Employment and Learning Pathways of Learnership Participants in the NSDS Phase II

EDUCATION, SCIENCE AND SKILLS DEVELOPMENT RESEARCH PROGRAMME

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LIST OF ACRONYMS

DoL	Department of Labour
HSRC	Human Sciences Research Council
Jipsa	Joint Initiative on Priority Skills Acquisition
MIS	Management Information System
NLRD	National Learner Record Database
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

LIST OF SETAs

AgriSETA: Agricultural Sector Education and Training Authority

CHIETA: Chemical Industries Education and Training Authority

CTFL SETA: Clothing, Textiles, Footwear and Leather Sector Education and Training Authority

CETA: Construction Education and Training Authority

BankSETA: Banking Sector Education and Training Authority

ESETA: Energy Sector Education and Training Authority

ETDP SETA: Education, Training and Development Practices Sector Education and Training Authority

FASSET: Financial and Accounting Services Sector Education and Training Authority

FoodBev SETA: Food and Beverages Sector Education and Training Authority

FIETA: Forestry Industries Education and Training Authority

HWSETA: Health and Welfare Sector Education and Training Authority

ISETT: Information Systems, Electronics and Telecommunication Technologies Sector Education and Training Authority

INSETA: Insurance Sector Education and Training Authority

LGSETA: Local Government Water and Related Services Sector Education and Training Authority

MerSETA: Manufacturing, Engineering and Related Services Sector Education and Training Authority

MAPPP: Media, Advertising, Publishing, Printing and Packaging Sector education and Training Authority

MQA: Mining Qualifications Authority

PSETA: Public Service Sector Education and Training Authority

SASETA: Safety and Security Sector Education and Training Authority

Services SETA: Services Sector Education and Training Authority

THETA: Tourism and Hospitality Education and Training Authority

TETA: Transport Education and Training Authority

W&RSETA: Wholesale and Retail Sector Education and Training Authority

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Introduction

RESEARCHING THE EMPLOYMENT PATHWAYS OF LEARNERSHIP PARTICIPANTS

INTRODUCTION

It is striking that the period in which learnerships have been implemented is very short – seven years. The challenges of creating a new skills development system based on the old fragmented and unequal system of 'manpower training' are vast. Empirical evidence on the pace, catalysts and constraints on the achievement of learnership targets is critical to address these challenges more effectively and efficiently.

Hence, in 2004, Jennings, Everatt and Smith were commissioned to conduct research for the Department of Labour (DoL) with the aim of evaluating the internal and external efficiency and effectiveness of learnerships, and to assess their impact on the labour market outcomes of beneficiaries. In 2006 the DoL requested the Human Sciences Research Council (HSRC) to do a repeat study. The brief for the HSRC study was very broad: to undertake a study that evaluated the effectiveness of learnerships in terms of internal efficiency and the labour market outcomes of learnership participants.

A focus on effectiveness

There has been considerable debate and concern about how to assess the efficiency and effectiveness of learnerships. These two dimensions are distinct, but not separable.

- Efficiency is related to the internal workings and quality of the learnerships, and to how well they are organised and function in terms of the legislated mechanisms and procedures, Sector Education and Training Authority (SETA) capacity as well as employer, training provider and stakeholder capacity.
- Effectiveness, on the other hand, is related to the external impact of the learnership, in terms of the extent to which programmes equip participants to enter or advance through the formal labour market, advance to self-employment or to further education and training opportunities.

The question faced by the HSRC research team was whether to focus on investigating efficiency, effectiveness or both.

Much of the research to date has focused on internal efficiency issues to find ways to make learnership programmes and SETAs 'work better' (HSRC 2005, Grawitzky 2006, Davies and Farquahrson 2005, Louw 2005, Dube 2003, Singh 2002). The work of Jennings et al. (2004) remains the most systematic attempt to evaluate learnerships across the entire

system, but methodological problems (discussed in section 1) meant that their study focused primarily on internal efficiency issues.

