

## Foreword from the CEO

The merSETA is committed to seeking new and better methods to promote skills development. In order to do this, a deeper understanding of participants in learnership and apprenticeship programmes is necessary: an understanding of their motivations, experiences, mobility and employability in an increasingly complex environment is key to the effective achievement of policy intentions. This is also necessary for the efficient delivery of appropriate strategic interventions to address the supply of - and demand for - skilled labour.

For these reasons, the merSETA commissioned an impact study to determine the effectiveness and efficiency of both the learnership and apprenticeship systems within its sector. The research investigated the extent to which merSETA programmes are equipping learners and apprentices to enter or advance through the labour market.

The report, "Impact Assessment of Learnerships and Apprenticeships", was completed in August 2008 and raises challenges - some specific to merSETA - others reflective of the broader SETA environment. The skills shortage remains a priority for all stakeholders as well as the need for an increased focus on the intermediate and higher end of the skills spectrum. Closer relationships between SETAs and FET colleges as well as effectively implementing Recognition of Prior Learning (RPL) are also highlighted.

I thank everyone who participated in this study; it is important to take stock of our collective efforts. Our work continues.

Dr Raymond Patel

CEO



# Table of Contents

FOREWORD FROM THE CEO.....	3
<b>EXECUTIVE SUMMARY.....</b>	<b>5</b>
MAIN ACHIEVEMENTS OF THE LEARNERSHIP AND APPRENTICESHIP SYSTEMS.....	5
USING THIS DOCUMENT.....	9
<b>CHAPTER 1: IMPACT ASSESSMENT OF LEARNERSHIPS AND APPRENTICESHIPS .....</b>	<b>10</b>
<b>CHAPTER 2: THE LEARNERSHIP IMPACT STUDY.....</b>	<b>14</b>
SECTION 1: A PROFILE OF THE NSDS PHASE II MERSETA LEARNERSHIP POPULATION.....	14
SECTION 2: THE LEARNING PATHWAYS OF LEARNERSHIP PARTICIPANTS IN NSDS PHASE II.....	21
<b>CHAPTER 3: THE APPRENTICESHIP IMPACT STUDY .....</b>	<b>26</b>
SECTION 1: A PROFILE OF THE MERSETA APPRENTICESHIP POPULATION NSDS PHASES I & II .....	26
SECTION 2: PATHWAYS AND EXPERIENCES OF APPRENTICESHIP PARTICIPANTS.....	30
<b>CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>37</b>
THE MERSETA LEARNERSHIP IMPACT STUDY .....	38
THE MERSETA APPRENTICESHIP IMPACT STUDY .....	39
KEY CHALLENGES .....	40
RECOMMENDATIONS:.....	40
<b>CHAPTER 5: ORGANISATION &amp; FUNCTION OF MERSETA LEARNERSHIP &amp; APPRENTICESHIP PROGRAMMES .....</b>	<b>43</b>
MERSETA'S CAPACITY TO IMPLEMENT THE LEARNERSHIPS AND APPRENTICESHIPS SYSTEM .....	50
<b>ANNEXURE .....</b>	<b>54</b>

# Executive Summary

## Main achievements of the learnership and apprenticeship systems

### *The learnership programme under merSETA has achieved the following:*

- The survey results are positive showing 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 inherited apartheid injustices.
- Learnerships provide important opportunities for participants to learn in the workplace, linking theory and practice and thus deepening the skills base of the South African economy.
- Learnerships provide key opportunities for unemployed people to gain skills and work experience and improve their employability.

NSDS Phase I: 1 April 2000 to 31 March 2005

NSDS Phase II: 1 April 2005 to 31 March 2010

This report covers merSETA Learnership delivery in NSDS Phase II from commencement to 31 March 2008.

### *Featured findings of the learnership programme:*

- Forty-three per cent of those who were unemployed at registration (18.2 learners) and 67% of 18.1 (employed at the commencement of their learnership) learners were employed after completion or termination of their learnerships. This is a positive finding that reinforces the importance and impact of the learnership system in creating employment for the youth and its contribution to skills development.

Learners can be people that are already employed by their employers (18.1 learners), or they can be unemployed people (18.2 learners).

- 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.
- Eighty-three per cent of the learners who were employed after graduation or on termination of their learnership said that their employment was related to the learnership they had completed. Again this is positive for the merSETA learnership programme, highlighting the opportunity provided to further build on the learners' skills and knowledge in their field of employment as it 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.

- Approximately 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.

NSDS Phase I: 1 April 2000 to 31 March 2005

NSDS Phase II: 1 April 2005 to 31 March 2010

This report covers merSETA Learnership delivery in NSDS Phase II from commencement to 31 March 2008.

- Most of the completed learners were employed within one to 6 months of completion of the learnership programme. Of these, 24% were employed within one month or less, 31% between one and 3 months and another 24% between three and 6 months. This shows a commitment by employers to the learnership programme in making employment opportunities available to the learnership participants while underlining their positive perception of 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 improved their technical skills, 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.

### *Featured findings of the apprenticeship programme:*

- Almost all (91%) of the Section 28 apprentices passed the trade test and qualified.
- 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.
- Forty per cent of all Time-based participants and 23% of all CBMT participants completed their apprenticeship and qualified.
- A small number of apprenticeship participants terminated their studies before graduation; only 3% of the time-based enrolments, namely 2% of Section 28 and 11% of Competency

Based Modular Training (CBMT) enrolments. This is a positive development which illustrates the commitment of both the learners and the system to the programme.

- Seventy-six per cent of all CBMT participants who were unemployed on enrolment and gained employment passed the trade test and 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.

NSDS Phase I: 1 April 2000 to 31 March 2005

NSDS Phase II: 1 April 2005 to 31 March 2010

Apprenticeship reporting data is drawn from both Phase I and II to 31 March 2008 and includes data registered from 1998.

- 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 continued employment 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 for losing employment ranged from expiry of the

An apprenticeship is a non unit standard based registered qualification, which is governed by the sections 13 – 29 of the Manpower Training Act 56 of 1981. An apprenticeship comprises the integration of workplace and institutional learning and culminates in a national qualification through the following training structures:

- Section 28
- Competency Based Modular Training
- Time-based

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**

- 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 with a number of processes being 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.
- Concerns have been raised by many respondents regarding the institutional, legislated mechanisms and processes within which learnerships and apprenticeships are currently organised and function.
- Overall, employers were highly satisfied with merSETA's activities in its attempt to effectively and sufficiently support skills development in the sector

### **Main challenges still facing the learnership and apprenticeship systems**

The current skills shortage remains challenging for all SETAs despite the successes noted in the study responses. The immediate concern is that a large number of the learnerships that are undertaken are in the lower NQF levels (mainly Levels 1 and 2) rather than at the intermediary skills level where the highest need lies. Reasons for this may partly be a result of the government

drive to meet specific targets among unemployed youth and for redress of past inequalities as level 1 learnerships are a critical component in bridging access for those who were previously denied training. 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; however, this report highlights additional challenges resulting from the introduction of learnerships, for example at the higher end of the skills spectrum, which have proven to be problematic based on the costs involved and other related problems.

The pipeline for the development of skilled personnel is partly a responsibility of education and labour and, therefore, 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 their experience. It is also believed that the DoL was caught unawares by the decision to implement the new changes from 2008. 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 untried 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 other identified groups. The DoL and merSETA must focus in particular on Recognition of Prior Learning (RPL) and learning plans and ensure equality in compliance across social groups.

## Using this document

### **Chapter 1**

This Chapter provides the background to the Impact Assessment of Learnerships and Apprenticeships Study, providing a basic history of skills development and training, including a timeline of relevant policy and Acts as they pertain to merSETA and the mandated role of merSETA within the broader environment.

### **Chapter 2**

This Chapter provides detailed findings in respect of the Learnership programmes delivered by merSETA in NSDS Phase II. It includes a thorough profile of the Learner population including demographic details (age, gender and provincial location), movement and motivations for those within the system and employment levels on completing or terminating their learnerships.

### **Chapter 3**

This Chapter provides detailed findings in respect of the Apprenticeships delivered by merSETA for those apprentices registered in the period February 2001 to March 2008 focusing on both the external effectiveness of apprenticeships in the sector and provides an in-depth profile of participants and their experience of the system as delivered by merSETA.

### **Chapter 4**

This Chapter examines the featured findings of the Learnership and Apprenticeship Impact Study; firstly as it pertains to the Learnership Programmes followed by the Apprenticeship findings. These conclusions are then used to form the basis of recommendations for change.

### **Chapter 5**

Anchored in case studies and in-depth interviews with stakeholders and merSETA officials this Chapter provides deeper insight into the practical achievements, challenges and systems as they are currently perceived by stakeholders and role-players.

# Chapter 1

## Impact Assessment of Learnerships and Apprenticeships

### Introduction

In 2008 the Manufacturing, Engineering and Related Services SETA (merSETA) commissioned an Impact Assessment of Learnerships and Apprenticeships Study 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 for the industry. This was motivated by the need to collect and analyse critical data regarding the development of a full understanding of the potential impact of learnerships and apprenticeships on the labour market. This included 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, establishing what had motivated their choices and movements within the system and the challenges they experienced throughout that period.

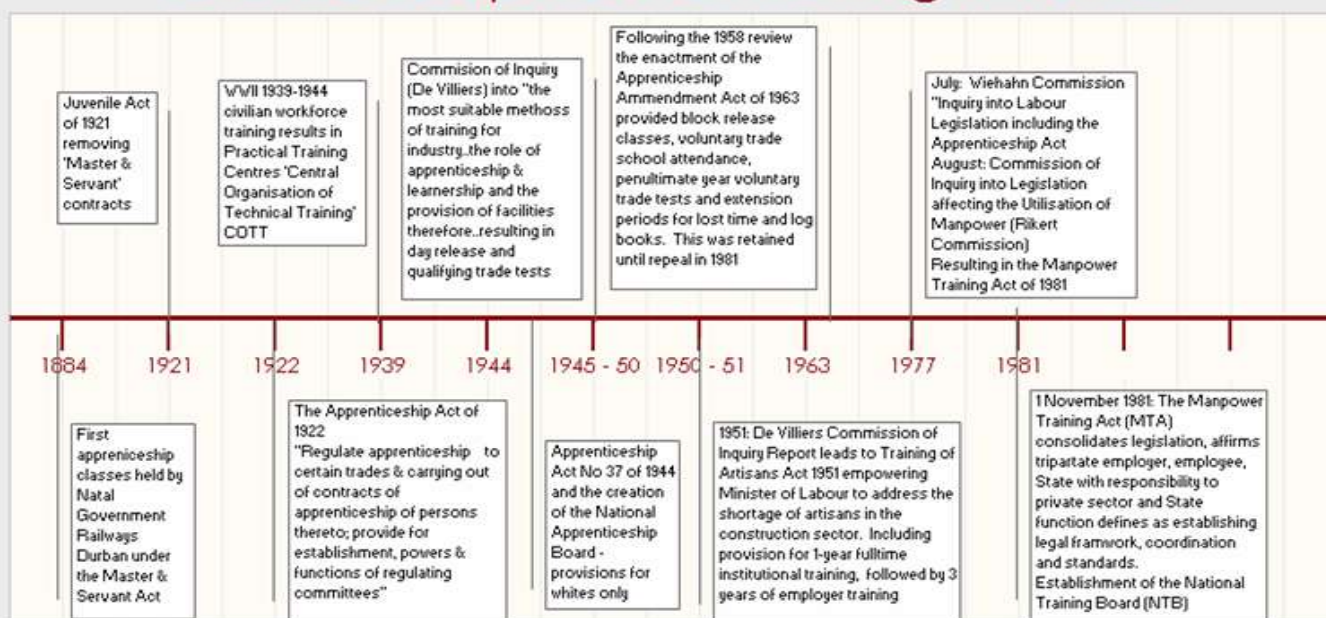
Undertaken by the HSRC the focus of the study is on investigating ways to make learnerships and apprenticeship programmes delivered by merSETA more efficient, i.e. the measurement of the internal workings, organisation, functionality and quality of learnerships and apprenticeships against legislated mechanisms and procedures; and more effective through the assessment of their external impact, namely the extent to which they equip participants to enter or advance through the formal labour market,

self-employment or further education and training opportunities. Existing studies across all SETAs were reviewed, interview samples drawn from both learners and apprentices registered on merSETA programmes, and engagement with employers, service providers and merSETA personnel undertaken.

