row%				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
Not indicated	1 312	349	252	1 503	3 421	15	14	17	14	15	38	10	7	44	100
1989/04/01 to 1998/03/31	271	96	106	663	1 136	3	4	7	6	5	24	8	9	58	100
1998/04/01 to 1999/03/31	319	107	88	614	1 128	4	4	6	6	5	28	9	8	54	100
1999/04/01 to 2000/03/31	439	126	117	697	1 379	5	5	8	6	6	32	9	8	51	100
2000/04/01 to 2001/03/31	383	120	96	690	1 289	4	5	7	6	5	30	9	7	54	100
2001/04/01 to 2002/03/31	470	116	98	705	1 389	5	5	7	7	6	34	8	7	51	100
2002/04/01 to 2003/03/31	600	205	117	926	1 848	7	8	8	9	8	32	11	6	50	100
2003/04/01 to 2004/03/31	672	269	102	931	1 975	8	11	7	9	8	34	14	5	47	100
2004/04/01 to 2005/03/31	1 063	388	125	1 360	2 942	12	15	9	13	13	36	13	4	46	100
2005/04/01 to 2006/03/31	1 154	289	146	1 267	2 872	13	11	10	12	12	40	10	5	44	100
2006/04/01 to 2007/03/31	1 178	314	135	967	2 672	14	12	9	9	11	44	12	5	36	100
2007/04/01 to 2008/03/31	689	159	86	511	1 479	8	6	6	5	6	47	11	6	35	100
Total	8 550	2 538	1 468	10 834	23 530	100	100	100	100	100	36	11	6	46	100

Source: HSRC's calculation using data from MERSETA, March 2008

Note: The table does not reflect figures for the category of 'other' race groups or learners for whom race was not recorded in the database, although the total number includes these categories.

Figure 2.31 illustrates the percentage distribution of apprenticeship registrations by time period and race and clearly shows the increase in the percentage proportions of African participation over the past decade.

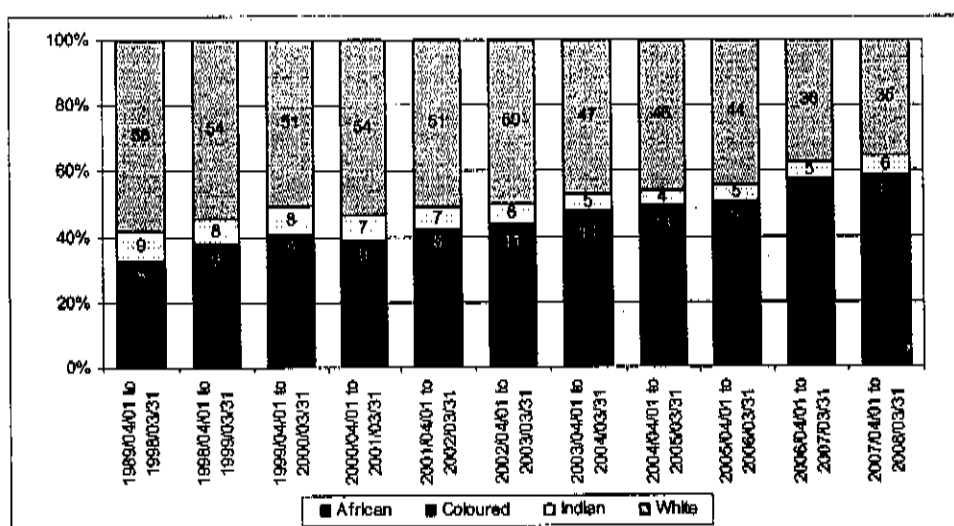


Figure 2.31: Percentage distribution of registered apprenticeships by year and race group

Source: HSRC's calculation using data from MERSETA, March 2008

3.6 Apprenticeship enrolments by year of registration and completion status

Almost one in every two (42%) apprenticeship participants in the total population completed their qualifications and one in every five terminated their studies as on 14 March 2008. More than two-thirds of the total population that registered for an apprenticeship between March 1998 and April 2003 obtained their qualifications. More than half (52%) of all the apprentices registered in the '2003/04/01 to 2004/03/31' time period have already qualified.

Table 2.29: Number and percentage of registered apprenticeships by year and completion status

Year	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not Indicated	2 685	641	95	3 421	27	7	2	15	78	19	3	100
1998/04/01 to 1998/03/31	554	0	582	1 136	6	0	12	5	49	0	51	100
1998/04/01 to 1999/03/31	754	0	374	1 128	8	0	8	5	67	0	33	100
1999/04/01 to 2000/03/31	929	0	450	1 379	9	0	10	6	67	0	33	100
2000/04/01 to 2001/03/31	809	1	479	1 289	8	0	10	5	63	0	37	100
2001/04/01 to 2002/03/31	893	1	495	1 389	9	0	10	6	64	0	36	100
2002/04/01 to 2003/03/31	1 159	5	684	1 848	12	0	14	8	63	0	37	100
2003/04/01 to 2004/03/31	1 022	460	493	1 975	10	5	10	8	52	23	25	100
2004/04/01 to 2005/03/31	692	1 631	619	2 942	7	19	13	13	24	55	21	100
2005/04/01 to 2006/03/31	421	2 129	322	2 872	4	24	7	12	15	74	11	100
2006/04/01 to 2007/03/31	67	2 469	136	2 672	1	28	3	11	3	92	5	100
2007/04/01 to 2008/03/31	6	1 467	6	1 479	0	17	0	6	0	99	0	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.32 shows that 24% of the apprenticeships registered in the year '2004/04/01 to 2005/03/31' took four years to complete their qualifications, whereas 15% of the apprentices registered in '2005/04/01 to 2006/03/31' took three years to qualify.

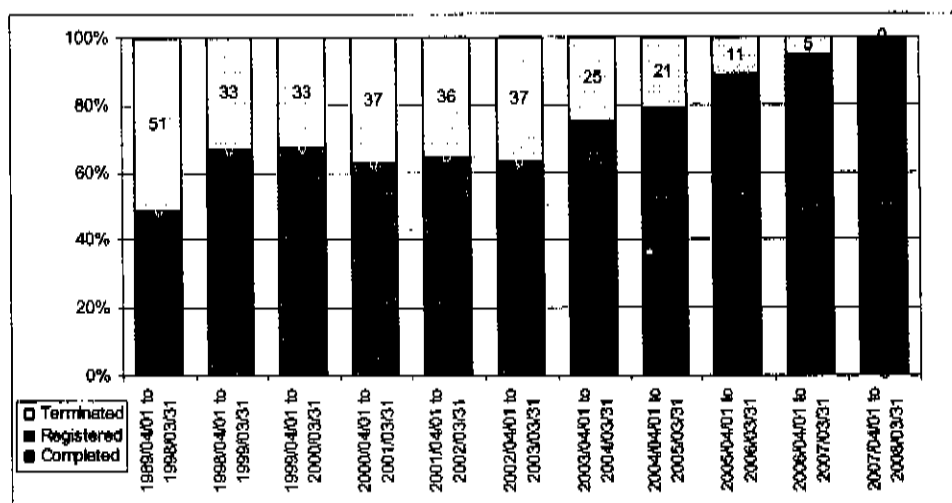


Figure 2.32: Number of registered apprenticeships by year and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

The data also suggest that just over one in every three apprentices who registered during the time period April 1998 to March 2003 terminated their apprenticeships. There is a distinct difference between the percentage number of apprentices who completed their apprenticeship programmes before and after 1998. Approximately 49% qualified before 1998 while approximately 65% qualified after 1998.

3.7 Apprenticeship enrolments by year of registration and apprenticeship type

Table 2.30: Number and percentage of registered apprenticeships by year and apprenticeship type

Year of registration	Number					Column %					Row %				
	Not indicated	CBMT	SECT 28	Time-based	Total	Not indicated	CBMT	SECT 28	Time-based	Total	Not indicated	CBMT	SECT 28	Time-based	Total
Not Indicated	0	30	3 352	39	3 421	0	1	100	0	15	0	1	98	1	100
1989/04/01 to 1998/03/31	0	209	0	927	1 136	0	4	0	7	5	0	18	0	82	100
1998/04/01 to 1999/03/31	0	317	1	810	1 128	0	5	0	6	5	0	28	0	72	100
1999/04/01 to 2000/03/31	0	339	1	1 039	1 379	0	6	0	7	6	0	25	0	75	100
2000/04/01 to 2001/03/31	1	393	0	895	1 289	0	7	0	6	5	0	30	0	69	100
2001/04/01 to 2002/03/31	0	348	1	1 040	1 389	0	6	0	7	6	0	25	0	75	100
2002/04/01 to 2003/03/31	1	474	0	1 373	1 848	0	8	0	10	8	0	26	0	74	100
2003/04/01 to 2004/03/31	9	495	0	1 471	1 975	4	9	0	10	8	0	25	0	74	100
2004/04/01 to 2005/03/31	17	972	3	1 950	2 942	8	17	0	14	13	1	33	0	66	100
2005/04/01 to 2006/03/31	58	1 032	0	1 782	2 872	28	18	0	13	12	2	36	0	62	100
2006/04/01 to 2007/03/31	48	768	0	1 856	2 672	23	13	0	13	11	2	29	0	69	100
2007/04/01 to 2008/03/31	76	441	0	962	1 479	36	8	0	7	6	5	30	0	65	100
Total	210	5 818	3 358	14 144	23 530	100	100	100	100	100	1	25	14	60	100

Source: HSRC's calculation using data from MERSETA, March 2008

The data show that almost two of every three apprentices choose to do a time-based type of apprenticeship, whereas a quarter of the total population registered for a CBMT apprenticeship (Table 2.30). Since the Section 28 apprenticeship type does not record a

commencement date and hence could not be sorted within the different year periods, no further analysis of year comparisons on the type of apprenticeship will be done.

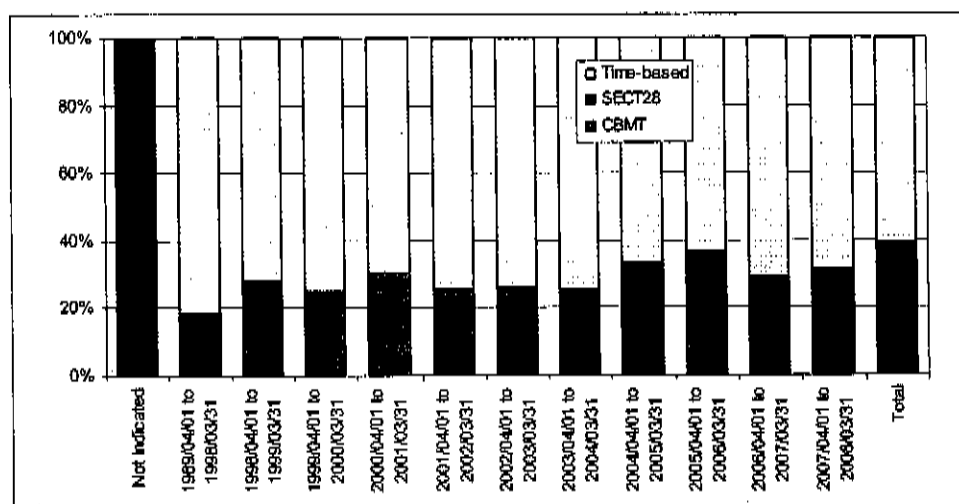


Figure 2.33: Number of registered apprenticeships by year and apprenticeship type

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.33 illustrates that the proportion of apprenticeship registrations by apprenticeship type fluctuates very little over the different year periods.

3.8 Apprenticeship enrolments by year of registration and province of employer

The province with the highest percentage of apprenticeship registrations is Gauteng, with more than one in every three apprenticeship registrations (8 020 or 35%). KwaZulu-Natal and the Western Cape have the second and third highest number of apprenticeship registrations respectively. Figure 2.34 illustrates the distribution of the total population by province.

Table 2.31: Number of registered apprenticeships by year and province of employer

Year of registration	Eastern Cape	Free State/Northern Cape	Gauteng/North West	KwaZulu-Natal	Mpumalanga/Limpopo	Unknown	Western Cape	Total
Not indicated	467	58	1 110	629	188	791	178	3 421
1989/04/01 to 1998/03/31	21	10	300	146	36	535	88	1 136
1998/04/01 to 1999/03/31	54	19	349	113	22	447	124	1 128
1999/04/01 to 2000/03/31	85	21	351	153	103	526	140	1 379
2000/04/01 to 2001/03/31	75	34	377	157	43	491	112	1 289
2001/04/01 to 2002/03/31	141	64	423	192	121	307	141	1 389
2002/04/01 to 2003/03/31	161	64	665	243	126	363	226	1 848
2003/04/01 to 2004/03/31	194	79	795	229	227	281	170	1 975
2004/04/01 to 2005/03/31	441	174	1 060	348	267	293	359	2 942
2005/04/01 to 2006/03/31	224	139	967	393	382	452	315	2 872
2006/04/01 to 2007/03/31	194	79	1 092	403	228	341	335	2 672
2007/04/01 to 2008/03/31	109	72	531	270	176	135	186	1 479
Total	2 166	813	8 020	3 276	1 919	4 962	2 374	23 530

Source: HSRC's calculation using data from MERSETA, March 2008

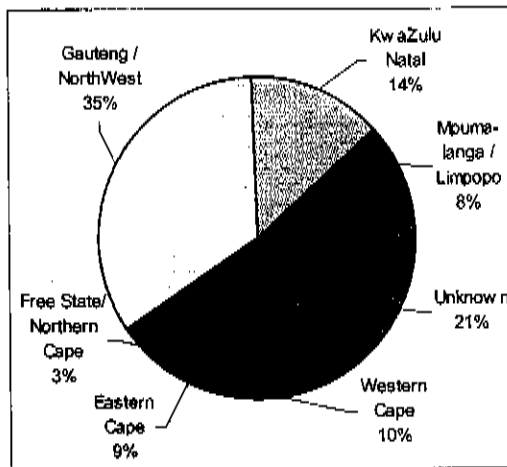


Figure 2.34: Number of registered apprenticeships by year and province of employer

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.35 presents the provincial distribution of apprenticeship registrations within each year period. The figure shows that there is some variation in the number of apprenticeship registrations by province over the years, but Gauteng, KwaZulu-Natal and Western Cape provinces continuously had the highest number of registrations.

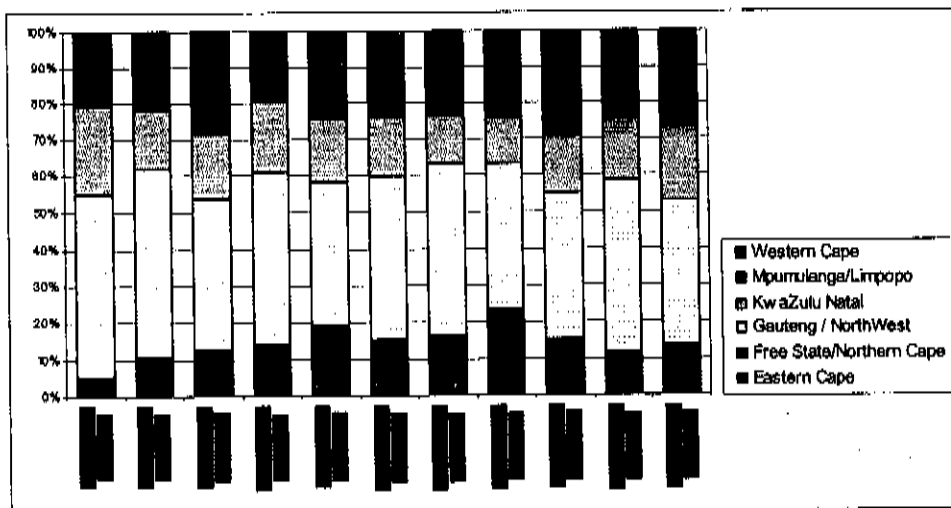


Figure 2.35: Number of registered apprenticeships by year and province of employer

Source: HSRC's calculation using data from MERSETA, March 2008

3.9 Apprenticeship enrolments by year of registration and chamber of employer

The database yields information on the chamber to which each employer is registered. The following analysis links the apprenticeship participant to the chamber of the employer and shows the proportional representation of the different chambers. It is interesting to note that the highest proportion (40%) of the total apprenticeship population falls within the Metal Chamber. The second highest portion (35%) is in the Motor Chamber. Three per cent of the total population falls within the Automotive Chamber (Figure 2.36, Table 2.32).

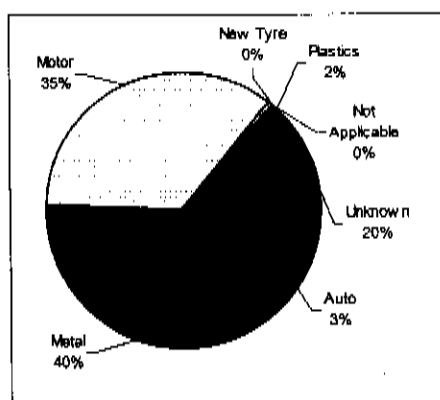
It is also clear from Figure 2.37 that the Metal and Motor chambers dominated and took turns in having the highest apprenticeship registrations over the past decade.

Table 2.32: Number of registered apprenticeships by year and chamber of employer

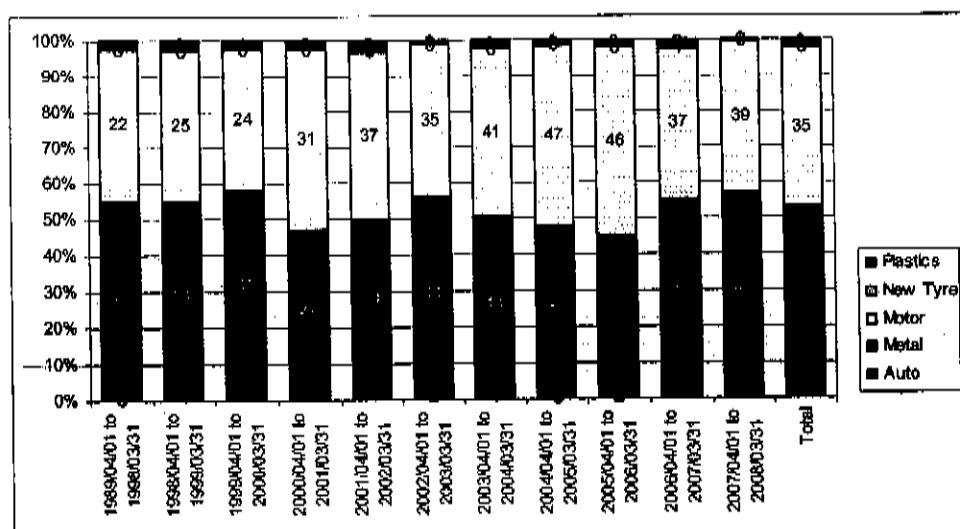
Year	Number						Column %						Row %					
	Auto	Metal	Motor	New Tyre	Plastics	Total	Auto	Metal	Motor	New Tyre	Plastics	Total	Auto	Metal	Motor	New Tyre	Plastics	Total
Not indicated	256	1401	836	67	48	3421	41	15	10	66	13	15	7	41	24	2	1	100
1989/04/01 to 1998/03/31	3	319	247	0	16	1136	0	3	3	0	4	5	0	28	22	0	1	100
1998/04/01 to 1999/03/31	16	345	277	0	21	1128	3	4	3	0	6	5	1	31	25	0	2	100
1999/04/01 to 2000/03/31	48	424	327	0	20	1379	8	5	4	0	5	6	3	31	24	0	1	100
2000/04/01 to 2001/03/31	23	349	399	0	20	1289	4	4	5	0	5	5	2	27	31	0	2	100
2001/04/01 to 2002/03/31	60	474	510	6	31	1389	10	5	6	6	8	6	4	34	37	0	2	100
2002/04/01 to 2003/03/31	33	811	640	0	22	1848	5	9	8	0	6	8	2	44	35	0	1	100
2003/04/01 to 2004/03/31	20	851	818	0	42	1975	3	9	10	0	11	8	1	43	41	0	2	100
2004/04/01 to 2005/03/31	8	1304	1392	10	40	2942	1	14	17	10	11	13	0	44	47	0	1	100
2005/04/01 to 2006/03/31	47	1074	1330	4	50	2872	7	12	16	4	14	12	2	37	46	0	2	100
2006/04/01 to 2007/03/31	69	1214	981	14	51	2672	11	13	12	14	14	11	3	45	37	1	2	100
2007/04/01 to 2008/03/31	44	722	570	0	8	1479	7	8	7	0	2	6	3	49	39	0	1	100
Total	627	9288	8327	101	369	23530	100	100	100	100	100	100	3	40	35	0	2	100

Source: HSRC's calculation using data from MERSETA, March 2008

Note: The table does not reflect figures for the 'unknown' or 'not applicable' categories, although the total number includes these categories.

**Figure 2.36: Number of registered apprenticeships by chamber of employer**

Source: HSRC's calculation using data from MERSETA, March 2008

**Figure 2.37: Number of registered apprenticeships by year and chamber of employer**

Source: HSRC's calculation using data from MERSETA, March 2008

3.10 Apprenticeship enrolments by year of registration and age of apprentices

The mean age of the total population is 23,4 years. The data suggest that the apprenticeship population is overall predominantly very young, with 77% or more than three out of every four apprentices being 25 years or younger at registration. Ninety-two per cent of the total population is 30 years or younger (Table 2.33).

Table 2.33: Number of registered apprenticeships by year and age of apprentices

Year	Not indicated	20 and younger	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	Older than 60	Total
Not indicated	3 421	0	0	0	0	0	0	0	0	0	0	3 421
1989/04/01 to 1998/03/31	4	576	414	92	28	14	5	3	0	0	0	1 136
1998/04/01 to 1999/03/31	0	512	414	128	34	24	13	3	0	0	0	1 128
1999/04/01 to 2000/03/31	0	599	579	131	41	13	8	7	1	0	0	1 379
2000/04/01 to 2001/03/31	0	525	557	140	45	15	6	1	0	0	0	1 289
2001/04/01 to 2002/03/31	2	515	638	164	40	16	12	2	0	0	0	1 389
2002/04/01 to 2003/03/31	0	653	815	249	70	28	23	7	2	0	1	1 848
2003/04/01 to 2004/03/31	2	602	905	296	90	38	22	15	5	0	0	1 975
2004/04/01 to 2005/03/31	16	835	1 223	506	194	91	47	22	7	1	0	2 942
2005/04/01 to 2006/03/31	5	782	1 305	436	156	52	56	37	25	15	3	2 872
2006/04/01 to 2007/03/31	0	654	1 269	520	151	53	14	8	3	0	0	2 672
2007/04/01 to 2008/03/31	1	368	750	249	77	26	5	3	0	0	0	1 479
Total	3 451	6 621	8 869	2 911	926	370	211	108	43	16	4	23 530

Source: HSRC's calculation using data from MERSETA, March 2008

An interesting trend emerges when one considers the proportional distribution across the different year periods (Figure 2.38). The age at which the apprentices register for an apprenticeship increases with each increased year. Table 2.34 displays the mean age of each year period.

Table 2.34: Mean age of registered apprentices by year of registration

Year	Mean age
1989/04/01 to 1998/03/31	21.7
1998/04/01 to 1999/03/31	22.5
1999/04/01 to 2000/03/31	22.3
2000/04/01 to 2001/03/31	22.3
2001/04/01 to 2002/03/31	22.6
2002/04/01 to 2003/03/31	23.1
2003/04/01 to 2004/03/31	23.6
2004/04/01 to 2005/03/31	24.3
2005/04/01 to 2006/03/31	24.5
2006/04/01 to 2007/03/31	23.9
2007/04/01 to 2008/03/31	23.6

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.38 shows that the proportion of '20 years and younger' apprentices decreased from 45% of the population of registered apprentices in '1998/04/01 to 1999/03/31' to 25% of the registrations for '2007/04/01 to 2008/03/31', while the registrations of the '21 to 25' year age group increased from 37% to 51% of the registrations in the corresponding time periods.

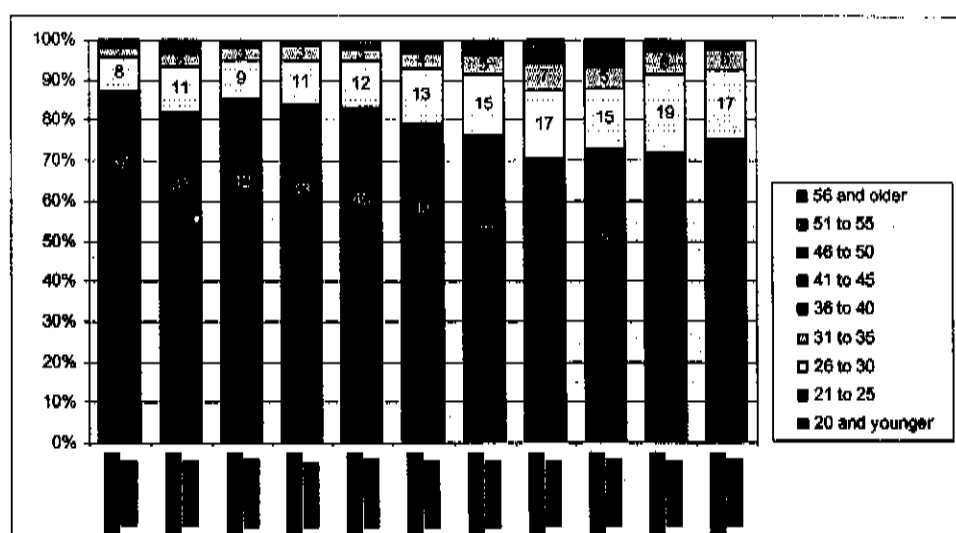


Figure 2.38: Percentage distribution of registered apprenticeships by year and age of apprentices at registration

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.39 presents the actual numbers of registrations by year and age group. It is clear from the figure that the number of registrations of the '21 to 25' year old apprentices started exceeding the '20 years and younger' age group from the year '1999/04/01 to 2000/03/31'.

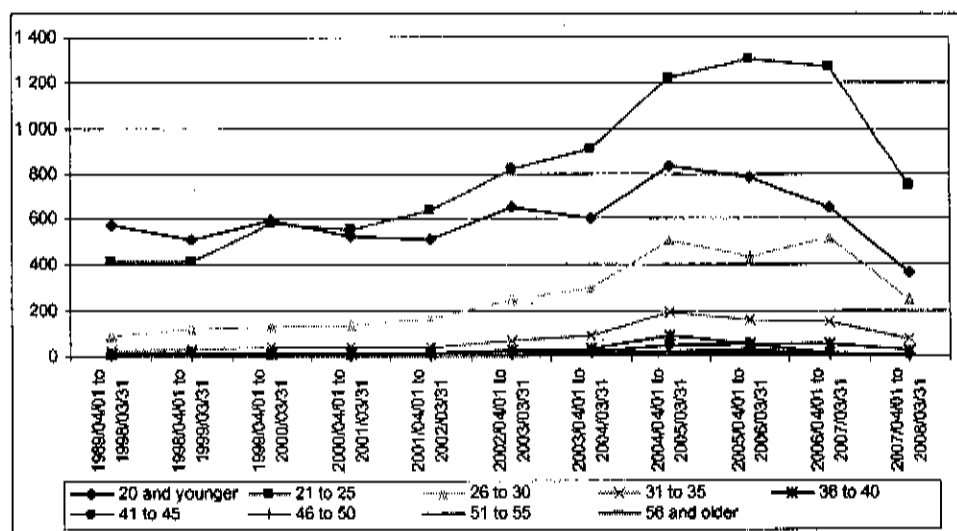


Figure 2.39: Number of registered apprenticeships by year of registration and age of apprentices at registration

Source: HSRC's calculation using data from MERSETA, March 2008

3.11 Apprenticeship enrolments by completion status and gender

The following paragraphs attempt to describe the apprenticeship registrations by completion status. Table 2.35 shows that 48% of the female apprentices qualified, whereas only 42% of the male apprentices qualified. It is also interesting to note that proportionately fewer females than males terminated their studies (17% of females against 20% of males terminated their apprenticeship studies).

Table 2.35: Number of registered apprenticeships by gender and completion status

Gender	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Male	9 566	8 484	4 587	22 637	96	96	97	96	42	37	20	100
Female	425	320	148	893	4	4	3	4	48	36	17	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.40 graphically represents the gender distribution by completion status.

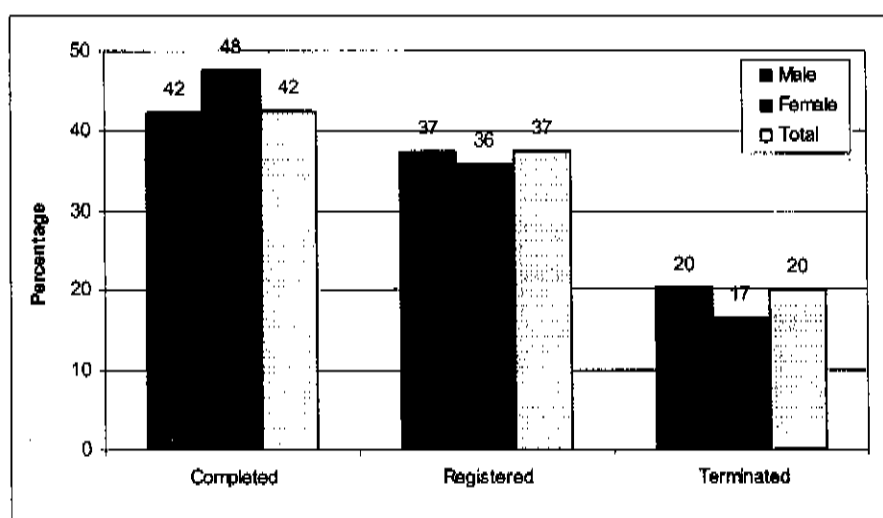


Figure 2.40: Percentage distribution of registered apprenticeships by gender and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.12 Apprenticeship enrolments by completion status and race

The Indian apprentices have the highest proportion of completed apprentices, with almost half of them qualified (47%), although almost half (48%) of the qualified apprentices are white. More than half (53%) of all terminations are white apprentices.

Table 2.36: Number of registered apprenticeships by race and completion status

Race group	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	2	106	4	112	0	1	0	0	2	95	4	100
African	3 554	3 655	1 341	8 550	36	42	28	36	42	43	16	100
Coloured	974	1 003	561	2 538	10	11	12	11	38	40	22	100
Indian	695	454	319	1 468	7	5	7	6	47	31	22	100
White	4 759	3 566	2 509	10 834	48	41	53	46	44	33	23	100
Other	7	20	1	28	0	0	0	0	25	71	4	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

The white population group has the highest proportion of terminations with 23% of them terminating their studies, while the African population group has the lowest percentage (16%) of terminations.

Figure 2.41 graphically represents the proportions of each population group within the completion categories.

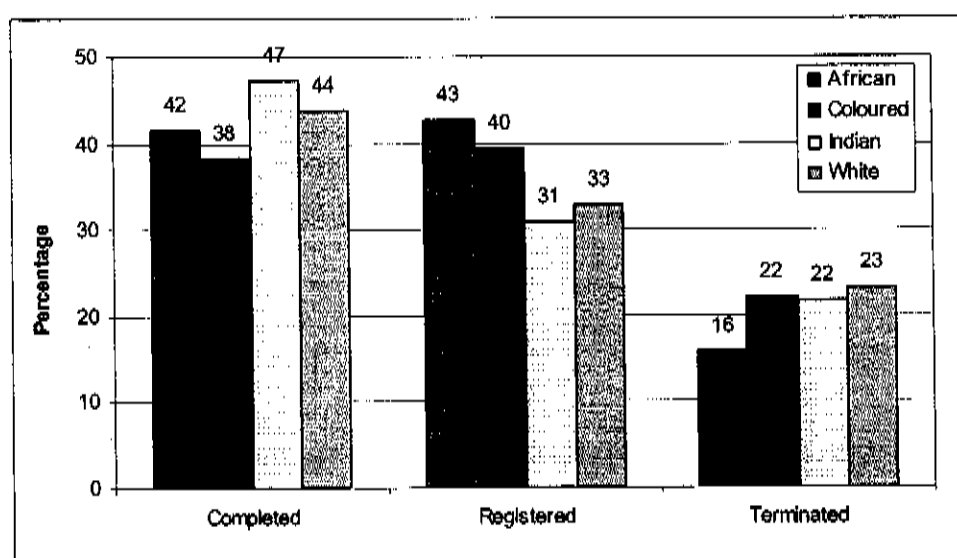


Figure 2.41: Percentage distribution of registered apprenticeships by race group and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.13 Apprenticeship enrolments by completion status and age group

When one looks at the proportional distribution of apprenticeships by completion status across the age groups, it is interesting to note that the percentage proportion of completed apprentices decreases with increased age and the proportion of terminations increases with increased age until the age of 50 (Table 2.37 and Figure 2.42). The calculation of the column percentages in Table 2.37 excludes the category 'not indicated'.

Table 2.37: Number of registered apprenticeships by age at registration and completion status

Age group	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	2 690	664	97	3451	27	8	2	15	78	19	3	100
20 and younger	2 663	2 216	1 742	6621	36	27	38	33	40	33	26	100
21 to 25	3330	3 687	1 852	8869	46	45	40	44	38	42	21	100
26 to 30	933	1 360	618	2911	13	17	13	14	32	47	21	100
31 to 35	226	485	215	926	3	6	5	5	24	52	23	100
36 to 40	75	185	110	370	1	2	2	2	20	50	30	100
41 to 45	50	98	63	211	1	1	1	1	24	46	30	100
46 to 50	19	57	32	108	0	1	1	1	18	53	30	100
51 to 55	5	33	5	43	0	0	0	0	12	77	12	100
56 to 60	0	16	0	16	0	0	0	0	0	100	0	100
Older than 60	0	3	1	4	0	0	0	0	0	75	25	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

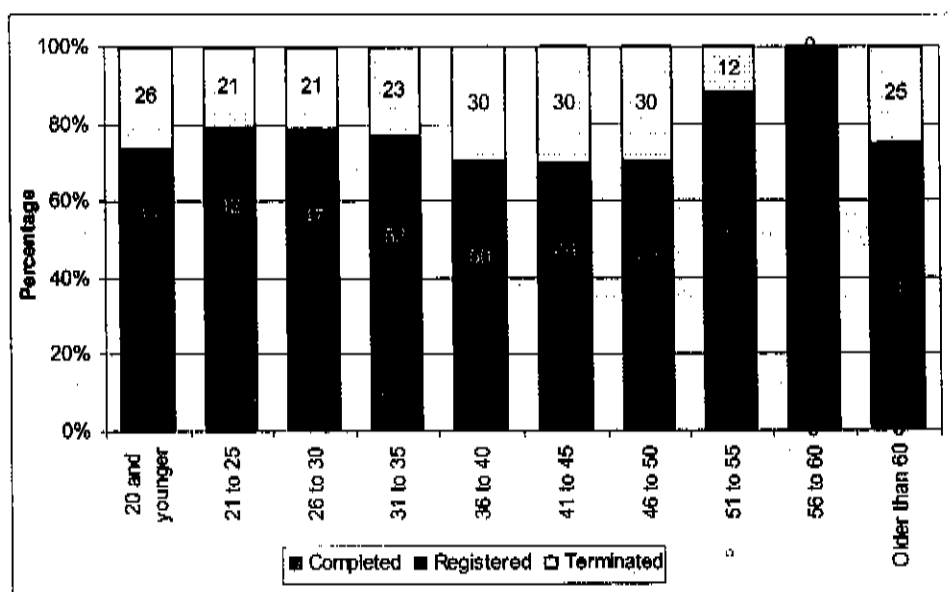


Figure 2.42: Percentage distribution of registered apprenticeships by age group and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.14 Apprenticeship enrolments by completion status and apprenticeship type

The most popular type of apprenticeship is the Time-based apprenticeship, with three out of every five (60% of the population) apprenticeships registered in this category.

The apprenticeship type that has the highest proportion of completions is the Section 28 apprenticeship with 79% of the apprentices qualified. The Section 28 apprenticeships also have the lowest (2%) proportion of terminations. The CBMT apprenticeships have the lowest proportion (23%) of qualified apprentices and the highest proportion (31%) of terminations.

Table 2.38: Number of registered apprenticeships by apprenticeship type and completion status

Apprenticeship type	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	45	164	1	210	0	2	0	1	21	78	0	100
CBMT	1 352	2 657	1 809	5 818	14	30	38	25	23	46	31	100
Section 28	2 658	640	60	3 358	27	7	1	14	79	19	2	100
Time-based	5 936	5 343	2 865	14 144	59	61	61	60	42	38	20	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.43 illustrates the proportional distribution of the different completion status categories within each type of apprenticeship.

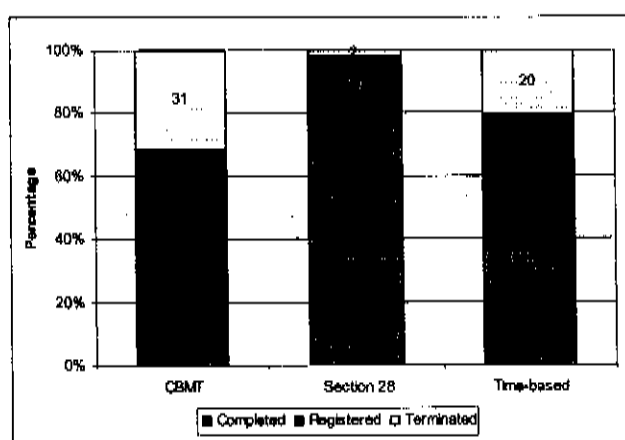


Figure 2.43: Percentage distribution of registered apprenticeships by type of apprenticeship and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.15 Apprenticeship enrolments by completion status and province of employer

More than one in every three apprentices (34%) works at an employer in Gauteng or North West provinces. The provinces with the second and third highest number of apprentices are KwaZulu-Natal and the Western Cape respectively (Table 2.39).

Table 2.39: Number of registered apprenticeships by province of employer and completion status

Province of employer	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Eastern Cape	978	792	396	2 166	10	9	8	9	45	37	18	100
Free State/Northern Cape	253	322	238	813	3	4	5	3	31	40	29	100
Gauteng / North West	3 304	3 395	1 321	8 020	33	39	28	34	41	42	16	100
KwaZulu-Natal	1 346	1 324	606	3 276	13	15	13	14	41	40	18	100
Mpumalanga/Limpopo	825	867	227	1 919	8	10	5	8	43	45	12	100
Unknown	2 450	1 134	1 378	4 962	25	13	29	21	49	23	28	100
Western Cape	835	970	569	2 374	8	11	12	10	35	41	24	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

The province with the highest proportion (45%) of completed apprentices is the Eastern Cape, while the province with the highest proportion (29%) of terminations is the Free State/Northern Cape.

For four of the six provincial areas the proportion of registered apprentices exceeds the proportion of completed apprentices, namely Free State/Northern Cape, Gauteng/North West, Mpumalanga/Limpopo and Western Cape.

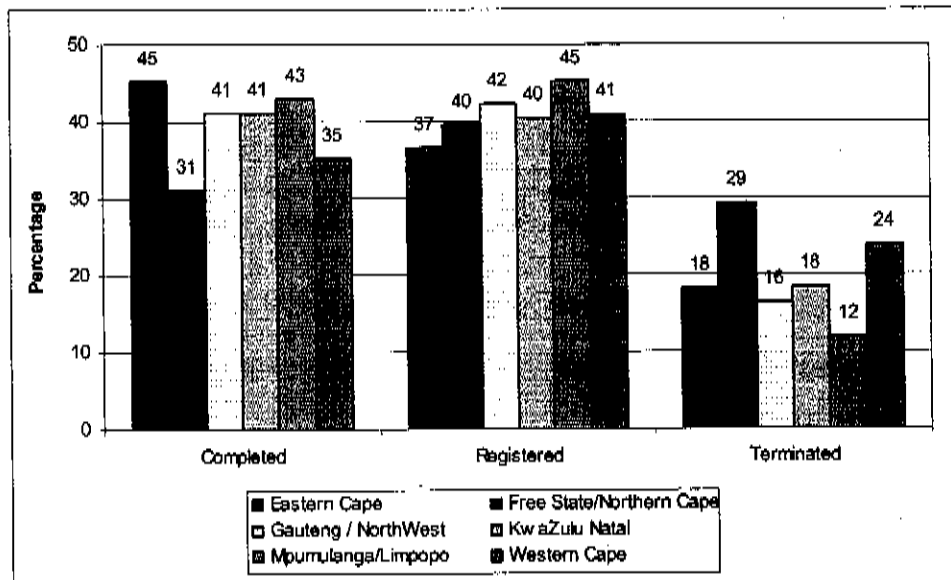


Figure 2.44: Percentage distribution of registered apprenticeships by province of employer and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.16 Apprenticeship enrolments by completion status and chamber of employer

The following analysis links the apprenticeship participant to the chamber of the employer and shows the proportional representation. It is interesting to note that the highest proportion (39%) of the total apprenticeship population falls within the Metal Chamber with 47% of them qualified. The second highest portion (35%) is in the Motor Chamber with 30% of apprentices qualified. Interestingly, although the Motor Chamber has the second highest number of registered apprentices, it also has the highest percentage of terminations (25%).

Table 2.40: Number of registered apprenticeships by chamber of employer and completion status

Chamber of employer	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Auto	421	169	37	627	4	2	1	3	67	27	6	100
Metal	4 365	3 647	1276	9 288	44	41	27	39	47	39	14	100
Motor	2 500	3 779	2048	8 327	25	43	43	35	30	45	25	100
New tyre	76	19	6	101	1	0	0	0	75	19	6	100
Not applicable	0	8	0	8	0	0	0	0	0	100	0	100
Plastics	166	143	60	369	2	2	1	2	45	39	16	100
Unknown	2 463	1 039	1308	4 810	25	12	28	20	51	22	27	100
Total	9 991	8 804	4735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

Figure 2.45 presents the proportional distribution of each chamber within the different completion status categories. The data suggest that the apprentices in the Motor Chamber are the only group where the proportion of registered apprentices exceeds the proportion of completed apprentices.

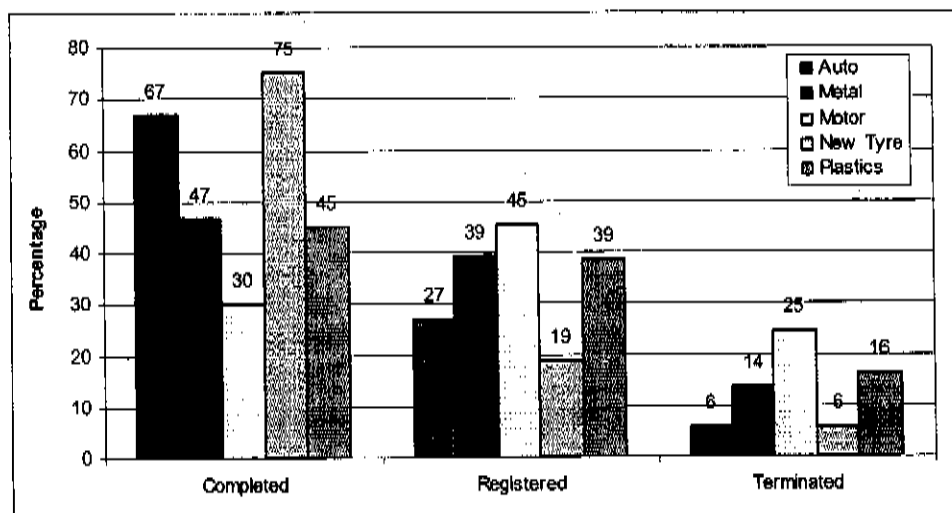


Figure 2.45: Percentage distribution of registered apprenticeships by chamber of employer and completion status

Source: HSRC's calculation using data from MERSETA, March 2008

3.17 Apprenticeship enrolments by completion status and apprenticeship name

Table 2.41 provides a list of all apprenticeship qualifications and gives the number of qualified, registered and terminated participants within each qualification.