Government's own reflection on National Skills Development Strategy (NSDS) Phase I, the emphasis of NSDS Phase II, and researchers' investigations of the experiences of learnership thus suggest that there is a research gap. To date, understanding of the potential impact of learnerships is mostly indeterminate. There is a critical lack of data on the scale and number of learnerships in different sectors, at different National Qualification Framework (NQF) levels and in terms of equity distinctions. Such information is needed on a reliable and accurate basis. The employment status of many learnership participants is not known, nor their motivation for studying and moving within the learnership system, nor the different possible pathways open to them or the way that they traverse these. There is scope and need for systematic large-scale research in South Africa that focuses on the effectiveness of learnerships, on the range of labour market outcomes across the SETA system.

The focus of this HSRC research is thus on investigating the extent and ways in which learnerships are equipping the employed to advance through the formal labour market with enhanced skills and capacities, or equipping the young unemployed to find jobs, or create self employment, or to advance to further education and training. Such empirical research requires a clear focus on the experience of individual participants in learnership programmes, rather than on the programmes themselves or on the SETAs that host them.

A framework of pathways

It became evident that the learnership experience was not linear for most participants. Learnerships did not proceed automatically and neatly on a logical path in the same way for individuals and groups across the system. There are a wide range of possible experiences and outcomes that need to be investigated. For instance, some participants had completed a learnership at a higher level, but because they were unable to find employment in a related field, entered a second learnership at a lower NQF level in another field in which they believed they were more likely to access jobs. Another instance is where learners could not enter the labour market until they were sufficiently qualified through pursuing a series of learnerships at successive NQF levels. We found participants who experienced that completing the learnership enabled them to get a job within the industry and occupation they desired, and others who ended up taking jobs totally unrelated to the field within which they had prepared themselves.

The notion of 'pathways' appeared a promising analytical tool. The language of 'pathways' was first used in the Australian context by Finn (1991). Extensive research has been conducted on the learning and employment 'pathways' of individuals, of which the longitudinal surveys of Australian Youth by the Australian Council for Educational Research are one of the best examples. Here, in the face of evidence that pathways are not linear, a number of concepts were developed. The term 'crazy paving' has been used, to describe a range of pathways from 'erratic' to 'merging', 'tangential', 'parallel' and 'swirling' (Harris & Rainey 2006). These studies attempted to understand the reasons why learners choose specific pathways, what their experiences in these pathways are, and what the outcomes of these pathways are.

Therefore, after considerable initial preparatory work and 'reality testing' that included a scoping phase, a pre-pilot and a pilot phase, empirical research for the HSRC study was focused strongly on investigating learnership 'pathways'. This would allow the empirical research to describe analytically the movement within and through the learnership system in their various forms, whether to completion, discontinuation, ongoing study, employment or unemployment.

1 DESIGN OF THE HSRC STUDY

The empirical study differs from that of Jennings et al. (2004), in its focus on the employment and learning pathways of individual learnership participants. The DoL 2004 'baseline' study nevertheless provided a methodology for surveying learners that was carefully explored (Jennings et al. 2004).

Given the emergent state of development of learnerships at that time, the 2004 survey was limited in scale and coverage. As a result of methodological difficulties, for instance, the realised sample was skewed towards only a few SETAs (FASSET, ISETT and INSETA) that offered learnerships at high-skills levels in professional fields.

Some of the methodological problems the 2004 researchers experienced related to the following:

- The lack of response on the part of SETAs to data requests
- Data not provided timeously within the period allocated for the survey
- The quality of data provided by SETAs to access learners and employers was neither comprehensive nor consistent
- Constructing a survey sample frame from this data was difficult
- Incomplete and incorrect learner contact details
- Inadequate information on learners who completed their learnership
- Difficulties in tracing unemployed (18.2) learners

A key design goal for the HSRC study was thus to develop a methodology that would extend the scale and coverage of the survey, to all SETAs and a wide range of learnership participants, both employed (18.1) and unemployed (18.2), and enrolled for programmes at the low-, intermediate and high-skills levels.