### Methodology

The research used both quantitative and qualitative methods allowing an understanding of both the statistical make-up of the total learner and apprentice populations, in addition to their perceptions and personal experiences of the process. The statistical analyses were based on information provided by merSETA to provide a true reflection of the shape of the learnership and apprenticeship systems in terms of NQF levels, trades and qualifications, the demographic profile of the total learnership and apprenticeship population. Qualitative, or perception based, data were established through interviews with representatives from the majority of the stakeholder groups (learnerships and apprenticeships) at the levels of provision and policy. Five provinces were visited and a sample of training providers and employers were interviewed. In-depth interviews were held with learners within specific pathways in the low, intermediate and high skills bands.

## Skills Development & Training Timeline



## Context

In order to best use the information emerging from the Study it is essential that the context in which merSETA, and all other Sector Education and Training Authorities, operate is recognised; the timeline provided on this and the previous page illustrates the long history of skills development and training in South Africa, highlighting legislative milestones and presenting the environment in which merSETA is reviewing their delivery into the labour market. This timeline information allows the contextualising of efficiency within the merSETA organisational structure, generally with regards to the broader SETA operations, and specifically the response of merSETA in the delivery of learnerships and apprenticeships. However, there are critical milestones, including legislation and policy developments, which have had immediate and profound impacts on skills development and training that require a greater depth of detail than can be provided in a timeline, these are considered here:

### Legislation governing apprenticeships and learnerships

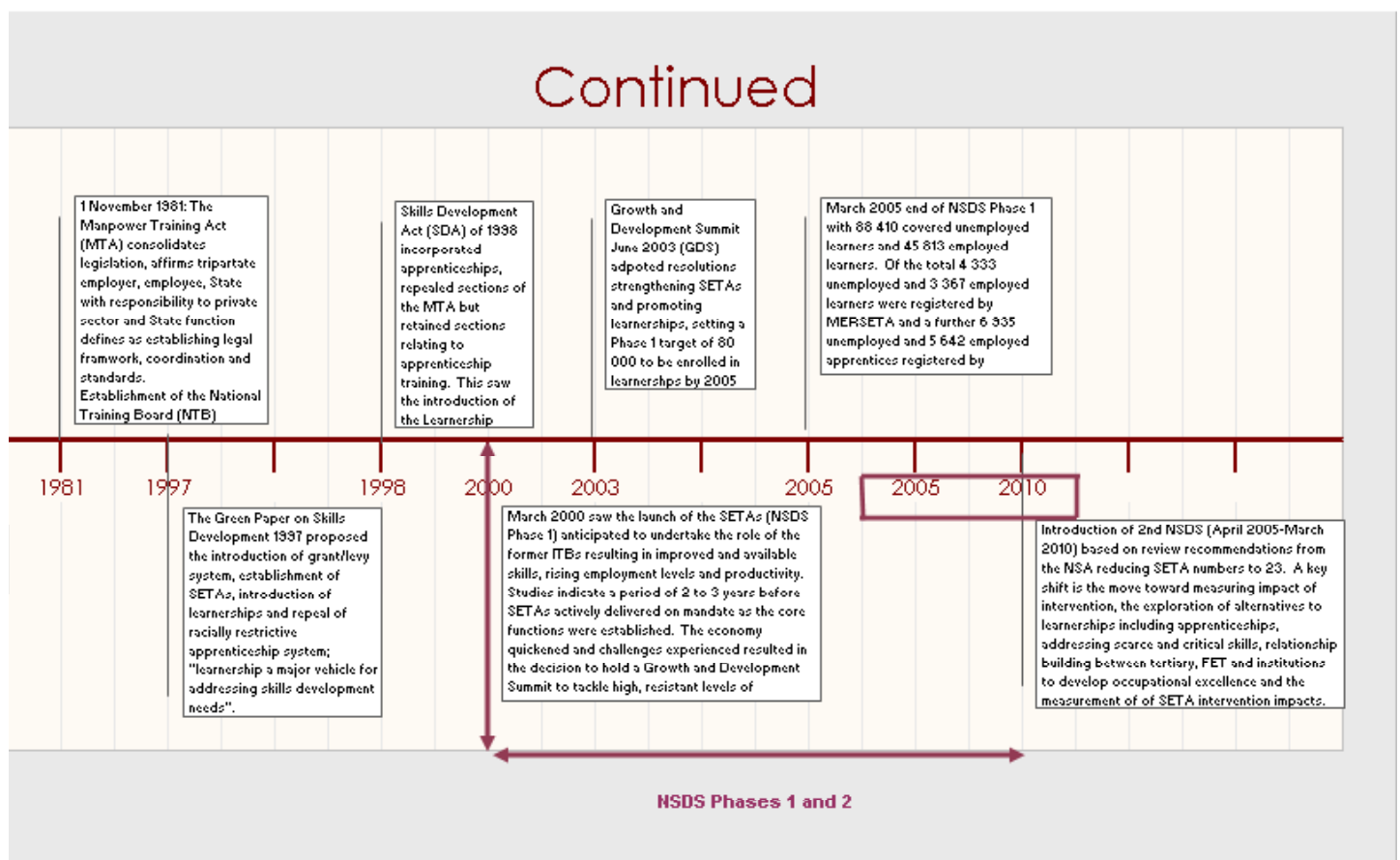
In South Africa, the legal framework regulating and defining artisans and apprentices stems from the Manpower Training Act, 1981 (Act No. 56 of 1981) and later regulations under the Act. The Manpower Act defines an apprentice as:

*...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).*

A person who successfully completes an apprenticeship is considered to be an artisan. This is achieved through the two routes of the Manpower Training Act of 1981: S (13) MTA and S (28) MTA. These have continued to be the pathways under the Skills Development Act, 1998 (Act No. 97 of 1998) which introduced the concept of a learnership. This is mainly due to the increasing recognition of the shortage of intermediate (Level 2 and Level 3) vocational skills in the South African labour market.

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.





## Challenges arising from the implementation of the Skills Development Act

The following provides a brief description of the challenges that have emerged from the system review, the response by the Department of Labour, and the general recommendations that are being considered to address and mitigate these issues. These should be borne in mind when reading the findings of this report.

### The role of merSETA in skills development

Established through the Skills Development Act 97 of 1998 merSETA's mandate includes facilitating skills development to approximately 500 000 people employed by approximately 32 000 companies spanning the following sub-sectors:

- Metals and engineering;
- Auto manufacturing;
- Motor retail and component manufacturing;
- Plastics industries.

The Act requires the development of skills in the South African workforce in order to:

- Improve the quality of life for workers, their prospects of work and labour mobility, productivity in the workplace and the competitiveness of employers and ultimately the delivery of social services;
- Promote self-employment;
- Increase levels of investment in education and training in the labour market and improve the return on that investment;
- Encourage workers to participate in learnership and other training programmes:
  - Improve employment prospects of PDIs impacted by unfair

discrimination and redress those disadvantages through training and education;

- Encourage employers to:
  - Use the workplace as an active learning environment;
  - Provide employees with opportunities to acquire new skills;
  - Provide opportunities for new entrants to the labour market to gain experience;
  - Employ persons who find it difficult to get employment;
- To ensure quality of education and training in and for the workplace;
- To assist:
  - Work seekers find work;
  - Retrenched workers re-enter the labour market;
  - Employers find quality employees;

Section 10 of the Skills Development Act of 1999 describes the functions of merSETA and others 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;
  - Improving facilitation of learning;
  - Assisting the conclusion of learning agreements;
- Register learnership agreements, including management of apprenticeship training.

Implementation of the Skills Development Act (Act No. 97 of 1998) revealed the following challenges and issues:

The SDA is based on a model of co-determination by the social partners (government, labour & business) with SETA performance reflecting the sum total of the partners inputs noting that a lack of implementation thus reflects the limited resources allocated; this together with the consequence of SETAs becoming an extension of the collective bargaining arena points to critical governance concerns SETAs are not the sole delivery conduit of skills into the economy, the shared responsibility additionally falls to Dept.s of Labour and Education and a failure of linkage between these, the SETAs and industry is noted, specifically with FET colleges, a lack of stakeholder (business) engagement and transitional arrangements for the phasing in of new courses A related systemic challenge is the uncertainty around the model and management of quality assurance, noting the disjuncture between education and training has undermined the continuum between vocational-based and higher education approach with most qualifications having been occupational/workplace based requiring SAQA registration resulting in NQF compliance complicating occupational based learning Until recently learnerships concentrated on low skills levels and scepticism raised in response to artisan-based learnerships resulted noting limited SETA promotion of apprenticeships and an absence of agreement of learning pathways for artisans and the definition of artisans.



The DoL initiatives in response to the above have been solution driven seeking a single regulation governing both apprenticeships and learnerships. Learning Pathways for Artisans, linked to JIPSA provides a definition of artisan (see below) and four routes for artisans:

- Apprenticeship Route
- Internship or Skills Programme Route
- Learnership Route
- Recognition of Prior Learning Route

DoL engagement with National Treasury has proposed a standardisation of apprenticeship tax incentives be established ensuring they receive the same benefits as apprenticeships

The following definition of artisan is applied: "Artisan will mean a person who has been certified as competent by a relevant ETQA body for a qualification registered on the NQF for a trade listed by the Minister of Labour in the Skills Development Act amended, which trade has been designated at occupational 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)

Proposed amendments to the SDA have been drafted to provide clarity around the continuation of the apprenticeship system, including but not limited to: As the apprenticeship system was not repealed by the MTA there is now an attempt to merge various clauses | the MTA with the SDA by introducing a new chapter on apprenticeships Some amendments are proposed in relation to INDLELA

The introduction of a new clause on internships

The establishment of the Quality Council for Trades and Occupations (QCTO) which is intended as a centralised body which will oversee the quality assurance of trades and occupations thus addressing the lack of uniformity across SETAs in respect of quality assurance standards

Discussions on the QCTO can be interpreted as laying the groundwork for a review of the current training system.

# Chapter 2

## The Learnership Impact Study

Before one can analyse the result of merSETA learnership programmes and their impact on the labour market it is important to understand who the 'typical' merSETA learner is. To this end a demographic profile detailing the age, gender, race, disability, provincial spread, NQF level and distribution by employment status of merSETA learners who participated, completed or terminated a learnership programme in the period 1 April 2005 and 31 March 2008, namely NSDS Phase II, noting that this Phase has yet to complete and will run through to March 2010.

The following information further provides a 'map' of the merSETA learnership experience of those who are currently registered and undergoing a learnership capturing the reasons why they, and those who have completed or terminated, enrolled for learnership programmes, and where appropriate the impact on employment status, job performance and the personal impact of learnership.

### Section 1:

#### A profile of the NSDS Phase II merSETA learnership population

##### *merSETA learnership demographic profile*

Enrolment figures by NSDS phase indicate that registration was higher in the second NSDS Phase even though the time frame at the point of analysis was only 3 years against 5 years of Phase I. This indicates an increased acceleration of registration over time, and the probable improvement and reporting system within merSETA.

When viewed by year of registration it is apparent that the slow start following the launch of Phase I in 2001 peaked in 2004 just prior to the launch of NSDS Phase II at which point registration decreased by between 7 to 10% until 2007/8.

It must be remembered that a number of learners registered for more than one learnership and this obviously impacts on the total learner head count. The information gathered cannot be broken down to reflect only the NSDS Phase II period analysed here; however, the merSETA database records a total learnership population of 21 497 registrations from commencement of the system to 14 March 2008. However the headcount of individual learners is 19 056 indicating that 86% of this group registered for more than one learnership qualification. The three primary reasons for this are categorised as:

- Learner progression in NQF levels, i.e. the same learner sequentially registered for the same learnership but at a higher level
- "Learnership hopping" where the learner jumped from one type of learnership to another at the same NQF level
- Unsuccessful first time learners registering again on a different commencement date.

##### **Registration by NQF level**

Of those registrations into more than one learnership programme the majority registered for a NQF Level 2, (51%) while one in three registered on NQF Level 1 and slightly more than 1% registered for a learnership on the high skills band.