Table 2.41: Number of registered apprenticeships by apprenticeship name and completion status

Apprenticeship name	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Armature Winder	106	81	42	229	1	1	1	1	46	35	18	100
Automotive Body Repairer	263	458	351	1 072	3	5	7	5	25	43	33	100
Automotive Electrician	363	298	219	880	4	3	5	4	41	34	25	100
Automotive Engine Fitter	38	19	15	72	0	0	0	0	53	26	21	100
Automotive Machinist	170	169	152	491	2	2	3	2	35	34	31	100
Automotive Trimmer	3	4	2	9	0	0	0	0	33	44	22	100
Blacksmith	3	4	3	10	0	0	0	0	30	40	30	100
Boilermaker	603	533	234	1 370	6	6	5	6	44	39	17	100
Diesel Mechanic (MQA)	0	3	0	3	0	0	0	0	0	100	0	100
Diesel Fitter	38	52	31	121	0	1	1	1	31	43	26	100
Diesel Fuel Injection Mechanic	70	73	40	183	1	1	1	1	38	40	22	100
Diesel Mechanic	698	631	406	1 735	7	7	9	7	40	36	23	100
Diesinker and Engraver	0	2	0	2	0	0	0	0	0	100	0	100
Domestic Appliance Mechanician	3	7	7	17	0	0	0	0	18	41	41	100
Domestic Radio & TV Mechanician	1	0	2	3	0	0	0	0	33	0	67	100
Domestic Radio Mechanician	0	0	2	2	0	0	0	0	0	0	100	100
Earth-moving Equipment Mechanic	0	56	0	56	0	1	0	0	0	100	0	100
Electrician (MQA)	0	7	0	7	0	0	0	0	0	100	0	100
Earth-moving Equipment Mechanic	400	232	56	688	4	3	1	3	58	34	8	100
Electrician	886	582	201	1 669	9	7	4	7	53	35	12	100
Electrician (Engineering)	46	28	8	82	0	0	0	0	56	34	10	100
Electronics Equipment Mechanician	43	21	20	84	0	0	0	0	51	25	24	100
Fitter	751	491	138	1 380	8	6	3	6	54	36	10	100
Fitter and Turner	890	588	315	1 793	9	7	7	8	50	33	18	100

Apprenticeship name	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Forklift Mechanic	40	64	20	124	0	1	0	1	32	52	16	100
Instrument Mechanician	202	89	20	311	2	1	0	1	65	29	6	100
Lift Mechanic	51	78	32	161	1	1	1	1	32	48	20	100
Millwright (MQA)	0	1	0	1	0	0	0	0	0	100	0	100
Millwright Coal (MQA)	0	2	0	2	0	0	0	0	0	100	0	100
Machine Tool Setter	85	44	50	179	1	0	1	1	47	25	28	100
Millwright (Electromechanician)	984	506	148	1 638	10	6	3	7	60	31	9	100
Motor Mechanic	1 301	2 041	1 192	4 534	13	23	25	19	29	45	26	100
Motorcycle and Scooter Mechanic	50	45	29	124	1	1	1	1	40	36	23	100
Moulder	40	17	12	69	0	0	0	0	58	25	17	100
Patternmaker	33	24	17	74	0	0	0	0	45	32	23	100
Pipe Fitter	3	5	2	10	0	0	0	0	30	50	20	100
Plastics Mould Maker	21	6	4	31	0	0	0	0	68	19	13	100
Refractory Mason	14	4	5	23	0	0	0	0	61	17	22	100
Refrigeration Mechanic (Commercial)	37	32	51	120	0	0	1	1	31	27	43	100
Refrigeration Mechanic (Industrial)	118	126	81	325	1	1	2	1	36	39	25	100
Rigger	64	39	10	113	1	0	0	0	57	35	9	100
Roll turner	6	2	2	10	0	0	0	0	60	20	20	100
Scale Fitter	10	1	7	18	0	0	0	0	56	6	39	100
Sheet Metal Worker	12	48	36	96	0	1	1	0	13	50	38	100
Spraypainter	183	261	206	650	2	3	4	3	28	40	32	100
Structural Plater	2	0	1	3	0	0	0	0	67	0	33	100
Telecommunications Mechanician	10	2	4	16	0	0	0	0	63	13	25	100
Tool, Jig & Die Maker	634	441	249	1 324	6	5	5	6	48	33	19	100
Tractor Mechanic	110	67	42	219	1	1	1	1	50	31	19	100
Turner	361	291	185	837	4	3	4	4	43	35	22	100
Turner Machinist	20	19	6	45	0	0	0	0	44	42	13	100
Universal Grinder	6	3	1	10	0	0	0	0	60	30	10	100
Vehicle Body Builder	49	16	13	78	0	0	0	0	63	21	17	100
Welder	170	191	66	427	2	2	1	2	40	45	15	100
Total	9 991	8 804	4 735	23 530	100	100	100	100	42	37	20	100

Source: HSRC's calculation using data from MERSETA, March 2008

CHAPTER 3 A SURVEY OF THE EMPLOYMENT AND LEARNING PATHWAYS OF LEARNERSHIP PARTICIPANTS

Introduction

The purpose of the HSRC survey conducted on behalf of the Manufacturing, Engineering and Related Services SETA (MERSETA) was to assess the effectiveness of the learnership programmes in terms of the extent to which they equip participants registered in the NSDS Phase II to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities.

The data provided in this report summarise the key findings of the HSRC survey of 2008 using the following categories:

1. An analysis of the demographic profile of NSDS II learnership participants surveyed.
2. An assessment by beneficiaries of those learnerships that had been completed or terminated between 1 April 2005 and 31 March 2008.
3. An assessment of the expectations of beneficiaries currently registered and still in the process of undergoing the learnership programmes.
4. An analysis of progression patterns and mobility within the delivery system.

This chapter has been structured into four sections:

Section 1 presents the methodology employed in the survey, including sample design and some of the methodological challenges encountered during the study as well as the weighting of the sample.

Section 2 describes the demographic profile of the NSDS II learnership participants surveyed. This section looks at the distribution of learnership participants across a range of demographic variables (race, gender, age, provincial spread, NQF level, disability, distribution by employment status).

Section 3 provides an analysis of the completion status of learnership participants who registered within the NSDS Phase II in terms of those who completed and graduated and those who terminated their learnership before graduation. It also looks at the learners who are currently registered and undergoing a learnership. This section captures the reasons why learners enroll for learnership programmes.

Section 4 provides an assessment by the beneficiaries of those learnerships that were completed or terminated between 1 April 2005 and 31 March 2008. In this section we look at

the experiences on completion of learnerships; the impact of learnership on employment status, impact on job performance and the personal impact of learnerships.

SECTION 1 METHODOLOGY

1.1 The research process

A telephone survey of approximately 15 minutes was conducted with a sample of 2 336 learnership participants who were selected from a population of 10 112 learnership participants through a stratified random sampling method. The sampling frame includes all the learners registered in the NSDS Phase II for the period 1 April 2005 to 31 March 2008.

The survey aimed to trace diverse learning and employment pathways by investigating the labour market outcomes of the participants and the degree to which there had been any progression in employment or education status. The focus of the study was on determining the external effectiveness of learnership as well as the internal efficiency in terms of issues such as the quality of education and training.

The survey aimed to determine the demographic profile of each participant; their learning and employment status prior to and after the learnership; their motivation for enrolling and the current status of learnership participation. For example, if an 18.1 participant (a person who was employed prior to commencing the learnership) completed the learnership, the survey investigated whether there had been any progression in their employment status. Or if an 18.2 participant (a person who was unemployed prior to commencing the learnership) completed the learnership, the survey determined whether or not they had been successful in accessing a job, and if so, in what ways, and if not, why not. A copy of the survey instrument is given in Appendix A of this study.

1.2 Number in population (N)

The database containing the population of learnership participants was received from the MERSETA and provided the basis for the sampling frame. Table 3.1 provides key data to describe the sampling frame and Table 3.2 the eventual returns per cell to which the survey was stratified. The sampling frame included all the learnership participants with contact details who enrolled within the NSDS Phase II (1 April 2005 to 31 March 2008).

The number of learners who registered for a learnership during this period was 10 112. All of these learners had telephone contact details provided by MERSETA. Contact details considered valid for the study could be a home telephone number, a cellphone number, the telephone number of the training provider or a work telephone number.

Table 3.1: Sampling frame

Employment classification	Year period	NQF level	Male					Female					
			African	Coloured	Indian	Other	White	African	Coloured	Indian	Other	White	
18.1	2005/04/01 to 2006/03/31	1	165	132	17	2	21	94	26	0	0	0	
		2	442	83	20	0	94	162	20	0	0	4	
		3	165	20	36	1	89	20	8	17	0	5	
		4	36	32	5	1	23	10	5	4	0	15	
		5	8	2	16	0	5	4	1	19	0	0	
		6	0	0	0	0	0	0	0	0	0	2	
		7	0	0	0	0	0	0	0	0	0	1	
	2006/04/01 to 2007/03/31	1	20	5	0	0	0	2	3	0	0	0	
		2	478	85	15	1	68	106	14	1	0	2	
		3	59	31	22	0	35	16	3	3	1	7	
		4	57	22	8	0	41	10	7	5	0	7	
	2007/04/01 to 2008/03/31	1	15	0	1	0	0	5	0	0	0	0	
		2	94	42	10	0	61	20	6	0	0	1	
		3	52	23	13	0	29	46	2	0	0	1	
		4	29	18	7	2	9	13	4	3	1	2	
		5	2	3	0	0	2	0	0	0	0	0	
		6	0	1	0	0	0	0	0	0	0	0	
	18.2	2005/04/01 to 2006/03/31	1	761	353	14	0	21	432	134	9	1	0
			2	860	147	37	2	101	255	49	7	0	4
			3	48	16	7	0	24	12	3	0	0	2
			4	20	1	1	0	1	6	1	0	0	3
		2006/04/01 to 2007/03/31	1	193	12	5	0	5	48	2	0	0	0
			2	891	172	71	1	149	465	58	2	0	5
			3	170	20	8	0	13	52	1	0	0	0
4			56	6	6	0	14	29	3	0	0	12	
2007/04/01 to 2008/03/31		1	10	2	3	0	0	13	0	0	0	0	
		2	370	70	52	1	81	87	14	2	0	1	
		3	50	6	2	1	14	26	1	0	0	0	
		4	13	5	0	0	2	3	1	0	0	0	
Total			5 064	1 309	376	12	902	1 934	366	72	3	74	
Grand total (population)												10 112	

Source: Learnership survey

1.3 Number in sample (n)

The aim was to use this sample frame to obtain 2 000 responses, proportionately spread across the different strata. Each data record within the population database was allocated a random number. The dataset was then sorted in ascending order according to the random number. The call centre operators proceeded by telephoning the learners from the top to the bottom of the list.

Using this method, a total number of 2 336 valid survey responses were returned (Table 3.2). This represents a total return rate of 23.1%.

The number of calls made to obtain a successful contact and conduct an interview (a 'successful hit') was 3,5, thus on average 4 calls were made to secure one successful survey response, which is very high. The 'hit rate' can be used as an indication of the accuracy of the telephone contact details as well as the willingness of the learners to participate in the survey.

Table 3.2: Survey sample by stratum

Employment classification	Year period	NQF level	Male				Female			
			African	Coloured	Indian	White	African	Coloured	Indian	White
18.1	2005/04/01 to 2006/03/31	1	44	12	0	3	21	5	0	0
		2	77	17	3	22	37	4	0	2
		3	84	9	7	33	5	2	0	1
		4	13	6	4	5	3	1	1	2
		5	2	0	1	1	2	0	0	0
	2006/04/01 to 2007/03/31	1	1	2	0	0	0	1	0	0
		2	90	13	0	17	24	3	0	1
		3	19	6	3	15	7	2	0	2
		4	24	5	1	11	1	1	0	1
	2007/04/01 to 2008/03/31	1	6	0	0	0	1	0	0	0
		2	13	12	0	12	6	1	0	0
		3	17	4	3	7	10	0	0	0
		4	8	4	1	1	5	0	1	1
		5	1	0	0	0	0	0	0	0
		6	0	1	0	0	0	0	0	0
18.2	2005/04/01 to 2006/03/31	1	116	31	1	4	74	25	1	0
		2	246	38	9	28	103	13	1	3
		3	16	5	2	9	4	2	0	0
		4	5	1	1	1	4	0	0	0
	2006/04/01 to 2007/03/31	1	15	3	5	0	5	0	0	0
		2	201	36	24	37	93	15	0	3
		3	49	8	1	0	16	1	0	0
		4	8	5	1	5	10	0	0	4
	2007/04/01 to 2008/03/31	1	2	0	2	0	4	0	0	0
		2	131	7	21	17	28	0	0	0
		3	20	1	0	1	7	0	0	0
		4	7	2	0	1	1	0	0	0
Total			1 217	228	90	230	471	76	4	20
Grand total (Survey responses)										2 336

Source: Learnership survey

Table 3.2 illustrates that the survey returns cover almost all the strata with only 178 (2%) of the population of 10 112 not represented. These learners are located in cell groups where no responses were secured. Closer investigation shows that most of these cells had small numbers in the population database and thus will have an insignificant effect on the results.

1.4 Weighting the sample

The database of returns consisted of a sample of learners. Hence statistical weights were calculated for each sample cell to adjust the number of responses in a particular cell to the original number of learnership participants in the sample frame or population, that is, those enrolled within the NSDS Phase II (1 April 2005 to 31 March 2008).

The calculation of weights for each cell used the following formula:

$$Weight_{Cell_{i-n}} = \frac{\sum N_{Cell_{i-n}}}{\sum n_{Cell_{i-n}}}$$

The key factors taken into consideration in weighting were therefore race, gender, year in which learner registered for the learnership, 18.1 and 18.2 classification and NQF level of the learnership enrolled in.

The weighted data provided a weighted estimate of 9 934 responses.

SECTION 2 DEMOGRAPHIC PROFILE OF LEARNERS

On the basis of the weighted sample, this section looks at the distribution of NSDS II participants across a range of demographic variables. We start off by looking at the distribution of learnership participants who registered within the NSDS Phase II by race, gender, age and people with disabilities. We then consider the provincial spread of learners, their distribution by NQF level, by year period and by their employment status at registration.

2.1 Race, gender and age

Tables 3.3, 3.4 and 3.5, which profile the basic demographics of NSDS II participants raises a numbers of interesting issues given the emphasis of the learnership programme on social justice goals and redress. Firstly, on the negative side, less than one quarter (24%) of the learners are female. This is obviously influenced by the fact that the manufacturing and engineering sector is traditionally male dominated. Case study evidence and interviews with key role players have shown that despite the various initiatives aimed at encouraging the participation of women in this sector, there is a remarkable under-representation of women in the technical fields.

Table 3.3: Learnership participants who registered within the NSDS Phase II by race group

Race	Number	%
African	6 996	70
Coloured	1 639	16
Indian	354	4
White	945	10
Total	9 934	100

Source: Learnership survey

Table 3.4: Learnership participants by gender who registered in the NSDS Phase II

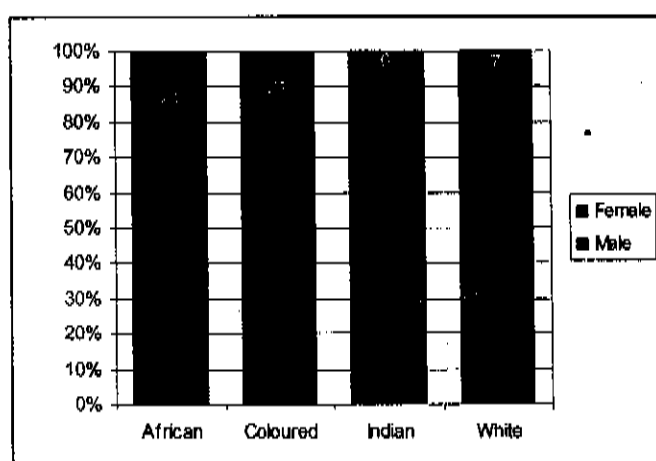
Gender	Number	%
Female	2 355	24
Male	7 579	76
Total	9 934	100

Source: Learnership survey

Table 3.5: Learnership participants by age category who registered within the NSDS Phase II

Age category	Number	%
Not Indicated	7	0
20 and younger	1 750	18
21 to 25	4 303	43
26 to 30	1 945	20
31 to 35	844	8
36 to 40	448	5
41 to 45	298	3
46 to 50	227	2
51 to 55	65	1
56 to 60	39	0
Older than 60	8	0
Total	9 934	100

Source: Learnership survey

**Figure 3.1: Gender distribution of learnership participants within race groups**

Source: Learnership survey

On the positive side, Table 3.3 shows that NSDS II learnership participants are dominated by Africans, with 70% being African, 16% coloured, 4% Indian and 10% white. Given the historical imbalances of the past, this is a notable achievement in the transformation agenda of the democratic government.

A further positive, shown in Table 3.5, is that only 11% of learnership participants are over the age of 35. Although the learnership programmes are not limited by age, unlike traditional apprenticeships, the targets set by the Department of Labour are skewed towards the youth (these falls between 15 and 34 years of age). This is in view of the essential role of the youth in the future development of South Africa, especially in the area of skills development. The overall aims and objectives of NSDS II are to provide unemployed youth with an opportunity to develop their skills for employment generation and to further education and training. What is worrying, though, is the absence of youngsters between the ages of 15 and 19 in the weighted sample (Table 3.5).

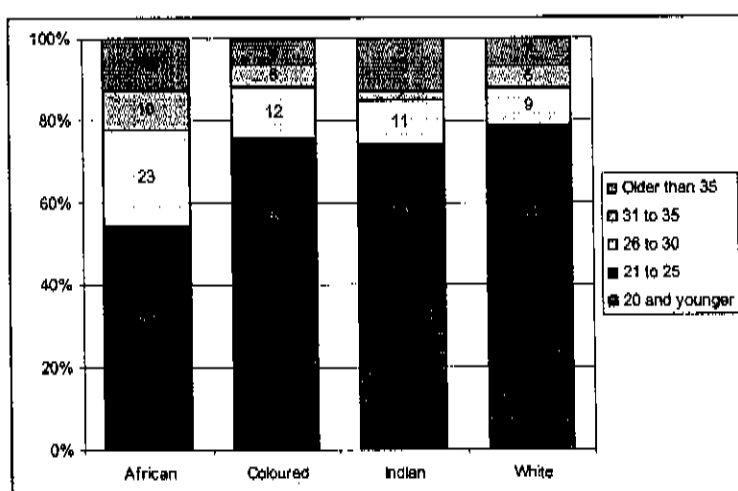


Figure 3.2: Age distribution of learnership participants within race groups

Source: Learnership survey

2.2 People with disabilities

Less than 1% (21) of the learnership participants who registered within the NSDS II are disabled people. Of the 21 who were disabled, 4 indicated that they had emotional problems (behavioural and psychological); 6 had profound hearing difficulties; 9 had physical difficulties requiring the use of a wheelchair, crutches or prosthesis, and 2 had severe visual limitations (Table 3.6 below).

Table 3.6: Learnership participants by disability status who registered within the NSDS Phase II

Disability status	Number	%
Not indicated	110	1
Emotional (behavioural, psychological)	4	0
Hearing (deaf, profoundly hard of hearing)	6	0
None	9 803	99
Physical (e.g. needs wheelchair, crutches or prosthesis)	9	0
Sight (blind / severe visual limitation)	2	0
Total	9 934	100

Source: Learnership survey

2.3 Provincial spread

Table 3.7 shows that the learnership participants who registered within the NSDS Phase II were drawn from all the provinces - another positive.

Table 3.7: Learnership participants by province where registered within the NSDS Phase II

Province	Number	%
Not indicated	76	1
EC	1 997	20
FS	82	1
FS&NC	6	0
GP	3 752	38
KZN	1 521	15
LM	136	1
MP	385	4
NC	14	0
NW	288	3
WC	1 679	17

Source: Learnership survey

However, the vast majority of these learners (38%) are in Gauteng, with significant proportions also in the Eastern Cape (20%), Western Cape (17%) and KwaZulu-Natal (15%). This provincial spread highlights the location of the major manufacturing and engineering industries in these three provinces. On the other hand, it is argued that the Department of Labour and MERSETA need to continually look towards expanding the learnership programmes, especially in provinces where the uptake is less than 1% (NC, FS & NC).

2.4 Provincial distribution of learnership participants

Although the survey gathered information on the provinces where the learners grew up, the provinces where the learners now live, and the provinces where the learners underwent the learnership, the term province in this section refers to the latter. This section describes the provincial distribution of learnership participation within the NSDS Phase II, sorted by the following categories:

- Employment status at the time of enrolment
- Employment status after completion or termination of the learnership
- Completion status of the learner
- Impact of participation in the learnership regarding employment
- Size of company where the learners are employed after completion or termination of the learnership.

2.4.1 Provincial distribution of learnership participants by employment status at the time of enrolment

The data suggest that five of the provinces had an almost equal spread in 18.1 and 18.2 learnership registrations and that seven of the nine provinces registered more 18.2 than 18.1 learners. The provinces where more 18.1 than 18.2 learners registered were the Northern Cape and North West. It is interesting to note that about three in every four learners in the Northern Cape and North West provinces were employed at the time of enrolment (Table 3.8).

The data also show that six learners indicated that they had registered in two provinces, the Free State and Northern Cape. This means that they enrolled for more than one learnership qualification and that the enrolment was done in both of these provinces.

Table 3.8: Provincial distribution of learnership registrations by employment status at the time of enrolment

Province	Number				Row %			
	Not Indicated	Employed	Unemployed	Total	Not Indicated	Employed	Unemployed	Total
Not indicated	45	20	10	76	60	27	13	100
EC	13	839	1 144	1 997	1	42	57	100
FS		33	49	82	0	41	59	100
FS&NC		6		6	0	100	0	100
GP	2	1 697	2 053	3 752	0	45	55	100
KZN		538	983	1 521	0	35	65	100
LM		46	89	136	0	34	66	100
MP		172	213	385	0	45	55	100
NC		11	3	14	0	76	24	100
NW		205	83	288	0	71	29	100
WC	5	736	937	1 679	0	44	56	100
Total	65	4 303	5 565	9 934	1	43	56	100

Source: Learnership survey

2.4.2 Provincial distribution of learnership participants by employment status after completion or termination of the learnership

At the time of the survey one in every five learners who registered within the NSDS Phase II was still registered and had not completed or terminated their learnership programme, whereas only 7% terminated their learnership programme. The analysis shows that in all provinces fewer than or equal to one in every three learners were unemployed after completion or termination of their learnership. Mpumalanga had the most favourable outcome, with only 17% of their learners being unemployed after completion or termination of the learnership. The proportion of learners who were employed at the time of the survey varies from 59% for Limpopo and KwaZulu-Natal to 79% for Mpumalanga, when learners who were still registered at the time of the survey were omitted from the calculation.

Table 3.9: Provincial distribution of learnership registrations by employment status after completion or termination of the learnership

Province	Number					Row %				
	Not indicated	Employed	Still registered	Unemployed	Total	Not indicated	Employed	Still registered	Unemployed	Total
Not indicated	27	12	36		76	36	16	48	0	100
EC	49	952	352	644	1 997	2	48	18	32	100
FS		53	7	22	82	0	64	8	27	100
FS & NC		6			6	0	100	0	0	100
GP	33	2 114	714	891	3 752	1	56	19	24	100
KZN	3	716	305	497	1 521	0	47	20	33	100
LM	5	65	21	45	136	4	48	16	33	100
MP	5	239	77	64	385	1	62	20	17	100
NC		10		4	14	0	69	0	31	100
NW	3	207	4	74	288	1	72	2	26	100
WC	28	958	315	378	1 679	2	57	19	23	100
Total	154	5 330	1 832	2 619	9 934	2	54	18	26	100

Source: Learnership survey

2.4.3 Provincial distribution of learnership participants by completion status at the time of the survey

The information captured in Table 3.10 and Figure 3.3 below is a snapshot view of the situation at the time of the survey (May/June 2008). It is clear from Figure 3.3 that Gauteng, Eastern Cape, Western Cape and KwaZulu-Natal are the provinces that contribute the most to the number of learnership registrations and completions. North West and Free State provinces had the highest proportional completion rates at that time.

Table 3.10: Provincial distribution of learnership registrations by completion status at the time of the survey

Province	Number				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	40	36		76	52	48	0	100
EC	1 512	352	132	1 997	76	18	7	100
FS	65	7	9	82	80	8	12	100
FS & NC	6			6	100	0	0	100
GP	2 810	714	228	3 752	75	19	6	100
KZN	1 091	305	125	1 521	72	20	8	100
LM	97	21	18	136	71	16	13	100
MP	298	77	9	385	78	20	2	100
NC	14			14	100	0	0	100
NW	256	4	28	288	89	2	10	100
WC	1 210	315	153	1 679	72	19	9	100
Total	7 399	1 832	703	9 934	74	18	7	100

Source: Learnership survey

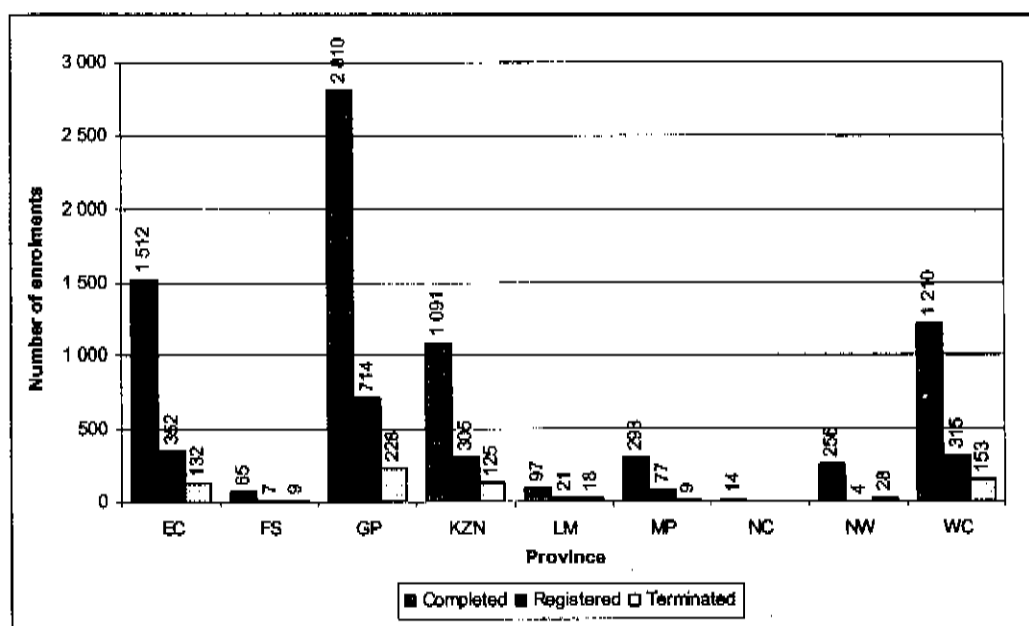


Figure 3.3: Provincial distribution of learnership registrations by completion status at the time of the survey

Source: Learnership survey

2.4.4 Provincial distribution of learnership participants by the impact of learnership participation on the employment status of the learner

Table 3.11 below compares the employment status of the learners at enrolment to the employment status after completion or termination of the learnership to illustrate the impact that participation in the learnership had on the employment status of the learners. The last column in the table shows the percentage increase/decrease in employment status per province. Gauteng province enrolled the most learners and had the fourth highest increase in their learners' employment status. Although the Free State and Mpumalanga had high employment increases, the number of learners registered through these two provinces was low. The Western Cape also did very well with an increase of 73% with a high number of enrolments.

Table 3.11: Comparison of the provincial distribution of learnership registrations at the time of registration and after completion or termination of the learnership

Province	Employment status at enrolment			Employment status after completion or termination			% increase in employment
	Employed	Unemployed	Total	Employed	Unemployed	Total	
Not indicated	9	3	12	12		12	30
EC	654	941	1 595	952	644	1 595	46
FS	30	45	75	53	22	75	78
FS & NC	6		6	6		6	0
GP	1 301	1 704	3 005	2 114	891	3 005	62
KZN	427	786	1 213	716	497	1 213	68
LM	42	68	110	65	45	110	54
MP	140	163	302	239	64	302	71
NC	11	3	14	10	4	14	-8
NW	200	80	280	207	74	280	3
WC	554	782	1 336	958	378	1 336	73
Total	3 374	4 574	7 948	5 330	2 619	7 948	58

Source: Learnership survey

2.4.5 Provincial distribution of learnership participants by the size of the company where they are employed after completion or termination of their learnership programme

The learners who were employed after completion or termination of their learnership programme indicated that almost three in every four (72%) were employed at large companies. One in every ten learners was employed at micro companies with less than 11 employees.

Table 3.12: Provincial distribution of learnership registrations by company size

(Company here means the company where the learner is employed after completion or termination of the learnership programme)

Province	Number						Row %					
	Not indicated	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total	Not indicated	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total
Not indicated		2			10	12	0	16	0	0	84	100
EC	13	123	67	72	677	952	1	13	7	8	71	100
FS		4		11	38	53	0	8	0	20	72	100
FS & NC					6	6	0	0	0	0	100	100
GP	7	301	153	140	1 514	2 114	0	14	7	7	72	100
KZN		50	32	42	591	716	0	7	4	6	83	100
LM		17		2	45	65	0	27	0	3	70	100
MP		7	7	6	220	239	0	3	3	2	92	100
NC					10	10	0	0	0	0	100	100
NW		23	10	19	154	207	0	11	5	9	75	100
WC	25	185	51	119	578	958	3	19	5	12	60	100
Total	44	713	318	410	3 844	5 330	1	19	6	8	72	100

Source: Learnership survey

2.5 Distribution by NQF level of learnership programme

For this study, low skills level falls between NQF level 1 to 3, intermediate skill level is at NQF Level 4 and high skills level between NQF levels 5 to 6.

Table 3.13 shows that almost all the NSDS II participants (94%) were enrolled at the low skills level (25% NQF Level 1, 58% NQF Level 2 and 11% NQF Level 3). Only 5% were enrolled at the intermediate level and less than 1% at the high skills level.

Table 3.13: Learnership participants who registered within the NSDS Phase II by NQF level of learnership programme

NQF level	Number	%
NQF Level 1	2 492	25
NQF Level 2	5 732	58
NQF Level 3	1 136	11
NQF Level 4	538	5
NQF Level 5	35	0
NQF Level 6	1	0
Total	9 934	100

Source: Learnership survey

This finding backs the claim that the learnership programme will not automatically resolve the artisan crisis in the South African labour market because many of these learnerships being undertaken are at NQF levels far lower than those that would be considered equivalent to the skills required for artisan work.

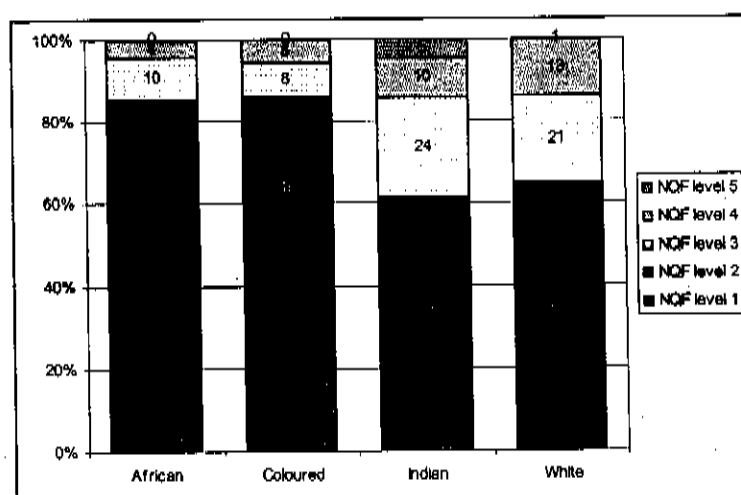


Figure 3.4: Distribution of learnership participants within race groups by NQF level of registered learnership

Source: Learnership survey

However, Table 3.14 below shows that in actual fact the majority (68%) of the learnership participants who registered within the NSDS II already held a qualification at the intermediate skills level (NQF Level 4) prior to enrolling for the learnership. Of this group, 48% were matriculants and 20% with N3. About 14% of the learners held a qualification at the high skills level prior to enrolling for the learnership and 15% at the low skills level.

Table 3.14: Learnership participants who registered within the NSDS Phase II by highest qualification other than learnership registered for

Highest qualification	Number	%
Not indicated	50	0
Not applicable	154	2
NQF 0 (ABET 2 (Std 3 / Gr5))	4	0
NQF 0 (ABET 3 (Std 5 / Gr7))	35	0
NQF 1 (ABET 4 (Std 7 / Gr9))	163	2
NQF 2 (N1)	42	0
NQF 2 (Std 8 / Gr10)	416	4
NQF 3 (N2)	259	3
NQF 3 (Std 9 / Gr11)	639	6
NQF 4 (Matric)	4 777	48
NQF 4 (N3)	1 962	20
NQF 5 (Diplomas / Occupational certificate)	908	9
NQF 5 (N4)	128	1
NQF 6 (First degrees / Higher diplomas)	263	3
NQF 6 (N5)	68	1
NQF 7 (Honours / Masters degree)	25	0
NQF 7 (N6)	41	0
Total	9 934	100

Source: Learnership survey

This finding has important implications for how learnerships are promoting progression within the education and training system. Only a small proportion of learners are progressing in a linear fashion, advancing up the qualifications ladder. The progression patterns experienced by most learnership participants can be described as zigzags or lurches/crazy paving or stepping stones (Harris & Rainey 2006). This is mainly due to lack of employment opportunities for young people in the South African labour market.

2.6 Distribution by year period

Table 3.15 shows some shocking trends in the enrolment of learnership participants from 1 April 2005 to 31 March 2008.

Table 3.15: Learnership participants by year period who registered within the NSDS Phase II

Year period	Number	%
2005/04/01 to 2006/03/31	5 092	51
2006/04/01 to 2007/03/31	3 547	36
2007/04/01 to 2008/03/31	1 295	13
Total	9 934	100

Source: Learnership survey

These figures show a decline in the enrolment of learnerships for MERSETA; the enrolment was at 5 092 (51%) in the first year of NSDS II, went down to 3 547 (36%) in the second year and decreased to 1 234 (13%) in the first quarter of the third year. More research needs to be done to fully explain this decline in the manufacturing and engineering sector.

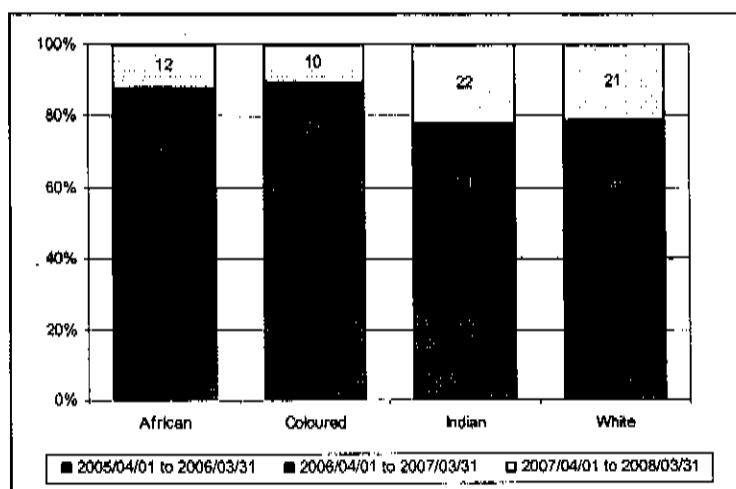


Figure 3.5: Distribution of learnership participants within the different race groups by year period in which registered for a learnership

Source: Learnership survey

2.7 Distribution by employment status at registration

This part deals with the profile of the learners at the time of enrolment in terms of whether they were employed or not employed. The Skills Development Act of 1998 defines two types of learnerships:

- Section 18.1: Learnerships entailing employed workers
- Section 18.2: Learnerships entailing unemployed learners

Table 11 shows that 44% (4 303) of the total weighted sample were employed at enrolment (18.1) and 56% (5,565) were unemployed (18.2).

Table 3.16: Learnership participants who registered within the NSDS Phase II by employment status at registration

Employment status	Number	%
Not indicated	65	1
18.1 (Employed)	4 303	44
18.2 (Unemployed)	5 565	56
Total	9 934	100

Source: Learnership survey

Of those who were employed at registration (4 303), 3 503 (81%) were male and 801 (19%) were female. For the unemployed (5 565), 4 029 (72%) were male and 1 537 (28%) were female (Table 3.17).

Table 3.17: Learnership participants who registered within the NSDS Phase II by employment status at enrolment and gender

Gender	Number				Column %				Row %			
	Not indicated	Employed	Unemployed	Total	Not indicated	Employed	Unemployed	Total	Not indicated	Employed	Unemployed	Total
Male	48	3 503	4 029	7 579	73	81	72	76	1	46	53	100
Female	18	801	1 537	2 355	27	19	28	24	1	34	65	100
Total	65	4 303	5 565	9 934	100	100	100	100	1	43	56	100

Source: Learnership survey

Table 3.18 shows that of the employed, 62% were African, 19% were coloured, 4% were Indian and 15% were white. Of the unemployed, 77% were African, 15% were coloured, 3% were Indian and 5% were white.

Table 3.18: Learnership participants who registered within the NSDS Phase II by employment status at enrolment and race group

Race	Number				Column %				Row %			
	Not indicated	Employed	Unemployed	Total	Not indicated	Employed	Unemployed	Total	Not indicated	Employed	Unemployed	Total
African	53	2 664	4 279	6 996	80	62	77	70	1	38	61	100
Coloured		805	834	1 639	0	19	15	16	0	49	51	100
Indian		190	164	354	0	4	3	4	0	54	46	100
White	13	643	289	945	20	15	5	10	1	68	31	100
Total	65	4 303	5 565	9 934	100	100	100	100	1	43	56	100

Source: Learnership survey

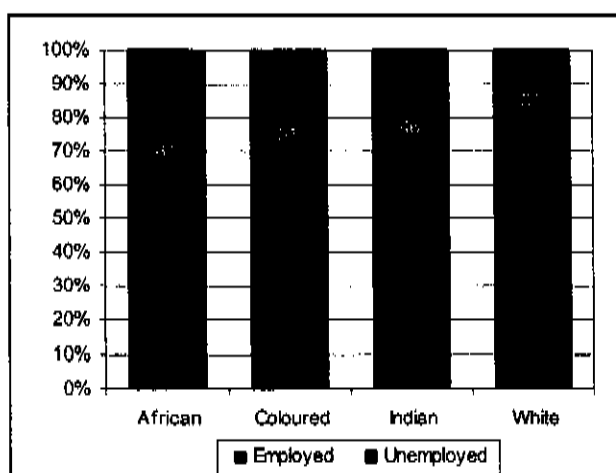


Figure 3.6: Distribution of learnership participants within race groups by employment status at the time of registration

Source: Learnership survey

2.8 Employed learners

The survey was designed to capture the employment activities of learners who were employed at the time of registration for a learnership in terms of their weekly working hours, their average monthly salary, the nature of their employment, company size and employer type. An analysis of the learners' responses is presented here.

Table 3.19 shows that 2 805 (65%) were permanently employed, 1 204 (28%) were contract workers and 257 (6%) were casual workers. Ninety-four per cent were employed in the private sector, 2% were self-employed and another 2% were employed in government (Table 3.20). The learners also provided information on the sector in which they were employed: 4 129 (96%) were employed in the formal sector and 150 (3%) were employed in the informal sector.

Table 3.19: Learnership participants who registered within the NSDS Phase II, by employment at enrolment and nature of employment

4.3 Nature of employment	Number	%
No response	36	1
Casual (daily)	257	6
Contract/ temporary (with fixed end date)	1 204	28
Permanent (no end date)	2 805	65
Total	4 303	100

Source: Learnership survey

Table 3.20: Learnership participants who registered within the NSDS Phase II by employment at enrolment and type of employer

4.5 About your employer:	Number	%
No response	31	1
Government	104	2
Parastatal	21	0
Private sector/ Enterprise	4 047	94
Self Employed	99	2
Total	4 303	100

Source: Learnership survey

Sixty nine per cent were employed in large companies (150+ employees), 11% in medium companies (50-149), 13% in micro companies (1-10), 6% in small companies (11-49) and another 6% in expanded public works programmes.

The learners were also asked to provide details of their average monthly salaries before deductions. Table 3.21 shows that 65% provided these details, which was indeed a good response. The salary scales ranged from slightly less than R1 000 monthly to R10 000+ per month.

Table 3.21: Learnership participants who registered within the NSDS Phase II, by employment at enrolment and average monthly salary

4.2 Average monthly salary (before deductions):	Number	%
No response	1 495	35
<1001	218	5
1 001 to 2 000	632	15
2 001 to 3 000	869	20
3 001 to 4 000	435	10
4 001 to 5 000	239	6
5 001 to 6 000	129	3
6 001 to 7 000	84	2
7 001 to 8 000	50	1
8 001 to 9 000	54	1
9 001 to 10 000	30	1
>10 000	70	2
Total	4 303	100

Source: Learnership survey

The majority of the respondents (20%) earn a salary between R2 000 and R3 000, with 5% earning less than R1 000 per month.

2.9 Unemployed learners (18.2 learners)

The respondents were asked to describe what they were doing with their time and their sources of support for survival. Analysis of their activities is presented in this section. Table 3.22 shows that 44% of them indicated that they were studying, 17% said that they were doing unpaid volunteer or other work, 23% said they were taking care of home full time, 48% said they were doing piece work for payment in kind, 81% said they were looking for work and 3% said that they were doing nothing.

Table 3.22: Learnership participants who registered within the NSDS Phase II and who were unemployed at the time of enrolment

No response	28	1
NO	3 109	56
YES	2 428	44
Total	5 565	100
PART-TIME	352	14
FULL-TIME	2 049	84
No response	27	1
Total	2 428	100
No response	37	1
NO	4 581	82
YES	947	17
Total	5 565	100
No response	45	1
NO	2 831	51
YES	2 690	48
Total	5 565	100
No response	37	1
NO	1 035	19
YES	4 494	81
Total	5 565	100
No response	37	1
NO	5 386	97
YES	143	3
Total	5 565	100
No response	40	1
NO	4 250	76
YES	1 275	23
Total	5 565	100

Source: Learnership survey

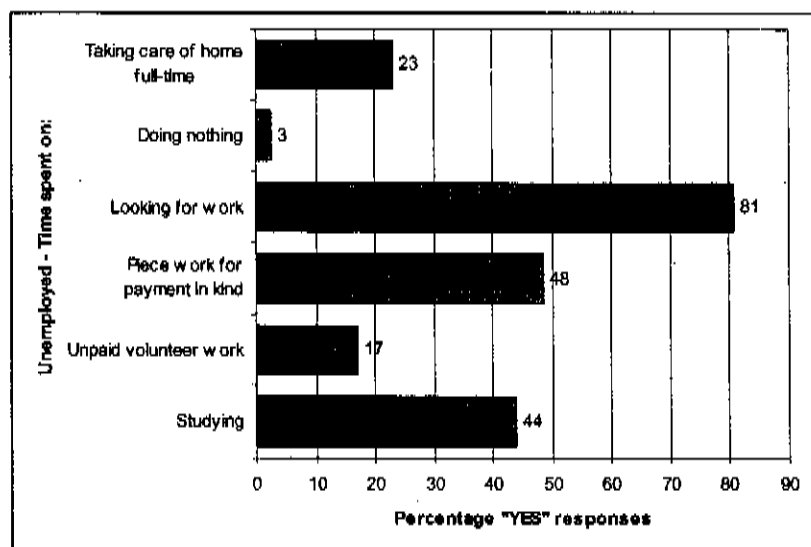


Figure 3.7: Learners who were unemployed at the time of registration by the activities they were involved in

Source: Learnership survey

In terms of activities that unemployed learners engaged in to survive financially, 58% indicated that they did piece work for pay and 55% said they did piece work for payment in kind. A small number (1%) indicated that they received a foster care grant, 5% said they received a child support grant, 18% indicated that they were surviving on a pension in the family and 4% said they were receiving a disability grant/pension. The majority of them (84%) indicated that family and friends provided them with cash, food and clothing. Most (82%) of the learners who were unemployed at enrolment indicated that they had had some work experience (Table 3.23).

Table 3.23: What were your sources of support for survival? (May select more than one option)

Source of support	Number	Percentage
No response	45	1
NO	2 313	42
YES	3 208	58
Total	5 565	100
Piece work for payment in kind		
No response	48	1
NO	2 470	44
YES	3 047	55
Total	5 565	100
Child support grant		
No response	37	1
NO	5 254	94
YES	275	5
Total	5 565	100
Disability grant/pension		
No response	37	1
NO	5 456	98
YES	72	1
Total	5 565	100
Family and friends		
No response	41	1
NO	4 503	81
YES	1 021	18
Total	5 565	100
Work experience		
No response	37	1
NO	841	15

YES	4 688	84
Total	5 565	100
No response	37	1
NO	5 283	95
YES	246	4
Total	5 565	100
No response	67	1
NO	941	17
YES	4 558	82
Total	5 565	100

Source: Learnership survey

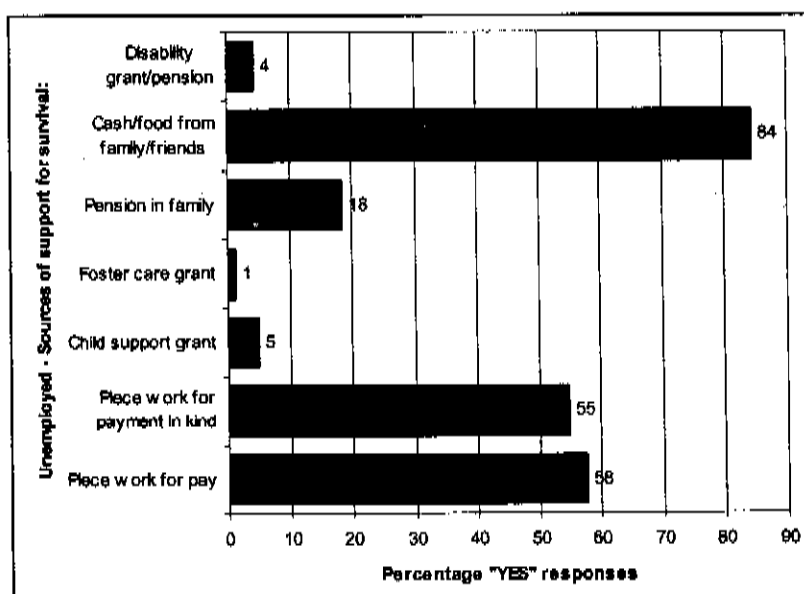


Figure 3.8: Learners who were unemployed at the time of registration by the sources of support for survival

Source: Learnership survey

SECTION 3 AN ANALYSIS OF THE COMPLETION STATUS OF LEARNERSHIP PARTICIPANTS

This section provides an analysis of the completion status of learners who had registered for a learnership programme between 1 April 2005 and 31 March 2008 in terms of race, gender and age. The main focus here will be on those learners who terminated their studies before graduation, and the reasons for non-completion will be explored. A more detailed analysis of those who have completed their courses and those still registered will follow later in this chapter.