The HSRC design included three inter-dependent and sequential empirical components that would facilitate the focus on employment and learning pathways and minimise methodological constraints:

1. A **total population** database was developed as a foundation for the study. The aim was to develop a comprehensive database of all learnership programmes and registered learners for all 23 SETAs. This database was analysed to reflect the shape of the learnership system overall since its inception. It was possible to describe the shape of the system in terms of NQF levels, programmes and sectors, and to describe the demographic profile of the total population of learnership participants in terms of gender, race, age, disability, and geographical distribution under NSDS Phase I and NSDS Phase II. The database had an important methodological purpose: it provided

contact details for participants, and formed the basis from which the sample was drawn for the second empirical component, a telephonic survey.

2. **A telephonic survey** of a random sample of participants was conducted to trace the learning and employment pathways that result from learnerships. The survey data provided a demographic profile of participants. It determined the learning and employment status prior to the learnership, the motivation for entering the learnership and the completion status (whether a participant is currently registered, has completed or terminated the learnership). It focused on the different possible labour market and educational outcomes of participants. For example, if an 18.1 participant has completed the learnership, the survey questioned whether there has been any progression in their employment status. Or if an 18.2 participant has completed the learnership, the survey determined whether or not they have been successful in accessing a job, and if so, in what ways, and if not, why not.

3. **In-depth interviews** with learners undertaking learnerships at the low-, intermediate and high-skills levels, with distinct employment outcomes served to deepen the analysis of pathways revealed in the survey. For instance, interviews were held with participants at NQF Levels 1–3 who were unemployed before enrolling for a learnership and are still unemployed after completion of the learnership. The qualitative data gained from these in-depth interviews enhance the survey insights on the employment outcomes of learners.

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

2 METHODOLOGY

An overall description of the methodology is offered here. More technical and in-depth accounts on specific components and phases of the methodology are presented in the three technical reports that follow.

Figure 1 depicts how the three components of the study were planned and executed in six interlocking phases over the life of the project, from August 2006 to March 2008. The five data-gathering phases will be described in turn.

2.1 Phase I: Scoping phase (August to November 2006)

Methodologically, it was necessary to create the most accurate and comprehensive database possible of the population of learnerships, in order to draw a representative sample, and to create an accurate and reliable contact database of learnership participants.

At the time the research began in August 2006, a reliable and accurate management information system was in the process of being implemented across the 23 SETAs. A uniform and consistent system for monitoring and evaluation was still in its infancy. To deal with potential methodological constraints, a scoping or preparatory study was undertaken. Initiated on 1 August 2006 and largely concluded by 31 October 2006, the scoping phase was critical in laying a solid foundation for the study.