The 8 programmes with the highest registrations are listed here highlighting the significant enrolment ( 7 143 equating to 1 in 3) into National Certificate in Manufacturing, Engineering and Related Activities: NQF Level 1 followed by:

- National Certificate in Automotive Component Manufacturing and Assembly: NQF Level 2 (2 159)
- National Certificate in servicing vehicles: NQF Level 2 (Passenger, Light delivery) (1 074)
- National Certificate in Engineering Fabrication: NQF Level 2 (Boilermaker) (757)
- National Certificate in Metal and Engineering Manufacturing Processes: NQF Level 2 (605)
- National Certificate in Mechatronics: NQF Level 2 (603)
- National Certificate in Automotive Repair & Maintenance (Passenger & Light Delivery): NQF Level 2 (557)
- National Certificate in Service Station Operations NQF: Level 2 (502)

##### **Learner profile by race, gender and age**

###### *Race*

In respect to the equity targets set out in the NSDS merSETA has exceeded the race target requirement. However, the gender representation reflects an over-representation of men (75%) but this is anticipated given the nature of the work undertaken in the sector. Further analysis by race indicates the proportion of African learners increases with age as all other groups decrease. While the bulk of Coloured and Indian learners are younger than 20 years, 70% of White learners are younger than 25 with their African colleagues recorded at just over 50% in the same age group. An examination of age by NQF level shows the highest intermediate

skills registration falls into the age groups 31 to 35 and 51 to 55 years of age, high level skills enrolment occurs mainly in the 31 to 40 age group and the majority (94%) of learnership participants enrol in NQF Levels 1 to 3 (or Low Skills Band)

### Gender

The proportional gender share is constant through NSDS Phases, (just over 7 years in the period under review), and it is therefore reasonable to expect that this will not change unless an active intervention is made, again stressing that the nature of the work undertaken in the sector favours males. Similarly the figure for learners living with disability remains at 1% for the same period and requires attention to meet the equity targets. At a year-on-year level the proportion of African learners varied from 80 to 94% of registration totals, but remained consistently above 80%.

### Age

The average age for merSETA learners (mean age) is 27, with figures indicating that more than half of the learnership participants are younger than 25 and only 14% are older than 35 years of age. The general one in four female to male ratio increases with age until it reaches 1 in 3 in the 41 to 45 years age range.

### Employment status

Objective 4 of the NSDS Phase II 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, and this is clearly achieved by merSETA with more than 62% of those registered being unemployed at the point of registration. The analysis provides insight into the learnership population with respect to employment status by gender, age, race and NQF level with findings reflecting an increase of 18.2 (unemployed) learners by 26% from Phase I to Phase II and a 5% decline in 18.1 (employed) learners for the same period. [Figure: 1]

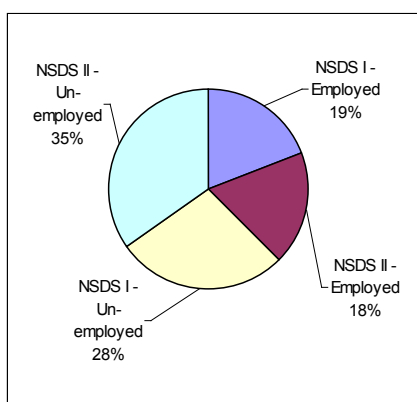


Figure 1: % share in headcount enrolment by employment status and NSDS phase

## Employment status by gender, race and age

### Gender

Gender [Figure: 2] in employment status provides interesting information; when examining the total learnership population it is apparent that male learners who were unemployed at registration comprise 45% of the total, while female learners record higher unemployment rates when they enrolled for a programme.



Figure 2: % share in 18.1 and 18.2 learners by gender

### Race

The race group distribution within 18.1 and 18.2 learners indicates that more than half of the White and Indian learners are 18.1 but that 60% of African and 67% of Coloured were unemployed at registration.

### Age

The age analysis highlights the high number of younger 18.2 learners at the time of registration with 49% of all 18.2's falling into the 21 to 25 years age group and only 18% of employed learners recorded for that grouping.

### Distribution by Chamber

merSETA has 5 Chambers, namely Auto, Metal, Motor, New Tyre and Plastics and the analysis of employer data by Chamber provides the proportional distribution of 18.1 and 18.2 learners across these with the highest proportion falling to the Metal Chamber (37%), followed by the Motor Chamber (29%), Automotive Chamber (11%), Plastics Chamber (6%) and New Tyre (1%).

### Employment status by NQF level

Employment status by NQF level of learnership analysis reveals that the majority of merSETA learners are registered for a learnership on the second NQF level (51%) with 33% registered on NQF level 1.

Interestingly it emerges that those registered on the intermediate or high skills level (4 to 7) are more likely to be 18.1 learners (4%), while 18.2 learners make up 2% of the same skills band. Distribution

of employed and unemployed learners within the NQF levels show that higher levels are populated by 18.1 learners. [Figure: 3]

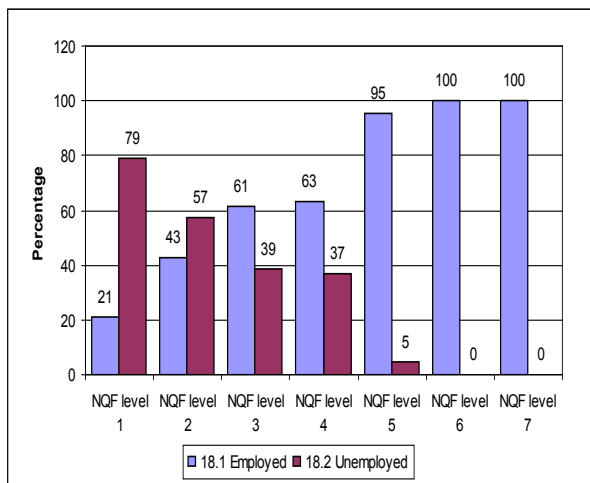


Figure 3: % share in 18.1 and 18.2 learners within NQF level of learnership NSDS Phase II

### Completion status

When using this information it must be noted that the completion rate numbers used are based on all the registrations to date (NSDS Phases I and II) and not on the head count number, with almost half of all (45%) enrolments having been completed. Twenty percent of enrolments have been terminated and 35% of the total figure remains 'still registered', noting that this group is measured from 1 April 2006.

Despite the unequal number of years in the NSDS Phases merSETA produced an equal proportion of completed learnerships when the total is considered (23%). Of those who remain 'still registered' it is of interest to note that 25% of learners registered in Phase I, with 29% on NQF level 1, 61% on NQF level 2, 3% on NQF Level 3, 5% on level 4 and 2% on level 5. [Figure: 4]

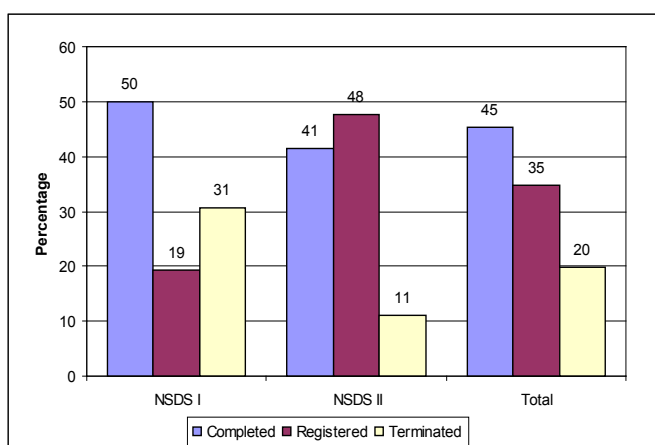


Figure 4: % share in learnership completion status by NSDS phases

No immediate reason can be provided for Phase I registrations still being in the system and it must be considered how these figures impact on the findings illustrating completion status across the NSDS Phases which currently reflect a higher completion rate for

Phase I (50%) than Phase II (41%) remembering that Phase II may still achieve a higher proportion by 2010.

### Registration, completion and termination by NSDS Phase, age, gender & race

#### Timing

A year-on-year comparison of registration, completion and termination figures reveals the period 1 April 2004 to 31 March 2005 had the highest ratios in these categories at 36% of total population of registrations, 40% of all completed learnerships and 55% of terminations. The slow reduction of 'still registered' learners over the time span suggests that the majority of learners take more than one year to complete their learnership qualification, with 65% taking between 1 to 2 years, 12% taking more than two years and only 23% of learners completing their qualification in one year or less. [Figures: 5 & 6]

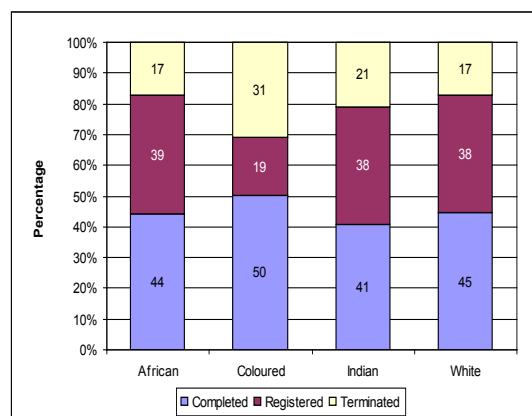


Figure 5: % share in learnership completion status by race Year-on-year 2000 – 2008

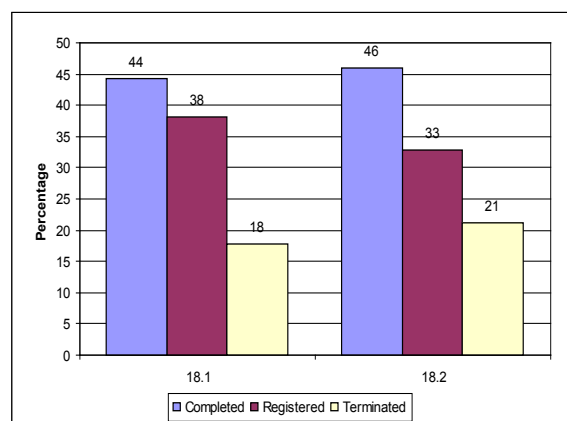


Figure 6: % share in completion status by employment status at registration NSDS Phase II

#### Gender and Race

Female learners achieve higher levels of completion than their male counterparts; despite the fact that only 25% of total registrations are female 27% of completed qualifications fall to women, who are also less likely to terminate their learnerships. Similar analysis by race group indicates that Coloured learners are more likely to terminate

but interestingly also have the highest proportional completion rate, while Indian learners have the lowest completions and the second highest proportion of terminations with African and White learners following a similar pattern.

### Employment Status

Completion status analyses (18.1 and 18.2 learners) show that merSETA has successfully completed 45% of learnership enrolments, only slightly under the NSDS Phase II target of 50% with time available to meet the target prior to 2010.

### Age

The average age of those who complete their studies is 26 years and those who terminate 27 years. It emerges that 54% of learners younger than 20 years at registration completed their learnerships, while completion decreases as learner age increases.

### Registration, completion and termination by NQF level and Chamber

Completion status by Employer Chamber [Figure: 7] reveals that although the auto manufacturing chamber has the highest proportion of completions, 55%, only 12% of total enrolments fall into this chamber; the bulk fall within the metal and engineering chamber (36%) of which 47% have been completed but this category also records the highest proportion of terminated learnerships at 28%.

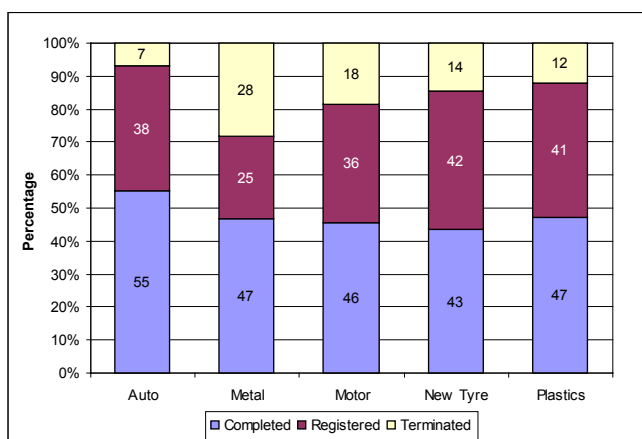


Figure 7: % share in learnership completion status within the employer's chamber NSDS Phase II

When considering completion proportions against NQF levels it appears that completion percentages decrease as the NQF level increases, NQF 1 have the highest proportion of completions (52%), followed by Levels 3 and 2. The highest proportion of terminations, 33%, is on NQF level 6 and the lowest on NQF level 3.[Figure: 8]

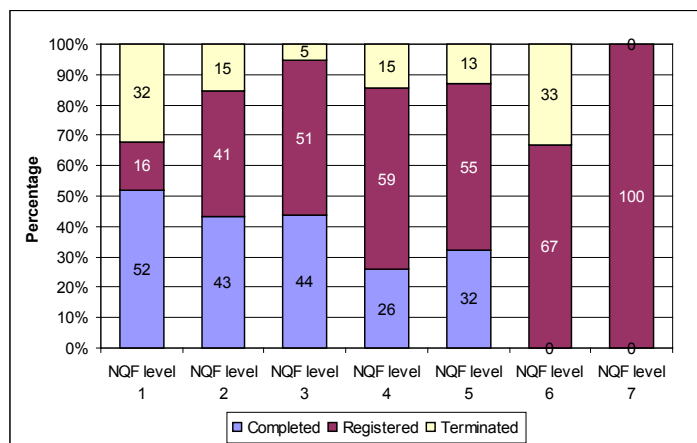


Figure 8: % share in learnership completion status by NQF level of learnership NSDS Phase II

## Section 2:

### The Learning Pathways of Learnership Participants in NSDS Phase II

The data used to determine the pathways travelled by merSETA learners is drawn from registrations in the NSDS Phase II period (April 2005 to March 2008 with conclusion in March 2010), including those who are still registered and in the process of learnership programmes. The findings provide an understanding of the progression patterns and mobility of learners within the delivery system and are reported against gender, race, age, provincial distribution, NQF levels and employment status.