As indicated earlier on, a 9 934 weighted sample was used in this study, and of those 7 399 (74%) completed their study, 1 832 (18%) are still registered and currently undertaking the learnership programmes, and about 703 (7%) terminated their studies before graduation (Table 3.24).

Table 3.24: Learnership participants who registered within the NSDS Phase II by employment path status compared with completion status

Employment path status	Completion status															
	Number				Group percentage				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	147		7	154	1	0	0	2	2	0	1	2	95	0	5	100
Employed before and employed after	2 657		256	2 913	27	0	3	29	36	0	36	29	91	0	9	100
Employed before and unemployed after	407		54	461	4	0	1	5	6	0	8	5	88	0	12	100
Still registered		1 832		1 832	0	18	0	18	0	100	0	18	0	100	0	100
Unemployed before and employed after	2 236		181	2 417	23	0	2	24	30	0	26	24	93	0	7	100
Unemployed before and unemployed after	1 952		205	2 158	20	0	2	22	26	0	29	22	90	0	10	100
Total	7 399	1 832	703	9 934	74	18	7	100	100	100	100	100	74	18	7	100

Source: Learnership survey

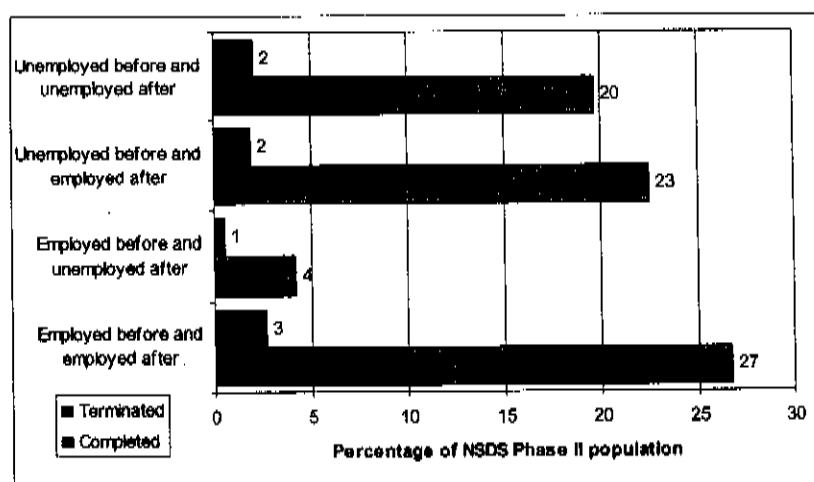


Figure 3.9: Employment paths of learnership participants by completion status

Source: Learnership survey

Table 3.24 and Figure 3.9 also illustrate that the majority of learners who register for learnership programmes complete their study and only a small number terminate their studies before graduation. Of those who were employed before and employed after, 27% completed their studies and only 3% terminated. Those who were unemployed at the time of registration and employed after, 23% completed the learnership programme and only 2% terminated. For those who were employed before and could not get a job after, 20% completed their studies and 2% terminated. Now we shall focus on those learners who have terminated their learnership.

3.1 Learners who terminated their learnership

The learners were asked to give an indication of the time they have spent studying in the learnership before they terminated. Table 3.25 shows that of those who gave this indication, 36% terminated their studies in the first six months, with 2% terminating after 12 months. About 304 (43%) did not respond.

Table 3.25: Learnership participants who registered within the NSDS Phase II and terminated their learnership by number of months before termination

Time in months	Number	%
No response	304	43
1 Month	27	4
2 Months	35	5
3 Months	44	6
4 Months	33	5
5 Months	51	7
6 Months	64	9
7 Months	20	3
8 Months	23	3
9 Months	12	2
10 Months	16	2
11 Months	24	3
12 Months	32	4
14 Months	4	1
17 Months	3	0
24 Months	8	1
31 Months	3	0
Total	703	100

Source: Learnership survey

When asked to provide reasons for terminating their studies, the responses varied from poor quality of classroom and workplace-based training to other reasons such as "the learnership has expired", "the training provider disappeared" and "needed proof of a previous NQF level to register." Some (6%) terminated because they found employment and others gave reasons such as family responsibilities, not interested in the subject of the learnership, or they thought the qualification had no value (Table 3.26).

Further discussion with learners who had terminated and case study evidence revealed that having a supportive workplace could be important in whether or not the learnership programme was completed. For example, almost all the training providers interviewed responded that employers had a crucial role to play in supporting the learnership programme. This included peer support and supervisor/manager support. Where colleagues and peers are not supportive, this can have a negative impact on completion. This support can extend beyond immediate supervisors to include others in the workplace, many of

whom would be trained in the trade themselves or in the learnership programme. During in-depth interviews with the learners, one young woman who did not complete her learnership programme in motor vehicle mechanics cited the lack of support from her manager and from colleagues as the reason for not completing. She gave an example of people not being willing to cover her work for her when the assessor was in, and she talked of resentment from her peers because she wanted to "better herself" when they did not. Table 3.26 below summarises some of the reasons provided by the learners who terminated.

Table 3.26: Learnership participants who registered within the NSDS Phase II and terminated their learnership by reason for termination

Reason	Number	%
No response	977	69
Accommodation problems (physical / cost)	3	0
Apprenticeship - higher stipend	2	0
Family responsibilities	12	1
Found employment	80	6
Not interested in subject of learnership	14	1
*Other	145	10
Other learnership - closer to career aspirations	5	0
Other learnership - higher stipend	5	0
Pregnancy	5	0
Qualification of no value	9	1
Resistance from other employers	10	1
Theory / classroom training poor	66	5
Transport problems (physical / cost)	3	0
Workplace based training poor	68	* 5
Total	1 406	100

Source: Learnership survey

Factors associated with completion and non-completion will be further elaborated on in Chapter 6.

3.2 Reasons for enrolling in a learnership programme

The learners were asked to provide the top three reasons for enrolling in the learnership. Table 3.27 shows that 24% enrolled because they wanted to improve their skills, 21% wanted to gain work experience and 17% because they wanted to gain a formal qualification. Other reasons varied from wanting to gain access to employment (9%), the need for a series of qualifications (7%), access to free study (6%), the need for new challenges (4%), wanting to earn a stipend (2%), wanting to pursue a specific vocation (2%) and wanting to acquire an identified scarce skill (2%).

Table 3.27: Learnership participants who registered within the NSDS Phase II by reason for enrolment

Reason	Number	%
No response	260	1
Access to free study	1 753	6
Earn stipend / allowance	449	2
Employer initiated	698	2
Employment change	172	1
Employment gain	2 642	9
Formal qualification gain	5 050	17
Identified scarce skill	673	2
Learning field change (employment related)	142	0
Learning field change (interest related)	185	1
Mobility	57	0
Need series of qualifications	1 937	7
Needed challenge	1 225	4
Other	363	1
Promotion / Advancement pursuit	305	1
Skills improvement	7 008	24
Want to pursue specific vocation	487	2
Work experience	6 395	21
Total	29 802	100

Source: Learnership survey

3.3 Expectations of learners currently registered and undertaking a learnership

Information was gathered on learners who were still registered at the time of the survey. They were asked how they expected that participation in the learnership programmes would impact on their lives. They were asked to provide their expectations of the learnership.

Table 3.28: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey by expectations of the learnership

No response	30	2
NO	427	23
YES	1 375	75
Total	1 832	100
No response	30	2
NO	27	1
YES	1 775	97
Total	1 832	100
No response	30	2
NO	15	1
YES	1 787	98
Total	1 832	100
No response	30	2
NO	23	1
YES	1 779	97
Total	1 832	100

Source: Learnership survey

Tables 3.28 above shows that the majority (98%) indicated that they expected to improve their career opportunities and 97% expected to improve their technical skills and to enhance their self-confidence after completing the learnership. Three-quarters (75%) expected that the learnership would lead to an increase in their earning capacity. In-depth interviews with the learners and case studies of implementation revealed that the workplace component of the learnership programme enhanced their self-confidence because they were interacting with the real world of work.

Currently registered learners were also asked whether they expected the learnership to enable them to get a job. Table 3.29 shows that 85% indicated that they expected to get a job after completing the learnership and only 4% expected that the learnership would not enable them to gain employment.

Table 3.29: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey

6.9 Do you expect that the learnership will enable you to get a job?	Number	%
No response	200	11
NO	82	4
YES	1 551	85
Total	1 832	100

Source: Learnership survey

Those who responded positively were asked to provide their top three reasons why they expected the learnership to enable them to find a job. Table 3.30 shows that 32% felt the qualification was recognised by industry and 30% felt that they would have work experience.

Table 3.30: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey

Reason	Number	%
Other	79	2
Qualification is recognised by industry	1 483	32
There is a demand for people with this level of qualification	189	4
There is a demand for people with this level of qualification	248	5
There is a demand for people with this type of qualification	22	0
There is a demand for people with this type of qualification	554	12
There is related work in this area	696	15
Will have work experience	1 376	30
Total	4 646	100

Source: Learnership survey

The minority who responded negatively were asked to provide reasons for their claim. Table 3.31 shows that 23% felt that their lack of sufficient work experience would hinder them from gaining employment and 18% indicated that they were not interested in the work related to the learnership. Fourteen per cent indicated that they were not sure if there were related work opportunities in the area they were studying, while another 14% felt that the qualification might not be recognised by industry. This raises issues of supply and demand which will be dealt with later in this report.

Table 3.31: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey

Reason	Number	%
No response	16	8
No demand for people with this level of qualification	7	3
No demand for people with this type of qualification	15	7
No related work in this area	30	14
Not enough work experience	49	23
Not interested in work related to this learnership	38	18
Other	26	13
Qualification not recognised by industry	29	14
Total	210	100

Source: Learnership survey

The learners were also asked if they planned to pursue further training immediately after the learnership they were currently registered on. More than half (56%) indicated that they planned to pursue further training. They were further asked to provide their top three reasons why they planned to pursue further training. Table 3.32 shows that 21% indicated that they wanted to gain formal qualifications, and 19% reported that they wanted to improve their skills after further training and to get a higher salary. Some (18%) indicated that they wanted to gain employment after further training.

Table 3.32: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey

Reason	Number	%
No response	78	3
Employment gain	532	18
Formal qualification gain	619	21
Higher salary	556	19
Learning field change (employment related)	69	2
Learning field change (interest related)	78	3
Need series of qualifications	254	9
Other	16	1
Promotion / Advancement pursuit	151	5
Skills improvement	551	19
Total	2 905	100

Source: Learnership survey

Learners who were planning to study further were asked to indicate the type of training they were planning to pursue. Most (36%) of the respondents indicated that they wanted to pursue a Certificate/Diploma at a public or private college, 24% said they wanted to do a Certificate/Diploma/Degree at a university of technology and 16% said they wanted to do the same at university. Some (13%) indicated that they wanted to do short courses, either external or internal. Only (10%) indicated that they wanted to pursue another learnership (Table 3.33).

Table 3.33: Learnership participants who registered within the NSDS Phase II and were still registered at the time of the survey

6.6 If YES, what type of training do you plan to pursue?	Number	%
No response	5	0
Another learnership	107	10
Cert/Dipl at public or private college	371	36
Cert/Dipl/Degree at university	161	16
Cert/Dipl/Degree at university of technology	247	24
Short courses (internal / external)	132	13
Total	1 023	100

Source: Learnership survey

SECTION 4 EMPLOYMENT AND LEARNING PATHWAYS OF LEARNERS

This section examines the career progression of qualified learners who were employed before undertaking learnership programmes. It assesses the effectiveness of the learnership programmes in terms of the extent to which they equip participants to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities. Much emphasis in this section will be placed on the extent to which learnerships are equipping the employed to advance through the formal labour market with enhanced skills and capacities.

Table 3.34: Learnership participants who registered within the NSDS Phase II by their employment status at registration compared with their employment status after completion or termination of their learnership programme

Employment status at registration	Current employment status					Group percentages				
	No Response	Employed	Still registered	Unemployed	Total	No Response	Employed	Still registered	Unemployed	Total
No response	42		23		65	0	0	0	0	1
Employed	45	2 913	884	461	4 303	0	29	9	5	43
Unemployed	66	2 417	925	2 158	5 565	1	24	9	22	56
Total	154	5 330	1 832	2 619	9 934	2	54	18	26	100

Source: Learnership survey

We can see from Table 3.34 that a total of 4 303 (43%) learners confirmed their employment at registration. Of these, 29% remained employed after completion or termination of their learnership programmes, and a small percentage (5%) became unemployed (the reason for this needs to be explored). Table 3.34 above also shows that of the 56% who were unemployed at the time of registration for a learnership programme, 24% gained employment after completion or termination of their studies while 22% were still unemployed. This is a positive development and illustrates the importance of the learnership system in creating employment for the youth and its contribution to skills development. It is important to note that a total of 5 330 (54%) constitute a number of those who were employed at the time of this survey (employed-employed and unemployed-employed). The main focus of this section is to explore the pathways of the currently employed in terms of their labour market outcomes.

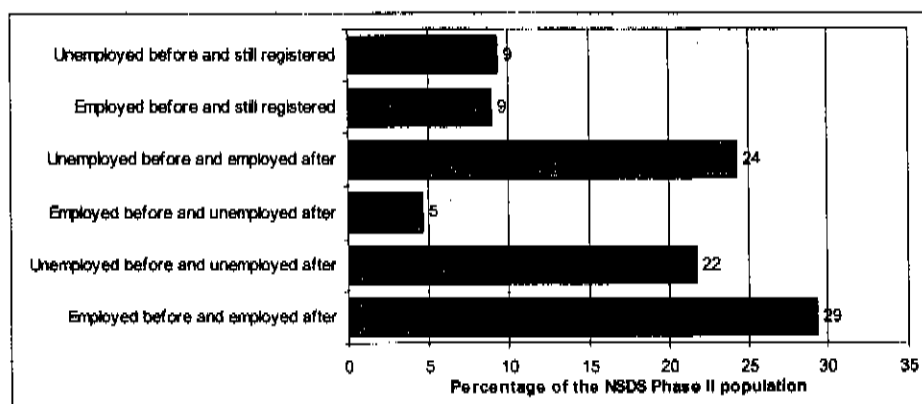


Figure 3.10: Employment pathways of learnership participants

Source: Learnership survey

4.1 Labour market pathways of learners who were employed after completion

This section provides an analysis of the pathways of learnership participants who registered within the NSDS Phase II, and who were employed after completion or termination of their learnership. The learners were asked if the job they were engaged in after graduation or termination was related to the learnership they studied. Table 3.35 shows that 83% (or 4 402) of the learners who were employed after completion or termination of the learnership indicated that the employment was related to the learnership they had completed. This is a positive finding for learnership programmes, and it suggests that they provided the learners with the opportunity to build their skills and knowledge in the field as their employment was directly related to the training they undertook.

Table 3.35: Learnership participants who registered within the NSDS Phase II, employed after completion or termination of the learnership

7.1 Is the job related to the learnership?	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	42	7	49	1	2	1	86	14	100
NO	767	111	879	16	25	16	87	13	100
YES	4 084	319	4 402	83	73	83	93	7	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

A very small percentage (16%) indicated that their employment was not related to their learnership study. They were asked to provide reasons, which are summarised below:

- Needed a salary regardless of type of work, but continue to look for related work
- No demand for people with this type and level of qualification
- Not have enough work experience to able to gain related employment
- No related work in this area
- The qualification is not recognised by industry
- Not interested in work related to this learnership

In terms of the nature of their employment, 66% or 3 511 of employed learners were permanently employed, 29% (1 555) were in temporary and contract positions and 4% (215) were casual workers (Table 3.36).

Table 3.36: Learnership participants by nature of employment who registered within the NSDS Phase II, employed after completion or termination of the learnership

7.6 Nature of employment	Number			Column%			Row%		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	37	11	48	1	2	1	78	22	100
Casual (daily)	201	14	215	4	3	4	93	7	100
Contract/ temporary (with fixed end date)	1 439	117	1 555	29	27	29	92	8	100
Permanent (no end date)	3 216	295	3 511	66	68	66	92	8	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

This is a good labour market outcome of beneficiaries in terms of the nature of employment gained after completion of their studies.

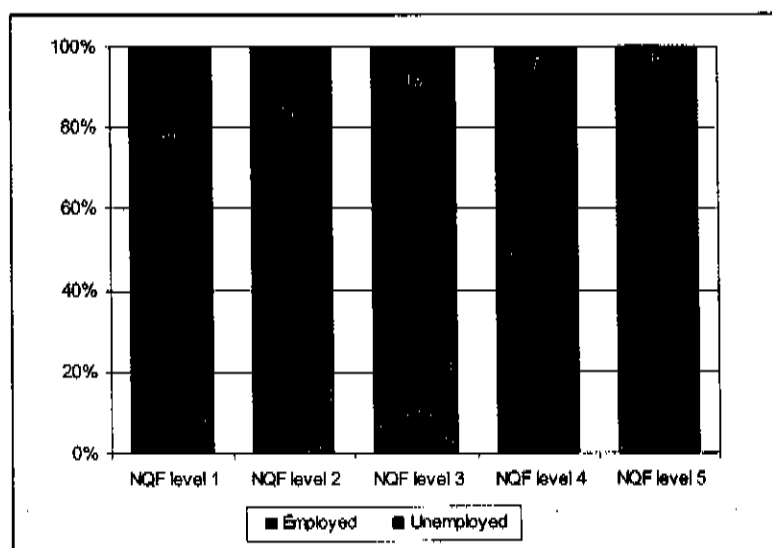


Figure 3.11: Labour market outcomes of completed or terminated learners by NQF level of learnership

Source: Learnership survey

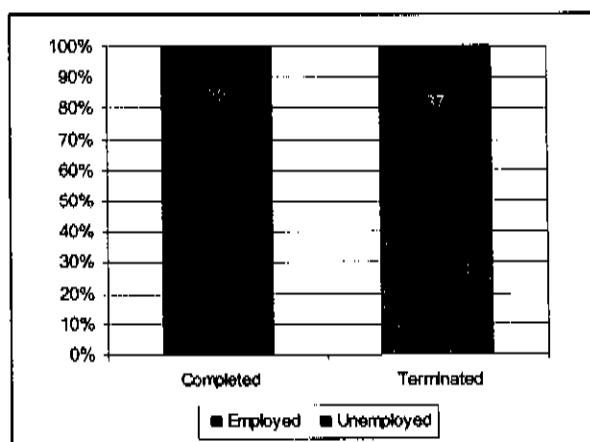


Figure 3.12: Labour market outcomes of completed and terminated learners

Source: Learnership survey

4.2 Salary information

Respondents were asked to provide details of their salaries after completion or termination of their learnerships. Sixty-three per cent of employed learners supplied this information, which ranged from less than R1 001 to more than R10 000 per month (Table 3.37).

Table 3.37: Learnership participants who registered within the NSDS Phase II, employed after completion or termination of the learnership by average monthly salary category

7.5 Average monthly salary (before deductions)	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	1 794	191	1 985	37	44	37	90	10	100
<1001	152	4	156	3	1	3	97	3	100
1 001 to 2 000	427	40	467	9	9	9	91	9	100
2 001 to 3 000	655	49	704	13	11	13	93	7	100
3 001 to 4 000	534	26	561	11	6	11	95	5	100
4 001 to 5 000	394	51	445	8	12	8	88	12	100
5 001 to 6 000	219	18	237	4	4	4	92	8	100
6 001 to 7 000	200	24	223	4	5	4	89	11	100
7 001 to 8 000	167	14	181	3	3	3	92	8	100
8 001 to 9 000	82	2	84	2	0	2	98	2	100
9 001 to 10 000	103	5	108	2	1	2	96	4	100
>10 000	165	12	177	3	3	3	93	7	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

About 32% earn a salary between R2 001 and R5 000 per month and 12% earn between R1 001 and R2 000. Only 3% earn less than R1 001 per month and another 3% earn more than R10 000 per month.

4.3 Occupational category

Table 3.38 shows that 36% of the employed learners, after completion or termination of the learnership, are working as technicians and trade workers, 25% as machine operators and drivers and 17% as labourers. A further 7% are sales workers, 5% are professionals and another 5% work as managers. A few (3%) are clerical and administrative workers and 2% are community and personal services workers.

Table 3.38: Learnership participants by occupational category who registered within the NSDS Phase II, employed after completion or termination of the learnership

7.7 Occupational category	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	77	10	87	2	2	2	88	12	100
Labourers	798	115	913	16	26	17	87	13	100
Machinery operators and drivers	1 216	98	1,314	25	22	25	93	7	100
Sales workers	337	27	364	7	6	7	93	7	100
Clerical and administrative workers	152	4	156	3	1	3	97	3	100
Community and personal service workers	70	25	95	1	6	2	74	26	100
Technicians and trades workers	1 792	109	1,901	37	25	36	94	6	100
Professionals	233	15	248	5	4	5	94	6	100
Managers	219	33	252	4	7	5	87	13	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

4.4 Employer type

Table 3.39 shows that almost all (92%) learners who completed are working in the private sector, with only 5% employed in government and 2% self-employed. Of the learners who terminated their studies, 86% found employment in the private sector while 9% indicated that they had found employment in government. Only 14 (2%) of those who terminated are self-employed.

Table 3.39: Learnership participants who registered within the NSDS Phase II, employed after completion or termination of the learnership by type of employer

7.8 About your employer	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	43	7	50	1	2	1	86	14	100
Government	216	38	254	4	9	5	85	15	100
Parastatal	15		15	0	0	0	100	0	100
Private sector/Enterprise	4 505	378	4 883	92	86	92	92	8	100
Self-employed	114	14	128	2	3	2	89	11	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

4.5 Company size

Seventy three per cent of the learners who completed work at large organisations (150+) compared to 58% of those who terminated the learnership. Proportionally more learners who terminated their learnerships work at micro (25%) and small (10%) enterprises compared to learners who completed their learnership programmes - 12% and 6% respectively (Table 3.40).

Table 3.40: Learnership participants who registered within the NSDS Phase II, employed after completion or termination of the learnership by size of employer

7.9 Company size:	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	37	7	44	1	2	1	84	16	100
LARGE (150+)	3 591	252	3 844	73	58	72	93	7	100
MEDIUM (50-149)	384	26	410	8	6	8	94	6	100
MICRO (1-10)	605	109	713	12	25	13	85	15	100
SMALL (11-49)	275	43	318	6	10	6	86	14	100
Total	4 893	437	5 330	100	100	100	92	8	100

Source: Learnership survey

4.6 Time before finding a job

Most of the learners who completed were employed between one and six months after completion of their learnership programme. Of these, 24% were employed within one month or less, 31% between one and three months and another 24% between three and six months (Table 3.41). This shows a commitment by employers to the learnership programme by making employment opportunities available to the learnership participants. It also shows that employers have a positive perception about learnerships in terms of their applicability to industry demands. It is also interesting to note that of those who terminated before completion, 26% found employment within one month or less after termination of their learnership.

Table 3.41: Learnership participants who registered within the NSDS Phase II, employed after completion or termination of the learnership by time before finding a job

7.14 If you found this job some time after completing or discontinuing your learnership, how long was it before you started this job?	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	72	14	86	6	8	6	83	17	100
Up to 1 month	283	46	329	24	26	24	86	14	100
Between 1 and 3 months	367	55	422	31	31	31	87	13	100
From 3 to 6 months	284	43	326	24	24	24	87	13	100
> 6 months	192	19	212	16	11	15	91	9	100
Total	1 198	177	1 375	100	100	100	87	13	100

Source: Learnership survey

4.7 Method of accessing employment

About 41% of the learners who completed their studies are employed at the same company at which they undertook their studies, compared to the 29% of those who terminated. By contrast, 12% of those who terminated their studies found employment at another company compared to the 6% of those who terminated.

4.8 Labour market pathways of learners who did not gain employment after graduation

This section looks at the profile of learners who did not gain employment after completion and the reasons why they were not gaining employment. The total number of learners who were unemployed after completion or termination of their learnership is made up of 2 158 learners who were unemployed and 461 who were employed at the time of enrolment for the learnership and who lost their jobs after completion or termination.

Table 3.42: Learnership participants by completion status and gender who registered within the NSDS Phase II, who were unemployed at registration and are currently unemployed

Gender	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
Male	1 205	166	1 371	62	81	64	88	12	100
Female	747	40	787	38	19	36	95	5	100
Total	1 952	205	2 158	100	100	100	90	10	100

Source: Learnership survey

Table 3.42 shows that a total of 1 371 (64%) of learners who did not gain employment after graduation were men and 787 (38%) were women. In terms of race groups, the data show that almost all (85%) who did not gain employment were African compared to 14% coloured, 1% Indian and 1% white.

Table 3.43: Learnership participants who registered within the NSDS Phase II, who were unemployed at registration and currently unemployed by completion status and race group

Race	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
Black	1 684	145	1 829	86	71	85	92	8	100
Coloured	233	46	279	12	22	13	83	17	100
Indian	13	14	27	1	7	1	47	53	100
White	23		23	1	0	1	100	0	100
Total	1 952	205	2 158	100	100	100	90	10	100

Source: Learnership survey

Table 3.44 shows the proportion of learners by NQF level of learnership who did not gain employment. The majority (93%) of those who were unemployed at registration and remained unemployed after completion or termination were enrolled at NQF Levels 1 and 2 (Table 39). Only 5% were enrolled at NQF Level 3 and 1% at NQF Level 4. This shows that most of the learners who face unemployment after graduation are mostly those who are enrolled at very low NQF levels.

Table 3.44: Learnership participants who registered within the NSDS Phase II, who were unemployed at registration and currently unemployed by completion status and NQF level of learnership

NQF level of the learnership	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
NQF Level 1	718	108	826	37	53	38	87	13	100
NQF Level 2	1 105	89	1 194	57	44	55	93	7	100
NQF Level 3	98	8	106	5	4	5	92	8	100
NQF Level 4	31		31	2	0	1	100	0	100
NQF Level 5									
NQF Level 6									
Total	1 952	205	2 158	100	100	100	90	10	100

Source: Learnership survey

Table 3.45 shows learners in each age category who did not gain employment. The proportion of learners who did not gain employment was higher in the age category 21-25 (48%) than in the other categories. Twenty-two per cent of the unemployed learners were in the age category 20 and younger, while 21% were in the 26-30 age group.

Table 3.45: Learnership participants who registered within the NSDS Phase II, who were unemployed at registration and are currently unemployed by completion status and age category

Age category	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
20 and younger	391	89	480	20	43	22	82	18	100
21 to 25	984	75	1 040	49	37	48	93	7	100
26 to 30	417	25	442	21	12	21	94	6	100
31 to 35	88	11	99	5	5	5	89	11	100
36 to 40	30	5	35	2	2	2	86	14	100
41 to 45	20		20	1	0	1	100	0	100
46 to 50	31		31	2	0	1	100	0	100
51 to 55	5		5	0	0	0	100	0	100
56 to 60	5		5	0	0	0	100	0	100
Older than 60									
Total	1 952	205	2 158	100	100	100	90	10	100

Source: Learnership survey

4.9 Employed learners at registration who are now unemployed

As indicated earlier on, a total of 461 learners were employed at enrolment and became unemployed either after completion or termination of their studies. Table 3.46 shows that more than half (65%) of the learners were male and 35% were female. What is striking is that more than three quarters (76%) were African compared to lower figures for Indians, whites and coloureds (Table 3.46). Taking age into account, the data show a worrying trend of a higher percentage of 18.1 learners in the younger age category who are no longer employed.

Table 3.46: Sex, age and race of employed-unemployed learners

	Learners (%)
Sex	
• Male	65
• Female	35
Race	
• African	76
• Coloured	16
• Indian	1
• White	7
Age	
• 15-20	12
• 21-25	29
• 26-30	25
• 31-35	14
• 36-40	7
• 41-45	5
• 46-50	4
• 51-55	2
• 56-60	1

Source: Learnership survey

Eighty-eight per cent of this group of 18.1 learners who are no longer employed completed their learnerships, while 12% terminated. In-depth interviews with some of these learners indicated that they were considering self-employment options or enrolling for further training.

4.10 Reasons for not getting employment

The learners were asked to give reasons why they thought they did not gain employment after completing or terminating their learnership. All most all (96%) indicated that they were making an effort to look for employment. Their perceptions of the reasons why they did not get employment were varied. Sixty seven per cent reported that they felt they needed more training, while the other 33% said that they had not received sufficient work experience during their training. Fifty-two per cent felt that they needed different training and 38% indicated that companies were not interested in learnership qualifications. In-depth interviews with these learners revealed that the majority of them planned to enroll for further education and training because they realised that their learnership training was not enough to give them the necessary skills to gain employment.

4.11 Impact of participation in the learnership system

The learners were asked to indicate how participation in the learnership impacted on their lives. Their responses are presented in Table 3.47.

Table 3.47: The Impact of learnerships

Impact question	Completed	Terminated	Total
Leads to an increase in your earning capacity	76%	55%	74%
Improves your technical skills	97%	94%	97%
Improves your career opportunities	97%	94%	97%
Enhances your self-confidence	97%	96%	97%

Source: Learnership survey

In this case both those who completed and terminated their learnership reported positively about their learnership experiences. The greatest impact seems to be the improvement of their technical skills, their career opportunities and enhancement of their self-confidence. In-depth interviews with the learners also revealed this positive outcome. Several commented that the overall experience had been a positive one. In these cases, those receiving on-the-job training reported liking the fact that the training was closely linked to their jobs, and felt that the training was helping them to reflect on and understand their jobs to a greater degree. This greatly helped them to regain and build their self-confidence.

CHAPTER 4 ANALYSIS OF THE SURVEY OF APPRENTICESHIP PARTICIPANTS

Introduction

This chapter gives an analysis of a telephone survey conducted on the labour market outcomes and pathways of apprenticeship participants. The data for this chapter have been extracted from the study *Impact assessment of Learnerships and Apprenticeships* that was commissioned by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) and undertaken by the Human Sciences Research Council (HSRC). The survey focused on the external effectiveness as well as the internal efficiency of the apprenticeship system of MERSETA.

It provides an analysis of the apprenticeship participants within the MERSETA in terms of employment status, completion status and the demographic profile of the apprenticeship participants. To this end it presents the methodology used and the key findings from the data that were gathered. The study commenced on 29 January 2008 and stretched over about six months until 31 August 2008.

The movement of apprentices into and out of the systems, to completion, termination, ongoing study, employment, or unemployment were empirically studied.

Structure of this chapter

This chapter consists of six sections.

Section 1 provides information on the methodology used, the sample selection, data gathering, data preparation and weighting.

Section 2 provides information on indicator development to assist in the data analysis.

In **section 3** the data analysis of the survey population of apprenticeship participants are described in terms of the demographic profile, employment status, highest qualification, completion status, registration by year period, the motivation for entering the apprenticeship, etc..

Section 4 describes information in terms of the learning and employment status prior to the apprenticeship, while **section 5** provides a profile of the completion status (currently registered, completed or terminated) of the apprentices at the time of enrolment. **Section 6** explores various labour market outcomes and pathways of the participants.

SECTION 1 Methodology

1.1 The research process

The survey made using a Computer Assisted Telephonic Interviewing (CATI) system that was designed by the HSRC to gather the required information. The telephone survey of approximately 15 minutes was conducted with a sample of 2 034 apprenticeship participants who were selected from a population of 18 529 apprenticeship participants through a stratified random sampling method. The sampling frame for the Competency Based Modular Training (CBMT) apprentices and the Time-based apprentices include all participants (14 961) registered through MERSETA from 1 February 2001 until 31 March 2008. The sampling frame of the Section 28 apprentices (3 362) includes all Section 28 apprentices ever registered and captured on the database of MERSETA.

The sampling frame of the apprenticeships had to be divided in two groups, the one group being the Section 28 apprentices and the second group the rest of the apprentices. The reason for this arrangement is that the database that was provided to the HSRC by MERSETA understandably did not have commencement dates for the Section 28 apprentices. The HSRC was briefed not to include apprentices in the sampling frame who registered before 2000. Since there are no commencement dates for the Section 28 apprentices, it was not possible to distinguish between those who registered before and those who registered after 2000, so all the Section 28 apprentices were omitted in the initial sampling frame. This was discovered after the data for the apprenticeships had been gathered by the call centre, at the point when the data analysis started. Since it is important to cover all types of apprenticeships in the survey, the HSRC had to request the call centre service provider to contact a similar random proportion of the Section 28 apprentices. Thus the sampling frame of the Section 28 apprentices is the total population of Section 28 apprentices, whereas the sampling frame of the rest of the apprentices includes only those registered from 1 February 2001 until 28 March 2008. (This period covers the entire NSDS Phase I as well as the NSDS Phase II.) The data gathering for the Section 28 apprentices was done during the period of 25 June to 4 July 2008, and thus the data gathering phase was severely affected by project creep.

The survey aimed to trace diverse learning and employment pathways by exploring the labour market outcomes of the participants and the degree to which there had been any progression in employment or education status. The focus of the study was on determining the external effectiveness of apprenticeships as well as the internal efficiency in terms of issues such as the quality of education and training.

The survey also aimed to determine the demographic profile of each participant; their learning and employment status prior to and after the apprenticeship; their motivation for enrolling and the current status of apprenticeship participation. For example, if an apprenticeship participant was employed at registration and completed the apprenticeship, the survey investigated whether there had been any progression in the employment status. Or if apprenticeship participants were unemployed at registration and completed the apprenticeship programme, the survey determined whether or not they had been successful in getting a job, and if so, in what ways, and if not, why not. A copy of the survey instrument is given in the Appendix B.

1.2 Number in population (N)

The database containing the population of apprenticeship participants was received from the MERSETA and provided the basis for the sampling frame. Table 4.1 shows the number of apprentices per cell in the sampling frame and Table 4.2 gives the eventual returns per cell to which the survey was stratified. As already explained, the sampling frame of the CBMT and Time-based apprenticeships includes all apprenticeship participants with contact details who enrolled within the time period 1 February 2001 to 31 March 2008. The total population of Section 28 apprentices was the sampling frame for the Section 28 apprentices.

The number of CBMT and Time-based apprentices that registered for an apprenticeship during this period was 14 961 and the number of Section 28 apprentices was 3 362. All the registered apprentices had telephone contact details as provided by MERSETA. Contact details considered valid for the study could be a home telephone number, a cellphone number, the telephone number of the training provider or a work phone number.

Table 4.1: Sampling frame for the apprenticeship participants

Gender	Race	Apprenticeship type			
		Not indicated	CBMT	SECT28	Time-based
Male	Not indicated	1	37		59
	African	95	1 226	1 223	4 069
	Coloured	15	535	333	1 127
	Indian	4	319	249	480
	Other		4	3	16
	White	70	2 306	1 431	4 168
Female	Not indicated	1	1		4
	African	18	46	75	379
	Coloured	1	15	17	42
	Indian	1	6	2	10
	Other				1
	White		30	29	81
Subtotal		206	4 525	3 362	10 436
Grand total					18 529

Source: Apprenticeship survey

1.3 Number in sample (n)

The aim was to use the sampling frame to obtain 2 000 responses, proportionately spread across the different strata. Each data record within the population database was allocated a random number. The dataset was then sorted in ascending order according to the random number. The call centre operators proceeded by telephoning the learners from the top to the bottom of the list.

Using this method, a total number of 2 034 valid survey responses were returned (Table 4.2). This represents a total return rate of 11,0%. The return rate by apprenticeship type is as follows: CBMT: 14%, Time-based: 10,5%, Section 28: 8,3%.

The number of calls made to obtain one successful contact and conduct an interview (a 'successful hit') was 4,7, thus on average 5 calls were made to secure one successful survey response which is very high. The 'hit rate' can be used as an indication of the accuracy of the telephone contact details as well as the willingness of the apprentices to participate in the survey.

Table 4.2: Survey responses by stratum

Gender	Race	Apprenticeship type			
		Not Indicated	CBMT	SECT28	Time-based
Male	African	6	183	96	430
	Coloured	2	80	26	110
	Indian	1	41	21	54
	White	15	322	132	455
Female	African		5	3	33
	Coloured		4		3
	Indian				2
	White			1	9
Subtotal		24	635	279	1 096
Grand total					2 034
Response rate			14,0%	8,3%	10,5%

Source: Apprenticeship survey

Table 4.2 illustrates that the survey returns cover almost all strata except for the Indian and white females who were enrolled in CBMT apprenticeships and the Indian and coloured females who were enrolled in a Section 28 apprenticeship. These apprentices are located in cell groups where no responses were secured. As a result, 55 females (7,0% of all females and 0,3% of the apprenticeship population) are not represented in the survey analysis since weighting cannot compensate for no-responses.

1.4 Weighting the sample

The database of returns consisted of a sample of the population of the apprentices. Hence statistical weights were calculated for each sample cell to adjust the number of responses in a particular cell to the original number of apprenticeship participants in the sampling frame or population, that is, those CBMT and Time-based apprentices enrolled in the period 1 February 2001 to 31 March 2008 and all Section 28 apprentices ever registered.

For calculation of the weights for each cell the following formula was used:

$$Weight_{Cell_{i-n}} = \frac{\sum N_{Cell_{i-n}}}{\sum n_{Cell_{i-n}}}$$

The key factors taken into consideration in weighting were therefore race, gender and type of apprenticeship.

The weighted data provided a weighted estimate of 18 168 apprenticeship participants.

SECTION 2 Explanatory notes

This section of the chapter provides some important reference notes to support the interpretation and understanding of the research findings. The data were gathered by a call centre and, as already explained, the sample was randomly selected from a population that was stratified by race, gender and type of apprenticeship.

The survey data are weighted to the population from which it was selected. As mentioned previously, one must remember that the findings on the CBMT and Time-based apprenticeship participants can be generalised to the population of apprentices who registered within the NSDS Phases I and II (the period 1 February 2001 to 31 March 2008),

whereas the findings on the Section 28 apprenticeship participants can be generalised to the total population of Section 28 apprentices who ever registered through MERSETA and who were recorded on their database.

2.1 Indicator development to structure data for analysis purposes

For the research team to be able to observe the increase/decrease of apprenticeship registrations and the flow from one year to the next with regard to different variables such as race and gender, a new variable had to be generated to capture the year in which the apprenticeship participant commenced the apprenticeship. This variable, 'Year' was generated from the responses of the apprentices to a question in the survey questionnaire which explored the date on which the apprentice started the apprenticeship.

The year period was defined so that it starts on 1 February of the one year and stretches to 31 March of the next year.

Three new age variables were developed to reflect the current age, the age at enrolment and the age category at enrolment. These indicators were developed by using the national identity number of the apprentice in combination with the commencement date of the apprenticeship.

Many other variables were generated to assist in describing the profile of the apprentices, for instance, the two variables that record average salary of employed apprentices at enrolment and after completion or termination of the apprenticeship programme were categorised. Another variable that records the employment path of the apprentice was generated from the employment status at enrolment and after completion or termination of the apprenticeship.

SECTION 3 Demographic profile of apprentices

This section of the chapter describes the demographic profile of the CBMT and Time-based apprentices from 1 February 2001 to 31 March 2008 and the entire Section 28 population that registered through MERSETA. To understand the dynamics of the different types of apprenticeships, the analysis will be done separately for each type of apprenticeship. We start off by looking at the distribution of apprenticeship participants who registered within the time periods mentioned above by race, gender, age and people with disabilities. We then consider the provincial spread of apprentices, their highest qualifications other than the apprenticeship, the enrolment over time and their employment status at registration.

3.1 Gender, race and age

Although almost five times more women enrolled for a Time-based apprenticeship than other apprenticeship types, women comprised only 4% of the total apprenticeship registrations (Table 4.3). A small number of women (1%, 61 women) enrolled for a CBMT apprenticeship.

Table 4.3: Apprenticeship participants by apprenticeship type and gender

Gender	Number					Column%				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
Male	24	4 386	3 236	9 845	17 491	100	99	97	95	96
Female		61	104	512	677	0	1	3	5	4
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

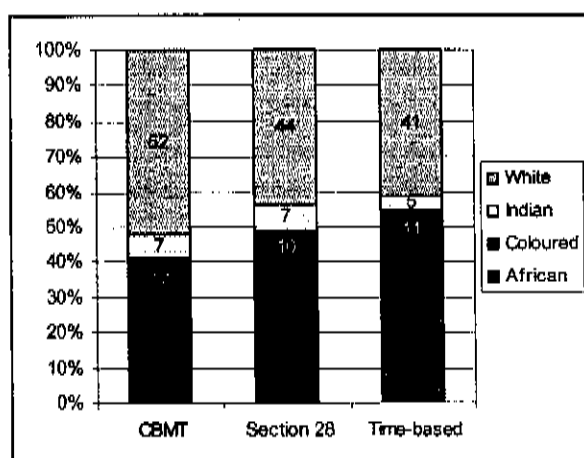
Source: Apprenticeship survey

Table 4.4 and Figure 4.1 show that African apprentices are in the majority in Time-based (59% African, 43% African, 11% coloured, 5% Indian) and Section 28 apprenticeship types (56% African, 39% African, 10% coloured, 7% Indian), while more white apprentices enrol in CBMT apprenticeships (52% white, 29% African, 12% coloured, 7% Indian). Just over one in every four CBMT registrations and more than one in every three Section 28 apprenticeship registrations and almost one in every two Time-based apprenticeships are African apprentices.

Table 4.4: Apprenticeship participants by apprenticeship type and race group

Race group	Number					Column%				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
African	6	1 272	1 298	4 448	7 024	25	29	39	43	39
Coloured	2	550	333	1 169	2 054	8	12	10	11	11
Indian	1	319	249	491	1 060	4	7	7	5	6
White	15	2 306	1 460	4 249	8 030	63	52	44	41	44
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

Source: Learnership survey

**Figure 4.1: Apprenticeship registrations by apprenticeship type and race**

Source: Apprenticeship survey

When one looks at the age distribution of apprenticeships it is obvious that the majority of apprentices within each type of apprenticeship fall within the 21 to 25 year age category. The apprentices who enrol for a CBMT apprenticeship are younger than the other groups, with 85% of this group younger than 25 years. The Time-based apprenticeship registrations follow the same trend, with 75% younger than 25 years. The Section 28 apprenticeship

Table 4.6: Apprenticeship participants by apprenticeship type and disability status

Disability	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response		69	239	159	467	0	2	7	2	3
Communication (speech impairment)				9	9	0	0	0	0	0
None	24	4 371	3 088	10 180	17 662	100	98	92	98	97
Physical (e.g. needs wheelchair, crutches or prosthesis)			13	9	22	0	0	0	0	0
Sight (blind / severe visual impairment)		7			7	0	0	0	0	0
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

Source: Apprenticeship survey

3.3 Province where apprentices registered for the apprenticeship

The four main provinces that attract the most apprentices are, in descending order from the highest proportion of apprentices: Gauteng, KwaZulu-Natal, Eastern Cape and Western Cape (Table 4.7).

Table 4.7: Apprenticeship participants by province

Province where applied for apprenticeship	Percentage distribution		
	CBMT	Time-based	Section 28
No response	1	1	0
EC	14	15	17
FS	7	3	0
GP	39	38	44
KZN	14	17	20
LM	3	3	2
MP	5	5	6
NC	1	1	1
NW	3	4	2
WC	13	13	7
Total	100	100	100

Source: Apprenticeship survey

3.4 Highest qualification

One of the questions in the questionnaire examined the highest qualification of the respondent other than an apprenticeship, and it was found that the majority of apprentices have an NQF Level 4 or higher qualification (Table 4.8 and Figure 4.3). Almost two in every ten apprentices have a lower than NQF Level 4 qualification (13% CBMT, 17% Section 28, and 13% Time-based).

participants show a different trend, with more than one in every five registrations being older than 30 years.