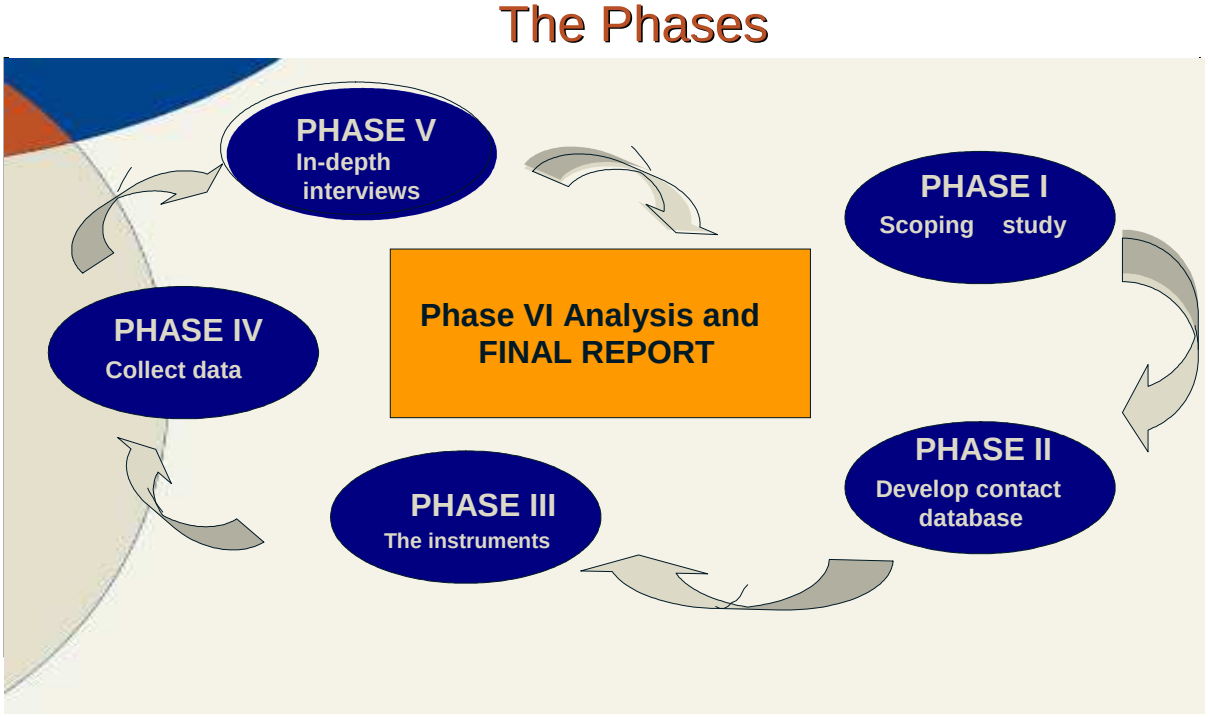

Figure 1: The phases of the study.

The scoping phase was designed with multiple aims in mind:

- To initiate SETA contact and acceptance of the project's validity and significance for SETA work
- To determine the quality and availability of SETA electronic databases and initiate the process of accessing this data as a foundation for developing a contact database for survey administration
- To determine the focus and coverage of the study through examining what the DoL and the SETAs consider to be areas of concern and where there was a lack of information in respect of learnerships

A series of meetings and informal interviews were held with the DoL Sector Liaison Officers and the Monitoring and Evaluation Unit, as well as the 23 SETAs. These meetings had the purpose first, to clarify the focus of the study and ensure the collaboration of these key stakeholders. Second, they were essential to assess the state of each SETA's learner contact database in terms of completeness of data. Third, the meetings aimed to initiate the process of obtaining records of learners from each of the SETAs.

It was evident from this consultation process that SETAs welcomed such a study, but that they had an array of concerns ranging from data problems to policy and governance issues.

Sixteen of the SETAs were deemed to have good electronic databases, many created by DeLoittes, PRAXIS or Datanet on their behalf. Two SETAs had good manual systems, or good electronic systems that were not yet up to date following SETA mergers. Five

SETAs were deemed to have poor electronic or manual databases or management information systems.

The SETAs were all provided with a template in MS Excel to guide them in extracting the data required by the HSRC. The template contained the specification of the required data fields for learnerships and apprenticeships. In addition the HSRC research team conducted extensive internet searches on the websites of the DoL, the SETAs and the South African Qualification Authority (SAQA) to obtain supplementary data. During this process considerable information about the range and levels of learnership qualifications and accredited training providers was gained.

The key outcome of this phase was a report analysing the status of the learnership databases across the sectors, completed in November 2006 and presented to the DoL steering committee. More important, was the establishment of working relationships across SETAs and a process to overcome the constraints of poor SETA database systems.

2.2 Phase 2: Developing a consolidated learner contact database (September 2006 to March 2007)

The basic task of this phase was to develop and consolidate a database of the population of learnership participants under NSDS Phase II.

The process of data collection to populate the comprehensive learner contact database continued till 31 March 2007. This period was necessary to ensure that contact data were obtained from all 23 SETAs. This achievement was a result of extensive persistence on the part of the research team, and a great deal of goodwill on the part of SETA managers and their staff.