### Race

Race group findings [Figure: 9] are extremely encouraging showing that NSDS II learnership participants are dominated by Africans, with 70% being African, 16% coloured, 4% Indian and 10% white; a notable transformation achievement when framed against historic realities.

### Age

Positive findings also emerge with respect to the age of NSDS Phase II learners, the DoL targets favour the youth and the analysis indicates that only 11% of learners are over the age of 35, highlighting merSETA's achievements in attaining the objective of providing unemployed youth with an opportunity to develop their skills for employment generation.

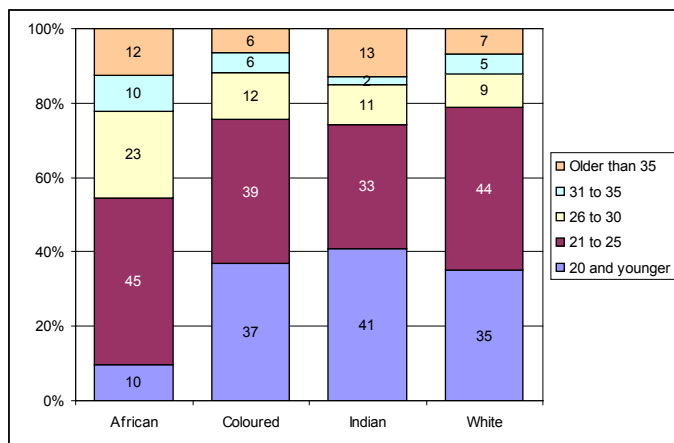


Figure 9: Age distribution of learnership participants within race Groups NSDS Phase II

### Gender

The nature of the manufacturing sector impacts on the gender composition of the learner community being traditionally male dominated and this is reflected in a 24% female representation. Similarly representation of people living with disabilities is lower than desired but is an accurate reflection of the sector.

### Provincial distribution of learners

Provincial distribution shows that learners were drawn from all the provinces, with the bulk (38%) in Gauteng, followed by the Eastern Cape (20%), Western Cape (17%) and KwaZulu-Natal (15%) reflecting the geographics of the major manufacturing and engineering industries in these three provinces. It is noted that the Northern Cape, Free State and Limpopo have registered very low numbers with the uptake being equal to or less than 1% indicating a need for merSETA to expand their learnerships programmes in these regions.

While 5 of the provinces had an almost equal spread of 18.1 and 18.2 learners, seven of the 9 registered more 18.2 than 18.1 learners with only the Northern Cape and North West reflecting higher 18.1 than 18.2 registrations where approximately 3 in every four were employed at the time of enrolment.

20% of those learners interviewed stated that they remained registered and had neither completed or terminated their learnership programmes, with only 7% reported as terminated for NSDS Phase II. Less than or equal to one in every three learners were unemployed at the completion or termination of their learnerships, with Mpumalanga recording the highest level of employment with only 17% of their learners being unemployed at completion or termination.

### Enrolment and employment status by province

Completion status by province indicates that Gauteng, Eastern Cape, Western Cape and KwaZulu-Natal are the provinces

contributing the most to the number of learnership registrations and completions; while North West and Free State provinces had the highest proportional completion rates.

Gauteng recorded the highest levels of enrolment and the fourth highest increase in learner's employment status. The Free State and Mpumalanga also recorded high employment increases but this was not matched by registration figures in these two provinces, while the Western Cape did very well with a 73% against employment achieved and high number of enrolments.

In respect of employer company size almost 3 in 4 learners were employed by large companies, with 1 in 10 reporting they were employed in micro companies with less than 11 employees.

### Enrolment by NQF level and employment status

#### NQF levels

94% of enrolments have been in the low skills range (Level 1 at 25%, Level 2 at 58% and Level 3 at 11%), only 5% enrolled at the intermediate level and less than 1% at the high skills level. This seemingly supports concerns about adequate skills levels to augment artisan-based skills shortages, however on further analysis it emerges that 68% of learnership participants who registered for NSDS Phase II already held a qualification at the intermediate skills level (NQF 4) prior to enrolment, 48% were matriculants, 20% with N3 and an additional 14% held a high skills level and 15% a low skills level qualification. This highlights the limited proportion of learners who are following a linear progression up the qualifications ladder, with most following a 'zigzag' path, this is attributed to the lack of employment opportunities for young people in the job market.

The NSDS Phase II survey indicates that low skills fall between NQF Level 1 to 3, intermediate at NQF Level 4 and high skills levels between Levels 5 and 6.

### Enrolment figures NSDS Phase II

Some disturbing trends emerge with respect to enrolment figures for merSETA learnerships from 1 April 2005 to 31 March 2008 where enrolment declines from 51% in the first year, down to 36% in the second year and further to 13% in the first quarter of the 3<sup>rd</sup> year. No immediate reason can be attributed to this trend and further research is required to explain the decline in the manufacturing and engineering sector.

#### Distribution

Distribution by employment status analysis deals with the distribution of 18.1 (employed worker) and 18.2 (unemployed

learner) at the time of enrolment which is reflected as 18.1 at 44% (or 4 303 learners) and 18.2 at 56% (5 565). Of the employed workers 81% were male and 19% female, for the unemployed learners 72% were male and 28% female. Race group distribution against employment status reflects as 62% African, 19% coloured, 4% Indian and 15% white for NSDS Phase II.

Within the 18.1 findings the following profile of the average employed worker/learner emerges, 65% are permanently employed, 6% are casual workers, 94% are employed by the private sector, 2% are self-employed and 2% are employed by government, with 96% in the formal sector and 3% in the informal sector. The majority of respondents in the survey earned between R2 000 and R3 000 per month with 5% earning less than R1 000.

Unemployed learners, 18.2's, report 44% are studying, 17% are undertaking unpaid voluntary work, 23% take care of their homes full-time while 48% indicated they were doing piece work for payment in kind. Eighty-one percent stated they were looking for work and 3% said they were doing nothing with the majority (84%) replied that they relied on family and friends for assistance (cash, food and clothing). Most (82%) indicated that they had some work experience.

**The impact of employment status on completion and termination**

Completion status was examined in two stages, those who completed and those who terminated their learnerships before completion. The results indicate that 27% of learners who were employed at commencement and remained employed completed their studies, with only 3% terminating their learnership programmes. 18.2 learners, those who were unemployed at commencement, reflect a 23% completion rate and a 2% termination rate. For those who were employed before commencement but did not remain employed and could not find a job on completion or termination figures indicate 20% completed and 2% terminated. [Figure: 10]

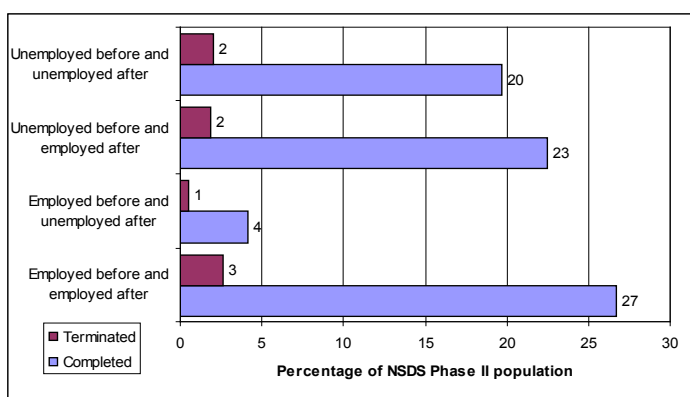


Figure 10: Employment paths of learnership participants by completion status 2000 - 08

**Reasons for termination of learning programmes**

An in-depth analysis of those who terminated their learnerships highlights the finding that 36% terminated within the first 6 months, with 2% terminating within 12 months. Reasons for termination were varied, ranging from perceptions or experiences of poor quality training in both workplace and classrooms to family responsibilities and 6% who indicated that they had found employment.

**Employment pathways of qualified learners**

Of the qualified learners who were employed before undertaking learnership programmes 43% confirmed their employment at registration. Of these 28% remained employed after completion with 5% becoming unemployed. [Figure: 11]

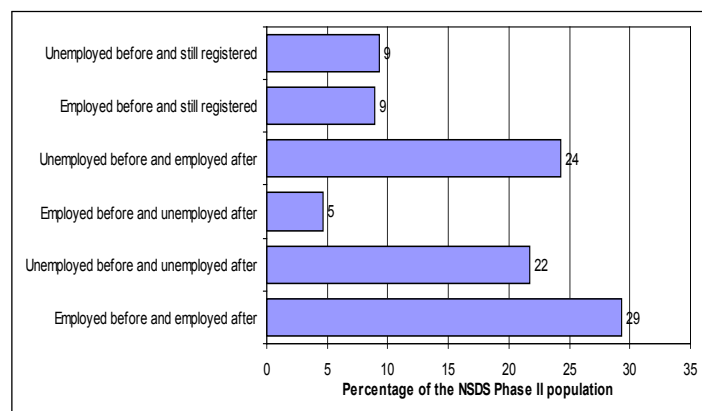


Figure 11: Employment pathways of learnership participants 2000-08

56% of learners who were unemployed at the time of registration report a 24% gain in employment after completion or termination with 22% remaining unemployed; this illustrates the positive impact that the learnership system has on creating employment for youth and skills development. 83% of learners who were employed on completion of their learnership programme were employed in areas directly related to the learnership they had completed, suggesting that the programmes have provided learners the opportunity to build skills and knowledge in their field. The nature of employment was reported as 66% permanently employed (3 511), 29% in temporary or contract positions and 4% in casual work.

### ***Employer type***

Almost all of the learners who completed are working in the private sector (92%), with 5% employed by government and 2% self-employed. Those who had terminated their studies report 86% finding employment in the private sector and 9% in government. Only 2% of those who terminated are self-employed. 73% of those who completed work at large organisations (+150 employees) compared to 58% of those who terminated; with proportionally more terminations for those working at micro (25%) and small (10%) compared to learners who completed indicating 12% and 6% respectively.

### ***Time before finding a job***

The timeframe between completion and finding employment emerges as 24% within one month or less, 33% between one and three months and 24% between three to 6 months. This illustrates a commitment by employers to the learnership programme through making opportunities available to learnership participants, highlighting a positive perception about the applicability of learnerships in to industry demands.

### ***Experiences of those who did not gain employment***

The labour market pathways of those who did not gain employment after graduation indicates that 64% were male and 38% female; race group analysis reveals 84% of those who did not gain employment being African opposed to 14% Coloured and 1% Indian and White. Further, the NQF levels spike to 93% in Levels 1 and 2, dropping to 5% at Level 3 and further to 1% at Level 4, stressing the fact that most learners who face unemployment after graduation fall into the low NQF levels. The highest percentage of those who did not gain employment fall into the 21 to 25 year age category at 48%, followed by 20 years and younger at 22%.



# Chapter 3

## The Apprenticeship Impact Study

This chapter provides a detailed profile of those apprentices who have participated in merSETA's apprenticeship from 1 February 2001 to March 2008. In order to accurately measure the impact that the apprenticeship system has had on skills development and training, and critically the development of artisan skills into the labour market, a demographic profile has been developed to assist in defining who makes up this group. The second aspect examined is the external effectiveness of apprenticeships in the sector, with these results providing insight into the internal efficiency of the merSETA system.

### Section 1:

## A profile of the merSETA apprenticeship population NSDS Phases I & II

### Phases I & II

Across NSDS Phases I and II merSETA has registered a total number of 23 530 apprenticeships which translated to 22 789 people or actual apprenticeships from inception of the merSETA to 14 March 2008.

This figure indicates that 729 or 3% of the total registered apprenticeships were for more than one apprenticeship over the timeframe, reasons for this are:

- 40% completed one apprenticeship qualification and registered for another;
- 43% terminated their first registration and registered for another, or the same, apprenticeship after a period of time;
- The balance (13%) accounts for a combination of different options which include, but are not limited to, the apprentice terminating the same or different programmes more than once.