Table 4.5: Apprenticeship participants by apprenticeship type and age category

Age category	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response			22		22	0	0	1	0	0
20 and younger	10	1 756	637	3 069	5 472	42	39	19	30	30
21 to 25	9	2 053	1 086	4 637	7 785	38	46	33	45	43
26 to 30	4	460	858	1 861	3 182	17	10	26	18	18
31 to 35	1	121	361	482	965	4	3	11	5	5
36 to 40		50	243	144	437	0	1	7	1	2
41 to 45		7	87	87	181	0	0	3	1	1
46 to 50			13	49	62	0	0	0	0	0
51 to 55			34	29	63	0	0	1	0	0
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

Source: Apprenticeship survey

Overall, as expected, the trend shows that apprenticeship participants are in general younger than learnership participants, with less than 1% older than 40 years (Table 4.5 and Figure 4.2).

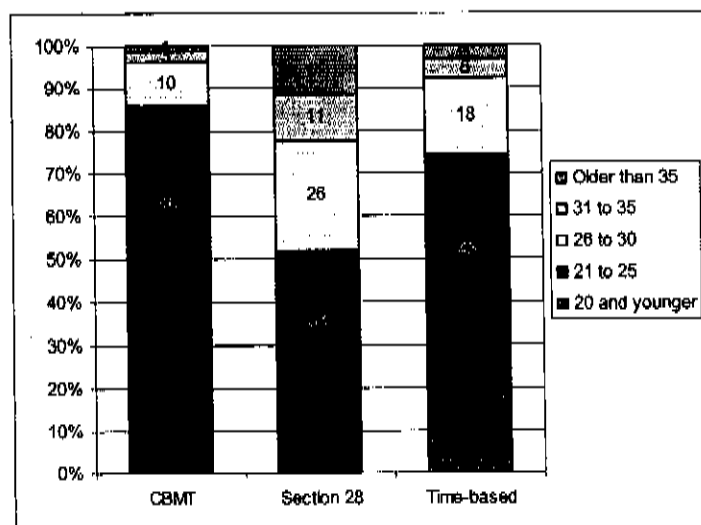


Figure 4.2: Apprenticeship registrations by apprenticeship type and age category at registration

Source: Apprenticeship survey

3.2 People with disabilities

Less than 1% (38 apprentices) of all apprentices are living with a disability (Table 4.6).

Table 4.8: Apprenticeship participants by apprenticeship type and highest qualification

Highest qualification other than apprenticeship	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
Not applicable		35	59	174	268	0	1	2	2	1
NQF 0 (ABET 3 (Std 5 / Gr7))				9	9	0	0	0	0	0
NQF 1 (ABET 4 (Std 7 / Gr9))		27	49	76	153	0	1	1	1	1
NQF 2 (N1)		34	34	55	124	0	1	1	1	1
NQF 2 (Std 8 / Gr10)		168	152	347	668	0	4	5	3	4
NQF 3 (N2)		266	250	566	1 083	0	6	7	5	6
NQF 3 (Std 9 / Gr11)		105	96	313	514	0	2	3	3	3
NQF 4 (Matric)	14	2 340	1 026	4 414	7 794	58	53	31	43	43
NQF 4 (N3)	5	1 083	1 113	2 574	4 776	21	24	33	25	26
NQF 5 (Diplomas / Occupational certificate)	2	279	370	1 154	1 805	8	6	11	11	10
NQF 5 (N4)		76	118	285	479	0	2	4	3	3
NQF 6 (First degrees / Higher diplomas)	2	14	13	163	192	8	0	0	2	1
NQF 6 (N5)		13	25	108	147	0	0	1	1	1
NQF 7 (N6)	1	7	24	117	149	4	0	1	1	1
NQF 8 (Doctorates)			11		11	0	0	0	0	0
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

Source: Apprenticeship survey

Figure 4.3 clearly illustrates that the enrolment pattern within the different apprenticeships types follows the same trend with regard to their highest qualifications. Proportions of 86%, 81% and 85% of CBMT, Section 28 and Time-based apprenticeships respectively, have qualifications equal to or higher than matric.

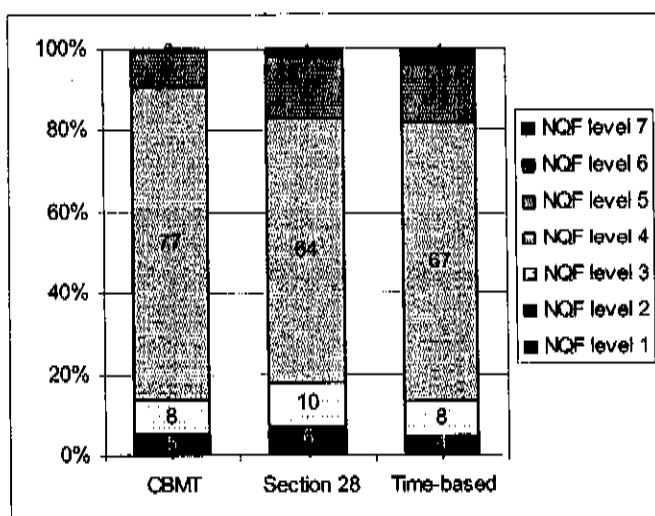


Figure 4.3: Apprenticeship registrations by apprenticeship type and NQF level of highest qualification other than the apprenticeship

Source: Apprenticeship survey

3.5 Distribution by year period

The next three tables and graphs present the race distribution by year period to illustrate the increase/decrease in the proportional enrolment by race group over the years. Tables 4.9, 4.10 and 4.11 show the results for CBMT, Time-based and Section 28 apprenticeship participants respectively.

It is interesting to note that the proportion of African apprenticeship participants increase by year for both CBMT and Time-based apprenticeships, while the proportions for white participants decreased for the same apprenticeship types (Figures 4.4 and 4.5).

Although the actual enrolment figures for African CBMT participants are lower than those of white participants, a positive increase in African participation is noted. The proportion of African CBMT apprentices more than doubled from 16% in the year 2001/02/01 to 2002/03/31 to 38% in the year 2007/04/01 to 2008/03/31.

White CBMT participants were in the majority until the year 2005/04/01 to 2006/03/31, from when more African participants than white participants enrolled. No clear trend can be seen in the coloured and Indian CBMT apprenticeship participants.

Table 4.9: CBMT apprenticeship participants by race and year period in which they registered for the apprenticeship

CBMT	Number					Row %				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
Not indicated	13		8		21	63	0	37	0	100
Before 2001/02/01	27		8	57	92	29	0	8	62	100
2001/02/01 to 2002/03/31	27	24	31	86	168	16	14	19	51	100
2002/04/01 to 2003/03/31	67	20	54	150	292	23	7	19	52	100
2003/04/01 to 2004/03/31	114	71	31	286	502	23	14	6	57	100
2004/04/01 to 2005/03/31	186	114	54	415	769	24	15	7	54	100
2005/04/01 to 2006/03/31	288	94	39	673	1 094	26	9	4	62	100
2006/04/01 to 2007/03/31	363	195	39	415	1 012	36	19	4	41	100
2007/04/01 to 2008/03/31	188	33	54	222	497	38	7	11	45	100
Total	1 272	550	319	2 306	4 447	29	12	7	52	100

Source: Apprenticeship survey

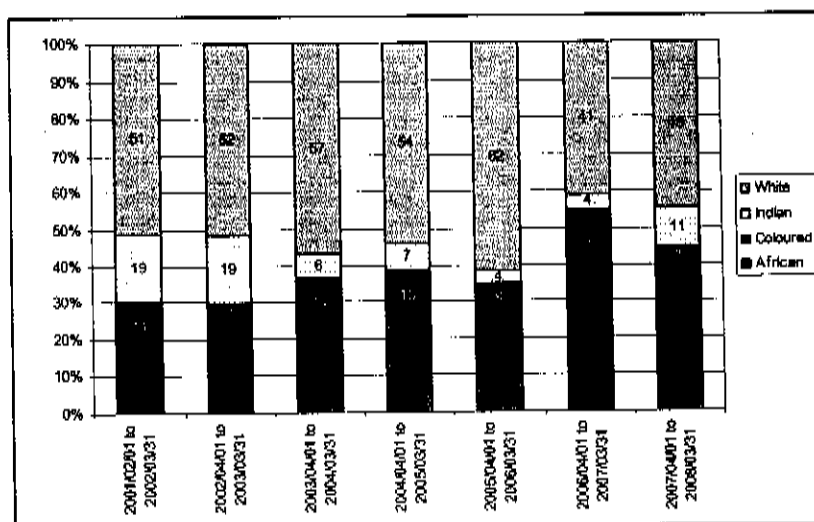


Figure 4.4: CBMT apprenticeship registrations by year period and race

Source: Apprenticeship survey

The trends in the different population groups within the Time-based apprenticeship enrolments are quite clear (Table 4.10).

From the year period 2002/04/01 to 2003/03/31, more African apprentices than white apprentices participated. African participation increased, while coloured and Indian participation stayed more or less constant and white participation declined over the different year periods (Figure 4.5).

Table 4.10: Time-based apprenticeship participants by race and year period in which they registered for the apprenticeship

Time-based Year period	Number					Row %				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
Not indicated	9			9	19	51	0	0	49	100
Before 2001/02/01	95	31	36	137	298	32	10	12	46	100
2001/02/01 to 2002/03/31	250	72	27	366	715	35	10	4	51	100
2002/04/01 to 2003/03/31	462	168	53	494	1 178	39	14	5	42	100
2003/04/01 to 2004/03/31	572	102	53	549	1 278	45	8	4	43	100
2004/04/01 to 2005/03/31	580	164	53	678	1 475	39	11	4	46	100
2005/04/01 to 2006/03/31	758	284	112	962	2 115	36	13	5	45	100
2006/04/01 to 2007/03/31	939	215	80	614	1 848	51	12	4	33	100
2007/04/01 to 2008/03/31	782	133	76	440	1 431	55	9	5	31	100
Total	4 448	1 169	491	4 249	10 357	43	11	5	41	100

Source: Apprenticeship survey

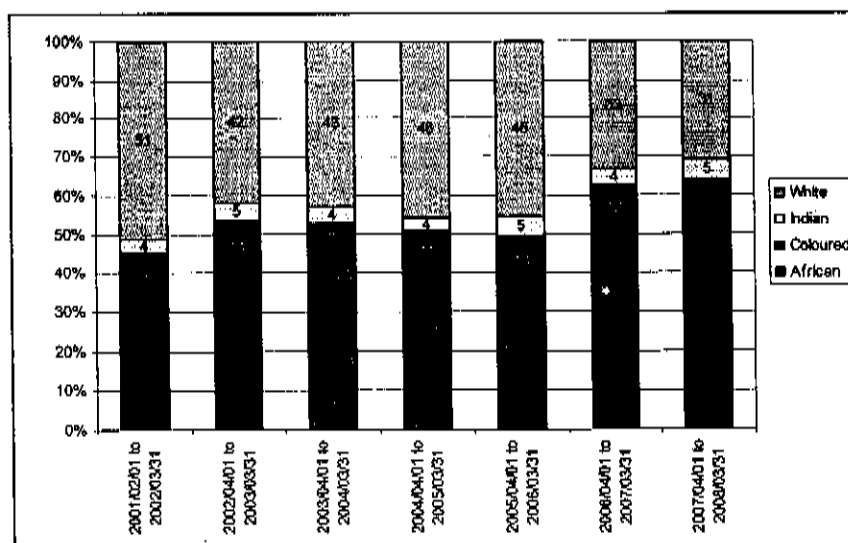


Figure 4.5: Time-based apprenticeship registrations by year period and race

Source: Apprenticeship survey

No clear pattern can be seen in the proportional enrolment by race group of the Section 28 apprentices (Table 4.11 and Figure 4.6). Overall, the proportional participation of African apprentices is 56% and white proportional participation is 44%. The proportional participation of these two groups differs markedly over the different year periods.

Table 4.11: Section 28 apprenticeship participants by race and year period in which they registered for the apprenticeship

SECT28	Number					Row %				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
Not indicated			12	43	55	0	0	21	79	100
Before 2001/02/01	712	218	154	864	1 948	37	11	8	44	100
2001/02/01 to 2002/03/31	178	26	24	141	369	48	7	6	38	100
2002/04/01 to 2003/03/31	89	38		87	214	42	18	0	40	100
2003/04/01 to 2004/03/31	115	13	24	119	270	42	5	9	44	100
2004/04/01 to 2005/03/31	64		12	65	141	45	0	8	46	100
2005/04/01 to 2006/03/31	76	13	12	43	144	53	9	8	30	100
2006/04/01 to 2007/03/31	25	13	12	54	104	24	12	11	52	100
2007/04/01 to 2008/03/31	38	13		43	94	40	14	0	46	100
Total	1 298	333	249	1 460	3 340	39	10	7	44	100

Source: Apprenticeship survey

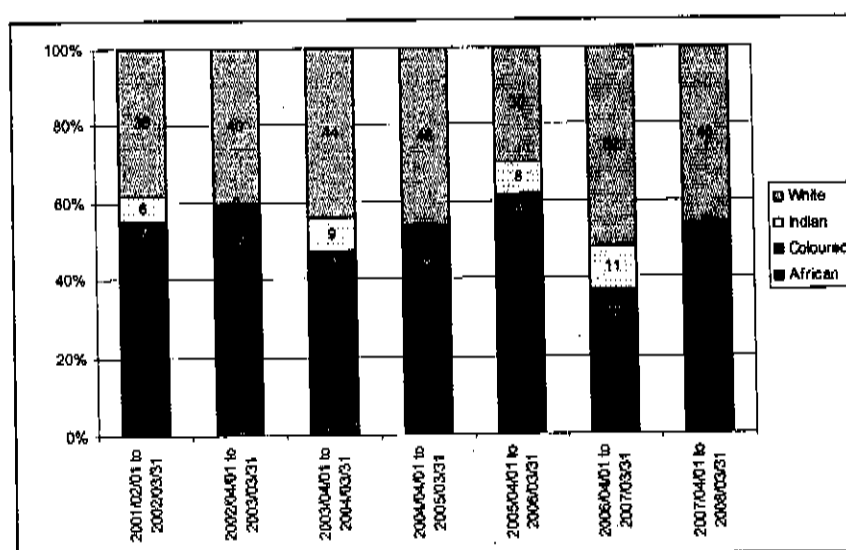


Figure 4.6: Section 28 apprenticeship registrations by year period and race

Source: Apprenticeship survey

3.6 Entrance into apprenticeship programme

The survey also gathered information on the history of the apprenticeship participant and explored the question: "Where did you apply for, or enter, the apprenticeship?" More than eight of every ten apprentices who were enrolled in CBMT and Time-based apprenticeships said that they had entered through an employer in the private sector. The Section 28 apprentices responded differently. More than one in every three (39%) said that they had entered at their employer where they worked prior to the apprenticeship, whereas almost every second (47%) Section 28 apprentice's answer was: "through an employer in the private sector" (Table 4.12).

Table 4.12: Apprenticeship participants by apprenticeship type and medium/institution where apprentice applied for registration

Medium/institution where apprentice applied for registration	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response		35	133	48	216	0	1	4	0	1
A government department or agency		126	83	171	380	0	3	2	2	2
A private training college		65	183	134	382	0	1	5	1	2
A professional association		56	34	37	127	0	1	1	0	1
A public training college	2	126	25	261	414	8	3	1	3	2
An employer in the private sector	18	3 540	1 581	8 417	13 555	75	80	47	81	75
At my employer where I worked prior to the apprenticeship	2	485	1 301	1 262	3 049	8	11	39	12	17
Newspaper	2	15		28	45	8	0	0	0	0
Total	24	4 447	3 340	10 357	18 168	100	100	100	100	100

Source: Apprenticeship survey

3.7 Reasons for enrolment

Respondents were asked why they decided to enrol for an apprenticeship. They could provide three reasons for entering into the apprenticeship system. Table 4.13 records the main reasons given by respondents and Figure 4.7 compares the reasons with the highest frequency by apprenticeship type.

Interestingly, and not surprisingly, the most important reason given was different for the different apprenticeship type participants. More than one in every four Section 28 apprentices stated that they had entered to gain a formal qualification, whereas a quarter of all CBMT and Time-based apprentices said that they had entered mainly to improve their skills.

Table 4.13: Apprenticeship participants by apprenticeship type and reasons for enrolling

Reasons for enrolling	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response		42	11	57	110	0	0	0	0	0
Access free study	6	884	132	1 834	2 857	8	7	1	6	5
Earn stipend / allowance	2	476	34	844	1 357	3	4	0	3	3
Employer initiated	5	470	115	967	1 557	7	4	1	3	3
Employment change		175	51	376	602	0	1	1	1	1
Employment gain	2	539	1 727	1 105	3 373	3	4	18	4	6
Formal qualification gain	16	2 265	2 841	5 150	10 272	22	17	29	17	19
Identified scarce skill	2	299	257	1 023	1 582	3	2	3	3	3
Learning field change (employment related)		72	61	246	379	0	1	1	1	1
Learning field change (interest related)	1	227	47	458	733	1	2	0	1	1
Mobility		48		95	143	0	0	0	0	0
Need series of qualifications	2	1 169	606	3 160	4 937	3	9	6	10	9
Needed challenge	6	886	369	1 857	3 119	8	7	4	6	6
Other	1	99	723	196	1 020	1	1	7	1	2
Promotion / Advancement pursuit		237	300	774	1 311	0	2	3	3	2
Skills improvement	20	3 240	1 673	7 838	12 771	28	24	17	25	24
Want to pursue specific vocation		240		539	778	0	2	0	2	1
Work experience	9	1 866	915	4 417	7 208	13	14	9	14	13
Total	72	13 235	9 862	30 938	54 107	100	100	100	100	100

Source: Apprenticeship survey

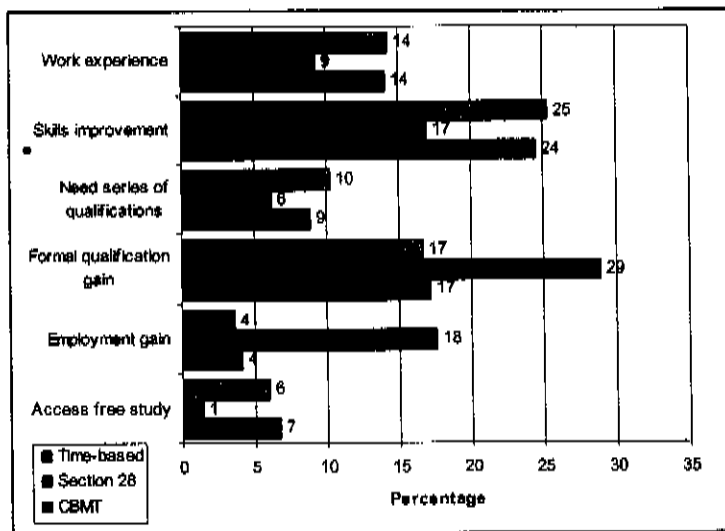


Figure 4.7: Reasons for enrolling with highest percentage frequency by apprenticeship type

Source: Apprenticeship survey

3.8 Provincial distribution of apprenticeship participants

This section describes the provincial distribution of apprenticeship participants since 1 February 2001. This period covers both NSDS phases. 'Province' in this section refers to the province where the apprentice undertook the apprenticeship. The data are presented in such a way that they provides separate results for the three different types of apprenticeships (CBMT, Time-based and Section 28). The following points will be covered in this section:

- Apprenticeship enrolments by province and type of apprenticeship
- Apprenticeship enrolments by province, type of apprenticeship and completion status at the time of the survey
- Apprenticeship enrolments by province, type of apprenticeship and employment status at registration compared with employment status after completion or termination of the learnership programme
- Apprenticeship enrolments by province, type of apprenticeship and company size.

3.8.1 Provincial distribution of apprenticeship participants by type of apprenticeship

Provinces' contribution to the training of apprentices varies quite substantially. The four provinces where the most apprentices enrolled are Gauteng with 40%, KwaZulu-Natal with 17%, Eastern Cape with 15%, and the Western Cape with 12%. The provincial distributions for the different types of apprenticeships follow the same trend as the overall distribution.

Considering the distribution of apprenticeship types within each province, it seems that the apprentices enrolled for the Time-based apprenticeship type are in the majority in all the provinces, and make up at least 54% of the total population of apprentices in each province. KwaZulu-Natal has the highest proportion of Section 28 apprentices with just over one in every five apprentices being a Section 28 apprentice. The province where the proportion of CBMT and Time-based apprentices is the closest is Free State with 44% CBMT apprentices and 54% Time-Based apprentices.

Table 4.14: Provincial distribution of apprenticeship registrations by apprenticeship type

Province	Number					Row percentage				
	Not indicated	CBMT	SECT28	Time-based	Total	Not indicated	CBMT	SECT28	Time-based	Total
Not indicated		42		56	98	0	42	0	58	100
EC	2	640	573	1 524	2 739	0	23	21	56	100
FS	1	291	11	360	663	0	44	2	54	100
GP	13	1 752	1 484	3 953	7 202	0	24	21	55	100
KZN	1	605	652	1 772	3 030	0	20	22	58	100
LM	1	145	71	340	557	0	26	13	61	100
MP	1	226	204	554	984	0	23	21	56	100
NC		56	22	93	171	0	33	13	54	100
NW	1	122	79	409	611	0	20	13	67	100
WC	4	568	245	1 296	2 113	0	27	12	61	100
Total	24	4 447	3 340	10 357	18 168	0	24	18	57	100

Source: Apprenticeship survey

3.8.2 Provincial distribution of apprenticeship participants by type of apprenticeship and completion status at the time of the survey

There are distinct differences between the results for the different apprenticeship types. It is evident from the three tables below that more CBMT apprenticeship participants terminated their studies with more than one in every ten terminating. On the other hand, almost no Time-based and Section 28 apprentices terminated their apprenticeship programme, with less than 4% terminating (3% for Time-based and 2% for Section 28 apprentices). The data also show that CBMT apprentices had the highest proportion of 'still registered' apprentices at the time of the survey. Two out of every three CBMT apprentices were still registered at the time of the survey

The province with the lowest number of qualified CBMT apprentices is Limpopo with only 14% of their CBMT apprentices passing the trade test.

Table 4.15: Provincial distribution of apprenticeship registrations for CBMT apprentices by completion status

Province	Number				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated		34	7	42	0	83	17	100
EC	129	465	46	640	20	73	7	100
FS	77	198	16	291	26	68	6	100
GP	394	1 121	236	1 752	23	64	13	100
KZN	158	381	66	605	26	63	11	100
LM	21	104	20	145	14	72	14	100
MP	38	181	7	226	17	80	3	100
NC	21	29	7	56	37	51	12	100
NW	28	80	14	122	23	65	12	100
WC	157	356	54	568	28	63	10	100
Total	1 023	2 950	474	4 447	23	66	11	100

Source: Apprenticeship survey

The proportion of Time-based apprentices who passed their trade tests ranges from 19% for the Northern Cape to 56% for Limpopo. Gauteng province produced the highest number of

qualified Time-based apprentices (1 648 Time-based apprentices). This figure is three times higher than the second highest contributor, KwaZulu-Natal with 541 qualified Time-based apprentices.

Table 4.16: Provincial distribution of apprenticeship registrations for Time-based apprentices by completion status

Time-based Province	Number				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	46	10		56	82	18	0	100
EC	536	951	37	1 524	35	62	2	100
FS	184	177		360	51	49	0	100
GP	1 648	2 180	125	3 953	42	55	3	100
KZN	541	1 148	83	1 772	31	65	5	100
LM	189	141	9	340	56	42	3	100
MP	282	253	19	554	51	46	3	100
NC	18	75		93	19	81	0	100
NW	185	214	9	409	45	52	2	100
WC	497	752	47	1 296	38	58	4	100
Total	4 127	5 900	330	10 357	40	57	3	100

Source: Apprenticeship survey

The data for the Section 28 apprentices reflect the reality where recognition of prior learning is taken into account when participants are allowed to write the trade test. It is therefore not surprising that 91% of those writing the trade test were successful.

Table 4.17: Provincial distribution of apprenticeship registrations for Section 28 apprentices by completion status

Section 28 Province	Number				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
EC	495	78		573	86	14	0	100
FS	11			11	100	0	0	100
GP	1 365	96	24	1 484	92	6	2	100
KZN	628	24		652	96	4	0	100
LM	71			71	100	0	0	100
MP	182	11	11	204	89	5	5	100
NC	11	11		22	50	50	0	100
NW	67	12		79	85	15	0	100
WC	199	24	23	245	81	10	9	100
Total	3 028	255	57	3 340	91	8	2	100

Source: Apprenticeship survey

3.8.3 Provincial distribution of apprenticeship participants by type of apprenticeship and a comparison of the employment status at enrolment with employment status after completion or termination of the apprenticeship programme

The following three tables provide information on all apprentices excluding apprentices who were still registered at the time of the survey. The tables are designed to illustrate the impact of apprenticeship participation on the employment status of the participants. The same cohort of apprentices is followed from the picture at enrolment to the picture after completion or termination.

Table 4.18 deals with CBMT apprentices. Although Limpopo has the highest proportional increase in employed CBMT apprentices as shown in the last column of the table, the actual

numbers of registrations are low. On the other hand, Gauteng has very positive results, with a 66% increase in employed apprenticeships. 226 CBMT apprentices in Gauteng gained employment after completing or terminating their apprenticeship.

Table 4.18: Provincial distribution of registrations for CBMT apprenticeships by employment status at enrolment and after completion or termination of the apprenticeship programme

CBMT	Employment status at the time of registration			Employment status after completion or termination			% increase in employment status
	Province	Employed	Unemployed	Total	Employed	Unemployed	Total
EC		108	67	175	157	18	175
FS		49	37	86	70	16	86
GP		342	282	623	567	56	623
KZN		130	94	224	209	14	224
LM		21	21	41	34	7	41
MP		34	4	38	38		38
NC		28		28	28		28
NW		35	7	43	36	7	43
WC		135	69	205	198	7	205
Total		881	582	1 462	1 338	124	1 462

Source: Apprenticeship survey

The data suggest that the Time-based apprenticeship system is more successful in securing employment for the participants. Eighty-nine per cent of all unemployed Time-based apprentices gained employment after completion or termination of their apprenticeship. Put differently, 1 538 out of 1 728 Time-based apprentices gained employment after completing or terminating their apprenticeship. Forty-four per cent of those who gained employment are from Gauteng, another good result for Gauteng. The province with the lowest proportion of Time-based apprentice who gained employment is North West, with 71% of their unemployed apprentices gaining employment.

Table 4.19: Provincial distribution of registrations for Time-based apprenticeships by employment status at enrolment and after completion or termination of the apprenticeship programme

Time-based	Employment status at the time of registration			Employment status after completion or termination			% increase in employment status
	Province	Employed	Unemployed	Total	Employed	Unemployed	Total
Not indicated		9	9	19	19		19
EC		317	248	565	535	29	565
FS		101	83	184	184		184
GP		964	753	1 717	1 639	78	1 717
KZN		324	272	597	557	40	597
LM		133	66	199	189	9	199
MP		160	131	292	292		292
NC		18		18	18		18
NW		120	65	185	167	19	185
WC		433	101	534	515	19	534
Total		2 579	1 728	4 308	4 113	194	4 308

Source: Apprenticeship survey

It is encouraging to note that unemployment is not a problem with Section 28 apprentices. Again the reality is reflected because Section 28 apprentices have to have five or more years of working experience on their specific trade before they can be considered for writing the trade test.

Table 4.20: Provincial distribution of registrations for Section 28 apprenticeships by employment status at enrolment and after completion or termination of the apprenticeship programme

Section 28	Employment status at the time of registration				Employment status after completion or termination			% Increase in employment status
Province	Not indicated	Employed	Unemployed	Total	Employed	Unemployed	Total	
EC	13	458	11	482	482		482	5
FS		11		11	11		11	0
GP	11	1 148	197	1 356	1 343	13	1 356	17
KZN		467	149	617	617		617	32
LM		71		71	71		71	0
MP		171	22	193	193		193	13
NC		11		11	11		11	0
NW		67		67	67		67	0
WC		222		222	200	22	222	-10
Total	24	2 626	379	3 028	2 994	34	3 028	14

Source: Apprenticeship survey

3.8.4 Provincial distribution of apprenticeship participants by type of apprenticeship and size of the company where the apprentice is employed after completion or termination of the apprenticeship

The questionnaire contains two questions on company size. The first question was addressed to all the learners to determine their 18.1 or 18.2 classification status. This variable captured the employment status at enrolment. The second question investigating the company size was asked of apprentices who were employed after completion or termination of their apprenticeship programme. Responses to the second question about the company size of all employed apprentices after completion or termination of their apprenticeship is analysed in this section.

The tables below show that for all types of apprentices large companies employ more than 70% of all apprentices after completion or termination of their apprenticeships. Seventy-eight per cent of CMBT, 85% of Time-based and 70% of Section 28 apprentices are employed at large companies.

Table 4.21: Provincial distribution of apprenticeship registrations for CBMT apprentices by company size

(Company here means the company where the learner is EMPLOYED after completion or termination of the apprenticeship programme)

CBMT	Number						Row %					
Province	Not indicated	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total	Not indicated	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total
EC				14	143	157	0	0	0	9	91	100
FS			14	14	43	70	0	0	20	20	61	100
GP	7	22	50	43	446	567	1	4	9	7	79	100
KZN			22	21	167	209	0	0	10	10	80	100
LM					34	34	0	0	0	0	100	100
MP				7	31	38	0	0	0	19	81	100
NC				14	14	28	0	0	0	50	50	100
NW		14	7		14	36	0	40	20	0	40	100
WC	8	7	14	20	149	198	4	3	7	10	76	100
Total	14	43	107	132	1 041	1 338	1	3	8	10	78	100

Source: Apprenticeship survey

Table 4.22: Provincial distribution of apprenticeship registrations for Time-based apprentices by company size

(Company here means the company where the learner is EMPLOYED after completion or termination of the apprenticeship programme)

Time-based	Number					Row %				
Province	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total
Not indicated				19	19	0	0	0	100	100
EC	9	47	46	433	535	2	9	9	81	100
FS	9	9	18	147	184	5	5	10	80	100
GP		111	133	1 395	1 639	0	7	8	85	100
KZN	9	18	47	482	557	2	3	8	87	100
LM			19	170	189	0	0	10	90	100
MP		9		282	292	0	3	0	97	100
NC				18	18	0	0	0	100	100
NW			27	139	167	0	0	16	84	100
WC	18	59	29	410	515	4	11	6	80	100
Total	46	253	319	3 496	4 113	1	6	8	85	100

Source: Apprenticeship survey

Table 4.23: Provincial distribution of registrations for Section 28 apprenticeships by company size

(Company here means the company where the learner is EMPLOYED after completion or termination of the apprenticeship programme)

Section 28	Number					Row %				
Province	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total	MICRO (1-10)	SMALL (11-49)	MEDIUM (50-149)	LARGE (150+)	Total
EC	11	49	47	375	482	2	10	10	78	100
FS				11	11	0	0	0	100	100
GP	11	190	178	964	1 343	1	14	13	72	100
KZN	13	76	85	443	617	2	12	14	72	100
LM	11			60	71	15	0	0	85	100
MP	23	34	56	80	193	12	18	29	41	100
NC				11	11	0	0	0	100	100
NW	11	11	11	34	67	16	16	16	51	100
WC		59	11	130	200	0	30	5	65	100
Total	79	420	388	2 107	2 994	3	14	13	70	100

Source: Apprenticeship survey

SECTION 4 Employment status at enrolment

As seen in previous analyses, there is a distinct difference between the profiles of participants in Section 28 apprenticeships as compared to the other two types. In most instances the participants in CBMT and Time-based apprenticeship types show the same trends, which can again be seen in the proportions of participants who were employed at enrolment. Figure 4.7 illustrates the percentage share in employment status within the different apprenticeship types. It was expected that most of the Section 28 apprentices would be employed since their prior learning and experience are being recognised as admission requirements.

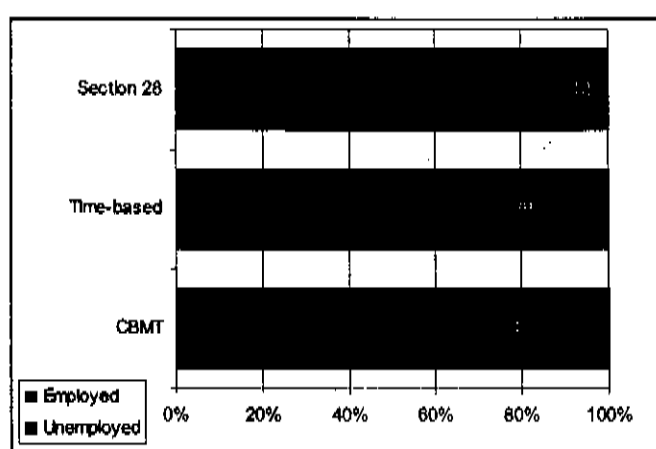


Figure 4.8: Apprenticeship participants by employment status at enrolment and apprenticeship type

Source: Apprenticeship survey

4.1 Distribution by employment status

It was decided to look at the employment status of apprentices in relation to gender, race and age categories. Table 4.24 presents the number for apprentices by employment status and gender, while Table 4.25 shows the trends in the different race groups and Table 4.26 shows the distribution of apprentices by employment status and age group categories.

The data suggest that of all the Section 28 participants, 88% or 2 927 were employed at the time of registration. For the CBMT participants the picture was different, with just over half (59% or 2 620) of them employed at the time of registration. Almost two of every three Time-based apprentices were employed at registration (60% or 6 238).

The share in gender groups is almost equal for CBMT apprenticeship participants with regard to employment status. Fifty-nine per cent of all men who enrolled in CBMT apprenticeships were employed at registration, whereas 51% of all women who enrolled in the same type of apprenticeship were employed at registration. When looking at Time-based apprentices, twice as many men as women were employed at registration - 61% of all men were employed while only 36% of all women were employed. Almost all men (89%) in Section 28 apprenticeships were employed whereas only half of all women (52%) in Section 28 apprentices were employed at registration (Table 4.24).

Table 4.24: Apprenticeship participants by employment status, apprenticeship type and gender

Apprenticeship type	Gender	Number				Column %				Row %			
		No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total
CBMT	Male	42	2 589	1 755	4 386	100	99	98	99	1	59	40	100
	Female	0	31	30	61	0	1	2	1	0	51	49	100
	Total	42	2 620	1 785	4 447	100	100	100	100	1	59	40	100
Time-based	Male	66	6 051	3 727	9 845	100	97	92	95	1	61	38	100
	Female	0	186	326	512	0	3	8	5	0	36	64	100
	Total	66	6 238	4 053	10 357	100	100	100	100	1	60	39	100
Section 28	Male	24	2 873	340	3 236	100	98	87	97	1	89	10	100
	Female	0	54	50	104	0	2	13	3	0	52	48	100
	Total	24	2 927	390	3 340	100	100	100	100	1	88	12	100

Source: Apprenticeship survey**Table 4.25: Apprenticeship participants by employment status, apprenticeship type and race**

Apprenticeship type	Race	Number				Column %				Row %			
		No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total
CBMT	African	13	724	534	1 272	32	28	30	29	1	57	42	100
	Coloured	0	345	205	550	0	13	11	12	0	63	37	100
	Indian	0	140	179	319	0	5	10	7	0	44	56	100
	White	29	1 411	867	2 306	68	54	49	52	1	61	38	100
	Total	42	2 620	1 785	4 447	100	100	100	100	1	59	40	100
Time-based	African	0	2 231	2 217	4 448	0	36	55	43	0	50	50	100
	Coloured	20	919	229	1 169	31	15	6	11	2	79	20	100
	Indian	0	312	179	491	0	5	4	5	0	63	37	100
	White	46	2 775	1 428	4 249	69	44	35	41	1	65	34	100
	Total	66	6 238	4 053	10 357	100	100	100	100	1	60	39	100
Section 28	African	0	1 006	292	1 298	0	34	75	39	0	77	23	100
	Coloured	13	320	0	333	54	11	0	10	4	96	0	100
	Indian	0	249	0	249	0	9	0	7	0	100	0	100
	White	11	1 352	98	1 460	46	46	25	44	1	93	7	100
	Total	24	2 927	390	3 340	100	100	100	100	1	88	12	100

Source: Apprenticeship survey

Table 4.25 provides an analysis of race by employment status and apprenticeship type, which reveals an interesting trend. Apprenticeship participants registered for the CBMT apprenticeships are predominantly white (52%), with 29% being African, 12% coloured and 7% Indian. For those registered for the Time-based type of apprenticeship, 43% are African with 41% being white, 11% coloured and only 5% Indian. There is a similar trend for Section 28 apprenticeships, with 44% being white, 39% African, 10% coloured and 7% Indian.

Table 4.26: Apprenticeship participants by employment status, apprenticeship type and age at enrolment

Apprenticeship type	Age category	Number *				Column %				Row %			
		No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total	No response	Employed	Unemployed	Total
CBMT	20 and younger	7	819	930	1 756	17	31	52	39	0	47	53	100
	21 to 25	35	1 308	711	2 053	83	50	40	46	2	64	35	100
	26 to 30	0	335	124	460	0	13	7	10	0	73	27	100
	31 to 35	0	101	20	121	0	4	1	3	0	83	17	100
	36 to 40	0	50	0	50	0	2	0	1	0	100	0	100
	41 to 45	0	7	0	7	0	0	0	0	0	100	0	100
	46 to 50	0	0	0	0	0	0	0	0				
	51 to 55	0	0	0	0	0	0	0	0				
	Total	42	2 620	1 785	4 447	100	100	100	100	1	59	40	100
Time-based	20 and younger	27	1 543	1 499	3 069	41	25	37	30	1	50	49	100
	21 to 25	10	2 730	1 896	4 637	15	44	47	45	0	59	41	100
	26 to 30	10	1 309	542	1 861	15	21	13	18	1	70	29	100
	31 to 35	9	384	88	482	14	6	2	5	2	80	18	100
	36 to 40	0	135	9	144	0	2	0	1	0	93	7	100
	41 to 45	9	78	0	87	14	1	0	1	11	89	0	100
	46 to 50	0	49	0	49	0	1	0	0	0	100	0	100
	51 to 55	0	10	18	29	0	0	0	0	0	36	64	100
	Total	66	6 238	4 053	10 357	100	100	100	100	1	60	39	100
Section 28	No response	0	22	0	22	0	1	0	1	0	100	0	100
	20 and younger	0	554	83	637	0	19	21	19	0	87	13	100
	21 to 25	0	816	270	1 086	0	28	69	33	0	75	25	100
	26 to 30	13	809	36	858	54	28	9	26	1	94	4	100
	31 to 35	11	350	0	361	46	12	0	11	3	97	0	100
	36 to 40	0	243	0	243	0	8	0	7	0	100	0	100
	41 to 45	0	87	0	87	0	3	0	3	0	100	0	100
	46 to 50	0	13	0	13	0	0	0	0	0	100	0	100
	51 to 55	0	34	0	34	0	1	0	1	0	100	0	100
	Total	24	2 927	390	3 340	100	100	100	100	1	88	12	100

Source: Apprenticeship survey

The mean age of apprentices included in this study is 23,4 years. The data suggest that more than 90% of apprenticeship participants registered for the CBMT (95%) and Time-based (93%) apprenticeships may be categorised as youth, between 15 and 30 years of age. This is mainly because these two types of apprenticeships are mainly restricted by age. A significant decrease in participation with an increase in age occurs from the age of 31. Section 28 reflects a slightly different trend because this type of apprenticeship is not limited by age. Seventy-eight per cent of those registered under Section 28 fall between 15 and 30 years of age, whereas 22% fall between 31 and 55 years of age.

4.2 Employed apprentices

This section describes the profile of the apprenticeship participants who were enrolled at the time of registration by presenting the findings with regard to their nature of employment, the type of employer and the average monthly salary that they reported. An analysis of the nature of unemployment/employment prior to enrolment is also presented in this section.

Table 4.27: Apprenticeship participants who were employed at enrolment by nature of employment

4.3 Nature of employment:	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response		13		27	41	0	1	0	0	0
Casual (daily)	1	163		387	550	8	6	0	6	5
Contract/ temporary (with fixed end date)	2	531	191	1 327	2 051	17	20	7	21	17
Permanent (no end date)	9	1 913	2 736	4 496	9 154	75	73	93	72	78
Total	12	2 620	2 927	6 238	11 796	100	100	100	100	100

Source: Apprenticeship survey

Table 4.27 shows that more than two-thirds of the apprentices employed at the time of enrolment for the CBMT (73%), Section 28 (93%) and Time-based (72%) apprenticeships were employed in a full-time capacity, i.e. for 40 or more hours a week, and in a permanent position, i.e. an employment contract with no end date stipulated. Twenty per cent of those registered for CBMT, 7% for Section 28 and 21% for Time-based apprenticeships were employed in a part-time capacity, i.e. for less than 40 hours a week, and in a contract position with an end date stipulated.

Table 4.28: Apprenticeship participants who were employed at enrolment by type of employer

4.5 About your employer	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response		13		18	32	0	1	0	0	0
Government		21	13	66	100	0	1	0	1	1
Parastatal		42	13	37	92	0	2	0	1	1
Private sector/ Enterprise	12	2 502	2 901	6 087	11 502	100	95	99	98	98
Self-employed		42		29	70	0	2	0	0	1
Total	12	2 620	2 927	6 238	11 796	100	100	100	100	100

Source: Apprenticeship survey

Table 4.28 shows that almost all (95% CBMT, 99% Section 28 and 98% Time-based apprentices) were employed in the private sector with 2% or less employed in other sectors.

Table 4.29: Apprenticeship participants who were employed at enrolment by average monthly salary (before deductions)

4.2 Average monthly salary (before deductions)	Number					Column %				
	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based	Total
No response	2	594	2 857	1 298	4 751	17	23	98	21	40
<1 001		91		151	242	0	3	0	2	2
1 001 to 2 000	5	827	11	1 101	1 943	42	32	0	18	16
2 001 to 3 000	1	529		1 569	2 098	8	20	0	25	18
3 001 to 4 000		296	12	975	1 282	0	11	0	16	11
4 001 to 5 000	2	163	13	501	679	17	6	0	8	6
5 001 to 6 000		50	11	257	318	0	2	0	4	3
6 001 to 7 000		29		171	200	0	1	0	3	2
7 001 to 8 000	2	21	11	121	155	17	1	0	2	1
8 001 to 9 000				48	48	0	0	0	1	0
9 001 to 10 000		7		28	34	0	0	0	0	0
>10 000		14	13	19	45	0	1	0	0	0
Total	12	2 620	2 927	6 238	11 796	100	100	100	100	100

Source: Apprenticeship survey

Salary information was provided by 60% of the respondents who were employed at the time of registration. Salaries ranged from less than R1 001 per month to about R10 000 per month, with only 2% of apprentices who were employed earning less than R1 000 per month (Table 4.29).

4.3 Unemployed apprentices

The survey gathered information on the activities of participants who were unemployed at the time of registration. The following questions were asked: "What were you doing with your time?" and "What were your sources of support for survival?" Table 4.30 provides details on the first question and Table 4.31 presents the findings on the second question.

Table 4.30: Apprenticeship participants who were unemployed at the time of registering for the apprenticeship

What were you doing with YOUR TIME?	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
No response	0	14	0	0	0	1	0	0
NO	1	565	63	986	8	32	16	24
YES	11	1 205	326	3 067	92	68	84	76
Total	12	1 785	390	4 053	100	100	100	100
FULL-TIME	11	1 100	314	2 680	100	91	96	87
PART-TIME	0	105	13	387	0	9	4	13
Total	11	1 205	326	3 067	100	100	100	100
No response	0	14	0	10	0	1	0	0
NO	12	1 335	355	3 024	100	75	91	75
YES	0	435	34	1 019	0	24	9	25
Total	12	1 785	390	4 053	100	100	100	100

No response	0	14	0	0	0	1	0	0
NO	12	1 076	242	2 244	100	60	62	55
YES	0	694	147	1 809	0	39	38	45
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	0	0	1	0	0
NO	7	624	60	1 168	58	35	15	29
YES	5	1 147	330	2 885	42	64	85	71
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	0	0	1	0	0
NO	12	1 729	379	4 007	100	97	97	99
YES	0	42	11	46	0	2	3	1
Total	12	1 785	390	4 053	100	100	100	100
No response	0	22	0	0	0	1	0	0
NO	11	1 335	377	2 997	92	75	97	74
YES	1	428	13	1 056	8	24	3	26
Total	12	1 785	390	4 053	100	100	100	100

Source: Apprenticeship survey

The data reflected in Table 4.30 identify their resourcefulness: 84% of Section 28, 76% of Time-based and 68% of CBMT apprentices indicated that they were studying; 85% of Time-based, 64% of Section 28 and 42% of CBMT apprentices indicated that they were looking for work; 25% of Time-based, 24% of CBMT and 9% of Section 29 apprentices said that they were doing unpaid volunteer work; 45% of Time-based, 39% of CBMT and 38% of Section 28 apprentices reported that they were doing piece work for payment in kind; 26% of Time-based, 24% of CBMT and 3% of Section 28 apprentices were taking care of home full time. Only 6% of the three types said they were doing nothing.