### The Training of Apprentices

A contract of apprenticeship can only be registered when the trade has been designated and conditions of apprenticeship prescribed; these designated trades and conditions vary by industry or sector needs but must all include the following:

### Qualifications for commencing apprenticeship

Section 13 (2) (a) of the MTA prescribes (generally exceptions can be made) minimum age of 16, Standard 7 (Grade 9) and a favourable medical report

### Period of Apprenticeship

A definite period must be defined in the contract, with 3 years minimum and 4 years maximum, including a minimum period of practical training prior to Trade Testing ranging from 80 to 93 weeks

### Remuneration

Minimum wage for apprentices varies by industry with guidelines pegged at percentage of artisan wage by industry

### Technical Studies

Apprentices are required to attend classes at a technical college (or by correspondence if geographically required) until N1 or N2 trade theory is attained

This is normally 11 weeks of classes 5 days per week and 2 weeks of examination; day release is an alternative once a week for the academic year

### Centralised technical training, integrated courses and institutional training

Certain industries have centralised theoretical training at specific colleges; while others have provided integrated courses combining calculations, science and drawing with trade theory

### Logbooks

The Apprenticeship Contract requires the employer provide a schedule of training per apprentice under the regular supervision of an artisan monitored through a log book filled in on a daily basis.

### *merSETA apprenticeship demographic profile*

Establishing the enrolments by year of registration proved challenging with registration information utilised containing entries that pre-date the beginning of NSDS Phase I, noting a significant number of apprenticeships were registered prior to the commencement date of February 2001.

This has required the reporting of findings to be undertaken on a year-by-year analysis as opposed to the NSDS Phases used in the learnership profile chapter, noting that 21% of all apprenticeship registrations took place before the commencement of NSDS Phase I, with approximately 33% of the total merSETA apprenticeship population registered in Phase I followed by the same percentage in Phase II. Approximately 15% of the total population did not record a commencement date and are not included in the profile development. Finally it is noted that 14% of the total population is recorded as Section 28 apprenticeships, totalling 3 358 apprenticeships.

The data reveals that registrations increased slowly from 1989 reaching 1 848 immediately after the start of NSDS Phase I and peaked at 2 942 in the 2004 to 2005 period as Phase II started, at which point it began to decrease reaching 1 479 by March 2008.

NSDS Phase I: 1 April 2000 to 31 March 2005  
 NSDS Phase II: 1 April 2005 to 31 March 2010  
 Apprenticeship reporting data is drawn from both Phase I and II to 31 March 2008 and includes data registered from 1998.

### ***Apprentice profile by year of registration and race group***

#### *Race*

The total merSETA apprentice population indicates an aggregated 37% African, 11% Coloured 6% Indian and 46% White spread. However, the most accurate finding is from the 2006 to 2007 period which shows a percentage distribution of 44% African, 12% coloured, 5% Indians and 36% White participants.

#### *Year of Registration*

Interesting trends emerge in the year-on-year data; namely, that African participation almost doubled from 28% in 1998 – 1999 to 47% in 2007-2008 with a continuous increase in both numbers and percentage over the period. At the same time White participation decreased from 54% to 35% for the same period, with Coloured participation increasing by 2%, while Indian participation decreased by 3%.

#### ***Completion status***

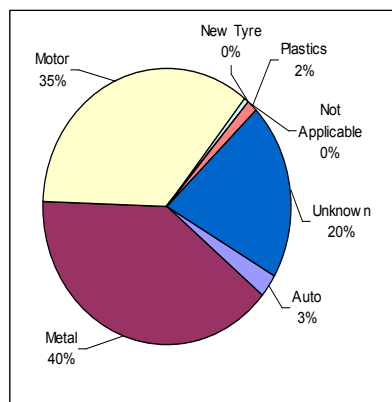
Apprenticeship completions across the total population are recorded at 42%, with approximately 67% of the registrations between 1998 and 2003 obtaining their qualifications. In the same period approximately 20% terminated their apprenticeships.

The records indicate that between 1998 and 2003 just over one third of all registrations were terminated; the difference between the completion percentages before and after 1998 is notable, rising from 49% pre-1998 to 65% post-1998.

### ***Apprenticeship registration by chamber and province***

#### *Registration by chamber*

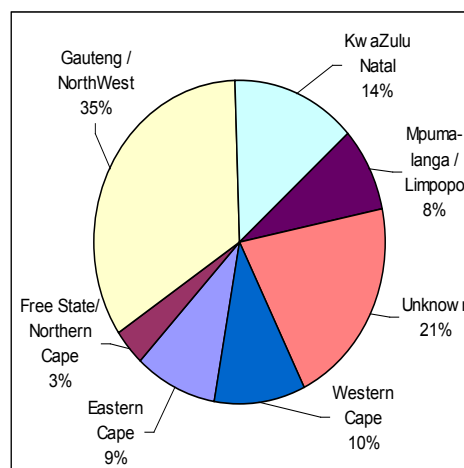
Analysis of employer chamber linked to year of registration [Figure: 12] yields an interesting finding indicating the highest proportion of total apprenticeships (40%) falls within the Metal Chamber followed by the Motor Chamber, who have taken turns to dominate registrations over the past decade. Three percent of the total apprenticeship population is within the Automotive Chamber.



**Figure 12: Number of registered apprenticeships by Chamber of employer 2000 - 08**

#### *Registration by province*

Gauteng and North West provinces share 35% of registered apprenticeships for the period under review, followed by KZN with 14% and 21% allocated to the Western Cape. An additional 21% of registered apprenticeships total remain unallocated. [Figure: 13]



**Figure 13 : Number of registered apprenticeships by year and province of employer 2000- 08**

### ***Apprentice profile by race, age and gender***

#### *Age*

The average (mean) age of the apprenticeship population is noted as very young with 77% younger than 25 at time of registration, translating into 92% of the entire population being 30 years old or younger.

However this has shown a shift in the past decade with a decrease of 20% in the under 20 years group and a concomitant increase in the 21 to 35 years age range from 37% to 51%.

## Gender

Completion status by gender analysis yields the finding that female apprentices have consistently had both a higher completion rate, 48% against the male 42%, and further that females have a proportionally lower termination rate, 17% female against 20% of males.

## Race

The highest proportion of completed apprenticeships by racial analysis is found in the Indian group with 47% qualifying [Figure 14]; however the highest number of qualifying apprentices is White (48%) who also record the highest proportion of terminations (23%). The African group records the lowest percentage of terminations of study. [Figure: 14]

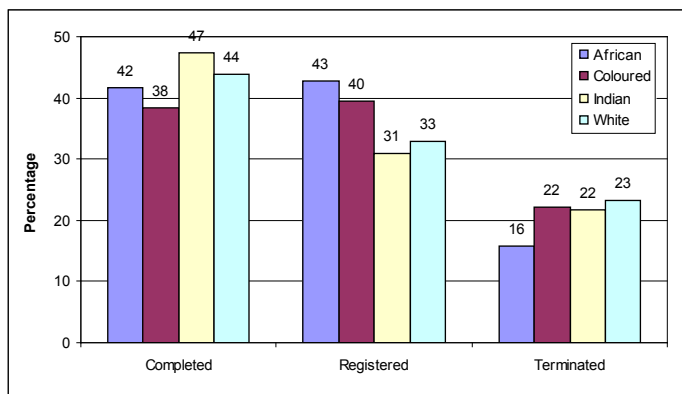


Figure 14: % distribution of registered apprenticeships by race group and completion status 2000 - 08

## Age

Age as a measure against completion indicates that the percentage proportion of completion decreases as the age of the apprenticeship increases, with the termination rate rising with increase in age up to the top end parameter of 50 years of age.

## Apprenticeship type preference

The most popular apprenticeship type emerges as time-based, with approximately 66%, followed by 25% of the total population opting for a CBMT. This is consistent across the provinces, with the highest percentage of apprenticeship registrations located in Gauteng (35%), followed by KZN and the Western Cape. A variation in provincial registration numbers emerges over the timeframe; however Gauteng, KZN and the Western Cape continuously recorded the highest number of registrations.

The finding of 60% of all registered apprenticeships falling into the Time-based apprenticeship category underscores the popularity of this model as the preferred choice of apprentices. The highest proportion of completions is located within the Section 28

category with 79% of all qualifications taking place here supported by the lowest proportions of terminations at 2%. The CBMT apprenticeships have both the lowest proportion of qualifications (23%) and the highest (31%) termination

## Enrolment and completion by province of employer

Enrolments by province of employer indicate that 34%, or more than 1 in three apprentices, work for an employers located in Gauteng or the North West Provinces, followed by KZN and the Western Cape. However, the highest proportion of completions (45%) is located in the Eastern Cape, with the highest level of recorded terminations taking place jointly in the Free State and Northern Cape.

These figures reflect the sectoral geographic realities of the Chambers, with the highest proportion of apprenticeships are within the Metal Chamber with 47% qualified, the Motor Chamber with 30% of apprentices qualified, noting that although Motor Chamber has the second highest number of registered apprentices it also has the highest percentage of terminations. [Figure: 15]

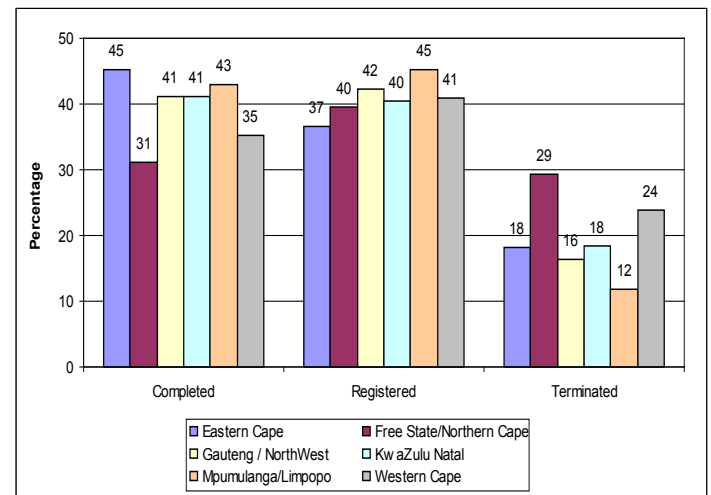


Figure 15: % distribution of registered apprenticeships by province of employer and completion status completion status 2000-08

## Section 2: Pathways and experiences of apprenticeship participants

The analysis of the apprenticeship system was used a sample of 2 034 apprenticeship participants from the population of 18 529, including Competency Based Modular Training (CBMT) and Time-based apprentices registered through merSETA from 1 February 2001 until March 2008; the Section 28 apprentices include all those ever registered and captured on the merSETA database. Each type of apprenticeship is reported separately in order to understand the specific dynamics of each typology, the demographics of the apprenticeship groupings by type, in addition to provincial spreads, additional or supplementary qualifications achieved, enrolment over time and employment status at registration. The provincial registration figures reflect the four provinces that attract the most apprentices are (in descending order) Gauteng, KwaZulu-Natal, Eastern Cape and Western Cape.

### Demographic profile by apprenticeship type

#### Gender

While approximately 5 times more women enrolled for a Time-based apprenticeship than any other type, they still only made up 4% of the total apprenticeship registrations. Of these only 1% (61 individuals) enrolled for a CBMT apprenticeship. The NSDS gender targets remain challenging, mainly based on the type of work undertaken in the sector. merSETA is aware that interventions are required in both gender and people living with disability registrations in order to meet the targets.

#### Race

Racial grouping analysis reveals 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 enrolled 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. The analysis of race group distribution over the period under review indicates the proportion of African apprenticeship participants increases for both CBMT and Time-based while the proportion of White apprentices decreases in the same period. There has been a marked increase in African apprentices moving from 16% in CBMT in 2001 – 2002 to 38% in 2007 – 2008, although White participants remained

the majority until 2005 – 2006 when more African than White apprentices enrolled.

In Time-based apprenticeships the trend across racial grouping is clear; from 2002 to 2003 more African than White apprentices participated, while Coloured and Indian participation remained fundamentally constant and White participation declined over the timeframe. [Figure: 16]

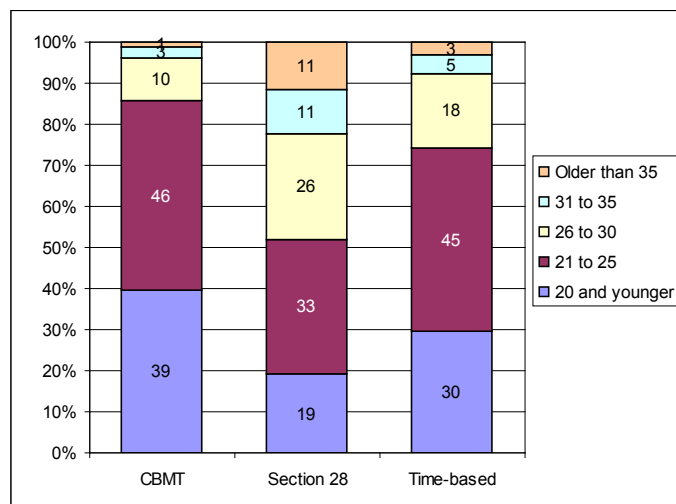


Figure 16: Apprenticeship registrations by type and age 2000 - 08 category at registration

Section 28 apprenticeship figures do not present easily identifiable trends; in the main the proportional participation of African and White apprentices, is 56% and 44% respectively with marked variances across the year on year periods.

#### Age

Age distribution highlights the density of registrations in the 21 to 25 year age category. Those who enrol for CBMT emerge as younger than the other groups with 85% younger than 25 years. This trend shifts for the Section 28 apprentices who record more than one in every five registrations being older than 30 years. As one would expect the apprentice participants are generally younger than learnership participants with less than 1% over 40 years of age. [Figure: 16]

#### Previous qualifications

A point of interest highlighted in the survey examined the highest qualification of the apprentice other than the apprenticeship currently undertaken noting that the majority have an NQF Level 4 or higher qualification with only an approximate 20% having a lower NQF qualification. Similar trends emerge across the different apprenticeship types, with proportions of 86%, 81% and 85% of CBMT, Section 28 and Time-based apprentices respectively having qualifications equal to or higher than matric.

### Motivations for entering an apprenticeship

CBMT and Time-based apprentices primarily (8 in 10) indicated that they had entered through an employer in the private sector. The Section 28 participants provided a different reason, with 39% indicating that they had entered at their employer where they worked prior to the apprenticeship and 47% of these indicating that this was “through an employer in the private sector”. Reasons for enrolment varied across the apprenticeship types; more than one quarter of Section 28’s stated they had entered to gain a formal qualification, with 25% of both CBMT and Time-based apprentices reporting they had entered to improve their skills.

### Provincial distribution

Provincial distribution figures analysed covered both NSDS Phases and there is a substantial variance in the total number of enrolments. Again it is Gauteng (40%), KZN (17%), Eastern Cape (15%) followed by the Western Cape (12%) that lead the numbers, and this is reflected in the findings for individual apprenticeship types. Time-based apprenticeships form the majority across all provinces and make up 54% of the total population in each province. KZN records the highest number of Section 28’s with approximately 20% of the total, while the Free State reflects the closest proportion of CBMT at 44% and Time-based at 54% apprentices.

### Completion and trade test outcomes by province

Completion by apprenticeship type in each presents distinct differences; CBMT apprentices record a tendency to terminate (at an approximate rate of 1 in ten) while Time-based and Section 28 apprentices record a very low 4% termination (3% for Time-based and 2% for Section 28). CBMT further records the highest ‘still registered’ apprentices at the time of the survey, with 2 in every three CBMT apprentice still registered. Limpopo has the lowest number of CBMT qualified apprentices with only 14% having passed the trade test.

The proportion of Time-based apprentices who passed their trade test ranges from 19% in the Northern Cape to 56% in Limpopo, Gauteng produced the highest number of qualifications (1 648 Time-based apprentices), which is three times higher than KZN with 541. Section 28 apprenticeships reflect the impact of recognition of prior learning (RPL) being taken into account when apprentices write their trade tests, and record a high 91% success rate for trade tests.

### Impact of Participation on Employment Status

#### CBMT

The impact of apprenticeship participation on employment status analysis [Figure: 17] indicates Limpopo has the highest proportional increase in employed CBMT apprentices. However, the actual registration numbers are low, and so the 66% increase shown in Gauteng is noted as extremely successful, with 226 CBMT apprentices gaining employment after completing or terminating their apprenticeships.

#### Time-based

It is Time-based apprenticeships however that emerge as the most successful in gaining employment, with 89% of Time-based apprentices, unemployed at the time of registration, being employed on completion or termination. Of these 44% are from Gauteng balanced against a lower proportion at the opposite end of the scale in North West with 71%.

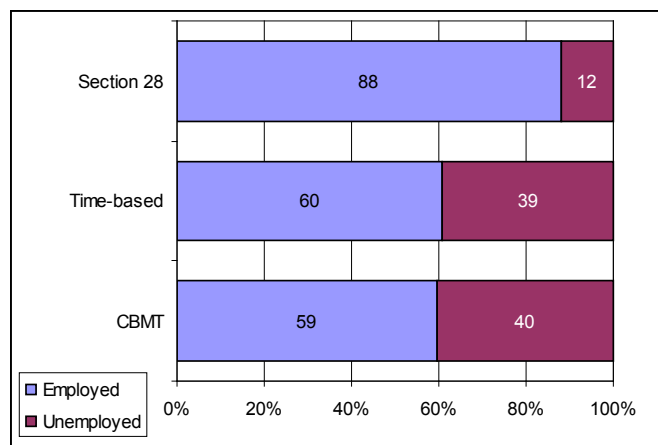
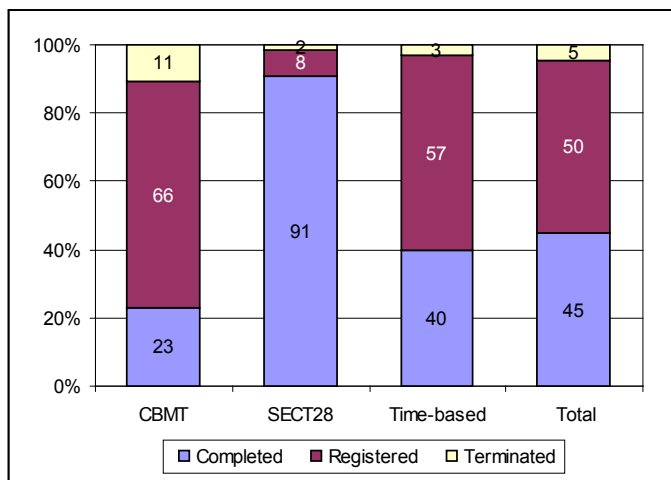


Figure 17: Apprenticeship participants by employment status at enrolment and apprenticeship type 2000 - 08

#### Section 28

Unemployment does not emerge as an issue for Section 28 apprentices, remembering that they are required to have five or more years of working experience in their specific trade before they can be considered for writing the trade test. Of those who gained employment more than 70% of those who complete or terminate are employed by large companies, of which 78% are CBMT, 85% Time-based and 70% of Section 28 apprentices. [Figure: 18]



**Figure 18 : Apprenticeship participants by completion status and type 2000-08**

### Emerging trends

Employment status at enrolment elicits a distinct difference between Section 28 apprenticeships, in which one would expect a high employment rate, and the CBMT and Time-based apprentice employment rates, further highlighting similarities between the proportions in these two categories which display the same trends.

### Employment levels

Section 28 participants reflect the highest employment levels at enrolment with 88% (2 927 of the sample) employed at the point of registration, with CBMT recording a lower 59% and 60% of the Time-based apprentices recording employment. When a demographic based analysis is applied across the three apprenticeship types CBMT reflect 59% employment for males and 51% of all women, while Time-based indicates twice as many men were employed as women, 61% and 36% respectively.

### Race and gender by apprenticeship type

Almost all men (89%) in Section 28 were employed with only half of all women (52%) employed at registration. Racial groups by employment analysis reveals an interesting trend with CBMT recording as predominantly White (52%), African at 29%, Coloured at 12% and Indian at 7%; while in Time-based apprenticeships 43% of apprentices are recorded as African, with 41% White, 11% Coloured and only 5% Indian with a similar trend reflecting 44% White, 39% African, 10% Coloured and 7% Indian.

### Age spread by apprenticeship type

The average age across all apprenticeship types is 23.4 years of age, with the data indicating that 90% of those registered in CBMT (95%) and Time-based (93%) apprenticeships may be

categorised as youth, between the ages of 15 and 30. This reflects the age restrictions inherent in these systems and underscores the decrease in participation with the increase in age. Section 28 shows a differing trend, largely attributed to the lack of age limitations in the model, with 78% of those registered falling between 15 and 30 years of age and 22% in the 31 to 55 age range.

### Nature of employment and employer type

Profiling the nature of employment and employer type reveals that more than two thirds of CBMT apprentices were employed in a full-time capacity at the time of registration, with Section 28 showing 93% and Time-based 72%, noting that these are permanent positions, i.e. an employment contract with no end date stipulated. Part-time employment is recorded as 20% for CBMT, 7% for Section 28 and 21% for Time-based apprenticeships. Almost all (CBMT 95%, Section 28 99% and Time-based at 98%) were employed in the private sector with 2% or less employed in other sectors.

Within the period under review only a small number of apprentices terminated their studies, being 3% of Time-based enrolments and 2% and 11% of Section 28 and CBMT respectively. 40% of all Time-based participants opposed to 23% of CBMT participants completed their apprenticeships and qualified, although a high proportion of each category remains in the process of completing their qualifications (66% CMBT and 57% of Time-based), for Section 28's the figure is 8% still in progress.

### Employment pathways

The differing employment pathways for CBMT, Time-based and Section 28 apprentices has been examined using disaggregated pathways, these are unemployed at enrolment and after, unemployed at enrolment and employed after, employed at enrolment and after and finally employed at enrolment and unemployed after.

#### CBMT

76% of all CBMT participants who were unemployed at enrolment and gained employment passed the trade test, 24% of the same group terminated their studies before graduation. 71% who were employed at enrolment and remained employed afterward passed their trade test with a 29% termination rate; while 85% of participants who were and remained unemployed terminated their studies before completion and 15% completed. Of those who were employed at enrolment and became unemployed 81% terminated their studies before completion and 19% passed the trade test.

#### Time-based

Time-based participants who were unemployed at enrolment and employed at completion recorded at 97% with only 3%

terminating before graduation. 93% of those who were employed at enrolment and remained employed passed their trade test with a 7% termination rate, while 60% who were employed at enrolment later became unemployed with a 40% termination rate, with the same figures reflecting for those who were unemployed before and after.

### *Section 28*

Section 28 participants recorded the highest employment pre and post enrolment figures at 99% with only 1% terminating. Unemployed participants achieved a 99% employment rate with a very low 3% termination, while 69% who were employed at enrolment and became unemployed completed their studies with 31% terminating before graduation.

### ***Reasons for Termination Prior to Completion***

Reasons for termination prior to completion are difficult to pin point as a high percentage of those interviewed did not respond to this question; of those who did 43% of Section 28 apprentices terminated after a period of 31 to 36 months, while most of the CBMT and Time-based terminations occurred in the 12 to 18 month timeframe. Most, across all types, did not provide reasons for termination; however of those who did Section 28's primarily noted moving to another apprenticeship closer to their career aspiration or accommodation challenges as their key reasons. Time-based apprentices mainly terminated due to finding employment.

### *Employer Type*

Analysis of employer type reveals that 98% of Section 28, 94% of Time-based and 75% of CBMT apprentices who completed are working in the private sector and 57% of CBMT are employed by government. Those who terminated and found employment (63% CBMT) are self-employed and 14% of Time-based participants are working in government. Almost all (across all three models) of completed apprentices work in large organisations (96% Time-based, 94% Section 28 and 74% CBMT) compared to 26% CBMT, 6% Time-based and 15% of Section 28's who terminated their programmes.

### *Impact on Apprentice*

Both those who either completed or terminated their apprenticeship programmes commented positively on the impact that participating had had on them, with the strongest impact noted as the improvement of technical skills, their career opportunities and enhancement of their self-confidence.

## Chapter 4:

### Conclusions and Recommendations

The findings of the merSETA Impact Assessment of Learnership and Apprenticeships Report reveal that the merSETA administered learnership and apprenticeship programmes are working well based on the perceptions from both learners and key stakeholders. However, in bringing together the main findings and formulating conclusions and recommendations drawn from those, it is essential that we place the merSETA learnership and apprenticeship programmes into their broader context, critically remembering that they form part of government's intervention to enhance sustainable economic growth while redressing some of the injustices inherited from apartheid.

They provide important opportunities for participants to learn in the workplace, linking theory and practice and assist in deepening South Africa's skills base. In addition to opportunity provision to unemployed persons to gain skills they further provide work experience and thus improve employability; they provide qualified participants with the necessary skills to enter and advance through the formal labour market, self-employment, or for further education and training. Noting that merSETA and the Department of Labour must work together to ensure that the strengths are maintained and weaknesses improved the following achievements are noted across the learnership and apprenticeship programmes.

#### **The National Training Board:**

Resulting from the MTA of 1981 the National Training Board (NTB) was established in order to represent the interests of employees, employers and the State. Its functions were to coordinate, encourage, promote or facilitate training; advise the Minister on matters of policy and training matters, to conduct research and establish standards.