The majority (94% Section 28, 81% CBMT and 80% Time-based) of the apprentices who were unemployed at enrolment for the apprenticeship type indicated that they survived by receiving cash, food and clothing from family and friends. Less than half (43% of Time-based, 38% of Section 28 and 38% of CBMT apprentices) also did piece work for payment in kind, and 46% of Time-based, 41% of CBMT, 38% of Section 28 apprentices did piece work for pay (Table 4.31)

Table 4.31: Apprenticeship participants who were unemployed at the time of registering for the apprenticeship

What were your SOURCES OF SUPPORT for survival?	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
No response	0	14	0	9	0	1	0	0
NO	10	1 036	242	2 198	83	58	62	54
YES	2	734	147	1 846	17	41	38	46
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	0	0	1	0	0
NO	11	1 086	242	2 323	92	61	62	57
YES	1	684	147	1 730	8	38	38	43
Total	12	1 785	390	4 053	100	100	100	100
No response	0	22	0	0	0	1	0	0
NO	12	1 729	390	3 917	100	97	100	97
YES	0	34	0	136	0	2	0	3
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	0	0	1	0	0
NO	12	1 757	390	4 035	100	98	100	100
YES	0	13	0	18	0	1	0	0
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	0	0	1	0	0
NO	12	1 560	390	3 485	100	87	100	86
YES	0	210	0	568	0	12	0	14
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	0	9	0	1	0	0
NO	1	327	22	808	8	18	6	20
YES	11	1 444	368	3 236	92	81	94	80
Total	12	1 785	390	4 053	100	100	100	100
No response	0	21	0	9	0	1	0	0
NO	12	1 749	390	3 995	100	98	100	99
YES	0	14	0	48	0	1	0	1
Total	12	1 785	390	4 053	100	100	100	100
No response	0	14	24	0	0	1	6	0
NO	3	262	232	694	25	15	59	17
YES	9	1 509	134	3 359	75	85	35	83
Total	12	1 785	390	4 053	100	100	100	100

Source: Apprenticeship survey

SECTION 5 COMPLETION STATUS AT THE TIME OF THE SURVEY

The data suggest that a small number of apprenticeship participants terminated their studies with only 3% of the Time-based enrolments, 2% of the Section 28 and 11% of CBMT enrolments concluded on termination.

More than half of the CBMT and Time-based enrolments were still registered at the time of the survey. As one expected, almost all 91% of the Section 28 apprentices passed the trade test and qualified (Table 4.32 and Figure 4.8).

Table 4.32: Apprenticeship participants by completion status and apprenticeship type

Apprenticeship type	Number				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	8	15	1	24	33	63	4	100
CBMT	1 023	2 950	474	4 447	23	66	11	100
SECT28	3 028	255	57	3 340	91	8	2	100
Time-based	4 127	5 900	330	10 357	40	57	3	100
Total	8 186	9 120	862	18 168	45	50	5	100

Source: Apprenticeship survey

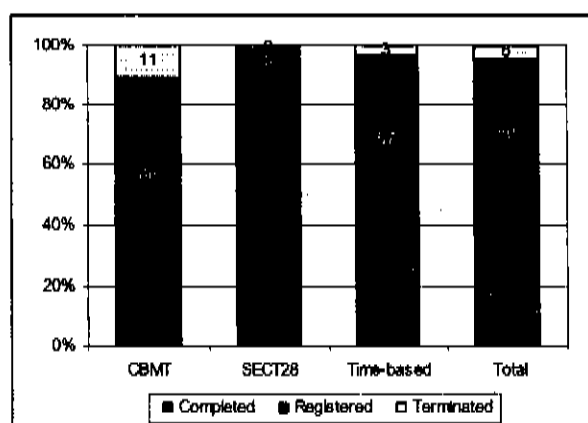


Figure 4.9: Apprenticeship participants by completion status and apprenticeship type

Source: Apprenticeship survey

4 127 or 40% of all Time-based participants as opposed to 1 023 or 23% of all CBMT participants completed their apprenticeships and qualified. It is also clear from Tables 4.33 and 4.34 that a large portion of CBMT and Time-based apprenticeship participants were still busy with their apprenticeship. Sixty-six per cent of all CBMT and 57% of all Time-based apprenticeship participants were still in the process of completing their qualifications. For Section 28 participants the figure is 8%.

Tables 4.33, 4.34 and 4.35 present the different employment pathways for CBMT, Time-based and Section 28 apprentices respectively. This is done by looking at the employment status at registration, comparing it with the employment status after completion or termination and cross-tabulating it with the current completion status of the participants. The following disaggregation of pathways of the labour market outcomes of apprenticeship participants was used to guide the analysis of the three apprenticeship types:

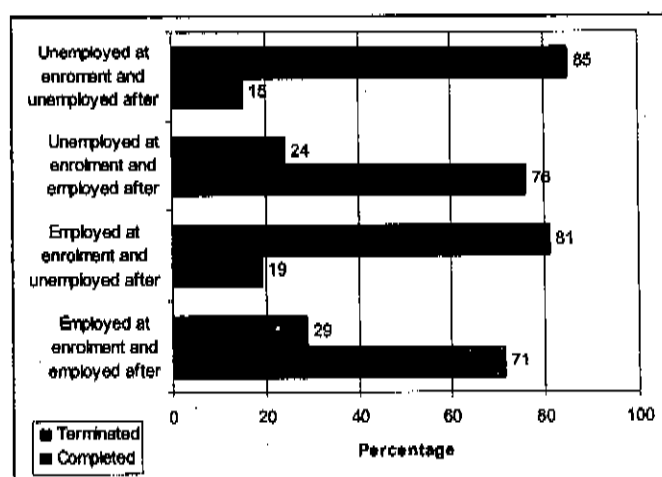
- unemployed at enrolment and unemployed after
- unemployed at enrolment and employed after

- c) employed at enrolment and employed after
- d) employed at enrolment and unemployed after

Table 4.33: CBMT Apprenticeship participants by completion status and employment path

CBMT apprenticeships	Number				Group %				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	28	28	7	63	1	1	0	1	3	1	2	1	44	44	11	100
Employed at enrolment and employed after	601		244	846	14	0	5	19	59	0	52	19	71	0	29	100
Employed - Still registered		1 726		1 726	0	39	0	39	0	58	0	39	0	100	0	100
Employed at enrolment and unemployed after	7		28	35	0	0	1	1	1	0	6	1	19	0	81	100
Unemployed at enrolment and employed after	374		118	493	8	0	3	11	37	0	25	11	76	0	24	100
Unemployed - Still registered		1 197		1 197	0	27	0	27	0	41	0	27	0	100	0	100
Unemployed at enrolment and unemployed after	13		76	89	0	0	2	2	1	0	16	2	15	0	85	100
Total	1 023	2 950	474	4 447	23	66	11	100	100	100	100	100	23	66	11	100

Source: Apprenticeship survey

**Figure 4.10: CBMT apprenticeship participants by completion status and employment path**

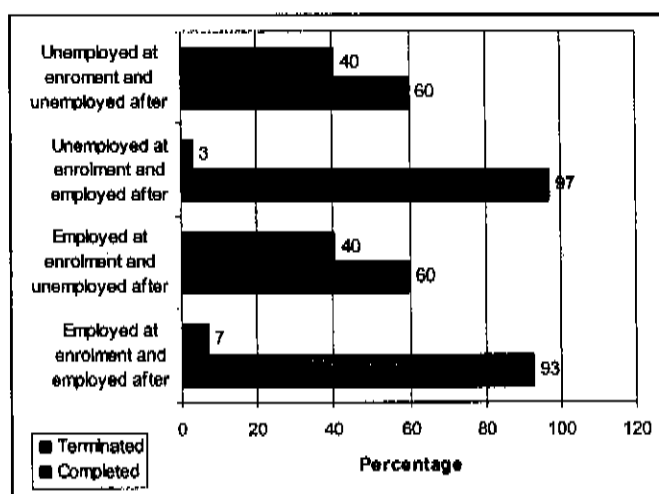
Source: Apprenticeship survey

Table 4.33 and Figure 4.9 show that 76% of all CBMT participants who were unemployed at enrolment and gained employment passed the trade test (completed their studies), and 24% who were unemployed at enrolment and gained employment terminated their studies before graduation. Seventy-one of those who were employed at enrolment and remained employed afterwards passed their trade test, and 29% terminated; 85% of all CBMT participants who were unemployed at enrolment and remained unemployed terminated their studies before completion and 15% completed; 81% of those who were employed at enrolment and became unemployed terminated their studies before graduation and 19% passed the trade test.

Table 4.34: Time-based apprenticeship participants by completion status and employment path

Time-based Pathways	Number				Group %				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	120	30	29	179	1	0	0	2	3	1	9	2	67	17	16	100
Employed at enrolment and employed after	2 308		176	2 484	22	0	2	24	56	0	53	24	93	0	7	100
Employed - Still registered		3 583		3 583	0	35	0	35	0	61	0	35	0	100	0	100
Employed at enrolment and unemployed after	57		38	95	1	0	0	1	1	0	12	1	60	0	40	100
Unemployed at enrolment and employed after	1 582		47	1 629	15	0	0	16	38	0	14	16	97	0	3	100
Unemployed - Still registered		2 287		2 287	0	22	0	22	0	39	0	22	0	100	0	100
Unemployed at enrolment and unemployed after	59		40	99	1	0	0	1	1	0	12	1	60	0	40	100
Total	4 127	5 900	330	10 357	40	57	3	100	100	100	100	100	40	57	3	100

Source: Apprenticeship survey

**Figure 4.11: Time-based apprenticeship participants by completion status and employment path**

Source: Apprenticeship survey

Table 4.35 and Figure 4.11 show that 97% of all Time-based participants who were unemployed at enrolment and employed after completed their apprenticeship and passed a trade test, while only 3% terminated before graduation. Ninety-three per cent of those who were employed at enrolment and remained employed passed their trade test and 7% terminated; 60% of those who were employed at enrolment and became unemployed after completed their studies and 40% terminated.

Table 4.35: Section 28 apprenticeship participants by completion status and employment path

Section 28	Number				Group %				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
Not indicated	81			81	2	0	0	2	3	0	0	2	100	0	0	100
Employed at enrolment and employed after	2 558		34	2 591	77	0	1	78	84	0	59	78	99	0	1	100
Employed - Still registered		255		255	0	8	0	8	0	100	0	8	0	100	0	100
Employed at enrolment and unemployed after	24		11	34	1	0	0	1	1	0	19	1	69	0	31	100
Unemployed at enrolment and employed after	366		13	379	11	0	0	11	12	0	22	11	97	0	3	100
Total	3 028	255	57	3 340	91	8	2	100	100	100	100	100	91	8	2	100

Source: Apprenticeship survey

The table also shows that 60% of those who were unemployed at enrolment and remained unemployed passed their trade test and 40% terminated their studies.

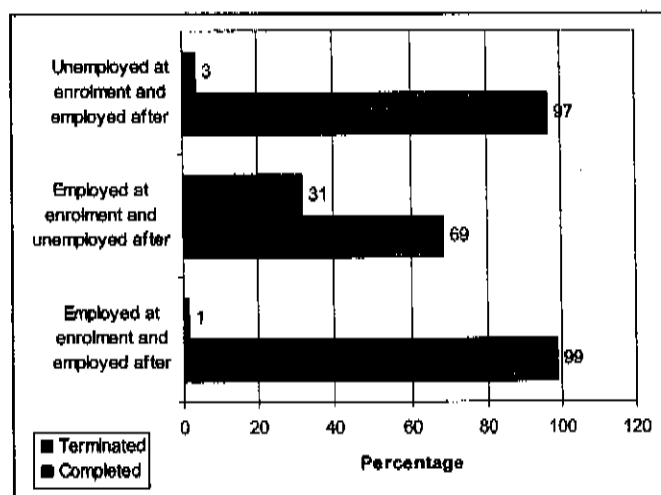


Figure 4.12: Section 28 apprenticeship participants by completion status and employment path

Source: Apprenticeship survey

Table 4.35 and Figure 4.11 show that 99% of all Time-based participants who were unemployed at enrolment and gained employment passed their trade test and only 3% terminated; 99% who were employed at enrolment and employed afterwards completed their studies and passed the trade test and only 1% terminated; 69% who were employed at enrolment and became unemployed completed their studies and 31% terminated.

5.1 Apprentices who terminated their apprenticeship

Many apprentices who terminated their apprenticeship did not respond to this question. Overall 40% did not respond, with the highest proportion of 48% of CBMT apprentices not responding. Forty-three per cent of Section 28 apprentices terminated after a period of 31 to 36 months, almost three years, whereas most of the CBMT and Time-based apprentices who responded terminated within 1 to 1,5 years.

Table 4.36: Apprenticeship participants who terminated by number of months before termination

Number of months enrolled before termination	Number					Column %				
	Not indicated	CBMT	SECT28	Time-based	Total	Not indicated	CBMT	SECT28	Time-based	Total
No response	1	229	11	104	345	100	48	19	31	40
Up to 6 Months	0	27	0	56	83	0	6	0	17	10
7 to 12 Months	0	90	11	55	157	0	19	19	17	18
13 to 18 Months	0	35	0	49	84	0	7	0	15	10
19 to 24 Months	0	42	11	20	72	0	9	19	6	8
25 to 30 Months	0	7	0	18	25	0	1	0	5	3
31 to 36 Months	0	21	25	10	55	0	4	43	3	6
37 to 42 Months	0	16	0	0	16	0	3	0	0	2
More than 42 Months	0	7	0	19	25	0	1	0	6	3
Total	1	474	57	330	862	100	100	100	100	100

Source: Apprenticeship survey

Almost half of the apprentices who terminated did not give a reason for termination. The main reasons for termination by Section 28 participants seemed to be moving to another apprenticeship closer to the respondent's career aspiration as well as accommodation problems. Time-based apprentices mainly terminated due to finding employment.

Table 4.37: Apprentices who terminated their apprenticeships by reason for termination

Reason for termination	Number					Column %				
	Total	No response	CBMT	SECT28	Time-based	Total	No response	CBMT	SECT28	Time-based
No response	408	1	250	35	122	40	100	44	62	31
Accommodation problems (physical / cost)	20			11	9	2	0	0	19	2
Family responsibilities	7		7			1	0	1	0	0
Found employment	126		51		75	12	0	9	0	19
Not interested in subject of apprenticeship	48		28		20	5	0	5	0	5
Other	190		105		85	19	0	18	0	22
Other apprenticeship	7		7			1	0	1	0	0
Other apprenticeship - closer to career	9				9	1	0	0	0	2
Other apprenticeship - closer to career aspiration	11			11		1	0	0	19	0
Other apprenticeship - higher stipend	16		7		9	2	0	1	0	2
Qualification of no value	45		34		10	4	0	6	0	3
Resistance from other employers	9				9	1	0	0	0	2
Theory / classroom training poor	37		27		9	4	0	5	0	2
Transport problems (physical / cost)	7		7			1	0	1	0	0
Workplace-based training poor	78		49		29	8	0	9	0	7
Total	1019	1	571	57	389	100	100	100	100	100

Source: Apprenticeship survey

Reasons given under the 'other' category include: company cancelled the apprenticeship, company was sold, dismissed from company, retrenched, no salary given for six months, unhappy with mentor, and did not received a salary increase. One respondent said that he was lazy.

5.2 Expectations of apprentices who are currently still undertaking the apprenticeship

Currently registered apprenticeships were asked to provide their top three expectations of apprenticeships. Table 4.38 shows that more than 99% of all the three types of apprenticeships expected that the apprenticeship would improve their technical skills as well as improve their career opportunities. They also believed that their involvement in apprenticeship programmes would enhance their self-confidence.

Table 4.38: Apprenticeship participants who were still registered at the time of the survey

	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
No response	0	34	0	57	0	1	0	1
NO	0	13	11	76	0	0	4	1
YES	15	2 902	244	5 767	100	98	96	98
Total	15	2 950	255	5 900	100	100	100	100
No response	0	34	0	57	0	1	0	1
NO					0	0	0	0
YES	15	2 915	255	5 843	100	99	100	99
Total	15	2 950	255	5 900	100	100	100	100
No response	0	34	0	67	0	1	0	1
NO					0	0	0	0
YES	15	2 915	255	5 833	100	99	100	99
Total	15	2 950	255	5 900	100	100	100	100
No response	0	41	0	57	0	1	0	1
NO					0	0	0	0
YES	15	2 909	255	5 843	100	99	100	99
Total	15	2 950	255	5 900	100	100	100	100

Source: Apprenticeship survey

Table 4.39: Apprenticeship participants who were still registered at the time of the survey

6.9 Do you expect that the apprenticeship will enable you to get a job?	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
No response	0	48	93	124	0	2	37	2
NO	0	42	0	74	0	1	0	1
YES	15	2 860	161	5 702	100	97	63	97
Total	15	2 950	255	5 900	100	100	100	100

Source: Apprenticeship survey

Table 4.39 shows that 97% of those registered for the CBMT and Time-based as well as 63% for Section 28 apprenticeships indicated that they expected to gain employment after completion of their apprenticeship programmes.

Table 4.40: Apprenticeship participants who were still registered at the time of the survey

Reasons provided by apprentices who expected that the apprenticeship qualification would enable them to get a job:	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
Other	0	50	13	93	0	1	3	1
Qualification is recognised by industry	14	2 654	161	5 423	31	31	34	32
There is a demand for people with this level of qualification	7	691	58	1 222	16	8	12	7
There is a demand for people with this type of qualification	5	1 027	82	1 944	11	12	17	11
There is related work in this area	10	1 787	80	3 620	22	21	17	21
Will have work experience	9	2 363	80	4 783	20	28	17	28
Total	45	8 573	473	17 084	100	100	100	100

Source: Apprenticeship survey

The reasons provided by the majority of apprentices who did expect to gain employment after completion of their apprenticeship programmes are reflected in Table 4.40. It is interesting to note similar trends across apprenticeship types. Thirty-four per cent of Section 28, 32% of Time-based and 31% of CBMT apprentices felt that their qualifications would be recognised by the specific industry in which they were pursuing the apprenticeships. About 28% of CBMT and Time-based as well as 17% of Section 28 apprenticeships reported that they expected to have enough work experience after completion in order to gain employment. Twenty-one per cent of CBMT and Time-based as well 17% of Section 28 apprentices claimed that there was related work in the field of their studies.

Table 4.41: Apprenticeship participants who were still registered at the time of the survey

Reasons provided by apprentices who do not expect that the apprenticeship qualification will enable them to get a job	Number				Column %			
	Not indicated	CBMT	SECT28	Time-based	Not indicated	CBMT	SECT28	Time-based
No demand for people with this level of qualification	0	0	0	9		0		5
No demand for people with this type of qualification	0	7	0	0		5		0
No related work in this area	0	28	0	56		22		30
Not enough work experience	0	42	0	38		33		20
Not interested in work related to this apprenticeship	0	7	0	18		6		10
Other	0	28	0	65		22		35
Qualification not recognised by industry	0	14	0	0		11		0
Total	0	125	0	186		100		100

Source: Apprenticeship survey

The small group of apprentices who expected that the apprenticeship would not enable them to gain employment was asked to provide reasons for this claim. Table 4.41 shows that 33% of CBMT and 20% of Time-based apprentices felt that their lack of work experience would not enable them to gain employment while another 30% Time-based and 22% CBMT apprentices indicated that they were not sure if there were related work opportunities available. This means that they embarked on training in a field for which there may not be a demand in the labour market.

SECTION 6 Employment and learning pathways of apprentices

In Section 5 the progression with regard to employment pathways was discussed in relation to the completion status of the participants at the time of the survey. In this section we will mainly focus on two groups. Firstly, the group of apprentices who were employed after being qualified or terminated their apprenticeship studies will be discussed, and secondly, we elaborate on the apprentices who were unemployed after qualifying or terminating their apprenticeship studies.

In this section we attempt to interpret the questions that measured the impact of participation in the apprenticeship system. We argue that exposure to the apprenticeship system even for just a few months must to a certain extent have an impact on a participant's life.

6.1 Labour market pathways of apprentices who were employed after completion or termination

6.1.1 Job related to apprenticeship

A small percentage of apprentices indicated that their employment was not related to their qualification as can be seen from Table 4.42. Looking at the qualified apprentices, only 1% of CBMT apprentices, 3% of Section 28 apprentices and 3% of Time-based apprentices said that their trade was not related to their job that they were doing.

Table 4.42: Employed apprenticeship participants by completion status

7.1 Is the job related to the apprenticeship?	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	8	0	8	1	0	1	100	0	100
NO	7	124	132	1	34	10	5	95	100
YES	961	238	1 199	98	66	90	80	20	100
Total	976	363	1 338	100	100	100	73	27	100
No response	0	0	0	0	0	0			
NO	83	0	83	3	0	3	100	0	100
YES	2 864	46	2 911	97	100	97	98	2	100
Total	2 947	46	2 994	100	100	100	98	2	100
No response	9	0	9	0	0	0	100	0	100
NO	134	84	219	3	38	5	61	39	100
YES	3 747	139	3 886	96	62	94	96	4	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

The following reasons are most frequently given to explain why the job is not related to the apprenticeship qualification:

- Qualification not recognised by industry
- Needed a salary while looking for related work
- No demand for people with this type of qualification
- Needed a salary regardless of type of work

- Not enough work experience
- Not interested in work related to this apprenticeship

6.1.2 Nature of employment

In terms of the nature of the employment, there is a distinct difference between participants who qualified and participants who terminated their studies. More than 90% (95% of CBMT apprentices, 94% of Section 28, and 91% of Time-based apprentices) of all participants who qualified had a permanent position with no end date (Table 4.43).

Table 4.43: Employed apprenticeship participants by completion status and nature of employment

7.6 Nature of employment	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	8	0	8	1	0	1	100	0	100
Casual (daily)	0	7	7	0	2	1	0	100	100
Contract/ temporary (with fixed end date)	42	49	90	4	13	7	46	54	100
Permanent (no end date)	926	307	1 233	95	85	92	75	25	100
Total	976	363	1 338	100	100	100	73	27	100
No response	0	0	0	0	0	0			
Casual (daily)	0	0	0	0	0	0			
Contract/ temporary (with fixed end date)	178	13	191	6	28	6	93	7	100
Permanent (no end date)	2 769	34	2 803	94	72	94	99	1	100
Total	2 947	46	2 994	100	100	100	98	2	100
No response	0	0	0	0	0	0			
Casual (daily)	0	0	0	0	0	0			
Contract/ temporary (with fixed end date)	346	56	402	9	25	10	86	14	100
Permanent (no end date)	3 544	168	3 711	91	75	90	95	5	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

6.1.3 Salary information

Respondents were asked to provide their average monthly salary. This information was seen as private and sensitive and therefore not always answered. The results are presented in Table 4.44. Almost one in every three participants in CBMT and Time-based apprenticeships (29% CBMT, 28% Time-based apprentices) and 97% of Section 28 apprenticeships did not provide information on this question.

The data suggest that the mean average salary for CBMT participants is R4 564 while the mean average salary for Time-based apprenticeship participants is R6 365. The difference between the two mean salaries can be partly ascribed to the fact that one in every five Time-based apprenticeship participant reported that they earn on average more than R10 000 per month as illustrated in Figure 4.12. To explain this phenomenon, variables such as age, highest qualification, years of work experience, etc. would have to be examined.

Table 4.44: Employed apprenticeship participants by completion status and average monthly salary category

7.5 Average monthly salary (before deductions)	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	339	46	385	35	13	29	88	12	100
<1001	7	0	7	1	0	1	100	0	100
1 001 to 2 000	0	27	27	0	8	2	0	100	100
2 001 to 3 000	49	54	104	5	15	8	47	53	100
3 001 to 4 000	57	54	111	6	15	8	51	49	100
4 001 to 5 000	71	56	127	7	15	9	56	44	100
5 001 to 6 000	84	34	118	9	9	9	71	29	100
6 001 to 7 000	99	21	120	10	6	9	83	17	100
7 001 to 8 000	110	28	138	11	8	10	80	20	100
8 001 to 9 000	50	0	50	5	0	4	100	0	100
9 001 to 10 000	44	7	50	4	2	4	87	13	100
>10 000	66	35	101	7	10	8	66	34	100
Total	976	363	1 338	100	100	100	73	27	100
No response	2 867	46	2 913	97	100	97	98	2	100
<1 001	0	0	0	0	0	0			
1 001 to 2 000	0	0	0	0	0	0			
2 001 to 3 000	0	0	0	0	0	0			
3 001 to 4 000	0	0	0	0	0	0			
4 001 to 5 000	0	0	0	0	0	0			
5 001 to 6 000	0	0	0	0	0	0			
6 001 to 7 000	11	0	11	0	0	0	100	0	100
7 001 to 8 000	11	0	11	0	0	0	100	0	100
8 001 to 9 000	0	0	0	0	0	0			
9 001 to 10 000	13	0	13	0	0	0	100	0	100
>10 000	46	0	46	2	0	2	100	0	100
Total	2 947	46	2 994	100	100	100	98	2	100
No response	1 067	74	1 141	27	33	28	93	7	100
<1 001	0	0	0	0	0	0			
1 001 to 2 000	68	0	68	2	0	2	100	0	100
2 001 to 3 000	142	28	170	4	13	4	84	16	100
3 001 to 4 000	219	46	265	6	20	6	83	17	100
4 001 to 5 000	394	29	422	10	13	10	93	7	100
5 001 to 6 000	235	19	254	6	8	6	93	7	100
6 001 to 7 000	247	9	256	6	4	6	96	4	100
7 001 to 8 000	265	0	265	7	0	6	100	0	100
8 001 to 9 000	190	0	190	5	0	5	100	0	100
9 001 to 10 000	292	0	292	8	0	7	100	0	100
>10 000	771	18	789	20	8	19	98	2	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

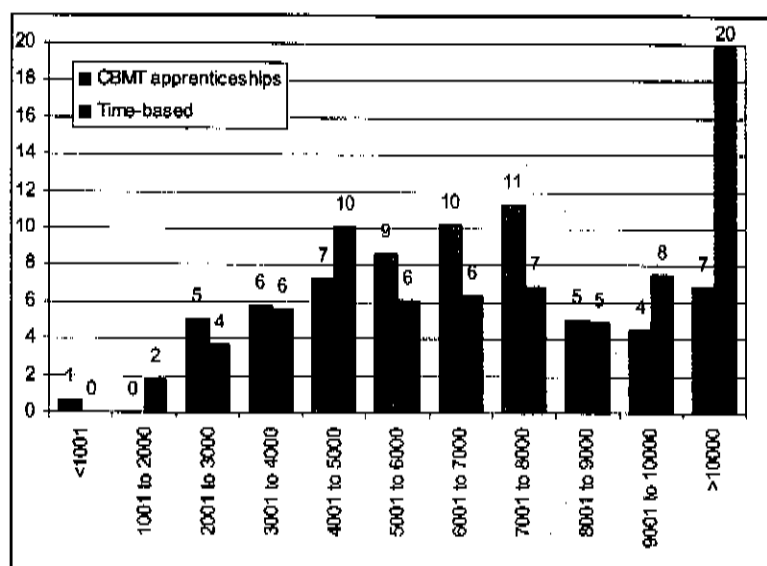


Figure 4.13: Distribution of Time-based and CBMT apprenticeship participants by monthly average salary earned

Source: Apprenticeship survey

6.1.4 Occupational category

Table 4.45 shows that 79% of completed CBMT apprentices are working as technicians and trade workers, 78% as machinery operators and drivers, 52% as sales workers, 51% as labourers, 43% as managers and 34% as professionals. For the Section 28 apprenticeships, 98% work as technicians and trade workers, 100% as labourers and machinery operators and drivers.

Table 4.45: Employed apprenticeship participants by completion status and occupational category

7.7 Occupational category:	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	8	7	14	1	2	1	54	46	100
Labourers	36	35	71	4	10	5	51	49	100
Machinery operators and drivers	249	69	318	26	19	24	78	22	100
Sales workers	7	7	14	1	2	1	52	48	100
Clerical and administrative workers	0	0	0	0	0	0			
Community and personal service workers	0	13	13	0	4	1	0	100	100
Technicians and trade workers	638	169	807	65	47	60	79	21	100
Professionals	17	34	51	2	9	4	34	66	100
Managers	21	28	49	2	8	4	43	57	100
Total	976	363	1 338	100	100	100	73	27	100
No response	0	0	0	0	0	0			
Labourers	214	0	214	7	0	7	100	0	100
Machinery operators and drivers	166	0	166	6	0	6	100	0	100
Sales workers	0	0	0	0	0	0			
Clerical and administrative workers	0	0	0	0	0	0			
Community and personal service workers	0	0	0	0	0	0			
Technicians and trade workers	2 350	46	2 397	80	100	80	98	2	100
Professionals	169	0	169	6	0	6	100	0	100
Managers	48	0	48	2	0	2	100	0	100
Total	2 947	46	2 994	100	100	100	98	2	100

No response	0	0	0	0	0	0			
Labourers	97	28	125	3	12	3	78	22	100
Machinery operators and drivers	1 159	76	1 234	30	34	30	94	6	100
Sales workers	46	9	55	1	4	1	83	17	100
Clerical and administrative workers	25	0	25	1	0	1	100	0	100
Community and personal service workers	9	0	9	0	0	0	100	0	100
Technicians and trade workers	2 250	102	2 351	58	46	57	96	4	100
Professionals	220	0	220	6	0	5	100	0	100
Managers	83	9	93	2	4	2	90	10	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

6.1.5 Employer type

Table 4.46 shows that 98% of Section 28 apprentices, 94% of Time-based and 75% of CBMT apprentices who completed are working in the private sector and 57% of CBMT are working in government. The apprentices who terminated their studies and found employment are mostly (63% CBMT) self-employed and 14% Time-based participants are working in government.

Table 4.46: Employed apprenticeship participants by completion status and type of employer

7.8 About your employer:	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	8	0	8	1	0	1	100	0	100
Government	18	13	31	2	4	2	57	43	100
Parastatal	0	0	0	0	0	0			
Private sector/ Enterprise	930	314	1 244	95	87	93	75	25	100
Self-employed	21	35	56	2	10	4	37	63	100
Total	976	363	1 338	100	100	100	73	27	100
No response	0	0	0	0	0	0			
Government	13	0	13	0	0	0	100	0	100
Parastatal	59	0	59	2	0	2	100	0	100
Private sector/ Enterprise	2 829	46	2 875	96	100	96	98	2	100
Self-employed	47	0	47	2	0	2	100	0	100
Total	2 947	46	2 994	100	100	100	98	2	100
No response	0	0	0	0	0	0			
Government	68	0	68	2	0	2	100	0	100
Parastatal	58	9	67	1	4	2	86	14	100
Private sector/ Enterprise	3 673	214	3 887	94	96	94	94	6	100
Self-employed	92	0	92	2	0	2	100	0	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

6.1.6 Company size

Almost all (96% Time-based, 94% Section 28 and 74% CBMT) of the completed apprentices work at large organisations (150+ employees) as compared to a few (26% CBMT, 6% Time-based and 15% Section 28) of those who terminated the apprenticeship programmes (Table 4.47).

Table 4.47: Employed apprenticeship participants by completion status and company size

7.9 Company size:	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	14	0	14	1	0	1	100	0	100
LARGE (150+)	771	271	1 041	79	75	78	74	26	100
MEDIUM (50-149)	112	21	132	11	6	10	84	16	100
MICRO (1-10)	14	29	43	1	8	3	33	67	100
SMALL (11-49)	64	43	107	7	12	8	60	40	100
Total	976	363	1 338	100	100	100	73	27	100
No response	0	0	0	0	0	0			
LARGE (150+)	2 107	0	2 107	72	0	70	100	0	100
MEDIUM (50-149)	366	22	388	12	47	13	94	6	100
MICRO (1-10)	79	0	79	3	0	3	100	0	100
SMALL (11-49)	395	25	420	13	53	14	84	6	100
Total	2 947	46	2 994	100	100	100	98	2	100
No response	0	0	0	0	0	0			
LARGE (150+)	3 347	149	3 496	86	67	85	96	4	100
MEDIUM (50-149)	272	47	319	7	21	8	85	15	100
MICRO (1-10)	27	18	46	1	8	1	60	40	100
SMALL (11-49)	244	9	253	6	4	6	96	4	100
Total	3 890	223	4 113	100	100	100	95	5	100

Source: Apprenticeship survey

6.1.7 Time before finding a job

Table 4.48 shows that the majority (95% Section 28, 90% Time-based and 59% CBMT) of those who completed found employment within one month of completion. This shows that employers committed themselves to make employment opportunities available to the apprenticeship participants. Only 21% of CBMT apprenticeships who completed found employment more than six months after completion of their studies.

Table 4.48: Employed apprenticeship participants by completion status and time before finding a job

7.14 If you found this job some time after completing / discontinuing your apprenticeship, how long before you started this job?	Number			Column %			Row %		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	11	14	25	11	13	12	44	56	100
Up to 1 month	50	34	85	53	31	41	59	41	100
Between 1 and 3 months	21	27	48	21	25	23	43	57	100
From 3 to 6 months	7	7	13	7	6	7	50	50	100
> 6 months	7	28	35	7	25	17	21	79	100
Total	96	110	205	100	100	100	47	53	100
No response	161	0	161	23	0	23	100	0	100
Up to 1 month	192	11	203	27	100	28	95	5	100
Between 1 and 3 months	178	0	178	25	0	25	100	0	100
From 3 to 6 months	60	0	60	9	0	8	100	0	100
> 6 months	110	0	110	16	0	15	100	0	100
Total	702	11	713	100	100	100	98	2	100

No response	75	27	103	9	27	11	73	27	100
Up to 1 month	440	46	487	54	46	53	90	10	100
Between 1 and 3 months	178	19	197	22	19	22	90	10	100
From 3 to 6 months	49	9	58	6	9	6	85	15	100
> 6 months	72	0	72	9	0	8	100	0	100
Total	815	102	917	100	100	100	89	11	100

Source: Apprenticeship survey

6.1.8 Method of accessing employment

The CBMT and Time-based apprenticeship participants exhibit the same trend. Almost half of the participants (48% of CBMT and 42% of Time-based) who qualified said that they were working at the company at which they did their work-based training, while 35% and 32% respectively said that they were employed by the same employer prior to enrolling for the apprenticeship.

Table 4.49: Percentage share in employed apprenticeship participants by completion status and method of accessing employment

7.13 How did you get access to a job after completion / termination of the apprenticeship?	Column %								
	CBMT			Section 28			Time-Based		
	Completed	Terminated	Total	Completed	Terminated	Total	Completed	Terminated	Total
No response	2	2	2	5	0	5	1	0	1
I am working at the company at which I did my work-based training	48	21	41	9	0	9	42	17	41
I found a job at another company during my apprenticeship	5	23	10	1	0	1	4	17	5
I found a job some time after I completed / terminated my apprenticeship	10	30	15	24	23	24	21	46	22
I was employed by this employer prior to enrolling for the apprenticeship	35	24	32	61	77	61	32	21	31
Total	100	100	100	100	100	100	100	100	100

Source: Apprenticeship survey

6.2 Labour market pathways of apprentices who did not gain employment after completion or termination

The total number of apprentices who were unemployed at the time of the survey who completed or terminated their apprenticeship is 353. The figures for the different apprenticeship types are given in Table 4.50. The data suggest that all Section 28 apprentices who were unemployed at registration gained employment and that the total number of Section 28 apprentices (34) who are currently unemployed were employed at registration. Fifty-one per cent of the Time-based apprentices who are currently unemployed were unemployed at registration. The other half (49% or 95 apprentices) lost their employment. Almost three-quarters of the CBMT apprentices who are currently unemployed were unemployed at registration, while only 35 CBMT apprentices lost their employment.

Table 4.50: Number of apprentices who were unemployed after completion or termination of their apprenticeship

	Number			Column %		
	CBMT	SECT28	Time-based	CBMT	SECT28	Time-based
Total number of apprentices unemployed after completing or terminating their apprenticeship	124	34	194	100	100	100
Total number of apprentices who were unemployed at registration (i.e. stayed unemployed)	89	0	99	72	0	51
Total number of apprentices who were employed at registration (i.e. lost their jobs)	35	34	95	28	100	49

Source: Apprenticeship survey

Reasons why the apprentices lost their employment included the following:

- The contract expired
- Found a scholarship at a university
- Poor treatment and resigned.

6.3 Employed apprentices who are now unemployed

Table 4.51: Number of apprentices who were unemployed after completion or termination of their apprenticeship

Apprenticeship type	Employed at enrolment and unemployed after			Total number of apprentices employed at enrolment and completed or terminated	% of total
	Completed	Terminated	Total		
CBMT apprenticeships	7	28	35	881	4
Time-based	57	38	95	2 579	4
Section 28	24	11	34	2 626	1

Source: Apprenticeship survey**Table 4.52: Sex, age and race of employed-unemployed apprentices**

		Apprentices (%)		
		CBMT	Section 28	Time-based
Sex	• Male	100	100	100
	• Female	0	0	0
Race	• African	57	37	50
	• Coloured	0	0	22
	• Indian	22	0	0
	• White	20	63	29
Age	• 15-20	20	0	40
	• 21-25	41	31	30
	• 26-30	19	0	30
	• 31-35	19	37	0
	• 36-40	0	31	0
	• 41-45	0	0	0
	• 46-50	0	0	0
	• 51-55	0	0	0

Source: Apprenticeship survey

Eighty-eight per cent of this group of 18.1 learners who are no longer employed completed their learnership, while 12% terminated. In-depth interviews with some of these learners indicated that they were considering self-employment options or enrolling for further training.

6.4 Impact of participation in the apprenticeship system

The apprentices were asked to indicate how participation in the apprenticeship impacted on their lives. Their responses are presented in Table 4.53.

Table 4.53: Impact of apprenticeship on participant

Impact question	Completed			Terminated		
	CBMT	Section 28	Time-based	CBMT	Section 28	Time-based
Led to an increase in your earning capacity	96	99	94	81	100	65
Improved your technical skills	98	99	98	97	100	88
Improved your career opportunities	98	100	98	96	100	85
Enhanced your self-confidence	97	99	98	97	100	88

Source: Apprenticeship survey

In this case both those who completed and terminated their apprenticeships reported positively about their apprenticeship experiences. The strongest impact seems to be the improvement of their technical skills, their career opportunities and enhancement of their self-confidence. In-depth interviews with the apprentices reinforced this positive impression.

CHAPTER 5 ADMINISTRATION OF LEARNERSHIPS AND APPRENTICESHIPS

Introduction

This chapter will focus on the assessment of the efficiency of the learnership and apprenticeship systems within MERSETA for the purpose of identifying ways in which the systems can be improved in order to enhance the sector's quest for meeting the skills requirements attendant on the current economic growth imperatives. The specific focus of this chapter is to:

- Evaluate the institutional, legislated mechanisms and processes within which learnerships and apprenticeships are organised and function
- Describe and analyse MERSETA's activities in its attempt to effectively and efficiently support skills development in its sector, as well as in areas where it is acting as an obstacle to effective and efficient skills development
- Evaluate whether industry demands are being met effectively through either the learnership or apprenticeship systems.

In terms of the above, the key research questions that this chapter aims to address include the following:

- What regulations govern learnerships and apprenticeships?
- How is the system organised and how does it function?
- What activities is MERSETA performing in supporting skills development, and how effective are these activities in terms of its capacity?
- What outcomes are being achieved through these interventions?
- In what ways could the MERSETA system be improved in order to address the supply of and demand for skilled labour within the sector?
- Are industry demands being met effectively through either the learnership or the apprenticeship systems?

The chapter is divided into three main sections. The first part provides the historical context of the evolution of the traditional apprenticeship training system from the late 1800s until the present. This section traces how artisan training changed from the formal, traditional master-apprentice relationship first regulated by the individual artisan and the union to the time when the state became involved. This led to the introduction in the 1920s of an off-job technical education component, which was followed by the introduction of a trade test. Following further changes, apprentices who failed the trade test could, for a period of time, still receive full journeyman status by effluxion of time. Apprenticeship training saw further changes with the introduction of a competency-based modular training (CBMT) system in 1990. The most recent shift has been the parallel introduction of learnerships, which were

supposed to operate alongside apprenticeships. This will be the focus of Section 2 of this chapter. This section attempts to evaluate the problems which have emerged around the implementation of the new legislation, and what measures are being introduced to address those areas that are affecting the delivery of skills at the intermediary level.

Section 3 attempts to draw together some of the key findings of this chapter. This draws mainly on the historical overview and case studies of implementation in five selected provinces.

SECTION 1 BACKGROUND TO APPRENTICESHIP TRAINING IN SOUTH AFRICA

The etymology of the word apprentice is to be found in the Middle English and Old French word 'aprentis' which in turn comes from 'apprendre' meaning to learn. Thus apprenticeship came to mean training in an art, trade or craft, under a legal agreement defining the relationship between master and learner as well as the duration and conditions of their relationship. The present apprenticeship system grew out of the craft guilds of mediaeval times and often represented an intermediate stage in the evolution from a traditional society, where social position and occupation were determined by birth and inheritance, to modern industrial society.

The mediaeval guild made its members responsible for ensuring the skill and capability of each newcomer and initiating him into the customs of the society. Traditionally the apprentice lived with his master. On completing his apprenticeship he became a journeyman or one who was on a daily rate (French 'journée') and journeyed to work each day as he did not live with his employer. He could then aspire to become a master himself and thus train apprentices in terms of the codes of the guild.

Apprenticeship in South Africa owes its origins largely to the development of the mining and railway systems. The first classes for apprenticeships of the Natal Government Railways were established in Durban in 1884. At this time apprenticeship took place under a private contract later to be governed by the Master and Servant Act and focused mainly on agriculture, skilled trades or art, and domestic service.

After the passing of the Juvenile Act in 1921, a number of bodies became interested in the welfare of juveniles and felt that the master and servants contracts were no longer suited to industrial conditions and were not in the best interests of juveniles. It was felt that apprenticeship was the best method of training skilled workers to artisan status and that apprenticeship must take its proper place in the educational system. In order to meet these needs the Apprenticeship Act of 1922 (No. 26 of 1922) was passed to:

Regulate apprenticeship to certain trades and carrying out of contracts of apprenticeship of persons thereto; to provide for the establishment, powers and functions of committees to regulate such matters; to make provision for matters connected with the training of apprentices and as to other matters incidental to contracts of apprenticeship.

This Act was made applicable to the following industries: boot making, building, clothing, carriage building, electrical engineering, food baking, butchery, milling, furniture, leather working, mechanical engineering and printing.

The Act provided for the designation of trades, an apprenticeship committee of each industry listed above consisting of an equal number of employers and employees, inspectors of apprenticeship, apprenticeship contracts and their registration with the Minister of Mines and Industries, attendance at technical classes, refund of class fees based on at least 75% attendance and a satisfactory report, and the determination of wages for each year of apprenticeship. A minor amendment was made to this Act by Act No. 15 of 1924 which deemed it an offence to bring pressure to bear on an apprenticeship to break the conditions of his contract.

At the outbreak of the Second World War in 1939 thousands of skilled workers were required for munitions, civilian defence work and for the armed forces, and the technical colleges were asked to open technical training centres for this purpose. These practical training centres were organised under the Central Organisation of Technical Training (COTT), an intervention proposed to increase the pool of technically skilled people. The COTT initiative operated under the Director-General of War Supplies and nine technical colleges participated in the scheme. The training consisted of 25 weeks of 48 hours per week and ended with a trade test. By November 1943 some 22 417 people had been trained under this scheme and in 1945 the accent was changed to the training of ex-servicemen for civilian re-employment. This system continued to function under the Union Education Department until 1948.

Views were expressed that the experience gained in COTT training during the war period should be used in post-war apprenticeship training. In 1943 the Minister of Labour called a national conference on the post-war training of apprentices, and an Inter-departmental Committee (Labour and Education) was appointed to consider the technical education of apprentices. The 1922 Act was amended and replaced by the new Apprenticeship Act No. 37 of 1944, which created the National Apprenticeship Board. It should be noted that this Act only made provision for the training of white artisans.

In 1945 a Commission of Inquiry was appointed to report on Technical and Vocational Education (the De Villiers Commission). One of its terms of reference was to report on "the most suitable methods of training for industry, having regard to the role of apprenticeship and learnership in such training, and the provision of facilities therefore". The commission reported in 1948 and a Ministerial Committee was appointed to study this report and make recommendations on it to the National Apprenticeship Board. This committee reported in 1950 and recommended some minor changes to the Act, largely to improve administrative matters. Amendments included making provisions for 'day release' technical classes and qualifying trade tests. Although at that stage certain major employers already allowed day release classes, they were only generally introduced in 1951 and trade testing commenced in 1955. A further amendment by Act 29 of 1959 gave recognition to schools under the Vocational Education Act, 1995 (No. 70 of 1955).

The Ministerial Committee appointed to consider the De Villiers Commission Report also considered recommendations on adult trade training and the committee's recommendations led to the passing of the Training of Artisans Act, 1951 (No. 38 of 1951). This Act empowered the Minister of Labour to provide for the training of adults in trades where a shortage of artisans was such as to affect the public interest. At that stage an alleged shortage of 13 000 artisans existed in the building industry. The Act provided for one year of full-time intensive institutional training followed by three years of training with an employer approved by the Minister of Labour. By passing a trade test the trainee could shorten this period by up to two years.