A review in 1985 led to the implementation of recommendations that saw the introduction of a competency based modular training system including technical education in a technical college, on the job instruction and institutional training by an accredited provider. These formed the basis of the MTA which was finally published in 1990. Received thinking identifies this point as the devolutionary trigger for the control moving from the Department of Manpower to accredited Industry Training Boards (ITBs); highlighting the move away from the state toward business and labour taking responsibility for artisan training, the effective privatisation handing sector autonomy to decide on appropriate training. Despite providing for the de-racialisation of the apprenticeship system few Africans were indentured.

Labour organisations increased role saw the amendments of the 1981 MTA bridging the gaps created by historic racial imbalances, with COSATU and NUMSA promoting an integrated education and training system. This 'training ladder' included the critical

ABET component and training framework enabling access to a learning framework. Additional reviews of both the NTB and the inclusion of labour as representatives enabled agreement and commencement of strategic and policy work on the drafting of a National Training Strategy Initiative (NTSI) published in 1994 with the stated vision "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."

This strategy, anchored in the integration between education and training initiated the achievement of a National Qualifications Framework (NQF) delivered through the establishment of SA Qualifications Authority (SAQA) Act of 1995, the first piece of legislation passed by the newly elected SA government, including all qualifications, vocational to professional, allowing the integration of recognition of prior learning into the formal education system. Challenges have emerged within the implementation of this system and the evolution of the NQF has been troublesome, the DoE and DoL commissioned a Report of the Study Team on the Implementation of the NQF (the NQF Review) which has created intense debate and had not been resolved at the time of writing.



## The merSETA Learnership Impact Study

### Conclusions:

The following are the key findings of the Learnership Impact Study:

- 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 an encouraging 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 or contract and 4% were casual workers.
- Approximately 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 further illustrates 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 merSETA Apprenticeship Impact Study

### Conclusions:

The following are noted as the key findings of the apprenticeship impact study:

- Almost all (91%) of the Section 28 apprentices passed the trade test and qualified.
- 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 28 enrolments were still registered.
- Only a small number of apprenticeship participants terminated their studies before graduation namely 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.
- 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 and reflects well on the programme.
- A small number (1%) of apprenticeship participants who 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 remained employed by the same company as 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 for loss of employment by apprentices 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, supported by enhancement of their self-confidence. In-depth interviews with the apprentices also revealed this positive outcome.

### **Joint findings**

Joint findings in both learnership and apprenticeship respondents raise concern with regards to the institutional, legislated mechanisms and procedures within which the programmes are currently organised and function. The Skills Development Act, 1998 (Act No. 97 of 1998) introduced the concept of learnerships proposing that they would incorporate apprenticeships but did not state that apprenticeships would no longer be allowed. This was in recognition of the shortage of intermediate vocational skills (Level 2 and 3) in the labour market and has resulted in the continued training of apprentices under the two routes defined in the Manpower Training Act of 1981: Section 13 and Section 28.

Despite some concerns about the Department of Labour's capacity to administer and ensure the implementation of the SDA, it has been both positive and proactive in taking up the challenges experienced in addressing the system's shortcomings. The DoL has stepped up and taken ownership of seeking solutions to having a single regulation governing both apprenticeships and learnerships.

### **Key Challenges**

The key challenges that face the programme are identified as follows:

- The skills shortage has been exacerbated rather than assisted based in the finding that a high number of learnerships undertaken are in the lower NQF Levels and not at the critical intermediary levels;
- This may be as a result of government's focus on the youth and redress, and while Level 1 programmes have provided skills bridging for those previously denied opportunities, it has not impacted on the growing scarce and critical skills need;
- It is clear that a balance needs to be achieved between redress learnerships and skills interventions at the intermediary and higher end of the skills spectrum, but research indicates that

learnerships at the higher end of the spectrum have proven problematic due, primarily, to costs and other related aspects;

- Challenges emerge in socially marginalised groups including women, youth and people with disabilities; noting specifically a lower incidence of Recognition of Prior Learning and learning plans. The DoL and merSETA must focus on these to ensure equality in compliance across social groups.

## **Recommendations**

Based on the findings and conclusions drawn there from recommendations for change is made as follows:

### **Role of Employers:**

The apprenticeship and learnership programmes are designed to be work-based systems of training. Evidence from the case studies (Chapter 5 of this report) found in this report leads to the conclusion that supportive employers make 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.

### **The Role of Training Providers**

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 outcome 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.

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, further, 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:***

Many respondents pointed to problems associated with 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 raised 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 fully 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 youth and their employers are fully aware of the opportunities and responsibilities involved.

### ***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.

### ***A Review of Targets for the Learnership Programme***

While this was not a focus of this research study sufficient comment emerged from those interviewed for a recommendation to be formulated. 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 further 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 in order to underpin a high-quality, work-based learnership system while placing greater emphasis on the quality of training and outputs from the programme rather than on “starts”.

A final point emerges in respect of the racial disparities, which remain stark; learnership participants registered at lower NQF levels are dominated by Africans and the data collected reveals that the percentage of White learners participating in learnerships at higher NQF levels is far greater than that of the other race groups, while the majority of those enrolled for apprenticeships are White.

## Chapter 5:

# Organisation & Function of merSETA Learnership & Apprenticeship Programmes

If the learnership and apprenticeships delivered by merSETA and the broader SETA environment are to achieve their objectives of alleviating the acute shortage of critical skills in South Africa it is vital that everyone involved in the process understand what they are, how they work and what their purpose is. This chapter examines the issues related to the organisation and function of the learnerships and apprenticeships in terms of SETA, employer, training providers and stakeholder capacity based on implementation case studies undertaken in five provinces. The perceptual and experiential reporting is enabling merSETA to effectively improve on the skills needs of the sector, and strategically achieve its mandate to effectively, efficiently and impactfully implement the learnership and apprenticeship programmes. merSETA's responses and interventions are explored, including some of the challenges currently faced in implementation of these processes.

### **Why participate in Learnerships and Apprenticeships?**

#### *The Employer Experience*

In-depth interviews and case studies undertaken with employers reveal they participate in the learnership and apprenticeship systems because they recognise and acknowledge the need for training for the future. Additional reasons for participating were reported as:

- Rebates for training;
- Opportunity to empower in-house staff;
- There is a perception of value attached to learnerships;
- The misperception that apprenticeships were to be phased out;
- Learnerships are seen to cater for elements that were previously not addressed in the 'old apprenticeship' system;
- Learnerships are perceived as a progressive process;
- It is mechanism to close the gap of the tradesman qualification allowing for a progressive learning process;
- The roles and responsibilities are clearly articulated for learner and employer.

The positive aspects favour the learnership process rather than the apprenticeship system, with employer's beginning to articulate a reticence to taking on learners in the workplace based in the challenges experienced in administration processes and being recognised as a training institution that "actually gets the learners qualified".

### **Recruitment and Selection**

#### *Employer experiences*

Employer interviews highlight differences in recruitment, selection and induction practices provincially. In respect to the induction process they stress:

- A correlation between a thorough induction programme and a high completion level;
- 'Thorough' induction programmes include issues such as health and safety, company policy and procedure;
- It is clearly reported that poor induction programmes result in lower success rates.

#### *The learner experience*

Learners' perceptions based on their experiences highlighted the following:

- Most learners had completed an application form and signed an agreement or a contract;
- Learners and employers agree that this is less likely to occur in smaller companies;
- Learners indicate that the Individual Learning Plan is not used effectively to aid in the progress and structure of learnerships and apprenticeship systems, and are rather seen as "an agreement between the training provider and the employer";
- Employers and training providers are perceived as playing a more prominent role in the recruitment process than the SETA

Despite some variations it seems that merSETA and employers are adhering to the administrative requirements and regulations of the learnership and apprenticeship programmes.

Recommendations to improve the recruitment and selection process are namely:

- Communication about learnerships and apprenticeship 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.

## **Workplace learning**

### *Employer perceptions*

Employers interviews confirmed that a work culture in which training is prioritised and valued can have a positive impact on participant completion rates. Those employers recognised the importance of support including:

- Providing for time off to attend off the job training;
- Time at work to undertake portfolio development;
- Personal tutoring and mentoring on the job;
- Providing opportunities to develop beyond the immediate work role.

This finding should be viewed noting that these supports add important aspects to the success of programme participants, while an unsupportive environment contributes directly to the drop out rate, particularly in cases where the needs of the job supersede training issues.

### *Learner perceptions*

- Peer support has emerged as a contributing factor to the success of learnerships and apprenticeship programmes for learnership and apprenticeship programmes;
- Peer support has a positive impact on successful completion of the programme, specifically when it extends to colleagues and beyond immediate supervisors;
- Wages and conditions of employment provided by some employers were perceived to have resulted in a low level of staff morale and thus contributing to high levels of turnover.

## **Quality of training provided**

The quality and structure of the training emerged as a key issue for everyone. There is significant variation between programmes with respect to how training is provided. It was frequently raised that the traditional apprenticeship systems offered well-established programmes with well-structured off-the-job training in FET colleges or other training centres.

### *The Shared Employer / Learner Experience*

Many respondents who had successfully completed the programme reflected that overall the experience had been positive based in the following experiences:

- Those receiving on-the-job training reported positively on the link between training and job. It was found that for on-the-job training to be at its most effective it requires input, thought and planning from the employer to ensure alignment of type and level of task required for the programme and to make it a learning experience.

- However, it was evident that some training received by young people is little more than “check-listing” with training only revising what they had done at work with no highlighting of learning needs or ways that they could learn from what they were doing. This view was confirmed by learners and employers interviewed, who indicated that in a number of cases training providers did not provide effective support for training.
- An issue stresses a significant problem whereby many training providers are only assessing the achievement of competencies and not effectively assisting in ensuring appropriate training plans are in place. This suggests that these require regular review to ensure that the needs of learners are identified and met.
- Employers raised issues relating to quality, including criticism of the training methods adopted. Instances were cited where tutors only visited for an hour monthly resulting in trainees believing that they were “not learning anything” contributing to high drop out rates. Equally, it was also reported by both employers and learners that when training consultants are based at the employer’s premises, working with the learners, the drop out rate has been reduced to zero.
- Those learners who received off the job training cited the positive factors of an increased focus on learning away from the workplace, and the additional value achieved in meeting other apprentices resulting in the reinforcement of knowledge gained.
- A number of employers were critical of Further Education and Training Colleges, noting a lack of support, not taking responsibility for learners individually, and not recognising the difficult transition from a school to an adult education environment as some of the challenges that result in difficulties for those learners who found the work hard.
- Employers reported a lack of response to their needs by FET staff.

## **Quality issues**

Issues raised with respect to training and recruitment prompted the suggestion by a number of respondents that the quality assurance procedures currently applied were not appropriate and are failing to deliver a high quality learnership and apprenticeship training system. Similar concerns were raised by FET colleges indicating that the authenticity of evidence and quality of training provision should be monitored. It was suggested that merSETA should focus on quality of delivery as opposed to speed of completion. These concerns were recognised by a number of Stakeholders suggesting that the compliance and performance audits have become too narrow focusing on processes rather than quality of training.

## **Management Systems in Place to Implement merSETA's Guidelines**

The employers follow the merSETA instructions and guidelines, however there are a number of factors that hinder efficient implementation especially of learnerships, these are identified as:

### *Theoretical training*

The learnership programme was academically structured with the theory becoming a stumbling block, notably where learners may have the capacity to do the job but the fundamentals are perceived or experienced as too complicated and not always appropriate. An example cited is the requirement for mathematical abilities when only numerical ability is required. Additionally, employers noted the theoretical component of the syllabus has changed during the learnership resulting in employers having to reorganise and reconfigure the learning context and content.

### *Assessment and moderation*

Assessment of the learning is done according to all deadlines and the assessor portfolio and feedback is provided on a regular basis. merSETA carries out moderation four times a year and training managers do random sample moderation every three months. It is noted by respondents in the case studies and interviews that the challenge with the assessment lies in allocating a specific time for completion, recognising that it is time consuming and assessors often have multiple functions.

### *Mentoring policy*

The mentoring policy is copied directly from the merSETA, requiring a SETA registered mentor, qualified in that specific field, located at each workplace and each learner allocated to a mentor. However, the registration of Mentors is challenging and accredited mentors are scarce, difficult to replace if or when required, and are a prerequisite in the delivering of learnership programmes.

### *Workplace training*

Workplace training exposes learners and apprentices to the same information as qualified artisans. Constructively this means that learners are receiving information firsthand; however, the support for learners is minimal. It is difficult for employers to accommodate training with production, often viewing training as a cost. For dealerships in particular the training department is proposing a comprehensive training programme on the NQF system across the organisations.

## *Addressing the skills crisis*

A variety of responses were provided as to whether the learnership and apprenticeship systems are addressing the skills crisis. The success rate of learners in NQF level 2 was rated positively by employers; however, what happens thereafter was raised as a challenge by the same. In terms of employment equity difficulties were experienced in:

- Complying with employment equity quotas specifically in regards to African females;
- For those who are targeting the higher training levels, learnership programmes are not seen as addressing the skills crisis citing concerns in respect of too many loopholes, "shady tradesmen" and only 50% of learners qualifying.

## **Relationship with merSETA**

On average the relationship between employers and merSETA is good. Challenges were raised in respect of the bureaucracy of SETAs generally and merSETA specifically, the DOL being responsible for the SETA system construct, limited progress being made in the Chambers despite increased behind-the-scenes activity, a disproportionate amount of time spent on technical issues as opposed to improving training, with unions specifically being cited in this regard, and site visits to the dealerships often being missed by merSETA.

## **Recommendations**

### *Communication*

- Regular meetings should be held, material updated, and evidence of progress obtained. A dealership needs analysis should be conducted, including how they can be assisted with administration;
- To address staff turnover it is recommended that assessors requires refresher course training, and additional training for assessors and moderators be offered;
- Case study responses stress that companies who do extremely well should be urged to encourage others to enter the learnership programme;
- Respondents recommend advertising through road shows, visits to FET colleges, hosting regular workshops (every second month) and conducting frequent spot checks.
- Feedback on how employers are progressing with learners is essential. It is further recommended by respondents that engagement with employers is undertaken to develop a "proper curriculum and plan a system that suits everybody".
- A clear perception among small companies emerges noting they feel to have learnership is burdensome and there is lack of communication between the small companies and merSETA.

### *Administration*

- Administration should be reduced at the SETA level. It is noted that the speed at which issues are addressed by merSETA is improving since the centralisation of administration;
- Give extension to learners who do not complete within a specific time frame;
- Improve certification, trade tests, accreditation and qualification processes;
- Revisit all processes, evaluate and align;
- Increase turnaround time efficiency and staff motivation; address issues of merSETA being under-capacitated and under-capacity;
- Consistency of contact person for each company dealing with merSETA to reduce communication issues;
- Development of effective assessment tools, including “closing portfolios loopholes ensuring that evidence provided by the assessment processes gives a true evaluation of the learners’ potential”.

### *Accountability*

- merSETA needs to take cognisance of the urgency to implement learnerships and apprenticeships in addressing the skills shortage;
- merSETA should advance inter-departmental cooperation and alignment, adopting a focus on an outcomes-based approach with a clear understanding of the strategic context of the skills shortage in South Africa.

### *Training provider capacity*

This section reports specifically on the perceptions and experiences of Training Providers in respect of their capacity to implement the learnership and apprenticeship system.

### *Nature of relationship with merSETA*

merSETA engages with the college’s curriculum developers and campuses are then informed by the colleges of total intake numbers. The campuses are then responsible for the learning logistical arrangements. The colleges communicate separately with merSETA and Employers. merSETA assigns learners to each college and monitors their progress on a monthly basis. Additionally colleges are required to complete a monthly report which includes a constructive counsel improvement questionnaire.

### *Organisation to accommodate both learnerships and N - courses*

Specific and special arrangements have been made for the intake of learners in respect of facilitators and classrooms. Where learners have been assigned by companies, matric is the required baseline for enrolment. Enrolment type and number is depends on

the selected course with boilermakers, motor mechanics and fitters being immediately accommodated and the available equipment defining the NQF level. The learnership fits in well with the NVC courses; the colleges are running training modules and their own short – term skills training with limited difference between the two bar the level of paperwork required which is perceived as diverting attention and effort from actual teaching.

### *Capacity to offer modules*

Most of the colleges included in the site survey have the required, appropriate capacity and are offering the learnership modules at the correct level, confirmed by merSETA. It is noted that the duration of a learnership is 6 months; however, last year due to the teachers’ strike, this was stretched to 8 months.

In relation to capacity colleges practice the “safety rule” ratio of 12 learners in a workshop to 1 lecturer.

### *Assessment and moderation*

The colleges are guided by the requirements of the SETA. Challenges with assessment have been listed as:

- Evidence is based on limited details that do not provide a broad profile of learner capacity and capability potential. According to facilitators it would be better to conduct assessments at the end of the learnership as one single integrated assessment.
- The assessment administration is too cumbersome and should be streamlined.
- Facilitators have a strong view on the apprenticeships system in relation to assessment, with a specific call for the introduction of an assignment or test mark for each unit standard.

### *Challenges*

The most significant challenges are noted as:

- Human resources: Difficulties experienced in finding and convincing skilled trade test artisans to work for colleges when industry is offering better packages;
- Infrastructure: Issues pertaining to insufficient funding for general equipment and infrastructure are raised, further noting that specific equipment utilised in specific trade is difficult to resource;
- Leadership and N-course: The phasing out of N–courses is seen as problematic, noting that matriculants have traditionally opted to go to college to do N–courses; added to this companies are still looking for N3 graduates.

### **Relationship with employers**

Findings' stemming from case study analysis reveals the following issues, challenges and perceptions:

- No close relationship exists with Employers. The engagement rests only on updates of attendance of registered learners and the subsidy status.
- Subsidies are viewed as problematic by Facilitators who believe they have become a dominate motivator for companies to participate in training as apposed to effective training.
- Companies' primary focus is on the business related activities of production, not training, and therefore they are not always equipped to effectively conduct training with learners who are assigned to tasks not related to training.

### **Follow up of learners post-employment**

It is a challenge for learners after completing NQF Level 2 to find channels for further learning, especially as FET colleges have no authority to liaise with employers post-completion of training.

### **Concerns**

The following summarise the major concerns raised in the case study responses:

- Continuation: Learners are being trained in a particular learnership in the absence of a continuum of training. For example, learners having completed their NQF Level 2 are not employable and should be in a programme that immediately moves to the next level only finishing when an artisan qualification is attained. This would require merSETA to develop a strategy which allows companies to take learners on a three year basis to qualification completion.
- Employers: Currently Employers take on learners for a single learnership conducted over a one year period. As this learner is not yet employable, it is proposed that companies have dedicated mentors who will guide learners to completing the unit standards to the benefit of the learner. This learner is then employable and the companies will have access to a pool of skilled artisans.
- Administration: The learnership is "too paper intensive", with responses stressing that training should be more practical, with all parties, training providers and employers, participating in the development of curriculum.

## **merSETA's capacity to implement the learnerships and apprenticeships system**

In the interview process for this study included engagement with merSETA officials on factors that have influenced the SETA's performance over the last two years.

The general consensus was that a SETA must be seen as a business and not a parastatal. Therefore, the focus has been on developing a business model outlook for the organisation, restructuring to enhance delivery, sharpening the organisation's image, addressing service delivery excellence and implementing good governance. Strategic thrusts were determined giving rise to four main targets, namely;

- 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 acceleration programme has been developed which encourages companies to train an increased number of learners. Further, a service division has been established with incentivised client liaison offices. Incentives to companies have been increased substantially for apprenticeship training. The accelerator programme has been gaining momentum and is advancing on realising the following targets:

- Attainment of the 65% target is required;
- WSPs must be in place;
- Levy payments must be on time;
- A work skills committee must be in place.

Additionally, 2-year MOUs have been drawn up with companies, with the partnerships tasked to deliver 400 000 apprentices over 2 years. It is noted that emphasis is equally placed on small companies, recognising that whilst they have a low uptake of learners they have a very high pass rate.

### **Challenges**

Challenges were noted as:

- Artisans are getting older and younger people need to be inculcated into the importance of technical training;
- Quality assurance is important and therefore an increased emphasise on training assessors is required;
- Provision at FET colleges is crucial and needs to be addressed in order to have sufficient infrastructure to cater for training needs;
- SAKE is required: skills, attitude, knowledge and expertise.



- Along with skills training a positive work ethic must be cultivated;
- Theory needs to be applied in practice in order to acquire the required skills;
- Experts are needed to transfer the necessary skills. If necessary, experts from abroad need to be attracted through tax incentives or tax breaks.

### *Training*

- Innovative ways need to be found to increase number of artisans being trained;
- Simulated learning is required where training resembles the applied reality;
- Curriculum design should be multi-stakeholder informed, with theory aligning to practical work place training;
- 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.

### ***What systems are in place for training providers and employers?***

Guidelines are provided through induction and progress meetings addressing all requirements and training logistics.

merSETA holds quarterly ETQA information sessions and the FET meeting forum discusses developments in respect to quality assurance. It is noted that the relationship between merSETA, employers and training providers has improved.

### ***Success rate: apprenticeship and learnership***

It is indicated that most companies prefer apprenticeships, with a commonly held employer perception that artisans are produced through the apprenticeship system. merSETA, through Indlela, is attempting to shift this mindset.

Drop out rates in learnerships are noted as minimal. Smaller companies, however, do not have training capacity resulting in limited training being conducted. This is in part addressed through partnering with training providers, noting that default rates among training providers requires intervention.

To improve the efficiency of learnership and apprenticeship implementation merSETA is implementing a Notice of Intention system. This means that companies requesting funding will be assessed on a predetermined 5-point criteria system.

A monitoring system is being instituted in respect of grant release that links progressive payments to determined deliveries in order to prevent companies from defaulting.

These measures are being instituted by merSETA in a bid to decisively eliminate corruption, non-delivery and non-payment in learnership and apprenticeship programmes.

### ***Theoretical training***

The importance of theoretical learning is recognised by all stakeholders noting that in the future learners will have to be able to prove that learning has taken place. Equally merSETA understands that they will have to minimise the paperwork required, as they then would not have to rely solely on assessors and moderators.

### ***Female artisans***

There is a scarcity of women throughout the sector which is reflected in the learnership programmes gender uptake rate meaning that this challenge will not be resolved in the near future. merSETA has addressed this issue through engagement with employers who have responded positively through targeted advertising and hosting career days.

It is recognised that this is a shared challenge with limited girl children taking up maths and science at school level with a consequential impact on technical biased sectors. Addressing this challenge, as recognised by merSETA, is "a long process best done in partnerships".

### ***Relationship between merSETA regional offices and headquarters***

A good relationship exists between regional offices and head office, recognising the usual intermittent but universal administrative stresses that occur in organisations with a national presence requiring numerous regional delivery locales.

### ***Challenges***

Challenges experienced and raised from the merSETA internal interviews are noted as:

- Measures to utilise the grant as a tool of monitoring and evaluation is needed, thereby increasing the effectiveness of service delivery and administrative compliance;
- There are not enough training providers, with only four FET colleges in the region (EC) that are engaged in the learnership programme;
- More time must be spent on training, thus mitigating the current practice of production taking precedence over training;
- More efficient internal processes, streamlined administration and quicker response times are required;
- Commitment to training with an increased knowledge about skills development and competency. Alignment is required in respect of the required quality of artisans, including clarity on which FET standards are required and learner needs;

- Managing the human resources practitioner with the necessary skills in regards to coaching/mentoring in order to assess the potential impact of the managers on training.

### **Conclusion**

The learnership and apprenticeship systems are ideal training systems in the upliftment of skills. It is recognised that the challenges faced currently lie mainly in respect to the SETA system, primarily requirements and bureaucracies that are, in the main, a response to prevention of system abuse and corruption. This however has had a negative impact on both merSETA and Employers who are

neither abusing the system, nor delivering poor training services. The principal challenges identified for intervention in respect of the learnership programme are the level of required paperwork, the bureaucratic red tape, the slow processing pace and the limited training period which remains orientated towards the theoretical.

The majority of study participants believe that the apprenticeship system is better because if a person is employed over a certain period, they have security of employment and are more inclined to excel in training.

# Annexure

## ANNEXURE A: 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.

### 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 (Boilermaker)	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 Air-conditioning, Refrigeration and Ventilation: NQF Level 2	174	23	61	258
National Certificate in Air-conditioning, Refrigeration and Ventilation: Level 2 (Reviewed)	128	108	10	246
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 Air-conditioning, 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 Air-conditioning, Refrigeration and Ventilation: NQF Level 3	40	18	11	69

Learnership	Number			
	Completed	Registered	Terminated	Total
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
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

Learnership	Number			
	Completed	Registered	Terminated	Total
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 Air-conditioning, 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 Air-conditioning, 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
<b>Total</b>	<b>9 730</b>	<b>7 489</b>	<b>4 278</b>	<b>21 497</b>

## ANNEXURE B: Apprenticeship enrolments by completion status and apprenticeship name

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

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
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

Apprenticeship name	Number				Column %				Row %			
	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total	Completed	Registered	Terminated	Total
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 for both data sets: HSRC's calculation using data from merSETA, March 2008