Once again in 1958 growing dissatisfaction was being felt about the apprenticeship system, and as a result the Minister of Labour requested the National Apprenticeship Board to conduct an investigation into possible revision of the Act. Their particular brief was to examine the period of apprenticeship and remissions of time, effective workshop training, technical training and class attendance, effluxion of time, selection and placement of apprentices, qualifications for apprenticeship, lack of interest by employers, parents and apprentices, classes for technicians and administrative problems. This committee reported to the Minister in 1960 and their report led to the Amendment Act, 1963 (No. 46 of 1963). Apart from amendments to improve the administration of apprenticeships, provision was now made for 'block release' classes, voluntary attendance at technical classes beyond the second year of apprenticeship, voluntary trade tests in the penultimate year of apprenticeship, extension of contract periods for lost time and an apprentice log book. The Apprenticeship Act then remained in that form until it was repealed by the passing of the Manpower Training Act, 1981 (No. 56 of 1981).

The Training of Artisans Act was subject only to one amendment which extended its powers to include the issue of a certificate of competency by the registrar to a person who had not been trained as a trainee but who had satisfied the registrar on his experience or who had passed a trade test. From 1951 to 1979 3 019 people attained artisan status under the Act as trainees. Of these, 1 560 passed a trade test and 1 459 passed by effluxion of time, while 18 869 trade diplomas were issued to people other than apprentices or trainees.

Following developments in the United Kingdom concerning industrial training and the passing of the Industrial Training Act of 1964, which led to the establishment of industrial training boards and the implementation of an employers' training levy, SEIFSA proposed a levy scheme to stimulate the training of apprentices and spread of the financial burden more evenly among users of artisans.

A Committee of Inquiry into the training of whites, coloureds and Asians (the Naudé Committee) was appointed in 1975 and as a result of its report it was decided to create an adult artisan training centre for coloureds in the Western Cape, for Indians in Durban and for whites in the Transvaal. On 8 July 1977 the Commission of Inquiry into Labour Legislation (the Wiehahn Commission), which included the Apprenticeship Act, was appointed and on 18 August 1977 the Commission of Inquiry into Legislation affecting the Utilisation of Manpower (the Riekert Commission) was appointed. These two commissions were intended to complement each other. The Riekert Commission reported in 1979 and recommended the simplification of administrative procedures, the elimination of

unjustifiable discrimination between population groups and the development of the free market system.

These two commissions led to the Manpower Training Act of 1981 and the establishment of the National Training Board. Another important effect of these commissions was the removal of job reservation which had inhibited apprenticeships from all population groups and in 1980 for the first time African persons were indentured as apprentices.

1.1 The Manpower Training Act, 1981 (MTA)

The MTA, which came into operation on 1 November 1981, consolidated previous legislation on the training of artisans and affirmed the tripartite involvement of employers, employees and the State in manpower training. As it is the stated intent of the government to develop the free enterprise system, the responsibility of training should rest mainly with the private sector which should enjoy the greatest degree of freedom in tailoring its training to meet its own needs and circumstances. The function of the State is to establish a legal framework for promoting order and coordinating and maintaining standards.

The legal framework regulating artisans and apprentices emanates from the Manpower Training Act, 1981 (Act No. 56 of 1981) and subsequent regulations under the Act. This Act superseded the Training of Artisans Act, 1951 (Act No. 38 of 1951) and the Apprenticeship Act, 1944 (Act No. 37 of 1944). Interestingly, the Manpower Act does not define an artisan but defines an apprentice as:

...any person employed in terms of a contract of apprenticeship registered or deemed to be registered in terms of the provisions of section 16 (3) (d) or section 18 (1) (c) or (3) and, for purposes of sections 42, 50, 51, 54, and 56, and includes any minor employed in terms of the provisions of section 15 (xxxiv).

The term 'artisan' is defined by default as a person who has successfully completed an apprenticeship. Five regulatory conditions govern 'successful completion' of an apprenticeship. These conditions are prescribed by the Minister (from Government Gazette No. 2527, 9 September 1977):

1. **Entry requirements:** "The minimum age and educational qualifications for commencing apprenticeship shall be 16 years and Standard 7" - although Section 17 allows for 15-year-old persons to become apprentices.
2. **Period of apprenticeship:** From 3 to 5 years depending on designated trade.
3. **Formal qualifications:** National Certificate, Part 2 (NATED 190/191-N1-N6).
4. **Workplace experience:** As prescribed by the Minister and linked to the period of apprenticeship.
5. **External assessment:** Successful completion of a qualifying trade test.

1.2 The National Training Board (NTB)

Section 3(1) of the MTA provides for the establishment of the NTB which replaced the earlier Apprenticeship Board set up under the 1944 Act. The NTB consisted of a chairman, vice-chairman and 21 members, as well as 10 alternate members, representing the interests of employers, employees and the State. The functions of the NTB were to co-ordinate, encourage and facilitate or promote training and advise the Minister on policy matters arising out of the MTA and any other matter related to training. In performing its functions the NTB may conduct research, establish standards and instruct any persons to provide information needed for research or investigation into training.

One of the NTB's first major tasks was a joint research project with the Human Sciences Research Council (HSRC) on artisan training in South Africa. The result was the 1985 report, *Investigation into the Training of Artisans*. It questioned the ability of the old apprenticeship system to meet current technological skill requirements. Apprenticeship entailed serving a fixed period ranging from three, four to five years depending on the specific trade. It also involved some form of 'on-the-job' practical experience which was often unsupervised and unstructured. Theoretical study up to the level of N1 (equivalent to Standard 8 or Grade 10) or N2 (Standard 9 or Grade 11) was undertaken on a block-release basis at neighbouring race-based technical colleges. The NTB's criticism included:

- Inappropriate approaches to apprenticeship training leading, in some cases, to the production of low-standard artisans. This criticism referred to the 'Sit-by-Nellie' form of practical training, which was largely unsupervised and unstructured training.
- The lower-quality artisan was often associated with achieving artisan status by 'effluxion of time', a system whereby mainly white workers acquired artisan status after five years irrespective of whether they passed the trade test.
- General dissatisfaction with the time-based nature of apprenticeship training, which did not take into account the differing learning tempos amongst apprentices.
- All apprentices did not enjoy the privilege of training over the full spectrum of their trade due to inadequacies in facilities/opportunities provided by the employer. Many employers used apprentices only to perform a specific task, thereby not developing their overall skills.

Similar trends occurred in the UK. In the early 1980s, fundamental questions were asked about the future validity of apprenticeship on the grounds that:

- it provided rigid, job-specific training in skills for which demand was diminishing, and did not cater adequately for the rapidly changing skills needs, nor at all for new skills
- it was long (four years) and costly
- it could not provide for the 40% of school leavers for whom no training provision was made
- unemployment continued to rise from 1973 to 1986.

These factors led to a dramatic decline in apprenticeship. In the road transport industry, for example, recruitment fell from 11 000 in 1975 to fewer than 1 000 in 1986, and there were comparable falls in manufacturing.

In South Africa as a result of criticisms, the 1985 NTB/HSRC report recommended significant changes to the artisan training system. A modular training system was introduced – the competency based modular system – which sought to retain the requirement for technical education at a technical college, on-the-job instruction as well as a compulsory period of ‘institutional training’ offered by an accredited training provider. In terms of the new system, apprentices would have to complete a specified number of modular credits within a specified period of time. The curriculum was divided into various stages, with a stage test at the end of each stage and a trade test at the end of the final stage.

This recommendation, amongst others, was incorporated in an amendment to the MTA, which was finally published in July 1990. Kraak (1987) believes the amended MTA provided for the devolution of control over apprenticeship training from the Department of Manpower to accredited Industry Training Boards (ITBs). This effectively marked a shift away from the state towards business and labour being responsible for artisan training. Training effectively became privatised and sectors had the autonomy to decide what training they deemed appropriate.

These reforms were viewed as a response to economic difficulties and rising political opposition. By the late 1970s the economy was achieving poor growth. By the mid-1980s, the economy was shrinking despite a mini-boom between 1981 and 1983. For the major part of two decades (between the 1970s and 1990s) the economy was growing at under 1% per annum. This had a dramatic impact on training, which was compounded by the commercialisation and privatisation of the SOEs.

Although the legislation provided for the deracialisation of the apprenticeship system, studies reveal that in practice few African apprentices were indentured. Bird (2001) argues that this was partly a result of persistent racism amongst employers and craft unions (which in some cases cautioned their members not to coach black apprentices or else face expulsion from the union) and partly a result of the overall decline of the apprenticeship system, which could have been the result of the following:

- The withdrawal of tax concessions on employee training in July 1990.
- The commercialisation and subsequent privatisation of Iscor led to a decline in apprenticeship contracts as such organisations faced pressure to cut costs and were no longer able to train beyond their needs.
- Political insecurity (coupled with sanctions) created uncertainty amongst employers around the transition so they held back on training.
- Economic restructuring which led to a change in the type of skills required as the structure of the economy began to change with a shift away from the traditional sectors (mining/manufacture) towards services. This was coupled with a declining economy, which was loath to train beyond survival.

- The decline in the power of the craft unions saw a corresponding rise in the power of black industrial unions whose priority was not the training of skilled artisans as their base at the time was more amongst semi-skilled workers.

While the state was drafting amendments to the 1981 MTA, there was growing awareness within the labour movement that skills development was critical in bridging the gap between the imbalances of the past and the need to grow the economy and create jobs. It was during the late 1980's - largely spearheaded by the Congress of SA Trade Unions (Cosatu) and one of its largest affiliates, the National Union of Metalworkers of SA (Numsa) - that a rethink of the existing training system began. The union's central theme for an integrated education and training system was based on the concept of a ladder-like framework in which workers could enter at any point and progress upwards in meaningful stages - from 'unskilled' to semi-skilled and skilled levels and beyond - 'from sweeper to engineer'. The training ladder was complemented by an adult basic education and training framework to ensure that adults who had been denied a general education could still access and climb up the learning framework.

Meanwhile, the NTB published a further substantive policy document in 1991, entitled *Investigation into a National Training Strategy for the RSA*. The report made some important proposals and recommendations such as the formation of a unified Department of Education and Training to ensure effective co-ordination of training efforts, which were absent. A unified department, it was argued, would facilitate the elimination of the highly fragmented nature of current education and training governance. A call was also made for the establishment of a system of national vocational qualifications which would be supported by the formal education system.

The 1991 NTB report was shelved following opposition from organisations such as Cosatu, who by that stage had been invited by the Minister of Manpower to nominate representatives to the NTB. Following extensive discussion, the parties to the restructured NTB agreed to begin a process of negotiating a new National Training Strategy. Bird (2001) states that this occurred under the NTB, "in a context where the balance of forces politically had changed completely". Various working groups were set up, including representation from employers, unions (including representation from the ANC's education department), and government and training providers.

This process led, in 1994, to the drafting of a National Training Strategy Initiative (NTSI), which was finally published in April 1994. The NTSI's vision was:

"A human resources development system in which there is an integrated approach to education and training and which meets the economic and social needs of the country and the development needs of the individual."¹

The integrated approach to education and training would require the breaking down of the "barriers which separate education and training", the report argued, hence the call for the notion of a single department of education and training. Other recommendations included the restructuring and expansion of the industry training board system which would be

¹ NTB: A discussion document on a national training strategy initiative. A preliminary report by the NTB, April 1994

replaced by Sector Education and Training Organisations (which later became known as Sector Education and Training Authorities) to execute new functions.

This strategy, negotiated with business, accepted the notion of some form of integration between education and training, which would be achieved through a National Qualifications Framework (NQF), which was eventually established by the SA Qualifications Authority (SAQA) Act of 1995. The SAQA Act was the first piece of legislation passed by the newly elected government after 1994. The idea was that the NQF, overseen by SAQA, would operate as one qualifications framework for all kinds of learning. In reality this would mean that all qualifications from vocational (occupation based) through to professional and higher education would be incorporated onto one qualifications framework. The intention was that those previously excluded from the formal education system (such as workers who had not received formal qualifications) could gain access to learning opportunities (and hence gain qualifications and recognition of prior learning) and thereby become integrated into the formal educational system.

According to Bird (2001), all parties agreed to the establishment of a NQF: "Workers wanted an integrated framework to secure access to learning which had been denied them. They also wanted their skills recognised beyond their single employer to provide them with greater mobility and prospects for progression. Employers supported it because it ensured that training questions would remain on the agenda (not just general education) and through the focus on outcomes - it was believed that learning could be contextualised to the workplace whilst remaining internationally referenced. It also provided them with a framework within which they could legitimately sub-divide trade skills and hence lower costs..."

Bird (2001) argues that after 1994, "for reasons that are not altogether clear, in spite of a clear policy recommendation to establish a single department of education and training, this did not happen. Two departments, one for Education and one for Labour (incorporating responsibility for the apprenticeship system but not for the public providers of training) were established." The two ministries sought to ensure the effective implementation of the NQF by setting up an inter-ministerial working group. However, the birth and evolution of the NQF did not go smoothly. By 2001 a review was initiated by government, with some educationalists believing that this signalled an awareness that the approach seemed not to be working. The departments jointly responsible for the NQF, DoE and DoL commissioned a study team to conduct a review of problems with implementation. The study team produced a report in 2002, entitled *Report of the Study Team on the Implementation of the NQF*. This report became known as the NQF Review. It proposed substantial changes to the NQF and hence became the subject of intense debate between the two departments. Resolution of this issue has dragged on for years now. There is some indication that a draft proposal has gone to cabinet.

1.3 The training of apprentices

A contract of apprenticeship cannot be registered unless the trade has been designated and conditions of apprenticeship prescribed. These designated trades and conditions may vary

from one industry to another depending on the needs of the industry. The conditions include the following:

1) Qualifications for commencing apprenticeship

Section 13 (2) (a) of the MTA does not allow an apprenticeship for a person younger than 15 years. Generally a minimum of 16 years and Standard seven is prescribed but provision is made for exemption from the minimum qualifications. A favourable medical report is essential and vocational counselling is advisable and is a free service offered by the Department of Manpower.

2) Period of apprenticeship

In terms of the MTA a definite period of apprenticeship must be prescribed in the contract, the average period being four years and the shortest being three years. This period may be reduced depending on acquisition of educational qualifications and the passing of the trade test. An apprentice receives eight months' remission of time for two years of initial national service and an apprentice completes his apprenticeship three weeks after the last day of the trade tests if he passes it. However, a minimum period of practical training is required before an apprentice may undergo a trade test and this varies from 80 to 93 weeks.

3) Remuneration

The minimum wages for apprentices vary from industry to industry and may be prescribed nationally or regionally. Guidelines have been recommended by the NTB as a percentage of an artisan's wage. For example:

1st year apprentice	30% of an artisan's wage
2nd year apprentice	35% of an artisan's wage
3rd year apprentice	40% of an artisan's wage
4th year apprentice	50% of an artisan's wage
5th year apprentice	60% of an artisan's wage

In order to encourage apprentices to improve their educational qualifications supplementary wages are payable on acquisition of certain certificates, for example N1 to N6.

4) Technical studies

Apprentices are required to attend classes at a technical college, or if they are not within reasonable reach (20 km) of a technical college, to study by correspondence courses. Generally compulsory education takes place until they attain the N1 or the N2 trade theory. Usually attendance at a technical college takes the form of block release which consists of eleven weeks of classes of five days per week and a further two weeks for examinations.

Failing this, attendance may take the form of day release, i.e. eight hours of study on one day per week for the duration of the academic year. If an apprentice fails to pass his course in the first year of block courses he is required to attend in his own time for a further year. Any apprentice obtaining his certificates may continue to attend classes (block release) on a voluntary basis even beyond N2.

5) Centralised technical training, integrated courses and institutionalised training

Certain industries have centralised their theoretical training at specific technical colleges. In such cases the costs of travelling and accommodation are usually paid from the industry's training funds.

At other colleges there are 'integrated courses' which combine calculations, science and drawing with the trade theory instead of dealing with them as different subjects.

At some technical colleges, i.e. Johannesburg for the motor industry and in training centres for the building, metal mines and furniture industries, the practical training has become institutionalised rather than following the 'Sit-by-Nellie' method of on-the-job training. In such cases relevant trade theory is dealt with along with practical training and in addition to any theory taught at technical colleges. An excellent training centre exists in the automobile manufacturing industry where a technical college has been established in the same building as the practical training centre and fully integrated training is possible for apprentices.

6) Logbooks

In the apprenticeship contract the employer undertakes to provide the apprentice with practical training as prescribed in the schedule of training and under the regular supervision of a qualified artisan. In order to monitor the training which an apprentice has received the employer is required to furnish him with a logbook in which particulars of training received should be entered on a daily basis. The employer should check this information which is also available to apprenticeship inspectors so that defects in training may be remedied.

1.4 Attainment of artisan status by persons other than apprentices or trainees

In terms of Section 28 of the MTA, the Registrar may issue certificates of proficiency to persons who have not served an apprenticeship or traineeship but who can satisfy the Registrar that in the course of employment they have received training and gained experience which in the opinion of the Registrar are necessary for the trade concerned. After consultation with the NTB the Registrar has ruled that this implies over 10 years of experience and that the person must be 45 years or older. Where safety aspects are involved, such as in the case of an electrician, such certificates are not issued. The Registrar may also permit a person, not trained by apprenticeship or traineeship, to write a qualifying trade test. In such cases the person should have had training and experience of at least the same duration as would apply to an apprentice, with the same credits being given for any educational qualifications held.

SECTION 2 THE LEARNERSHIP SYSTEM

2.1 The Skills Development Act

The Skills Development Act (SDA) of 1998 was launched amidst much fanfare - would kick start a much-needed skills revolution. The new industrial training regime incorporated in the SDA was expected to deliver the skills required to build up a modern economy, which could compete globally.

Nearly ten years on, the high expectations have turned to scepticism as to whether the new system is able to deliver the required skills into the economy. An historical overview of the evolution of apprenticeship training reveals that until the economy began to contract in the 1970s, the country relied largely on the supply of artisans produced by state-owned enterprises (SOEs) and the importation of skilled (predominantly white) artisans which would imply that the local supply has always been inadequate. Hence the current shortage, especially in relation to intermediary skills, cannot merely be the 'fault' of a new regulatory regime.

The new education and training dispensation, which emerged post-1994, was in response to a crisis which already existed. There was growing discontent with the traditional apprenticeship training system, which was viewed as a racially based system, and began to decline in prominence from the 1980s. Various studies have sought to explain the reasons for this, which include growing political instability, an economy in recession (growing at under 1% per annum) but also facing structural changes (which impacted on the country's skills profile) which saw a shift towards services as mining and manufacturing began to decline in prominence. More importantly, the state-owned enterprises (SOEs) faced privatisation and commercialisation and could no longer afford to train apprentices beyond their needs for the broader economy. The huge capacity within the SOEs to train was mothballed. An ILO report compiled by Bird (2001) reveals the extent to which the training of artisans declined in the SOEs. Following the privatisation of Iscor in 1989, the training of artisans reduced rather dramatically from 250 a year to 70 by 2000 in just one plant.

As highlighted above, the terrain for artisan training began to change dramatically from the 1980s, and by the 1990s, with the drafting of a new education and training dispensation, the focus was not so much on artisan training but on producing skills for a more modern economy. There did not appear to be appreciation of the value of the artisan, which had become intrinsically linked with the apartheid system. Instead, there appeared to be an unrealistic assumption that traditional artisan skills would not be required in the new economy, which would require 'smart skills'.

The Green Paper on Skills Development

As part of the DoL's commitment to ensure the implementation of a skills revolution, it drafted an initial green paper on skills development in 1997. The green paper proposed the introduction of a national levy/grant system (which was strongly contested by employers) so as to increase investment in training and employer involvement; the establishment of SETAs to drive implementation; and the introduction of learnerships which sought to go beyond the racially restrictive apprenticeship system to extend to all skills levels and sectors. The

learnership system was seen as an intervention to redress the old apprenticeship system and its problems and create a high-quality dual system of learning. Learnerships would be structured as a combination of unit standard-based structured learning and practical work experience that leads to a qualification on one of the levels of the NQF and guarantees that the successful candidate is competent for a specified occupation.

The green paper stated that learnerships were being proposed as a 'major vehicle for addressing skills development needs'. The green paper argued that traditional apprenticeships had been declining for a decade, which was attributed to the economic downturn, rising costs, reduced incentives, inflexibility of design in the face of shifting skills requirements linked to technological change, and increased multi-skilling of lower levels in the workforce. The green paper pointed out that traditional apprenticeships would remain an important component of the new learnership system. "However, the real qualification value of apprenticeships will have to be reviewed in the process of standards setting and qualification restructuring."

A learnership does not equate to a full apprenticeship. While traditional apprenticeships had, over the years, been reduced from a statutory seven years to a period of two to four years, employers had remained legally bound to ensure that an apprentice went through all the stages of apprenticeship. Learnerships effectively would allow employers to enter into a learnership contract with an apprentice for only one or perhaps two NQF levels. The learner or trainee has no guarantee that the employer will enter into a second or third learnership contract. Each NQF level is accessed through a new and separate learnership agreement. This would give employers in mass production, who have long complained that all-round expertise is no longer required in their factories, the opportunity to specify that a learner should be trained on only one or two machines, or on restricted but specialised work routines. This would ensure that more people could access training, but fewer would have the opportunity to attain the all-round knowledge and skill offered by the old apprenticeship system.

The Skills Development Act (SDA), finally promulgated in 1998, proposed that learnerships would incorporate traditional apprenticeships. The Act did not say that apprenticeships would no longer be allowed. It repealed a number of sections of the 1990 Manpower Training Act (MTA) but retained a number of sections relating to apprenticeship training. As part of the transitional arrangements, apprenticeship training would remain in place until such time as the Minister of Labour deemed otherwise.

At the time of the drafting of the SDA, economic growth remained stagnant and the country faced rising unemployment and poverty. Employers at the time were sceptical about the potential of an economic turnaround and were feeling bombarded by the numerous pieces of labour legislation which were being tabled for negotiations.

SETAs

SETAs were officially launched in March 2000 amidst high expectations that they would contribute towards increasing the country's competitiveness (and hence foreign investment) through rising productivity, improved and available skills and rising employment levels. SETAs were expected to fulfil their obligations in terms of the SDA as well as the remaining provisions of the MTA, which included the management of apprenticeship training – formerly done by the Industry Training Boards (ITBs).

A study of the role of SETAs (Crawitzky 2006) revealed that the majority of SETAs took between two to three years before they could consider delivering on their mandate. When the SETAs were established, the majority did not have appropriate systems and procedures in place to deal with their core functions. From a governance and oversight point of view, the situation was equally problematic as SETA boards were constituted and sought to define their areas of responsibility. Amidst all of this, the SETAs were expected to manage the introduction of learnerships, which were promoted at an ideological level as a transformation of the 'old' into the 'new' whilst also ensuring the continued implementation of the apprenticeship system, which the majority of SETA staff had no knowledge of.

While these SETAs grappled to put in place proper systems and processes, the Department of Labour (DoL) too was faced with a myriad of demands to ensure the system worked. By 2003, the SETAs faced intense criticism sparked by various allegations of misconduct. This criticism coincided with a number of developments: the economy was showing clear signs of a recovery with growth exceeding 3%. Talk of a massive infrastructure roll-out intensified while at the same time unemployment persisted, leading to the holding of yet another summit on jobs, the Growth and Development Summit (GDS), held in June 2003. The GDS adopted a number of resolutions in relation to strengthening the functioning of SETAs and to promote learnerships. SETA governance structures and involvement of stakeholders in driving skills development have been of concern for some time with various attempts being made to address them. The social partners made various commitments in this regard and set a target of 80 000 unemployed people to be enrolled in learnerships by 31 March 2005. This formed part of an attempt to use learnerships to address the unemployment problem and not necessarily to raise the country's skill profile.

A total of **134 223 learnership agreements** had been concluded in the four-year period of the First Phase of the NSDS - 88 410 covered unemployed learners (exceeding the target set of 80 000), and 45 813 covered employed learners. Of the total figure, **4 333 unemployed learners** and **3 367 employed learners** were registered by MERSETA.

During the same four-year period, a total of **36 703 apprenticeship agreements** were concluded - 21 237 covered unemployed learners and 15 466 covered employed workers. Of the total figure, **6 935 unemployed apprentices** and **5 642 employed apprentices** were registered by MERSETA (Department of Labour, 2006)

Following the GDS, the DoL embarked on an exercise to amend the Act so as to deal with SETA performance, and also made efforts to increase learnerships while restating the importance of the traditional apprenticeship system. DoL officials have indicated that there was a growing realisation that the apprenticeship system should be promoted. In order to promote the take-up of learnerships, the tax incentives granted to employers was increased

from R25 000 to R35 000 on registration of a learnership for new employees, R20 000 for existing employees and a further R30 000 on completion of the learnership. The tax allowance for the employment of disabled people was even higher and could amount to up to R90 000 per learnership.

Despite these incentives, the take-up of learnerships proved to be problematic, as SETAs played the numbers game to meet their NSDS targets. The first NSDS focused on redress rather than on critical skills needs such as technical skills, which only emerged as an area of concern in NSDS Phase II. This, coupled with the inability of SETA boards to agree on priority areas and their failure to take joint responsibility for lack of delivery, did not result in strategic interventions. The lack of strategic focus was compounded by the fact that the introduction of learnerships had proved to be resource intensive and in some cases it took up to two years before they could become operational because of the bureaucratic processes required for registering unit standards with SAQA, developing course materials, and such like. It also became clear that employers started lower-end learnerships as these were developed first, so intermediary (technical) skills were neglected.

Ahead of the introduction of the second NSDS (April 2005 – 31 March 2010), a process to review the SETA landscape was embarked upon. This review – overseen by the National Skills Authority (NSA) – made a number of recommendations regarding the consolidation of the 25 SETAs and reducing the numbers. In the end the number was reduced to 23. The second NSDS sought to address some of the existing weaknesses and bottlenecks which had emerged in the new system. A key shift in the current NSDS is the move away from chasing learner intake targets without measuring the impact of the intervention; an attempt to explore skills programmes beyond learnerships such as apprenticeships; to address scarce and critical skills; efforts to build relations between SETAs and institutions for occupational excellence which could include FET Colleges or any other institution/structure; and an attempt to begin to measure the impact of SETA interventions.

NSDS II was published amidst rising criticism over the perceived failure of the SETAs to deliver the required skills into the economy. Government was in the process of developing AsgiSA and a shortage of technical and other skills emerged as a key constraint to growth.

The perception of a skills crisis raised concerns as to whether SETAs were responsive enough to the needs of employers (private and public) and the country as a whole.

The role of MERSETA in skills development

According to MERSETA, manufacturing, engineering and related services contribute significantly to national employment with a workforce of approximately half a million people employed by approximately 32 000 companies. MERSETA was established through the Skills Development Act 97 of 1998 and its mandate includes facilitating skills development of the South African workforce.

The jurisdiction of MERSETA spans the following subsectors: metal and engineering, auto manufacturing, motor retail and component manufacturing, tyre manufacturing and plastics industries.

Section 5 of the Skills Development Act states the functions of the Act as follows:

To develop the skills of the South African workforce in order to:

- improve the quality of life of workers, their prospects of work and labour mobility
- improve productivity in the workplace and the competitiveness of employers
- promote self-employment
- improve the delivery of social services.

To increase the levels of investment in education and training in the labour market and to improve the return on that investment.

To encourage employers to:

- use the workplace as an active learning environment
- provide employees with the opportunity to acquire new skills
- provide opportunities for new entrants to the labour market to gain work experience
- employ persons who find it difficult to get employment.

To encourage workers to participate in learnerships and other training programmes.

To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.

To ensure the quality of education and training in and for the workplace.

To assist:

- work seekers to find work
- retrenched workers to re-enter the labour market
- employers to find qualified employees.²

In view of the above, MERSETA is charged with the responsibility of implementing among others the following functions as prescribed in Section 10 of the Skills Development Act of 1999. The functions of the SETA were described as:

Develop a sector skills plan within the framework of the national skills development strategy

Implement its sector skills plan by:

- establishing learnerships
- monitoring the implementation of education and training in the sector

Promote learnerships by:

- identifying workplaces for practical work experience
- supporting the development of learning materials

² Section 5, SDA.

- improving the facilitation of learning
- assisting in the conclusion of learnership agreements

Register learnership agreements.

In addition, SETAs are also charged with the management of the apprenticeship training.

MERSETA will contribute to these goals in the most effective and efficient manner through regular monitoring and evaluation (including impact assessment) of its interventions.

SECTION 3 KEY FINDINGS

This section explores some of the key findings that emerged from the historical overview of the apprenticeship and learnership systems and case studies of implementation in five selected provinces. These findings are discussed under the following headings:

3.1 Legislation governing apprenticeships and learnerships

In the South African context, the legal framework regulating artisans and apprentices emanates from the Manpower Training Act, 1981 (Act No. 56 of 1981) and subsequent regulations under the Act. This Act superseded the Training of Artisans Act, 1951 (Act No. 38 of 1951) and the Apprenticeship Act, 1944 (Act No. 37 of 1944). The Manpower Act defines an apprentice as:

...any person employed in terms of a contract of apprenticeship registered or deemed to be registered in terms of the provisions of section 16 (3) (d) or section 18 (1) (c) or (3) and for purposes of sections 42, 50, 51, 54, and 56, and includes any minor employed in terms of the provisions of section 15 (xxxiv).

The person who successfully completes an apprenticeship is considered to be an artisan. This can be achieved through the two routes of the Manpower Training Act of 1981: S (13) MTA and S (28) MTA.

- Chapter 2, Section 13 of the Manpower Training Act of 1981 refers to people who have been formally indentured as apprentices, who meet the age criteria, who serve the full time period and who pass the trade test as prescribed by the Minister.
- Chapter 2, Section 28 of the Manpower Training Act of 1981 refers to people not indentured under Section 13 but who satisfy the Registrar of Training that they have gained sufficient work experience over an adequate period of time, and can therefore write a trade test, after which (if they pass), they can become qualified artisans.

Traditionally, apprenticeships were seen as providing the training for skilled manual workers, working first in artisan trades, and then later in manufacturing. In the latter part of the 20th Century, however, the apprenticeship system declined, as these sectors themselves became less important in the South African economy.

Apprenticeship reached its low point in the 1980s when employers ceased to offer them in the numbers previously offered; due to recession, the removal of support and the commercialisation and privatisation of the State Owned Enterprises (SOEs).

The promulgation of the Skills Development Act, 1998 (Act No. 97 of 1998) introduced the concept of a learnership. The Act proposed that learnerships would incorporate apprenticeship but did not say that apprenticeship would no longer be allowed. This was due to the increasing recognition of the shortage of intermediate (Level 2 and Level 3) vocational skills in the South African labour market. As a result, apprentices continue to be trained under the two routes of the Manpower Training Act of 1981: Section 13 & Section 28.

3.2 Implementation of the Skills Development Act (SDA)

Interviews with a number of people involved in the drafting and implementation of the SDA revealed that:

- There was a real sense of naivety about being in government and what it would be able to achieve. This then could have fed into a failure to sufficiently factor in the extent to which the new system might become bureaucratised and hence its resource intensity.
- There appeared to be a lack of understanding not only of the structure of the economy but also the nature of work processes (especially in relation to artisans and the role they played in the production process). "Those pushing for a new order did not have an appreciation for the artisan and there was a sense that intermediate (artisan) skills are not important". This was partly related to the fact that the apprenticeship system had become so intrinsically linked with the apartheid system (and hence had become discredited) and there was a real sense that artisanal skills would no longer be required as part of the skills base of the 'new economy' which was to emerge. Hence, the artisan became a devalued commodity.
- The failure to acknowledge that the process of translating a vision into policy and then implementation is not a simple one. The day-to-day operational realities of implementing legislation might require the ongoing refinement of the law.
- In view of the apparent confusion around the status of the apprenticeship system, amongst other issues, it is questionable whether the new policy approach (and law) had been sufficiently communicated to all stakeholders. It is also questionable whether the original drafters of the vision ensured that their philosophy and approach were properly passed on to those who were required to administer and manage its implementation.
- Training systems by their nature are complex, and require time for implementation so that they can deliver. In view of the magnitude of the task of introducing a new system, it is questionable whether appropriate transitional arrangements were put in place so as to give the new system time to become fully operational before collapsing the old.

The implementation of the Act has revealed, amongst other things, the following problems, some of which are currently being addressed by the DoL:

- At the outset it should be acknowledged that the social partners – government, labour and business – negotiated the SDA and its implementation was based on a model of co-determination. Hence, the SETAs are the sum total of the social partners and if they are not driving implementation, it will impact on their effectiveness as is the case with other structures such as the National Skills Authority (NSA). This failure points to the resources allocated by the social partners to drive implementation and consequence of the SETAs becoming an extension of the collective bargaining arena. These issues point to some critical governance concerns which have emerged.
- The pipeline for the development of skilled personnel is partly a responsibility of education and labour. Hence, it is not within the sole domain of the SETAs to deliver skills into the economy. The effectiveness of the educational system is critical in achieving this objective. This not only raises the question of the linkage between education and labour and the lack of co-ordination between the two ministries but also highlights the fact that a number of blockages have occurred, some of which are systemic and have nothing to do with the functioning of the SETAs. For example, the disconnect between industry (and the SETAs) and FET colleges is highly problematic. An example of this disconnect was illustrated fairly recently when the DoE took a decision to change the curriculum of FET colleges. The DoE decided as from January 2007 that the N courses previously offered by FET colleges in three-month blocks would be phased out and would be replaced with new one-year National Vocational Certificate (NVC) courses offered at NQF levels 2,3 and 4 over three years. The N1 course, for example, is the theoretical component for an apprenticeship programme and is provided for in the MTA. The DoE has indicated that it consulted business on this change but those interviewed indicated this was not the case. It is also believed that the DoL was caught unawares by the decision to implement the new changes from this year. While there is a need to update current FET courses, business argues that transitional arrangements should be put in place or the new courses phased in to allow those already in the system to complete their qualifications. A SEIFSA document states: "It seems problematic that at a time when shortages of skilled artisans present a key constraint to growth, the DoE is introducing new and unpiloted one-year vocational programmes at colleges without proper transitional arrangements for companies indenturing apprentices..."
- A related systemic problem revolves around the uncertainty which has surrounded the model and management of quality assurance. The idea of a single qualifications structure in the form of the NQF might have been a good idea in theory as it sought to ensure a continuum between vocational-based education and higher education. In reality, however, the disjuncture between education and training has undermined this approach, as no consensus has existed up until now on whether the two approaches can operate in one system. While the NQF was set up by both education and labour, the vast majority of qualifications have been occupational/workplace based which have to be registered within an education-type framework (SAQA). As a result, compliance with the NQF has effectively, complicated occupational-based learning.

- The notion of learnerships remains a good one but has become slightly contaminated by virtue of the way in which they have been implemented. The concept of the learnership was a way of extending the idea and concept of the traditional apprenticeship beyond the traditional crafts. As Lundall (1997) argues, it was intended to be a mass-based form of apprenticeship. Research has revealed that learnerships until fairly recently have tended to be focused on very low skills levels. Where artisan-based learnerships have been introduced, scepticism emerged around quality. It has been argued that this is partly a result of the fact that learnerships were not ready to be implemented when they were, but there was political pressure to do so as opposed to continuing with the apprenticeship system. During the first NSDS, SETAs' performance was measured against the extent to which they promoted learnerships, with little or no focus on traditional apprenticeships. Part of the problem could have been linked to the absence of an agreement on learning pathways for artisans and the definition of an artisan. As mentioned above, there was insufficient clarity around how the two systems (apprenticeships and learnerships) would co-exist, while the overall vision of learnerships might have become diluted due to political pressure to use learnerships as a vehicle to address the problem of unemployment following the GDS in 2003.

3.3 Department of Labour initiatives

Despite some concerns around the DoL's capacity to administer and ensure implementation of the SDA, it has responded positively and has been seen to be quite proactive in taking up the challenge of addressing the shortcomings of the system. The DoL has taken ownership of finding solutions to having a single regulation governing both apprenticeships and learnerships. A number of processes have been initiated in this regard.

Learning pathways for artisans: Linked into the JIPSA process, the DoL has finalised a document which sets out a proposed agreement on learning pathways to become an artisan, the definition of an artisan and providing additional incentives for apprenticeships. Up until now there has been no common agreement on what an artisan is and the route to becoming an artisan. The Manpower Training Act allowed each industry to decide on their own route, which caused fragmentation and raised concerns about quality. The current proposal provides for four routes to becoming a registered artisan, provided some sort of trade test is built in and accredited training providers are utilised:

- The old apprenticeship system
- Learnerships
- Internships
- Recognition of prior learning (RPL): the old apprenticeship route.

An overview of a more detailed route description is described below:

Apprenticeship Route

A learner who registers as an apprentice with a SETA on an NQF-registered artisan trade qualification who spends between two and four years on a single apprenticeship contract

linked to a modular learning programme that ends in a trade test. This pathway has one entry and one exit point. Certification occurs at the end of the single contract period. Registration as an artisan occurs after successful completion of a trade test.

Learnership Route

A learner who registers as a learnership with a SETA on an NQF-registered artisan trade qualification who spends between two and four years on a multi-learnership year contracts linked to a modular learning programme that ends in a trade test after completion of a highest NQF level qualification that needs to be achieved before undergoing a trade test. This pathway has multi-entry and multi-exit points. Certification occurs at the end of each completed contract period. Registration as an artisan occurs after successful completion of a trade test.

Internship or Skills Programme Route

A learner who has a relevant 'National Certificate: Vocational (NCV)' and who registers as an internship or a skills programme with a SETA on an NQF-registered artisan trade qualification who spends a pre-determined period of time in the workplace on a single internship or skills programme contract that ends in a trade test. This pathway has one entry and one exit point. Certification occurs at the end of the NCV. Registration as an artisan occurs after successful completion of a trade test.

Recognition of prior learning route

A learner registers as a Recognition of Prior Learning (RPL) Learner with the Institute for the National Development of Learnerships, Employment Skills and Labour Assessment (INDLELA) on an NQF-registered artisan trade qualification who spends a pre-determined period of time on a single RPL contract that ends in a trade test. The RPL contract will guide the learner in the compilation of a portfolio of evidence that is assessed by INDLELA prior to undergoing the trade test. Certification occurs at the successful assessment and moderation of the portfolio of evidence. Registration as an artisan occurs after successful completion of a trade test.

The Artisan Development Coordinating Committee has proposed a new definition of an artisan as follows:

'Artisan' will mean a person who has been certificated as competent by a relevant Education and Training Quality Assurance body for a qualification registered on the National Qualifications Framework for a trade listed by the Minister of Labour in the Skills Development Act as amended, which trade has a designation at occupation level on the Organising Framework for Occupations and the person is registered with the Registrar for Artisans as an Artisan for such a Trade (endorsed by the Artisan Development Coordinating Committee on 29 June 2007).

It is important to note that historically there were only two routes to artisan formation, Section 13 (S13) and Section 28 (S28).

The learnership route was established through the Skills Development Act of 1998. The learnership programmes established in terms of this Act were meant to overcome the problems associated with the old apprenticeship system. However, there is insufficient

evidence of the total number of learners who have gone through the learnership route, passed the trade test and qualified as artisans.

The internship or skills programme route is a new initiative. Beneficiaries of this route exit an FET college with a National Certificate Vocational (NCV). These will undergo some kind of skills programmes, workplace experience and the trade test after which (if they pass) they become qualified artisans.

The DoL has also been engaging with National Treasury concerning the standardisation of tax incentives for apprenticeships. It is understood that the proposal on the table is aimed at ensuring that apprenticeships are treated the same as learnerships in terms of tax rebates so that employers can receive a rebate for every year of the apprenticeship.

Amendments to the SDA: A number of proposed amendments to the SDA have been drafted to provide clarity around the continuation of the apprenticeship system. The following are some of the proposed amendments:

- The apprenticeship training system was never repealed as provided for in the MTA. There is now an attempt to merge various clauses in the MTA with the SDA by introducing a new chapter on apprenticeships.
- Some amendments are also being proposed in relation to the status of INDELELA.
- The introduction of a new clause on internships.
- The establishment of the Quality Council for Trades and Occupations (QCTO). The QCTO is intended to be a centralised body, which will oversee the quality assurance of trades and occupations. Currently there is no uniformity between the SETAs regarding quality assurance, which could be provided by the QCTO. Under the guise of setting up the QCTO, discussions are under way to explore a range of areas, which could effectively amount to a review of the current training system.

3.4 The role of government and the private sector in skills development

Government

Building the skills base of white Afrikaners became an important component in the construction of the apartheid state. As far back as 1914, a government report highlighted the state's commitment to education and training: "There is no need for us to explain how important it is to the future of the white race that as many of the rising generation of (white) townfolk as possible should become skilled workmen." From the late 1920s and early 1930s onwards, following the victory of the Pact government, there was an increased focus on solving the poor white problem, and artisan training was viewed as a way to address this. Large numbers of white apprentices were trained to be artisans as part of an affirmative action programme driven by the government.

The government's commitment to training whites was reflected in the decision to set up the Central Organisation of Technical Training (COTT) in 1940, which was used to train white returning servicemen after the war. This facility trained hundreds of artisans. At the same time however, skills were still imported especially during the building of the SOEs when

specialised expertise was required. Skills were also imported during various boom periods when shortages were experienced. For example, during the 1960s, the government provided a range of incentives to facilitate the importation of artisans as the economy grew.

Up until the early 1980s, the state intervened and was directly involved in driving training either through supporting training centres, or providing incentives and opportunities for apprentices to be trained (through workplace experience in the SOEs). The first major shift occurred following the decision to commercialise a number of SOEs and privatise companies such as Iscor. Until then, SOEs had become the main suppliers of artisans into the broader economy. As part of cost-cutting exercises, SOEs began selling off training centres and were no longer able to fund the training of artisans beyond their immediate needs. A report commissioned by the University of Cape Town's Development Policy Research Unit (DPRU)³ on identifying and evaluating government's capacity to train artisans revealed that it was not only the SOEs that had reduced their training capacity, but that this had occurred across government as a whole. "...Hence, government departments (and SOEs) took decisions about the future of their training facilities without exploring whether these could still be utilised within the system. As a result the post-1994 rationalisation and integration process inadvertently contributed towards the 'decapacitation' of the state".

The second shift occurred following the amendments to the MTA in 1990 where the state appeared to begin to distance itself from directly driving training. Training effectively became privatised and sectors had the autonomy to decide what training they deemed appropriate. As a result of the continued decline in the economy, artisan training and training in general became less of a priority not only within the SOEs but the private sector as a whole.

In the post-1994 period, the government sought to encourage the private sector to train more people through the introduction of the SDA and the Skills Development Levies Act. More importantly, the Act was based on the premise that training would largely be driven by labour and business through their strategic involvement in the SETAs where sector and workplace needs would be addressed. Government's role in relation to skills development was:

- to oversee the functioning of SETAs and provide research capacity to conduct labour market analysis in relation to skills needs
- to be involved in the various SETAs as an employer and ensure that the skills needs of government were addressed

³ Recapacitating the state: Locating government's training capacity. A report commissioned by UCT's Development Policy Research Unit (DPRU).

- provide various tax incentives for employers so as to encourage them to enter into learnership arrangements.

A study of SETA performance conducted during the first quarter of 2006 revealed that much emphasis was placed on the role of SETAs in delivering skills, without sufficiently contextualising the obligations of all the stakeholders, including government, in providing strategic direction through the involvement of high-level personnel. "At a national level, the state (not only in the form of the DoL) should be giving strategic direction in terms of where the economy is going and what skills are required". Hence SETAs were supposed to facilitate the supply of skills into the economy once the required skills had been identified. In the absence of a closer working relationship between key government departments and SETAs, such an objective became problematic. It is only the result of more recent initiatives that the situation has changed both at a provincial and national level.

The current discussion around the shortage of skills raises some questions about the state's role in the delivery of skills:

If the state is only to provide an enabling environment, then it needs to ensure that the legislation regulating training is simple and that the institutions for learning are in place. Skills development cannot happen without strong institutions. If government wants to ensure that artisan training happens, then it needs to ensure that the institutions for learning are aligned with the needs of industry. The reality is that the current SDA does not look at institutions for learning (such as FET colleges), which falls under the ambit of the DoE. Government has to sort out the disjuncture between education and labour if it wants to deal decisively with the development of skills.

If government expects the private sector (and now the SOEs) to train beyond their immediate needs, they are going to have to provide some sort of incentives. It is unrealistic to expect business to fund training for the broader economy when government itself is not doing so.

Incentives will go some way to engage additional training, but inevitably there are going to be shortfalls, especially as South Africa is no longer only an importer of skills but an exporter with South African artisans working on projects across the globe.

Private sector

Until the 1970s the private sector relied largely on the supply of skills produced by the SOEs (government) and the ability to import skills when required. This does not discount the fact that some of the larger companies in metal and mining did train artisans for their very immediate needs. An historical overview points to a link between the question of skills and the containment of costs. Business appeared, at different periods, to oppose job reservation not for ideological reasons but as a way to replace skilled white artisans (expensive) with cheaper semi-skilled black labour who did aspects of the full artisan job. It could well be argued that to some extent employers have supported a process of de-skilling in order to reduce the overall costs of labour. Some academics have argued that this forms part of an attempt by employers to pay only for skills required and not acquired. Within this

framework there is little incentive for employers to pay a premium for an employee to get an artisan ticket when the job can be done without it. It could well be argued in the current context that if business was so concerned about the skills shortage, why has there not been more of a move to put black operators through an RPL exercise so that they could be upgraded to artisans?

After years of complaining about skills shortages, employers in metal and engineering established a metal and engineering industries education and training plan in 1970. This plan, viewed as groundbreaking at the time, provided for the introduction of a multi-tier grant/levy system, which appeared to work well. This marked the first time that employers appeared to get serious about addressing skills needs in a particular sector. It occurred at a time when the country was finding it increasingly more difficult to import skills because of apartheid.

Political instability from the 1970s onwards, coupled with a contracting economy, led to a reduced focus on training. The country effectively began to experience low growth from the 1970s to 1990s, with the economy growing at under 1% per annum. The economy began to turn during former President Nelson Mandela's term of office and by 2000 growth broke the 3% barrier. Kraak⁴ (1996) has argued that South African employer decisions are generally short-term and cost sensitive and as a consequence, training plans are likely to fluctuate with changes in the company's economic performance. Hence, during boom periods there is likely to be an increase in apprenticeships and a reverse during recessionary periods. In view of the fact that training decisions are still a function of 'short-term business considerations', they are likely to be 'highly sensitive to the vagaries of the GDP.' Hence Kraak compared the annual percentage growth in artisans with the annual percentage change in GDP from 1975-1993. He found that a training lag existed. This is largely a result of the fact that "the 'qualification-of-artisans' cycle lags at least three to four years behind the business cycle. This is the minimum time it takes for apprentices to qualify as artisans. This lag then results in an acute shortage of skilled labour precisely at times when the expansion of output requires increased numbers of artisans...It is this disharmony in the labour market, which accounts for much of the employer rhetoric about a skill shortage. It is especially during the mini-boom periods when the consequences of cutbacks in training (made four years earlier) take effect, and cries of skill shortages emerge. The skill shortages crisis is really a by-product of insufficient long-term planning."

Kraak concludes that "South African training has become ad hoc rather than long-term or systematic in character, implemented when the need has arisen and quickly abandoned when the economic climate has shrunk". The current shortage has been compounded by the fact that when the economy did start to recover (after more than two decades of dismal growth), one would have expected business to begin to invest; it did not do so and remained sceptical and pessimistic about the country's future. The situation was compounded after 2000 by the apparent confusion surrounding the status of apprenticeship training following the promulgation of the SDA.

⁴ Kraak, A: Free versus co-ordinated market regulation? An overview of South African industrial training practice and policy, 1981 - 1996. A paper commissioned by the International Labour Organisation as a contribution to the Comprehensive Labour Market Commission.

The ANC's economic policy document which was discussed at the national policy conference at the end of June 2007 points to the private sector's failure to anticipate the growth in the economy and respond to growing consumer demands, and the opportunities provided by government's infrastructure roll-out plans. In addition, the document criticised the private sector's response to skills development, which was "unenthusiastic at best, showing an unwillingness to accept that these policies are in the long-term interest of business."⁵

It would appear that the private sector would only respond to their immediate needs without having a longer-term focus. This raises concerns as to whether South African business has an institutional culture of investing in and developing human potential. The approach to human resource development has not always been strategic and rather narrowly focused. More importantly, it will train those skills that are relatively easy and cost effective to do so, otherwise it will explore the option of importing or poaching. In the current global market, importing might no longer be such an easy option in some areas.

The training of artisans is costly and requires infrastructure and supporting organisations, which can be difficult to set up. Hence government cannot expect business to train artisans above their needs for the broader economy without incentives. In the absence of strategic and visionary business leadership committed to putting resources into building human capital, it becomes difficult to talk about what business should be doing.

JIPSA

The Joint Initiative on Priority Skills Acquisition (JIPSA) – a multi-stakeholder driven process – was established in March 2006 and was tasked with the responsibility of addressing the supply of scarce and critical skills so as to meet the objectives of the Accelerated and Shared Growth Initiative for South Africa (AsgiSA). JIPSA faced the rather daunting task of having to almost coerce various constituencies, especially government departments, to begin to work together to address the delivery of skills. In view of various sensitivities around its establishment, JIPSA was careful to argue that its mandate was not to usurp the authority of existing institutions or replace them, but to begin to assist them in unblocking the logjams. "JIPSA initially faced a less than warm reception from those institutions and government departments who felt that their authority was being undermined."⁶

JIPSA's most critical challenge has been to create a sense of common purpose and partnership between the key players and within and between different institutions. Key to this has been to ensure some level of co-ordination within and between government departments such as education and labour, which has been decidedly lacking. JIPSA was a desperate attempt to raise the profile of the skills shortage in the country. It has raised the level of consciousness of skills and has 'lit some fires', created a sense of urgency and galvanised people into action, and hence has "made some people's lives uncomfortable"⁷.

⁵ ANC policy discussion document on economic transformation for a national democratic society, 2007

⁶ Business Report article on Jipsa

⁷ Interviews

More than anything however, JIPSA has put skills higher up on the political radar with an attempt being made to provide focus and play a co-coordinating and convening role. It has achieved this as well as ensured the reprioritisation of funding for the delivery of skills such as in relation to artisans. Some progress is being made but in view of the fact that JIPSA is not an implementation agency, it is only able to give guidance on how departments and other structures and institutions should proceed.

CHAPTER 6 CASE STUDIES OF IMPLEMENTATION

Introduction

In the light of the context of an acute shortage of relevant skills, it is critical to assess the efficiency and/or inefficiency of the learnership and apprenticeship pathways and their impact on the demand for and supply of skills for the industry in the various provinces. If the learnerships and apprenticeships are to achieve their overall policy goals, it is critical that everyone involved should know about learnerships and apprenticeships and understand what they are, how they work and what their purpose is. This chapter looks at issues related to the organisation and function of the learnerships and apprenticeships in terms of SETA, employer, training provider and stakeholder capacity. The findings presented in this chapter mainly draw on case studies of implementation in the selected provinces. It is envisaged that the findings from interviews with various stakeholders in the industry in the selected provinces will enable MERSETA to effectively improve the skills needs of the sector and to achieve its set objectives. The chapter is structured as follows:

Section 1 deals with the reasons for participating in learnerships and apprenticeships as well as the recruitment and selection processes involved. These are central to the success or failure of apprenticeships and learnerships, particularly the challenge of recruiting employed as well as unemployed learners.

Section 2 looks at issues related to workplace learning including on and off-the-job training. Factors such as having a supportive workplace, supervisor/manager support, peer support, employment conditions, quality and structure of training offered will be explored.

Section 3 deals with factors relating to the SETA's capacity to implement the learnership and apprenticeship programmes. It will also explore some of the interventions MERSETA is putting in place and some of the challenges being faced during implementation.

SECTION 1 WHY PARTICIPATE IN LEARNERSHIPS AND APPRENTICESHIP?

The employers participated in learnership and apprenticeship systems, because they felt there is a need for training for the future, specifically in the motor industry. One employer said that they had decided to go with the learnership system because of rebates for training. They take that as an opportunity to empower their in-house staff. A manager from a small company says, "We don't have people with skills, we have to train most of the guys gone overseas. So if we train in house we have a guarantee that in 10 year's time we will have the guys we need".

The employers went onto the learnership system because they saw value in it. They were also going according to the Minister of Labour's statement, which gave them an indication that apprenticeships were going to be phased out. It was fair for the companies to participate

in learnership, and the sooner they engaged in learnerships the better, but unfortunately that has been backdated now. From their perspective, the employers think that they are actually going back to everybody who is doing an apprenticeship. Some felt proud that they were among the few companies who are doing learnership.

Another reason for companies to participate in learnerships is to cater for what was never catered for by the old apprenticeships. The quality of tradesmen varies greatly in apprenticeships compared to the learnership system. The 'battle lines' are clearly drawn in a learnership, there are no grey areas in what is expected of the learner and the employer. The learnership closes the gap of the tradesman qualifying and having to do a specific job until he dies. The learnership system is a progressive process. After completion a learner can do further training, and there is no dead end after he qualifies. However, employers are becoming less amenable to taking on learners in the workplace because the government has made employers' lives so difficult in regard to administration and being recognised as a training institution and actually getting the learners qualified.

1.1 Recruitment and selection

Issues emerged on the ways in which young people are recruited to the learnership and apprenticeship programmes. Evidence from the five provinces visited has shown that the nature of recruitment and the induction received at the start of the programmes are variable.

Data from the employer interviews show an interesting correlation between a thorough induction programme and a high level of completion. Induction included issues such as health and safety as well company procedure and policy. Conversely, those companies that had poor induction programmes reported lower success rates.

Learners were asked during interviews whether they had filled out an application form, signed a contract or learnership/apprenticeship agreement and whether they had developed a learning plan that spelled out learning outcomes.

Analysis of the data from both learnership and apprenticeship participants showed little use of the Individual Learning Plan as an active document to aid the progress and structure of the learnership and apprenticeship systems. Many young people did not know of its existence, not only in name but in form. The Individual Learning Plans tended rather to be passive documents, at times seen as an agreement between the training provider and the employer. A few models of good practice did emerge, most often when the employer or manager took a keen interest in the training of the young person. This example was provided by an employer:

"I provide....the training plan. We work to a four-week schedule, so they all receive their induction and come on their first day of work and we take them for the four weeks, so they are effectively in training for the first month and then join their teams and they settle down with the manager, and then ongoing training is given if required or if a new skill is required if we have something new coming out. Then they all come back into training to receive that extra training, but with their team."

The learners were also asked if support had been provided, such as explanations given regarding the contents of contracts and agreements. The employers were asked if learnership/apprenticeship agreements had been completed.

Most of the learners interviewed indicated that they had completed an application form and signed an agreement or contract. Most companies visited indicated that they signed learnership/apprenticeship agreements with all their learners, but this did not occur in small companies, suggesting that some support for smaller companies may be appropriate.

Despite some variations, it seems that MERSETA and employers are adhering to the administrative requirements and regulations of the learnership and apprenticeship programmes.

Most of the learners interviewed also indicated that the contract had been explained to them and felt that they understood the contents of the contract.

The respondents were asked to give an indication of how long it had taken from the time of being informed of their acceptance into the programme to be given the contract. This is one indicator of the efficiency of the administrative process. Most of the learners interviewed indicated that the process had taken less than a month and a few indicated that the process had taken between one and three months.

In-depth interviews with the learners revealed that training providers and employers were seen to have provided support during the recruitment process and very few indicated the involvement of MERSETA in this process.

The recruitment and selection in companies offering in-house training follow a very stringent approach. The minimum requirements for learners are Maths and Science, taking into consideration the geographical location of the learners. They have their own vacancy recruitment structure. They have moved away from the advertising process because in most cases the majority of people who responded to the advertisements were looking for a job. The rule of thumb is: *"if someone wants training, they will find us"*. The employers, through their training departments, have established a database system approach which is accessible to all the departments in the company.

Each company has its own recruitment criteria. For instance, one company does its recruitment and selection procedure through interviews and psychometric tests. The interviews are conducted by a panel representing the training department and the dealership. After that the learners write a psychometric test. Once the whole procedure of selection has been completed, the successful learners are entered in a database accessible to the managers in different departments. However, other companies make their database accessible to external users.

If there is a need at the dealership or manufacturing section, the service managers choose the candidates from the database they will want to recruit. These can be recruited as full-time employees or as unemployed learners. Once recruited, the induction is conducted differently by the different companies. In one company, the learners attend just the introductory course on the unit standard, and are not yet learners at this stage. Having been introduced to the foundations of the learnership, the learners will then at a later stage attend the first part of the training session.

The following recommendations are suggested for improving the recruitment and selection process for learnership and apprenticeship participants:

- Communication about learnerships and apprenticeships should be improved, including the benefits to employers, learners and to the economy.
- MERSETA should enhance its communication and outreach beyond employers to the public at large.
- The use of career guidance and other specialists should be encouraged.
- The Department of Labour should be involved in the recruitment process.

SECTION 2 WORKPLACE LEARNING

We draw on the conceptual framework developed in Chapter 1 to evaluate the efficiency of the learnership and apprenticeship programmes. This is evaluated in terms of the learning environments and quality of workplace learning provided for learners. This section discusses the on and off-the-job learning experiences of the participants and assesses the various aspects of these components from the perspective of learners and employers.

Focus group respondents were asked about their experiences of how training was provided. Having a supportive workplace context emerged as a key theme from all the interview datasets. Most respondents indicated that they received support from their supervisors as well as from their peers. One of the interviewees responded as follows:

"My boss is very supportive. She gives me time to complete my work, and is always asking how I am getting on."

The importance of employer support is also reflected in the data from case study interviews:

"The support of the employer...and in some cases we know it comes down to the individual within the organisation as well, they have to have that commitment to helping young people and supporting them to obtain their qualifications."

However, although employer support was identified as being very important by the respondents, the lack of an adequate employer training infrastructure was felt to be an important obstacle by one of the respondents:

"I think if you are going to be involved in training situations, the person who is responsible for the training needs to be developed as a trainer first, not necessarily as an assessor. I think that's a different issue but I think they need to be there as a trainer first and foremost and at the moment there is no requirement for that and we put people into situations where there is no qualified level of staff taking responsibility for the individual's training. The training that is offered in the workplace can be fantastic or can be appalling, and I would like to see that system and that process much more regulated than it is at the moment."

An analysis of the employers' interviews confirmed that a work culture in which training is prioritised and valued can have a positive impact on whether the programme is completed or not. Those employers who recognised the importance of supporting the apprentices and learners provided support, including allowing them time to attend off-the-job training; time at work to undertake portfolio development; personal tutoring/mentoring on the job; opportunities to develop beyond the immediate work role; or giving personal counselling and advice. Where these kinds of support were provided, it was seen as an important aspect of success.

However, the young people did not always find the workplace to be sufficiently supportive. An environment in which the employers did not give support, encouragement and time to young people contributed directly to the drop-out rate, particularly in cases where the needs of the job swamped any training issues. One respondent exemplified this point. He was working in a family-run engineering company, and commented on how, when he started the job, his training was important to his employers. As time went on and he became more competent at his job, the interest in his training began to wane. He says:

"At first they were keen on helping me, but as I got good at the job that all stopped. They just wanted the job done and when I asked for them to show me things it would always be: 'We'll show you tomorrow' but then they didn't. I lasted two years so didn't have that long to go, but in the end I got so fed up I just packed it in."

He reports feeling that he had lost out on his chosen career (to become an engineer) because of the attitude of his employer. This highlights the need for employer support, as articulated by participants who successfully completed their learning programmes. Indeed, there were a number of cases where employer involvement can be described as passive, that is, that the employer was not obstructive but at the same time did not take any active role in the learnership or apprenticeship process.

Peer support also emerged as a contributing factor to the success of the learnership and apprenticeship programmes. Where colleagues and peers are supportive, this can also have a positive impact on successful completion of the learning programme. For example, in the motor vehicle apprenticeship, this support can extend beyond immediate supervisors to include others in the workplace, many of whom would be trained mechanics themselves or in the apprenticeship programme. The type of support is illustrated by the comment below:

"All the guys in the garage help me too. A lot of them are young and finished (the apprenticeship) themselves not long ago, so they remember what it is like."

The wages and conditions provided by some employers were found to result in a low level of staff morale and to contribute to high levels of turnover. This was raised by a small number of training providers and employers. One training provider commented:

"We have lost a couple...on the basis of personal needs in that their requirements have outstripped their learnership pay so they have come to the point where they maybe need higher wages and are prepared to move away from the occupational area of the learnership."

Employers argued that where low-skilled work was available and at better pay for the learnership, this would act as a 'pull' factor.

2.1 Quality of the training offered

The quality and structure of the training emerged from all the datasets as a key issue. There is considerable variation between programmes with respect to how training is provided. In some cases, particularly the traditional apprenticeship system, there are well-established apprenticeship programmes with well-structured off-the-job training in FET colleges or other training centres. In other cases, there may be no provision for off-the-job training.

Many respondents who had successfully completed their programmes reflected that overall the experience had been a positive one. In these cases, those receiving on-the-job training

reported liking the fact that the training was closely linked to the job, and felt that the training was helping them to reflect on and understand their jobs to a greater degree.

The data suggest that on-the-job training can be of a very high standard, but for it to be most effective it requires input, thought and planning from the employer to make sure that the learners/apprentices get to do the type and level of tasks they need for the programme, and also make it a learning experience. There were several examples where learners/apprentices reported very positive learning experiences in relation to on-the-job training, and had particular praise for their employer and training provider in this regard.

However, it was also clear that the training that some young people received was little more than a check-list exercise. Some learners commented that they felt that the training was just going over what they had done in the work, without highlighting any learning needs or ways that they could learn from what they were doing. This was reported more often in on-the-job training situations. One young woman commented that when being assessed, someone would go over things with her, but he would tell her the answers anyway. In summing up her experiences of her apprenticeship she said:

"It's the silliest thing I have ever done."

This point was confirmed by interviews with stakeholders, who argued that in a number of cases training providers had failed to provide effective support for the training which young people are supposed to be receiving.

A major problem, identified by a number of respondents, is that the training providers are only assessing the achievement of competences, not providing effective assistance for the young people or their employers in ensuring that an appropriate training plan is in place, that it is being regularly reviewed, and that the needs of the learners involved are being identified and met:

"...they are assessing competences in the workplace, and whether the kids have achieved these is to a large extent down to employers..."

This view was reinforced by a stakeholder respondent:

"I think if we are looking at the commercial training providers, they themselves would say quite openly that they don't consider themselves to be training providers anymore. They consider themselves to be vocational assessment units. I think that is probably a fair comment. They claim, and I think quite rightly, that the level of funding which is secured doesn't actually necessarily allow the kind of quality training that we want."

It has been suggested by a number of respondents that this has in part been associated with the introduction of the national qualification system, where the emphasis has been on the assessment of competences.

Employers raised several issues related to quality. Some training providers were criticised for the training methods adopted. In one example it was stated that tutors visited for an hour a month at most. The employer felt that the trainees did not feel they were learning anything, and that the high drop-out rate from the programme highlighted the problem. The company concerned engaged a new training provider whose training consultants are

actually based on the employer's premises. They work side-by-side with the learner without interrupting the learner's work. The drop-out rate has been reduced to zero.

Those receiving off-the-job training reported liking getting away from work, and felt that they were learning more this way. Many of those undergoing off-the-job training also valued the opportunity to get together with other apprentices. For example, several of those in the motor vehicle industry reported liking to go to college as they could meet others to 'talk about cars'. They also valued the underpinning knowledge that this gave them. As one said:

"You need the college work. If anyone says you can be a mechanic without that then they are wrong. At work we replace things if they don't work, at college we get to understand why they don't work, and how we can fix them. You need both parts to be proper mechanic."

However, Further Education and Training colleges involved in off-the-job training also received some criticism from employers. A number were critical of the colleges' support for training. One employer felt that the college did not take responsibility for the individual trainee in the way that they should, and did not recognise that the trainees were making a transition from a comparatively supportive school environment to a more adult college environment. This was especially true of trainees who were finding the college work difficult. The employer felt their needs were sometimes dismissed by college staff. Employers reported, however, that those trainees seldom valued the college aspect of the programme and much preferred to learn by working on the job. Interestingly, as highlighted above, the data from the young people tend to contradict this view, as they generally reported that they enjoyed college, finding it a positive and useful learning experience.

2.2 Quality issues

The problems with training and recruitment have led to the suggestion by a number of respondents that the quality assurance procedures currently in place are not appropriate, and are failing to help deliver a high-quality learnership and apprenticeship training system. Thus one stakeholder respondent reported that:

"The quality procedure doesn't take any interest at all in the training. There is no quality assessment of training within the process as it stands at the moment. It is purely either focused on assessment or it's focused on paperwork that supports the process but nobody actually say 'hang on a second. Let's have a look at that learner or apprentice and see what their experience is like and let's have a look at what kind of training they are undertaking'. That's just not happening. I think we have lost focus somewhere along the line on what's actually important, and I have to say I don't care particularly whether assessments are fantastic, it would seem to be much more fundamentally important that the training experience is fantastic because that's actually what imparts skills, not assessment."

The same respondent suggested that there were also problems with the recruitment process, and this could be monitored more effectively through the quality assurance system:

"I think we just need to consider how we regulate that. Training providers would be very against that because that would affect their recruitment processes and would affect the number of candidates going through learnerships and apprenticeships, but I have always maintained it would better to reduce the number of learners and apprentices and improve the quality of those who are in training than simply to have, as we do at the moment, open recruitment to meet the targets, suck it and see, those who survive, great and those who don't, well that's just the way things are, which seems to be the kind of approach we've got at the moment. If we did that, perhaps

we could improve the level of funding that goes to those who are recruited by this process so that they are actually getting money to be getting trained rather than simply just to be assessed."

Similar concerns regarding quality were reported by a Further Education and Training college which felt that the authenticity of evidence and the quality of training provision should be monitored. Another training provider suggested that MERSETA should be more concerned with quality of delivery than speed of completion. This training provider felt that rather than monitoring quality, the current quality assurance system is "all about monitoring the finance and claims and milestones that have been achieved."

These concerns have been recognised by a number of stakeholders who suggested that the compliance and performance audits had become too narrow and focused on processes rather than the quality of the training. There is recognition that this system needs to move towards focusing more on the quality of provision, and should encourage training providers to take more responsibility for the development of their own organisations.

2.3 Management systems in place to implement MERSETA's guidelines

The employers follow the MERSETA instructions and guidelines. The training and human resources departments oversee the implementation of the processes with regard to classroom training, workplace training, assessment and moderation. However, there are certain factors which hinder the efficiency of the implementation, especially of learnership.

Theoretical training

The learnership programme was structured very much by academics, for instance regarding the fundamentals, where they talk about mathematical abilities, whereas what is really needed is numerical ability not mathematical ability. There are other aspects such as if a learner wishes to study for a Bcom, then fundamental training in English or mathematics is required. The theory becomes a stumbling block: people may have the capacity to do the job, but the fundamentals are complicated. The employers have structured their programmes so that they can assess the theoretical parts while they are on site.

The problem with the theoretical part is the syllabus which changes during the learnership. For instance, the employers get a disc for a specific level, set up equipment and everything according to the disc only to find out later that the disc was not correct. This becomes a nuisance, and a lot of small companies have been put off by the planning and organisation of the learnership from the SETA.

Assessment and moderation

Assessment of the learning programme is done according to all the deadlines and the assessor portfolio, and feedback is provided on a regular basis. Assessment of the learnership is done after each section of modules. All the lecturers are qualified assessors. There are six training cycles and within a cycle of 40-55 assessments a summative assessment is done. MERSETA carries out moderation four times a year, and the training managers also do random sample moderation every three months.

The problem with the assessment is allocating a specific time. It is time-consuming to look at all the portfolios. The employers do not have someone to do the assessment only: the assessor is also a facilitator and has other responsibilities.

Mentoring policy

The mentoring policy is copied from MERSETA as it is. In each workplace, a mentor qualified in that field must be registered with the SETA. According to MERSETA, each of the learners should be allocated a mentor. However, one employer was concerned about the registration of mentors as he had not yet trained a single mentor on the learnership. *"I don't have a single trained mentor, all the guys that I have now are those who registered in those times of CBMT apprentices. Their certificates have expired, and they couldn't renew them, they couldn't go on training for mentorship."* The employer's concern is that because of the skills shortages, it becomes a problem to replace a mentor if one resigns.

For their part, the apprentices have to be allocated to artisans, and through the area managers the apprentices who enter the workshop should be placed with qualified mentors. Each learner, besides a logbook, has a portfolio of development which is used to follow his or her progress all the way through, and the work covered is monitored by a mentor.

Workplace training

Workplace training exposes learners and apprentices to the same information as for qualified artisans. The learners attend the same training as the qualified people and there is no need to get information second hand. However, the support for learners is minimal. It is often difficult for employers to fit in training with production. There is also a lack of knowledge of the NQF or learnership systems. Training is an investment, but employers sometimes look at training as a cost. *"Obviously that costs the dealership money... he is now not at the dealership, and I will lose an extra amount for labour service, parts service, paying a salary and the guy is not making money for me."*

For the dealership, the training department suggests that more people should be trained through the NQF system. There are problems for the learners at the workshops because they have managers, journeymen and mentors who do not understand the system and do not grasp the fundamentals about the NQF system.

2.4 Addressing the skills crisis

There were different opinions in the responses to the question of whether the learnerships and apprenticeships addressed the skill crisis. Regarding the success rate of learners in NQF Level 2, the employers were positive. In terms of employment equity of experienced sales people, the difficulty arises when the employers have to fill their employment equity quotas. There is a shortage of African females who do not have sufficient skills even for non-technical work that would qualify them in a specific trade.

Another critical issue raised by employers was that they had different priorities than MERSETA's. Hundreds of learners complete their NQF Level 2, but what happens afterwards is a problem that remains with the employers. Those whose training focuses on NQF Level 2 were positive that the learnership and apprenticeship systems were addressing the skills crisis. In the learnership programme, the work covered is very intensive, structured and properly controlled. On the other hand, those who are targeting the higher training levels do not believe that the learnership programme is addressing the skills crisis. Their concern is that there are too many loopholes, shady tradesmen and only 50% of people who qualify.

2.5 Relationship with MERSETA

The relationship between the employers and MERSETA is good on average. The problem is that MERSETA is run by a bureaucracy. The DoL rules the way the SETA system is set up, for instance, in the chambers very little progress is been made because a lot is being done behind the scenes, what can be regarded as politics, unions sitting at the same table and many hours spent dealing with technical issues rather than improving training. What is often missed is site visits to the dealership from MERSETA. One service manager says they see one of the MERSETA personnel only once a month, and he does not get involved in the training, he just comes to talk.

2.6 Recommendations:

Communication

- Regular meetings should be held, material updated, and evidence of progress obtained. E-mails should be sent to business units, and it should be ascertained from dealerships what they need and how they can be assisted with administration.
- Staff turnover: assessors need to be trained on refresher courses, more training for assessors and moderators.
- Learn from the companies who do extremely well about how they can make everyone else enter the learnership programme.
- Advertise through road shows, visit FET colleges, and host workshops every few months, do more frequent spot checks.
- Feedback on how the employers are progressing with the learners is essential. Sit down with employers and come up with a proper curriculum, plan a system that suits everybody.
- MERSETA should give companies the benefits of employment. Small companies feel that it is a burden to have learnership, and there is lack of communication between the small companies and MERSETA.

Administration

- The administration needs to be decreased at the SETA level. The speed at which things are handled at MERSETA is improving since the administration was centralised.
- Give extension to learners who do not complete within a specific time frame.
- Improve certification, trade tests, accreditation and qualifications.
- Revisit all the processes and look at whether they are all moving in the same direction.
- Efficiency – turnaround time; staff motivation; understaffed or the MERSETA does not have the right people. Subcontract someone who does not work for government, who will stick to the target.
- One company should deal with one representative at MERSETA to reduce communication problems.

- Proper assessment tool - portfolios have quite a few loopholes; the evidence provided by the assessment processes does not give a true picture of the learners' potential.

Accountability

- MERSETA should not implement learnership and apprenticeship in a leisurely fashion. One of training manager says, "They don't feel the pain of the skills shortage like the employer does. Although I am not on the production side, where I feel pressurised is when my learners are pressured to perform like qualified people because of a shortage of artisans.
- Agendas and power struggles within MERSETA lead the different departments not to co-operate as well as they should. They seem to depend on rules rather than on outcomes. They do not have a big picture of the skills shortage in South Africa.

SECTION 3 TRAINING PROVIDER CAPACITY

This section presents findings on the capacity of training providers to implement the learnership and apprenticeship systems. It addresses some of the challenges faced by the sector.

3.1 Relationship with MERSETA

MERSETA communicates with the college curriculum developers, and the campuses are informed by the college to accept a number of learners. At the campus, special arrangements are made such as allocation of classrooms, lecturers and resources, e.g. reading materials.

One of the colleges has been involved for two years with MERSETA and the learnership programme. In 2006 they had tool making and in 2007 they started courses in boilermaking and welding. In 2007 the college had 48 learners who had registered their learnerships with other training providers, but somehow things did not work well for them and the SETA. The learners started the programme in April and completed in December. During that time the college could not take any more learners because of their involvement with the MERSETA learners. However, at the moment there are no learnerships running because the workshops are completely occupied with NCV programmes, and those are apriority according to the DoE.

The college liaises with MERSETA and companies separately. MERSETA sends learners and monitors them once a month. The college gives monthly reports and has a questionnaire with questions such as: "How can we improve the system, any problems, any assistance that they can render to make our work easier." Most of the learners came to the college unemployed, and during their learnership they are taken out by the companies who will be their practical training providers. Basically, the learners go to the college to do fundamental training then are sent back to the companies for a month or two. After this they do core modules.

3.2 Organisation to accommodate both learnerships and N-courses

There is a special arrangement for the intake of learners regarding the facilitators and classrooms. When the college takes learners from the companies, they make an agreement

with the companies and take into consideration matric as a baseline for enrolment. The enrolment of learners depends on the type of learners. If they are boilermakers, motor mechanics or fitters they can be accommodated immediately. The college is fully equipped to train learners at NQF Level 2. Some workshops will be able to train learners up to NQF Level 3, but it all depends on the equipment that the college gets from MERSETA whether they can provide training in any trade to that level.

The target at the various colleges differs. For instance, at one college, the target is to train up to Level 2, but the infrastructure at the college allows them to offer the basics only. The learnership fits in well with the NCV courses: the colleges are running training modules and their own short-term skills training. There is not much difference between those and the learnership programme, except that more paperwork needs to be done which ties facilitators down and keeps them from actual teaching

3.2 Capacity to offer the modules

Most of the sites visited do not have many problems in offering the learnership modules and they do not have any problems with learnerships in meeting the standard. They have been successful, and according to MERSETA's feedback, they are really happy with them. The normal time for the learnership is six months, but last year it took eight months due to the teachers' strike. In terms of capacity, the colleges have a safety rule that for every 12 learners in a workshop there should be one lecturer. However, there is never just one person taking the whole group, for instance, in toolmaking there are three people normally under supervision.

During 2007, there was an exceptional case at one college. Learners were sent by MERSETA who were taken from other training providers. The learners were sent to the college in the middle of their learning programme, and since they were not registered at the college, it was difficult to assess their levels or educational background. The college took them on the basis of the information they provided. This caused problems for the college. They first had to build up new portfolios for 48 learners, employ additional lecturers, conduct interviews, organise material for the learners and buy new machinery. Based on the unit standard for the learnership, they had to print 48 books for each module.

3.3 Assessment and moderation

The colleges are guided by the requirements of the SETA. One of the facilitators described the assessment and moderation procedure as follows:

"MERSETA instructs us to give formative assessment after the learners have gone through the course material. Formative assessment consists of little assessment to test learners and to negotiate with the learner when is he ready to do the final assessments. During the assessment process the Quality Assurer observes the examination and he sits in a class and actually looks at the exam paper and also checks whether we have done the paperwork well. The same thing applies to the practical training: the QA comes and sits with the learners to oversee the assessment. The QA also rates the portfolios and keeps in contact if there is a need for any material they provided them even in hard copy. Besides the exam time, the college calls the QA regularly to come and monitor assessment."

The problem with the assessment is that it gives evidence of what the learner has done based on few details. It does not give a fuller picture of a qualified learner. According to the facilitators, it would be better if the assessment were done towards the end of the learnership when the learners are given one large integrated assessment. Besides, the portfolio should include all the necessary documentation of the learner. The administration of the assessment, involving authenticity, appeal, policy and many other things are making the assessment cumbersome.

The facilitators have a strong view of the apprenticeship system in terms of assessment, where a learner keeps a logbook, but his or her final assessment is the trade test. The trade test covers all aspects of the learner's work. When considering the credits where the learner must have 150 unit standards for a learnership, there should be an assignment or test mark for each unit standard. The problem with the portfolio is that the companies do not look at it to determine the learner's qualification.

3.4 Challenges

Human resources

At the moment the colleges are battling to find skilled trade test artisans to come into the colleges and actually teach the trades. The problem is that the colleges have to compete with industries which are paying much more than they can offer. There are very few skilled artisans and because their qualifications are not recognised by the education system, they prefer to work in industry. For instance, one college has about 60% trained facilitators, but due to skills shortages, when there is a crisis they are replaced by ordinary lecturers.

Infrastructure

Infrastructure is not a problem in the colleges as a lot of money has been allocated to buy the equipment needed. But the concern is that it is difficult to allocate money to a specific trade. In addressing this problem, the college buys general equipment that is used for different trades. The qualification levels that the college can provide depends on the availability of equipment.

Learnerships and N-courses

The learnerships and N-courses are completely separate. What surprises the facilitators is that the N-courses are being phased out, and by the end of 2008 there will no longer be N3. The problem foreseen by the facilitators will be learners who completed matric because the NCV caters for Grades 9, 10 and 11. The matriculants normally go to college to do the N-courses and the companies are still looking for N3.

3.5 Relationship with the employers

There is not a close relationship with the employers. The only thing they want is for the college to update them on the attendance of their registered learners, and whether they are getting their subsidy. The subsidy has caused a lot of problems for the facilitators: the students say, *"Sir I went there and my money is not in, and it takes two to four weeks."* The companies are taking part in the learnership programme but they are not really fully prepared for training. They see the learnership as an opportunity to obtain the subsidy from the SETAs. For instance, they know that if they take 40 learners, they will get R33 000 for

each learner for a year. The learners complain that they are not being trained in skills; they are made to clean and sweep the floors. Another thing that has to be looked at seriously is that the learners do not get quality training from the employers. They are given tasks not related to the learnership and work as a handyman just to kill time.

Most companies want apprenticeships rather than learnerships. What happens is that the companies register apprentices or learners for the levy, but they do not train them properly and get them do other unrelated jobs. Sometimes the college recruits learners who have actually taken the learnership. In most workplaces, the employers are training the learners according to the learning material but do not have proper equipment for the learners. For instance, if a learner wants to be a qualified welder, he is expected to know all the different types of welding, but often the companies do only one type of welding, so the learners do not get valuable practical training.

The companies are not really equipped enough to offer training. The main business activity of companies is production and learners are sidelined. The colleges make frequent visits to oversee the companies' training. Most companies still remember the apprenticeships.

3.6 Follow-up of learners/post-employment

It is a problem for learners after completion of NQF Level 2 to find channels for further training. The college has no authority to liaise with employers after the training, but mostly their learners are employed.

3.7 Concerns

Continuation

The concerns is that the colleges register unemployed learners for a learnership, say NQF Level 2, and when they finish Level 2, the colleges do not train them further up to qualification. The training providers do not know what happens to them afterwards: they cannot be employable in any trade because they have only done Level 2. The colleges thought that it would work better if the training providers were given the opportunity to take the learners throughout the entire programme until they do a trade test and qualify as artisans. MERSETA must come up with a strategy which will allow companies to take learners for three years so that they complete their qualifications.

Employers

At present companies take learners for one year and they complete other levels of learnership with another company or just disappear. One of the facilitators gave an example of his nephew, who did NQF Level 2 with his employer and then left. *"The company says, Goodbye, you are done with us and he sits at home again, unemployable because he has no trade, just this paper to say he has done Level 2 and which never really helps him to get a job."* Since the learnership is conducted on the basis of 40% at the college and 60% at the practical training, it has been suggested that companies must have a dedicated mentor who actually looks after these learners under his wings and makes sure that they are actually completing the unit standards.

Administration

The learnership is too paper intensive, the learners are expected to do the actual work and read and maintain the portfolio. This is only possible at the colleges or with the training providers because the conditions are ideal. But in the industry conditions are different. The training should rather be more practical. All the parties, namely the training providers and employers, need to be involved in the curriculum development.

The impact of the learnership system at the colleges is valuable and admirable. It would be administered effectively if the paperwork can be reduced. But the main factor preventing it from being implemented efficiently is that most of the qualified artisans and facilitators have been through apprenticeship courses, so they are biased towards the apprenticeship. It is quite difficult to determine the success rate based on the different factors, namely learners' attitudes, stipend, administration, and lack of co-ordination between the training providers and employers, but the overall problem is the implementation of the learnership.

Section 4 **MERSETA's capacity to implement the learnership and apprenticeship systems**

We asked MERSETA officials about the factors that influenced the performance of the SETA for the past two years. The general consensus among key respondents was that a SETA must be seen as a business and not as a parastatal. For the past two years the focus at MERSETA was on changing the outlook of the organisation to become like a business. Delivery is important and therefore MERSETA was restructured in the last six months after a SWOT analysis. The image of MERSETA was changed to one of service delivery. GM Corporate Services was put in place to address service delivery.

The Board went through a governance training exercise. It is the function of the Board to give direction, and the CEO must then put in place that which is needed to go in the direction as indicated. The CEO cannot steer and row at the same time.

The strategic thrust was determined by looking at the Skills Development Act, the NSDS targets and the targets set by the Board itself. Four main targets evolved from this:

- Increase the labour pool
- Set the scene for new learners in the various sectors
- Address the work readiness of ABET
- Address scarce and critical skills

In order to increase the labour pool, an accelerator programme was put in place. For example, if Mittal Steel would like to train 100 learners, MERSETA encourages them to train 150 learners. But how is this done? Corporate Governance and client service is the answer. The service provided by the bank is a good example – the bank makes you feel like a king. The bank has a good model of service excellence. At MERSETA a service division was put in place with 'client liaison officers' as opposed to 'skills development officers'. Client liaison officers are incentivised according to performance and how well targets are met. How well WSPs are finalised by these officers is important, for example.

Incentives to companies were increased from R35 000 to R90 000 over a three-year period for apprenticeship training. With R35 000 it is impossible to train apprentices in three years. With R30 000 per year this is, however, possible. The accelerator programme has been gaining momentum over the past two years.

Companies were categorised, and over a five-year period

- a 65% target is required
- WSPs must be in place
- levy payments must be on time
- a work skills committee must be in place.

MoUs for a two-year period were drawn up with companies, and partnerships with companies were formed to deliver 400 000 apprentices over two years.

More companies need to be brought on board through motivation, peer evaluation and competition. Around 35 000 learners were skill trained last year.

Even smaller companies train people and are recognised. In Kuruman, for instance, there is a small company that trains one learner per annum and the company has created around seven jobs through training – it has a 100% pass rate, even if it is one person per annum. All the small companies contribute and make up numbers.

Quality is important, and small companies sometimes contribute to quality. For every two learners a supervisor is required in order to assure quality. If training is too short, quality cannot be assured.

Service orientation is required. Income versus job creation is the issue here. The target was to get 8% grants, but 20% growth in grants was obtained.

4.1 Challenges

1. Take-up of technical training. Artisans are getting older and younger people need to appreciate the importance of technical training.
2. Quality assurance is important – not just numbers. More assessors are required to assure quality, but assessors require at least three years' post-graduate training. One week's training is not enough as some of the courses are done – they are too short to train assessors.
3. Provision at FET colleges is crucial and needs to be addressed. Venues for training are required to train 10 000 learners who must then be able to do a trade test.
4. SAKE is required: skills, attitude, knowledge and expertise.
5. Along with **skills** training an **attitude** must be cultivated or developed. An attitude of work ethics is required – pride in one's work.

6. Skill is equal to knowledge (skill is knowledge and knowledge is skill). Theory needs to be applied in practice, but theoretical knowledge is not skill.
7. **Expertise** is required. Experts are needed to transfer the necessary skills. In South Africa experts from the UK or experts who had mastered the English language were required to transfer skills. Experts from abroad need to be attracted by tax incentives or tax breaks.

4.2 Training

1. **Innovative ways** need to be found to train as many artisans as possible. Rote or repetitive learning does not work, because to memorise without understanding is not the answer and does not relate to practice. The new NCV courses relate theory to practical work. There is, however, an age limit. Older learners who have started already can still complete their N1 to N3, but younger learners will have to do the NCV courses (equal to the NVQ of the UK). This requires 51 days workplace training (e.g. engine assembling) after health and safety training and other theoretical training.
2. **Simulated** learning is required – training that resembles the reality.
3. **Curriculum design** is very important – the theory must match the practical work place training. Communication between the industry and curriculum designers is required. The needs of the various industries must be met. The German model is a good example where companies have a say in the curriculum.
4.
 - a. The Accelerator Artisan Programme with levels N3 and N4 as the minimum requirement has 26 weeks' theory and 54 weeks' workplace training according to the Skills Development Act, which is **two years'** training instead of four years' training.
 - b. NCV training is required for those who have less than N3 or N4 level of training. Two years of training does away with repetitive learning as was done in the old days. Learners must be at least 18 years of age in South Africa (16 years in the UK, although this will be increased to 18 years).
5. There are four routes to artisan training:
 - Apprenticeship training
 - i. Normal apprenticeship training over four years
 - ii. Accelerator Programme training over two years
 - Learnership training
 - i. NQF 4 plus trade test

- ii. CBMT programme where competencies are tested at various levels with various components such as mechatronics, etc. and not only at the end with a trade test
- RPL: Previous applicable work experience with certain competencies and Atrami (N1 and N2) and the trade test
- NCV training

In 2009 parastatals will be targeted for more artisan training, as parastatals were involved with artisan training in the past.

When they receive applications from the companies, they send their client liaison officers to determine the needs of the company and to identify the programme and accreditation process to make sure that it meets the particular requirements. To facilitate the implementation of learnerships, MERSETA holds induction courses where the agreement is clarified for all the parties concerning the implementation plan with regard to assessment, formative and summative, the frequencies, the representative of the learners, the training concerns, problems, skills, attitudes, behaviour and the reports that have been submitted. Then the quality assurer monitors all the stages of the training programme such as the percentage and success rate to help them resolve the issues of the grant, moderation and the certification process.

4.3 What systems are in place for training providers and employers?

The same guidelines are provided through induction and progress meetings. Guidelines are given for everything that they may require: a standard format of credits, starting and finishing dates, the moderation report, and what they need to do by way of physical monitoring. MERSETA normally holds quarterly information sessions to discuss new developments under ETQA, and a FET meeting forum to discuss developments and quality assurance. The relationship between MERSETA and employers and training providers has improved. There are no longer defaulters who take money from learners without registering them or giving them training.

4.4 Success rate: apprenticeship and learnership

Most of the companies still prefer apprenticeship; the idea that artisans are produced through the apprenticeship system still prevails amongst employers. MERSETA through Indlela is trying to change this mindset. What is also affecting the outputs is the transition away from the N courses. It is confusing to most employers, however, they can apply for the N-courses at NQF Level 2. The entry requirement is Grade 9 in most trades.

Considering the learnership, the drop-out rate is minimal. In this area there are small and big companies. There are few small companies, who are doing very little training as they do not have the capacity. These small companies are obliged to partner with training providers and there are many defaults amongst training providers.

One company provides in-house training efficiently, producing a hundred learners a year. They have managed to condense training to eight months as compared to 12 months for NQF Level 2. Of those 100 learners, most are employed in the same company in different sections. However, the downside of that training centre is that there is still a need for more preparation for the learners to enter the market as it takes them up to Level 2 only.

To improve the efficiency of the implementation of the learnership and apprenticeship, MERSETA is implementing a notice of intention system. When the companies request funding, they will be assessed on a five-point criteria; i.e. do they have a training committee, do they have a skills training plan, have they complied with submission in terms of grant for two years, are 70% of their people qualified, pass rate, 5 - 50% progression.

A monitoring system must be in place for the release of the grant. This means that on registration, the company will not be given the full amount for each learner. They will be given about 30% on registration and the subsequent money will be paid according to the progress. MERSETA will put in control measures that stipulate that 40% of apprenticeship training should take place in 18 months. This will prevent companies from defaulting.

MERSETA hopes that these systems will eliminate corruption in learnership and apprenticeship. The concern is that people may according to their data records, but not physically in the company. MERSETA, the employers, together with the training provider, must agree on how they are going to administer the learnership. There is a need to verify the company's capabilities regarding financial support. In most instances, the companies were found not to be paying the training providers and putting the blame on MERSETA.

4.5 Theoretical training

Theoretical training is valuable, and the use of portfolios provides evidence. In future learners will have to be able to prove that some sort of learning has taken place. The learnership is meant to be a continuous learning process and provides a bigger picture of where South Africans fit in the world scene. MERSETA understands that they have to minimise the paperwork, and do not have to rely on assessors and moderators.

4.6 Female artisans

There is a shortage of women in MERSETA, so learnership is influenced by what informs the company's intake. Most of the decision-makers and the learners who go to the companies are males. MERSETA has spoken to employers who have tried to attract women through advertising and career days. It is a long process and must be integrated with the Department of Labour and the Department of Education. This can be done through exhibitions and school visits. Sessions can be held with different schools and communities. Most school leavers do not want venture into maths and science and engineering-related courses. Another concern is that women empowerment is a general issue, but there is no support for women at lower levels in offices. The problem is how to eradicate the gender bias of authority, besides which male managers are running companies.

4.7 Relationship between the regional office and headquarters

There is a good relationship between regional offices and headquarters. The only thing that has changed and which might de-motivate the staff is the use of company vehicles which

will impact on car allowance. The regional office does not get all the support it requires from a central administration. Delays impact on service delivery but these are manageable. It is also difficult to determine the exact number of people who go on training. There is a concerted effort to target 1 000 of apprentices per year, and there is a need for small companies to engage in training as well.

4.8 Challenges

- Measures to control the grant are needed, the employers and the training providers do not submit progress reports, some people are not being trained, and learners are disillusioned and no longer interested.
- There are not enough training providers, so private institutions are used and not FET colleges. There are only four FET colleges in the region that are engaged in the learnership programme. Some of the training providers do not follow what needs to be done such as documentation and assessment.
- People should spend more time on training, as production takes precedence over training
- The internal systems frustrate companies. The submission of contracts procedure takes time, CBMT systems 10-12, MERSETA takes time to send proper documentation to the company.
- Commitment to training. There is lack of knowledge about skills development and competency. On the other hand, the universities do not have the capacity to run the learnership programme. There is a controversy over the quality of artisans, and over what the University of Technology requires and what the learner needs.
- Managing the human resources practitioner with the necessary skills in regard to coaching/mentoring to assess the potential of the managers on training. The supervisors should also understand that training artisans is not about getting rid of them, it is about developing the country.

4.9 Conclusion

The learnership and apprenticeship systems are ideal as training systems and skills upliftment systems. The SETA inefficiencies has nothing to do with MERSETA itself or the people working there. The problem lies with the SETA system and the way the learnership programme has been constructed: how to register learners, how to register progress and how to qualify learners. The companies understand from a SETA point of view and a government point of view a lot of people have abused the system and claim money which they were not entitled to. But this is unfair to honest employers who cannot provide the proper training due to bureaucracy and a faulty system. The SETA also introduces different ways of doing things each time, which is concerned with governance, but this inhibits taking on new learners and qualify learners. The downside of the learnership programme is paperwork and the red tape is a nightmare. Getting qualifications registered has been too slow.

Most of the participants believe that the apprenticeship system is better: if a person was employed at a certain level over a period, he was sure of his contract and trained better. On

the contrary, the learnership is supposed to run for 10 months, but this is mainly for the learner to fill in a portfolio and then move to the next level. As a result, it is felt that the learnership system is not as good as the old apprenticeship system, both practical and theoretical. In addition, learnership is more theory oriented. In measuring ability, the use of portfolios provides evidence, but does not necessarily look at the practical side.

On the ground things appears to be different. As one employer commented:

"We are now going back to the accelerated artisan programme where MERSETA is giving companies money to do accelerated artisan programmes. But when we asked for funds we had to wait in line for many months and on top of that when we wanted extra money for doing learnership, we were told that it's only in the last three months that we have been entitled to claim monies in the accelerated artisan programme for learners, but we have been excluded because we did learnership for seven years which was recommended by the Minister of Labour. But because we were not using the old apprenticeship system, we were excluded from getting funds for over a year. It just shows that in the old terminology the left hand knows what the right has been doing."

CHAPTER 7 CONCLUSIONS AND RECOMMENDATIONS

This chapter brings together the main findings and recommendations from the report. The research has shown that learnerships and apprenticeships administered through MERSETA are working well according to responses from learners and other key stakeholders. They form part of government's intervention to enhance sustainable economic growth while redressing some of the injustices inherited from apartheid.

Learnerships and apprenticeships provide important opportunities for participants to learn in the workplace, linking theory and practice and thus deepen the skills base of the South African economy. They provide key opportunities for unemployed people to gain skills and work experience and improve their employability. They also provide qualified learners with the necessary skills needed to enter or to advance through the formal labour market, advance to self-employment or to further education and training. We start off with impact, an issue highly rated by most respondents. The Department of Labour and MERSETA must work together to ensure that the strengths are maintained and the weaknesses improved.

The learnership programme under MERSETA has achieved the following:

- The results of this survey are positive: they show that learnerships are working well according to responses from learners and other key stakeholders.
- Learnerships form part of government's intervention to enhance sustainable economic growth while redressing some of the injustices inherited from apartheid.
- Learnerships provide important opportunities for participants to learn in the workplace, linking theory and practice and thus deepen the skills base of the South African economy.
- They provide key opportunities for unemployed people to gain skills and work experience and improve their employability.

This learnership impact study found that:

- Seventy-four per cent of all the 18.1 and 18.2 learners completed their learnership programmes and only 7% terminated their studies before graduation.
- Forty-three per cent of those who were unemployed at registration (18.2 learners) and 67% of 18.1 learners were employed after completion or termination of their learnerships. This is a positive development and illustrates the importance of the learnership system in creating employment for the youth and its contribution to skills development.
- Eighty-three per cent of the learners who were employed after graduation or termination of their learnership indicated that the employment was related to the learnership they completed. This is a positive finding for the learnership programme as it suggests that it provides learners with the opportunity to further build their skills and knowledge in the field as their employment was directly related to the training they undertook.

- In terms of the nature of their employment, 66% were permanently employed, 29% in positions that are temporary and contract and 4% were casual workers.
- About 32% earn a salary between R2 001 and R5 000 per month and 12% earn between R1 001 and R2 000. Only 3% earn less than R1 001 per month and another 3% earn more than R10 000 per month.
- Almost all (92%) of those who completed their studies are working in the private sector with only 5% employed in government and 2% self-employed.
- Most of the completed learners were employed between one and six months of completion of the learnership programme. Of these, 24% were employed within one month or less, 31% between one and three months and another 24% between three and six months. This shows the commitment employers are putting into the learnership programme by making employment opportunities available to the learnership participants. It shows that employers have a positive perception about learnerships and their applicability to industry demands.
- Almost all the learners who completed or terminated their learnership reported positively about how participation in the learnership impacted on their lives. Ninety-seven per cent indicated that the learnerships had made an improvement in their technical skills and their career opportunities and had enhanced their self-confidence.
- Overall, both employers and learners were satisfied with the organisation and objectives of the learnership system, reflecting well on MERSETA and other stakeholders.

The apprenticeship impact study found that:

- A small number of apprenticeship participants terminated their studies before graduation with only 3% of the Time-based enrolments, 2% of Section 28 and 11% of CBMT enrolments. This is a positive development and illustrates the commitment of both the learners and the system to the programme.
- More than half of the CBMT enrolments (66%) and Time-based enrolments (57%) were still registered at the time of the survey. Only 8% of the Section 29 enrolments were still registered.
- Almost all (91%) of the Section 28 apprentices passed the trade test and qualified.
- Forty-per cent of all Time-based participants and 23% of all CBMT participants completed their apprenticeship and qualified.
- Seventy-six per cent of all CBMT participants who were unemployed at enrolment and gained employment passed the trade test and almost all (97%) of the Time-based and Section 28 participants who were unemployed at registration and completed their qualification, gained employment after graduation. This outcome is very positive as it reflects well on the programme.
- A small number (1%) of apprenticeship participants were employed at registration and lost their jobs and became unemployed after completing or terminating the apprenticeship.

- In terms of the nature of their employment, more than 90% (95% of CBMT apprentices, 94% of Section 28, and 91% of Time-based apprentices) of all participants who qualified had a permanent position with no end date.
- Almost half of the participants (48% of CBMT and 42% of Time-based participants) who qualified reported to be working at the company at which they did their work-based training, while 35% CBMT and 32% Time-based participants were employed by the same company prior to enrolling for a learnership.
- All Section 28 apprentices who were unemployed at registration gained employment and the total number (34) of Section 28 apprentices who are currently unemployed were employed at registration.
- Fifty-one per cent of the Time-based apprentices who are currently unemployed were unemployed at registration and 49% or 95 apprentices lost their employment.
- Almost 75% of the CBMT apprentices who are currently employed were unemployed at registration, while only 35 CBMT apprentices lost their employment.
- Reasons why the apprentices lost their employment ranged from the expiry of contract, poor treatment at the workplace to finding a place to study at university.
- Almost all the apprentices who completed or terminated their studies reported positively about their apprenticeship experiences. The strongest impact seems to be the improvement of their technical skills and their career opportunities and enhancement of their self-confidence. In-depth interviews with the apprentices also revealed this positive outcome.

Concerns were raised by many respondents regarding the institutional, legislated mechanisms and processes within which learnerships and apprenticeships are currently organised and function.

The promulgation of the Skills Development Act, 1998 (Act No. 97 of 1998) introduced the concept of a learnership. The Act proposed that learnerships would incorporate apprenticeship but did not say that apprenticeship would no longer be allowed. This was due to the increasing recognition of the shortage of intermediate (Level 2 and Level 3) vocational skills in the South African labour market. As a result, apprentices continue to be trained under the two routes of the Manpower Training Act of 1981: Section 13 & Section 28.

Despite some concerns about the DoL's capacity to administer and ensure implementation of the SDA, it has responded positively and has been seen to be quite proactive in taking up the challenge of addressing the shortcomings of the system. The DoL has taken ownership of finding solutions to having a single regulation governing both apprenticeships and learnerships. A number of processes have been initiated in this regard.

A number of amendments to the SDA have been drafted to provide clarity around the continuation of the apprenticeship system. There is now an attempt to merge various clauses in the MTA with the SDA and provide sufficient clarity around how the two systems (apprenticeship and learnerships) would co-exist.

Overall, employers were highly satisfied with MERSETA's activities in its attempt to effectively and sufficiently support skills development in the sector.

The main challenges that are still facing the programme are as follows:

The current skills shortage has been exacerbated by the fact that a large number of the learnerships that are being undertaken are at the lower (NQF Level 1 and 2) rather than intermediary skills levels. This might partly be a result of a drive by government to meet specific targets to employ unemployed youths and for redress. The NQF Level 1 learnerships were bridging learnerships, which is critical if workers, previously denied access to training, could have the opportunity of moving up the skills ladder. This did not however, address scarce and critical skills needs. A balance needs to be achieved between redress learnerships and skills interventions at the intermediary and higher end of the skills spectrum. It should however, be noted, that according to this research, the introduction of learnerships, for example at the higher end of the skills spectrum, has proved to be problematic because of the costs involved and other related aspects.

The pipeline for the development of skilled personnel is partly a responsibility of education and labour. Hence, it is not within the sole domain of SETAs to deliver skills into the economy. The effectiveness of the education system is critical in achieving this objective. This not only raises the question of the linkage between education and labour and the lack of co-ordination between the two ministries, but also highlights the fact that a number of blockages have occurred, some of which are systemic and have nothing to do with the functioning of MERSETA. For example, the disconnect between industry (and the SETAs) and FET colleges is highly problematic. An example of this disconnect was illustrated fairly recently when the DoE took a decision to change the curriculum of FET colleges. The DoE decided that as from January 2007 the N courses previously offered by FET colleges in three-month blocks would be phased out and would be replaced with new one-year National Vocational Certificate (NVC) courses offered at NQF Levels 2, 3 and 4 over three years. The N1 course, for example, is the theoretical component for an apprenticeship programme and is provided for in the MTA. The DoE has indicated that it consulted business on this change, but those interviewed indicated this was not the case. It is also believed that the DoL was caught unawares by the decision to implement the new changes from this year. While there is a need to update current FET courses, business argues that transitional arrangements should be put in place or the new courses phased in to allow those already in the system to complete their qualifications. A SEIFSA document states: "It seems problematic that at a time when shortages of skilled artisans present a key constraint to growth, the DoE is introducing new and unpiloted one-year vocational programmes at colleges without proper transitional arrangements for companies indenturing apprentices..."

The lower incidence of recognition of prior learning and learning plans is a concern, especially among socially marginalised groups including women, youth and others. The DoL and MERSETA must focus in particular on recognition of prior learning and learning plans and ensure equality in compliance across social groups.

This report sets out a number of recommendations for change.

7.1 Role of employers

The apprenticeship and learnership programmes are designed to be work-based systems of training. Evidence from all the case studies leads to the conclusion that if employers are

supportive this makes an enormous contribution to a successful learnership and apprenticeship system, whereas if employers are not supportive it becomes very difficult for apprentices and learners to successfully complete their programmes. However, evidence also points to major differences between employers in the extent to which they understand the apprenticeship and learnership programmes, are convinced of their value, and have appropriate structures in place to support it. There are also major differences here between large employers, some of whom have their own well established training infrastructures, and in some cases in-house programmes outside of the apprenticeship and learnership programmes, and smaller companies, many of whom have few resources to support training.

Given this evidence, an important priority must be to involve many employers more fully in the programme. Measures must be taken to ensure that they understand the value of learnership and apprenticeship systems, that they meet their needs, and to help ensure that they have more effective training infrastructure in place. To achieve this the following steps should be taken.

MERSETA should be requested to take a more active and developmental role in working with employers to engage them fully in the learnership and apprenticeship programmes.

It must of course be recognised that for most employers, training is not their main role, and they may need support if training is to be carried out effectively. This leads to a consideration of training providers.

7.2 Role of training providers

Given the evidence that training providers should have a key role in working with employers and apprentices/learners in implementing a training programme, but that their role in training is often limited, and that they have placed too much emphasis on assessment, this training role should be clearly specified and monitored in the following ways:

- The type of training required for each programme should be specified.
- MERSETA should provide some guidelines which specify clearly what is expected of training providers with respect to training as well as assessment.
- The implementation of these guidelines should be monitored.

7.3 Recruitment and induction

Many respondents pointed to problems associated with the recruitment and induction into the learnership programme. Often recruitment seems to be overly dependent on the role of training providers, and in many cases the involvement of employers is limited. It was pointed out that many training providers, as commercial organisations, have financial incentives in recruiting learners. As a result it has been suggested that in a number of cases learners are recruited to learnership programmes without really understanding what they are taking on, and there are instances where this is not the most appropriate programme for them.

Steps are required to ensure that young people are recruited into the learnership and apprenticeship programmes when this is appropriate for them and their employer, and that both the young people and their employers are fully aware of the opportunities and responsibilities involved.

7.4 Data collection and monitoring

The research has shown that the existing databases do not provide full and adequate information on the progression of learners and apprentices enrolled in the programmes. In particular, the data on learners and apprentices who leave their programmes before completion are limited.

MERSETA should be requested to establish more effective arrangements and guidelines for data gathering to ensure that the data on progression through learnerships and apprenticeships are as complete as possible.

Mechanisms for tracking learners or apprentices who change training providers or move to another programme should be established.

7.5 A review of targets for the learnership programme

While this research was not required to undertake a review of targets within the learnership and apprenticeship systems, this is an issue which has been raised by a number of respondents. It has been argued by a range of stakeholders that the current policy focuses too strongly on the issue of targets which specify starts on the programme, and not enough on the quality of training which learners receive and the outputs from the programme. It has been suggested in the issues discussed in this report that there is a need to focus more on the training system, and a need for quality assurance and contract management systems which will underpin this. It has been suggested that by improving the quality of the training experience which young people receive, higher completion rates will be achieved.

The DoL should review the targets set to underpin a high-quality, work-based learnership system and place greater emphasis on quality of training and outputs from the programme rather than on starts.

7.6 Gaps and issues for further research

One key issue that emerged from this study was the limited learner progression from one NQF level to another within the learnership system. Of all the learners registered on the MERSETA learnership database, almost all (94%) were registered for a qualification at a lower NQF level (1-3). Most of these learners gained employment after completing or terminating their studies and data have shown that they do not come back and enrol for a learnership at a higher NQF level. Further research is needed to establish why this is the case. This is important because it is expected that learners should progress to say Level 4, write a trade test and qualify as artisans if they pass. If this situation is not rectified, then this route to artisan development is put into question.

Further research is also required to investigate the factors that create barriers to completion of a CBMT type apprenticeship. This type has recorded a higher termination rate than the

other apprenticeship types. How can the numbers of apprentices not completing a CBMT programme be minimised?

Racial disparities remain stark and need further investigation. Learnership participants registered at lower NQF levels are dominated by blacks and the data revealed that the percentage of white learners participating in learnerships at the higher NQF levels is far greater than that of the other race groups. On the other hand, the majority of those enrolled for apprenticeships are white.

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APPENDIX A: LEARNERSHIP QUESTIONNAIRE

Learnership Study



2008

Note that any information provided in this questionnaire is **confidential** and will be used for statistical reporting only. To be captured by an interviewer of a call centre by means of a MS Access capturing form.

(Please verify the populated fields. Make changes and/or additions if necessary)

Good day, my name is XXXX and I was given your phone number by MerSETA. They indicated that you are registered or have been registered for a learnership. Is your name XXX and have you or are you registered for a learnership?

The first column provides the contact details as on the database, please enter updated contact details in the second column if applicable.

9.3 Registered for a learnership

Yes / No

Learner name:

Middle name:

Surname:

18.1/18.2:

18.1 / 18.2

I work for an organization called the Human Sciences Research Council and we have been asked by the MerSETA to study the learnership system in the country. Would you be prepared to answer some questions on the learnership that you did or are doing?

1. Please understand that your participation is voluntary,
2. Your answers remain confidential and
3. The interview will take about 10-15 minutes.

9.1 Consent:

Yes / No

LTel code:

LTel Num:

LCell Num:

LWTel code:

LWTel Num:

WPTel Code:

WPTel Num:

WP Cell:

ETel Code:

ETel Num:

ECell Num:

TPTel Code:

TPTel Num:

TPCell Num:

Tell us about your learnership(s) participation up to now

You were selected for this learnership:

NQF Level:

Learnership

2.1 Have you enrolled for more than one learnership since 1 April 2000?

Yes	1
No	2

Provide details of ALL learnerships that you ever enrolled in:

1	2	3	4	5	6	7	8	9

2.6 Number of learnership referred to in this study:

More information on your history and the selected learnership

1.2 What is your highest qualification other than a learnership qualification?

Not applicable	1	NQF 3 (Std 9 / Gr11)	9
NQF 0 (ABET 1 (Std 1 / Gr3))	2	NQF 4 (Matric)	10
NQF 0 (ABET 2 (Std 3 / Gr5))	3	NQF 4 (N3)	11
NQF 0 (ABET 3 (Std 5 / Gr7))	4	NQF 5 (Diplomas / Occupational certificate)	12
NQF 1 (ABET 4 (Std 7 / Gr9))	5	NQF 6 (First degrees / Higher diplomas)	13
NQF 2 (N1)	6	NQF 7 (Honours / Master's degree)	14
NQF 2 (Std 8 / Gr10)	7	NQF 8 (Doctorates)	15
NQF 3 (N2)	8		

Place (1.3) and province (1.4) where you grew up?

Place (1.5) and province (1.6) where you live?

Place (2.7) and province (2.8) where you undertook the learnership?

2.9 Where did you apply for, or enter, the learnership?

An employer in the private sector	1
A government department or agency	2
A private training college	3
A professional association	4
A public training college	5
At my employer where I worked prior to the learnership	6

2.10 If you receive(d) a stipend, does(did) the training provider pay(paid) your stipend?

Yes/No

Information on the selected learnership

Please provide the top three reasons for enrolling in the learnership? (3.1 to 3.3)

Access free study	1	Mobility	10
Earn stipend / allowance	2	Need series of qualifications	11
Employer initiated	3	Needed challenge	12
Employment change	4	Promotion / Advancement pursuit	13
Employment gain	5	Skills improvement	14
Formal qualification gain	6	Want to pursue specific vocation	15
Identified scarce skill	7	Work experience	16
Learning field change (employment related)	8	Other	17
Learning field change (interest related)	9		

IF YOU TERMINATED the learnership, please answer the following questions:

3.4 How long, in months, were you studying on the learnership before you terminated it?

3.5 What were the most important reasons for termination?

Theory / classroom training poor	1	Other learnership - higher stipend	8
Workplace based training poor	2	Pregnancy	9
Resistance from other employers	3	Family responsibilities	10
Found employment	4	Transport problems (physical / cost)	11
Qualification of no value	5	Accommodation problems (physical / cost)	12
Not interested in subject of learnership	6	Other	13
Other learnership - closer to career aspirations	7		

3.7 Were you employed AT THE TIME that you enrolled for a learnership?

Employed	1
Unemployed	2

Tell us about your employment activities AT THE TIME of enrolling for the learnership

4.1 Weekly working hours:	Part time (< 40 hours)	1
	Full time (>= 40 hours)	2
4.2 Average monthly salary (before deductions):	<input type="text"/>	
4.3 Nature of employment:	Contract / temporary (with fixed end)	1
	Permanent (no end date)	2
	Casual (daily)	3
4.4 Occupational category:	Labourers	1
	Machinery operators and drivers	2
	Sales workers	3
	Clerical and administrative workers	4
	Community and personal service	5
	Technicians and trades workers	6
	Professionals	7
	Managers	8
4.5 About your employer:	Private sector/ Enterprise	1
	Self Employed	2
	Parastatal	3
	Government	4
4.6 Company size:	LARGE (150+)	1
	MEDIUM (50-149)	2
	SMALL (11-49)	3
	MICRO (1-10)	4
4.7 Were you employed in an Expanded Public Works Programme:	Yes	1
	No	2
4.8 Sector employed in:	Formal	1
	Informal	2
4.9 In which economic sector did the company that you worked for fall:	Agriculture, hunting, forestry and fishing	1
	Mining and quarrying	2
	Manufacturing	3
	Electricity, gas and water	4
	Construction	5
	Wholesale and retail trade	6
	Transport, storage and communication	7
	Financial intermediation, insurance, real estate and business services	8
	Community, social and personal services	9
	Private households with employed people	10
	Unsure	11
	Other	12

What were you doing with YOUR TIME? (May select more than one option)

5.1 Studying:	Yes	<input type="checkbox"/>	5.2 Studying, full time or part time?:	Full-time	<input type="checkbox"/>
	No	<input type="checkbox"/>		Part-time	<input type="checkbox"/>
<hr/>					
5.3 Doing unpaid volunteer or other work:	Yes	<input type="checkbox"/>			
	No	<input type="checkbox"/>			
<hr/>					
5.4 Piece work for payment in kind:	Yes	<input type="checkbox"/>			
	No	<input type="checkbox"/>			
<hr/>					
5.5 Looking for work:	Yes	<input type="checkbox"/>			
	No	<input type="checkbox"/>			
<hr/>					
5.6 Doing nothing:	Yes	<input type="checkbox"/>			
	No	<input type="checkbox"/>			
<hr/>					
5.7 Taking care of home full-time:	Yes	<input type="checkbox"/>			
	No	<input type="checkbox"/>			

What were your SOURCES OF SUPPORT for survival? (May select more than one option)

5.8 Piece work for pay:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.9 Piece work for payment in kind:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.10 Child support grant:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.11 Foster care grant:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.12 Pension in family:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.13 Cash/food/clothing from family/friends:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.14 Disability grant/pension:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
<hr/>		
5.15 Do you have any work experience?:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

How did participation in the learnership impact on your life?

Did your PARTICIPATION in the learnership:

6.1 Lead to an increase in your earning capacity?	Yes	1
	No	2

6.2 Improve your technical skills?	Yes	1
	No	2

6.3 Improve your career opportunities?	Yes	1
	No	2

6.4 Enhance your self confidence?	Yes	1
	No	2

Further training OTHER THAN learnerships:

6.5 Have you pursued further training other than learnerships?	Yes	1
	No	2

6.6 What type of training have you pursued?	Short courses (internal / external)	1
	Cert/Dipl at public or private college	2
	Cert/Dipl/Degree at University of	3
	Cert/Dipl/Degree at University	4

6.7 What is the NQF level of the training/studies?	Not applicable	1
	NQF 0 (ABET 1 (Std 1 / Gr3))	2
	NQF 0 (ABET 2 (Std 3 / Gr5))	3
	NQF 0 (ABET 3 (Std 5 / Gr7))	4
	NQF 1 (ABET 4 (Std 7 / Gr9))	5
	NQF 2 (N1)	6
	NQF 2 (Std 8 / Gr10)	7
	NQF 3 (N2)	8
	NQF 3 (Std 9 / Gr11)	9
	NQF 4 (Matric)	10
	NQF 4 (N3)	11
	NQF 5 (Diplomas / Occupational certificate)	12
	NQF 6 (First degrees / Higher diplomas)	13
	NQF 7 (Honours / Master's degree)	14
	NQF 8 (Doctorates)	15

6.8 Are you currently employed or unemployed?:	Employed	1
	Unemployed	2

Is the job related to the learnership selected for this study?

7.1 Is the job related to the learnership?	Yes	1
	No	2

7.2 If not, why not?	Qualification not recognised by industry	1
	No demand for people with this type of qualification	2
	No demand for people with this level of qualification	3
	No related work in this area	4
	Not enough work experience	5
	Not interested in work related to this learnership	6
	Needed a salary regardless of type of work	7
	Needed a salary while looking for related work	8
	Other	9

7.3 If Other reason, please specify:

Tell us more about your current employment activities

7.4 Weekly working hours:	Part time (< 40 hours)	1
	Full time (>= 40 hours)	2

7.5 Average monthly salary (before deductions):

7.6 Nature of employment:	Contract / temporary (with fixed end	1
	Permanent (no end date)	2
	Casual (daily)	3

7.7 Occupational category:	Labourers	1
	Machinery operators and drivers	2
	Sales workers	3
	Clerical and administrative workers	4
	Community and personal service	5
	Technicians and trades workers	6
	Professionals	7
	Managers	8

7.8 About your employer:	Private sector/ Enterprise	1
	Self Employed	2
	Parastatal	3
	Government	4

7.9 Company size:	LARGE (150+)	1
	MEDIUM (50-149)	2
	SMALL (11-49)	3
	MICRO (1-10)	4

7.10 Were you employed in an Expanded Public Works Programme:

Yes	1
No	2

7.11 Sector employed in:

Formal	1
Informal	2

7.12 In which economic sector did the company that you worked for fall:

Agriculture, hunting, forestry and fishing	1
Mining and quarrying	2
Manufacturing	3
Electricity, gas and water	4
Construction	5
Wholesale and retail trade	6
Transport, storage and communication	7
Financial intermediation, insurance, real estate and business services	8
Community, social and personal services	9
Private households with employed people	10
Unsure	11
Other	12

Please tell me:

7.13 How did you get access to a job after completion / termination of the learnership?:

I was employed by this employer prior to enrolling for the	1
I am working at the company at which I did my work-based training	2
I found a job at another company during my learnership	3
I found a job some time after I completed / terminated my	4

7.14 If you found this job some time after completing / discontinuing your learnership, how long before you started this job?

Up to 1 month	1
Between 1 and 3 months	2
From 3 to 6 months	3
> 6 months	4

8.1 Did you make an effort to find a job?

Yes	1
No	2

Why do you think you have not found a job? (More than one may be selected)

8.3 I feel I need more training:

Yes	1
No	2

8.4 I feel I need different training:

Yes	1
No	2

8.5 Companies are not interested in learnership qualifications:

Yes	1
No	2

8.6 I feel I need more work experience:

Yes	1
No	2

What are you going to do in the next few months? (More than one may be selected)

8.7 Keep on looking for any job:

Yes	1
No	2

8.8 Keep looking for a job in related field:

Yes	1
No	2

8.9 Give up looking for a job:

Yes	1
No	2

8.10 Consider self-employment options:

Yes	1
No	2

8.11 Enrol for further education and training:

Yes	1
No	2

8.2 I am in the same position as before the learnership:

Yes	1
No	2

9.5 If you lost your job, please tell us why you lost your job:

--

How do you expect that participation in the learnership will impact on your life?

Do you expect that your PARTICIPATION in the learnership will:

6.1 Lead to an increase in your earning capacity?	Yes	1
	No	2

6.2 Improve your technical skills?	Yes	1
	No	2

6.3 Improve your career opportunities?	Yes	1
	No	2

6.4 Enhance your self confidence?	Yes	1
	No	2

6.9 Do you expect that the learnership will enable you to get a job?	Yes	1
	No	2

If YES, please provide the top three reasons:	Qualification is recognised by industry	1
	There is a demand for people with this type of qualification	2
	There is a demand for people with this level of qualification	3
	There is related work in this area	4
	Will have work experience	5
	Other	6

If NO, please provide the top three reasons:	Qualification not recognised by industry	1
	No demand for people with this type of qualification	2
	No demand for people with this level of qualification	3
	No related work in this area	4
	Not enough work experience	5
	Not interested in work related to this learnership	6
	Other	7

About further training / studies:

6.5 Do you plan to pursue further training IMMEDIATELY AFTER THIS learnership?	Yes	1
	No	2
	Haven't decided	3

If YES, please provide the top three reasons why you plan to pursue further training:	Employment gain	1
	Formal qualification gain	2
	Higher salary	3
	Learning field change (employment related)	4
	Learning field change (Interest related)	5
	Need series of qualifications	6
	Promotion / Advancement pursuit	7
	Skills improvement	8
	Other	9

6.6 If YES, what type of training do you plan to pursue?

Another learnership	1
Short courses (internal / external)	2
Cert/Dipl at public or private college	3
Cert/Dipl/Degree at University of Technology	4
Cert/Dipl/Degree at University	5

6.7 If YES, what is the NQF level of the training/studies that you plan to pursue?

Not applicable	1
NQF 0 (ABET 1 (Std 1 / Gr3))	2
NQF 0 (ABET 2 (Std 3 / Gr5))	3
NQF 0 (ABET 3 (Std 5 / Gr7))	4
NQF 1 (ABET 4 (Std 7 / Gr9))	5
NQF 2 (N1)	6
NQF 2 (Std 8 / Gr10)	7
NQF 3 (N2)	8
NQF 3 (Std 9 / Gr11)	9
NQF 4 (Matric)	10
NQF 4 (N3)	11
NQF 5 (Diplomas / Occupational certificate)	12
NQF 6 (First degrees / Higher diplomas)	13
NQF 7 (Honours / Master's degree)	14
NQF 8 (Doctorates)	15

Learner ID

Male	M
Female	F

Black African	A
Coloured	C
Indian/Asian	I
White	W

None	1
Sight (blind / severe visual limitation)	2
Hearing (deaf, profoundly hard of hearing)	3
Communication (speech impairment)	4
Physical (e.g. needs wheelchair, crutches or prosthesis)	5
Intellectual (serious difficulties in learning)	6
Emotional (behavioural, psychological)	7

TelNum_H:		
TelNum_W:		
CellNum:		
WPTelNum:		
WPCellNum:		
ETelNum:		
ECellNum:		
TPTelNum:		
TPCellNum:		
Other:		

Yes	1
No	2

MERSETA: Impact assessment of Learnerships and Apprenticeships

APPENDIX B: APPRENTICESHIP QUESTIONNAIRE

Apprenticeship



2008

Note that any information provided in this questionnaire is confidential and will be used for statistical reporting only. To be captured by an interviewer of a call centre by means of a MS Access capturing form.

(Please verify the populated fields. Make changes and/or additions if necessary)

Good day, my name is XXXX and I was given your phone number by merSETA. They indicated that you are registered or have been registered for an apprenticeship. Is your name XXX and have you or are you registered for an apprenticeship?

The first column provides the contact details as on the database, please enter updated contact details in the second column if applicable.

Registered for an apprenticeship

Yes / No

Learner name:

Middle name:

Surname:

Type:

I work for an organization called the Human Sciences Research Council and we have been asked by merSETA to study the apprenticeship system in merSETA. Would you be prepared to answer some questions on the apprenticeship that you did or are doing?

1. Please understand that your participation is voluntary.
2. Your answers remain confidential and
3. The interview will take about 10-15 minutes.

Consent:

Yes / No

TelNum_H:

TelNum_W:

CellNum:

WPTelNum:

WPCellNum

ETelNum:

ECellNum:

TPTelNum:

TPCellNum:

Other:

Tell us about your apprenticeship participation up to now

According to the database you have been registered or are registered for the following qualification. Please confirm?

SAQA NLRD: Apprenticeship: **2.1** If your qualification is different from above, what is your qualification called? **2.2** In which year have you enrolled for the apprenticeship? **2.3** What is your completion status?

Enrolled

Completed

Terminated

2.4 If you are still enrolled, in which year of the four years are you now? **2.5** If you completed the apprenticeship, in which year did you complete? **2.6** If you terminated your apprenticeship, in which year did you terminate?

More information on your history and the apprenticeship

1.2 What is your highest qualification other than this apprenticeship qualification?

Not applicable	1	NQF 3 (Std 9 / Gr11)	9
NQF 0 (ABET 1 (Std 1 / Gr3))	2	NQF 4 (Matric)	10
NQF 0 (ABET 2 (Std 3 / Gr5))	3	NQF 4 (N3)	11
NQF 0 (ABET 3 (Std 5 / Gr7))	4	NQF 5 (Diplomas / Occupational certificate)	12
NQF 1 (ABET 4 (Std 7 / Gr9))	5	NQF 6 (First degrees / Higher diplomas)	13
NQF 2 (N1)	6	NQF 7 (Honours / Master's degree)	14
NQF 2 (Std 8 / Gr10)	7	NQF 8 (Doctorates)	15
NQF 3 (N2)	8		

Place (1.3) and province (1.4) where you grew up?

Place (1.5) and province (1.6) where you live?

Place (2.7) and province (2.8) where you undertook the apprenticeship?

2.9 Where did you apply for, or enter, the apprenticeship?

An employer in the private sector	1
A government department or agency	2
A private training college	3
A professional association	4
A public training college	5
At my employer where I worked prior to the apprenticeship	6

Information on the apprenticeship

Please provide the top three reasons for enrolling in the apprenticeship? (3.1 to 3.3)

Access free study	1	Mobility	10
Earn salary / allowance	2	Need series of qualifications	11
Employer initiated	3	Needed challenge	12
Employment change	4	Promotion / Advancement pursuit	13
Employment gain	5	Skills improvement	14
Formal qualification gain	6	Want to pursue specific vocation	15
Identified scarce skill	7	Work experience	16
Learning field change (employment related)	8	Other	17
Learning field change (interest related)	9		

IF YOU TERMINATED the apprenticeship, please answer the following questions:

3.4 How long, in months, were you studying on this apprenticeship before you terminated it?

3.5 What were the most important reasons for termination?

Theory / classroom training poor	1	Other apprenticeship - higher salary	8
Workplace based training poor	2	Pregnancy	9
Resistance from other employers	3	Family responsibilities	10
Found employment	4	Transport problems (physical / cost)	11
Qualification of no value	5	Accommodation problems (physical / cost)	12
Not interested in subject of apprenticeship	6	Other	13
Other apprenticeship - closer to career aspirations	7		

3.7 Were you employed BEFORE you enrolled for an apprenticeship?

Employed	1
Unemployed	2

Tell us about your employment activities AT THE TIME of enrolling for the apprenticeship

4.1 Weekly working hours:

Part time (< 40 hours)	1
Full time (>= 40 hours)	2

4.2 Average monthly salary (before deductions):

4.3 Nature of employment:

Contract / temporary (with fixed end)	1
Permanent (no end date)	2
Casual (daily)	3

4.4 Occupational category:

Labourers	1
Machinery operators and drivers	2
Sales workers	3
Clerical and administrative workers	4
Community and personal service	5
Technicians and trades workers	6
Professionals	7
Managers	8

4.5 About your employer:

Private sector/ Enterprise	1
Self Employed	2
Parastatal	3
Government	4

4.6 Company size:

LARGE (150+)	1
MEDIUM (50-149)	2
SMALL (11-49)	3
MICRO (1-10)	4

4.7 Were you employed in an Expanded Public Works Programme:

Yes	1
No	2

4.8 Sector employed in:

Formal	1
Informal	2

4.9 In which economic sector did the company that you worked for fall:

Agriculture, hunting, forestry and fishing	1
Mining and quarrying	2
Manufacturing	3
Electricity, gas and water	4
Construction	5
Wholesale and retail trade	6
Transport, storage and communication	7
Financial intermediation, insurance, real estate and business services	8
Community, social and personal services	9
Private households with employed people	10
Unsure	11
Other	12

What were you doing with YOUR TIME? (May select more than one option)

5.1 Studying:	Yes	<input type="checkbox"/>	5.2 If, studying, full time or part time?	Full-time	<input type="checkbox"/>
	No	<input type="checkbox"/>		Part-time	<input type="checkbox"/>

5.3 Doing unpaid volunteer or other work:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.4 Piece work for payment in kind:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.5 Looking for work:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.6 Doing nothing:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.7 Taking care of home full-time:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

What were your SOURCES OF SUPPORT for survival? (May select more than one option)

5.8 Piece work for pay:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.9 Piece work for payment in kind:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.10 Child support grant:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.11 Foster care grant:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.12 Pension in family:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.13 Cash/food/clothing from family/friends:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.14 Disability grant/pension:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

5.15 Do you have any work experience?:	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

How did participation in the apprenticeship impact on your life?

Did your PARTICIPATION in the apprenticeship:

6.1 Lead to an increase in your earning capacity?	Yes	1
	No	2

6.2 Improve your technical skills?	Yes	1
	No	2

6.3 Improve your career opportunities?	Yes	1
	No	2

6.4 Enhance your self confidence?	Yes	1
	No	2

Further training OTHER THAN apprenticeship:

6.5 Have you pursued further training other than apprenticeship?	Yes	1
	No	2

6.6 If Yes, what type of training have you pursued?	Short courses (internal / external)	1
	Cert/Dipl at public or private college	2
	Cert/Dipl/Degree at University of	3
	Cert/Dipl/Degree at University	4

6.7 If Yes, what is the NQF level of the training/studies?	Not applicable	1
	NQF 0 (ABET 1 (Std 1 / Gr3))	2
	NQF 0 (ABET 2 (Std 3 / Gr5))	3
	NQF 0 (ABET 3 (Std 5 / Gr7))	4
	NQF 1 (ABET 4 (Std 7 / Gr9))	5
	NQF 2 (N1)	6
	NQF 2 (Std 8 / Gr10)	7
	NQF 3 (N2)	8
	NQF 3 (Std 9 / Gr11)	9
	NQF 4 (Matric)	10
	NQF 4 (N3)	11
	NQF 5 (Diplomas / Occupational certificate)	12
	NQF 6 (First degrees / Higher diplomas)	13
	NQF 7 (Honours / Master's degree)	14
	NQF 8 (Doctorates)	15

6.8 Are you currently employed or unemployed?:	Employed	1
	Unemployed	2

Is the job related to the apprenticeship that you are doing?

7.1 Is the job related to the apprenticeship?	Yes	1
	No	2

7.2 If not, why not?	Qualification not recognised by industry	1
	No demand for people with this type of qualification	2
	No demand for people with this level of qualification	3
	No related work in this area	4
	Not enough work experience	5
	Not interested in work related to this apprenticeship	6
	Needed a salary regardless of type of work	7
	Needed a salary while looking for related work	8
	Other	9

7.3 If Other reason, please specify:

Tell us more about your current employment activities

7.4 Weekly working hours:	Part time (< 40 hours)	1
	Full time (≥ 40 hours)	2

7.5 Average monthly salary (before deductions):

7.6 Nature of employment:	Contract / temporary (with fixed end	1
	Permanent (no end date)	2
	Casual (daily)	3

7.7 Occupational category:	Labourers	1
	Machinery operators and drivers	2
	Sales workers	3
	Clerical and administrative workers	4
	Community and personal service	5
	Technicians and trades workers	6
	Professionals	7
	Managers	8

7.8 About your employer:	Private sector/ Enterprise	1
	Self Employed	2
	Parastatal	3
	Government	4

7.9 Company size:	LARGE (150+)	1
	MEDIUM (50-149)	2
	SMALL (11-49)	3
	MICRO (1-10)	4

7.10 Were you employed in an Expanded Public Works Programme:	Yes	1
	No	2

7.11 Sector employed in:	Formal	1
	Informal	2

7.12 In which economic sector did the company that you worked for fall:	Agriculture, hunting, forestry and fishing	1
	Mining and quarrying	2
	Manufacturing	3
	Electricity, gas and water	4
	Construction	5
	Wholesale and retail trade	6
	Transport, storage and communication	7
	Financial intermediation, insurance, real estate and business services	8
	Community, social and personal services	9
	Private households with employed people	10
	Unsure	11
	Other	12

Please tell me:

7.13 How did you get access to a job after completion / termination of the apprenticeship?:	I was employed by this employer prior to enrolling for the apprenticeship	1
	I am working at the company at which I did my work-based training	2
	I found a job at another company during my apprenticeship	3
	I found a job some time after I completed / terminated my apprenticeship	4

7.14 If you found this job some time after completing / discontinuing your apprenticeship, how long before you started this job?	Up to 1 month	1
	Between 1 and 3 months	2
	From 3 to 6 months	3
	> 6 months	4

8.1 Did you make an effort to find a job?

Yes	1
No	2

Why do you think you have not found a job? (More than one may be selected)

8.2 I am in the same position as before the apprenticeship:

Yes	1
No	2

8.3 I feel I need more training:

Yes	1
No	2

8.4 I feel I need different training:

Yes	1
No	2

8.5 Companies are not interested in apprenticeship qualifications:

Yes	1
No	2

8.6 I feel I need more work experience:

Yes	1
No	2

What are you going to do in the next few months? (More than one may be selected)

8.7 Keep on looking for any job:

Yes	1
No	2

8.8 Keep looking for a job in related field:

Yes	1
No	2

8.9 Give up looking for a job:

Yes	1
No	2

8.10 Consider self-employment options:

Yes	1
No	2

8.11 Enrol for further education and training:

Yes	1
No	2

9.5 If you lost your job, please tell us why you lost your job:

(One short sentence please.)

How do you expect that participation in the apprenticeship will impact on your life?

Do you expect that your PARTICIPATION in the apprenticeship will:

6.1 Lead to an increase in your earning capacity? Yes

1
2

No

2

6.2 Improve your technical skills? Yes

1
2

No

2

6.3 Improve your career opportunities? Yes

1
2

No

2

6.4 Enhance your self confidence? Yes

1
2

No

2

6.9 Do you expect that the apprenticeship will enable you to get a job? Yes

1
2

No

2

If YES, please provide the top three reasons:

Qualification is recognised by industry	1
There is a demand for people with this type of qualification	2
There is a demand for people with this level of qualification	3
There is related work in this area	4
Will have work experience	5
Other	6

If NO, please provide the top three reasons:

Qualification not recognised by industry	1
No demand for people with this type of qualification	2
No demand for people with this level of qualification	3
No related work in this area	4
Not enough work experience	5
Not interested in work related to this apprenticeship	6
Other	7

About further training / studies:

6.5 Do you plan to pursue further training IMMEDIATELY AFTER THIS apprenticeship? Yes

1
2
3

No

2

Haven't decided

3

If YES, please provide the top three reasons why you plan to pursue further training:

Employment gain	1
Formal qualification gain	2
Higher salary	3
Learning field change (employment related)	4
Learning field change (interest related)	5
Need series of qualifications	6
Promotion / Advancement pursuit	7
Skills improvement	8
Other	9

6.6 If YES, what type of training do you plan to pursue?	Another apprenticeship	1
	Short courses (internal / external)	2
	Cert/Dipl at public or private college	3
	Cert/Dipl/Degree at University of Technology	4
	Cert/Dipl/Degree at University	5
6.7 If YES, what is the NQF level of the training/studies that you plan to pursue?	Not applicable	1
	NQF 0 (ABET 1 (Std 1 / Gr3))	2
	NQF 0 (ABET 2 (Std 3 / Gr5))	3
	NQF 0 (ABET 3 (Std 5 / Gr7))	4
	NQF 1 (ABET 4 (Std 7 / Gr9))	5
	NQF 2 (N1)	6
	NQF 2 (Std 8 / Gr10)	7
	NQF 3 (N2)	8
	NQF 3 (Std 9 / Gr11)	9
	NQF 4 (Matric)	10
	NQF 4 (N3)	11
	NQF 5 (Diplomas / Occupational certificate)	12
	NQF 6 (First degrees / Higher diplomas)	13
	NQF 7 (Honours / Master's degree)	14
	NQF 8 (Doctorates)	15

Please verify the populated fields. Make changes and/or additions if necessary.

Learner ID

--	--	--	--	--	--	--	--	--	--	--	--	--	--

Gender:

Male

M

Female

F

Race:

Black African

A

Coloured

C

Indian/Asian

I

White

W

1.1 Are you a person living with a disability?

The first column provides the contact details as on the database; please enter updated contact details in the second column if applicable.

None

1

Sight (blind / severe visual limitation)

2

Hearing (deaf, profoundly hard of hearing)

3

Communication (speech impairment)

4

Physical (e.g. needs wheelchair, crutches or prosthesis)

5

Intellectual (serious difficulties in learning)

6

Emotional (behavioural, psychological)

7

TelNum_H:

TelNum_W:

CellNum:

WPTelNum:

WPCellNum:

ETelNum:

ECellNum:

TPTelNum:

TPCellNum:

Other:

9.4 Do you have an e-mail address?

--

We are going to do a detailed interview with a small number of apprenticeship participants, probably 30 or so people, would you be willing and interested in being one of those people?

9.2 Are you willing to take part in an in-depth interview of about 30 minutes?

Yes

1

No

2

THANK YOU FOR YOUR CO-OPERATION.