The consolidation of the data into one database was made extremely difficult and time consuming by the fragmented format in which the HSRC received it, as well as the diverse electronic software in which it was packaged. The data differed in structure, content and quality, and only in a minority of cases was it submitted according to the specifications provided. The received data went through two refinement processes that led to one consolidated relational database. These processes are described in detail in Technical Report I.

The verification of the data contained in the consolidated learner contact database was the next step. The research team made numerous attempts to ensure the comprehensiveness and correctness of the data. These include inter alia:

- calls to the SETA contact persons, the DoL Sector Liaison Officers, SETA IT service providers and other SETA staff members
- attempts to acquire lists of learners who had completed their learnership qualifications from the DoL
- consultation with SAQA on their National Learner Record Database (NLRD)
- directly contacting the training providers of the SETAs requesting more updated learner telephone contact details
- using updated information such as the learner demographics, learner status, telephone details, etc. after the piloting of the instrument was completed.

Contact details considered valid for the study could be a home telephone number, a cell number, the telephone number of the training provider or a work phone number. Table 1. describes the total learnership contact database, divided by NSDS Phase.

Table 1: Distribution of learnership registrations by NSDS Phase I and Phase II.

NSDS Phase	Number of learners
NSDS Phase I	164 224
NSDS Phase II	73 638
Commencement date not indicated	5 867
Total	243 729

Source: Learnership Contact Database May 2007 (NSDS Phase I and Phase II)

The comprehensiveness of the database means that in and of itself, it is a major resource for describing the 'size and shape' of the learnership system.

Hence, the outcomes of this phase were:

- A technical report on the analysis of the NSDS Phase II population of learnership registrations contained in the database. This analysis only referred to the characteristics of learners as they *entered* into learnerships. The data on completion status was not found to be reliable.
- A consolidated and reliable learner contact database of all learnership participants since the inception of the National Skills Development Strategy (NSDS).
- A random sample drawn from the learnership participants registered in the first year of the NSDS Phase II, from April 2005 to March 2006. The sampling process is described in detail in Technical Report I.

2.3 Phase 3: Development of instruments (November 2006 to March 2007)

The third phase of the study focused on a process to develop a survey instrument. It had five main steps.

First, was the conceptual development of an instrument for the survey of learnership pathways. Initially, this drew on the instruments from the 2004 study of the DoL, HSRC studies of learnerships, as well as on HSRC tracer studies conducted in the FET college and higher education sectors. The instrument would need to include demographic information; it would need to filter those who are currently enrolled, and those who had terminated or completed their learnership; and it would need to focus on post-learnership employment outcomes.

Given the scale and nature of the target population, it was proposed to develop a very short, focused instrument. Initially, separate interview schedules were developed for those who had completed, terminated or were currently registered. Each schedule was very comprehensive and very long. At this point, a decision was taken in consultation with the DoL, to conduct a telephonic survey, rather than a postal survey. The cost of a telephonic survey made the issue of the focus and length of the instrument even more critical.

Second, the draft instrument was submitted to the process of a SETA consultative workshop for comments and approval. A number of critical issues were added as a result, for instance, the importance of migration between provinces.

Third, simultaneously, the entire study (including the interview schedule for the telephonic survey) was submitted to the HSRC Research Ethics Committee for ethics approval.

Fourth, the research team embarked on a process of piloting the instrument for the survey, to determine the validity of the items, and to inform the most effective mode of administration by cellular telephone. A particular concern was the length of time required for the interview. The aim was to develop an instrument that could be administered in 15 minutes with participants who may not be first language speakers.

A novel user-friendly electronic capturing tool was developed for ease of use during the telephonic interviews.

The draft instrument and capturing tool were then piloted formally. Considerable refinements were made to the items, to the technical layout and to the language – all of which impacted on reducing the time required. A second pilot process of unstructured interviews was undertaken, using a set of five common questions. This proved invaluable in framing the study as a whole in a positive direction, in underscoring and reinforcing the value of the focus on pathways.

The instrument and capturing tool were revised based on the insights of the pre-pilot and pilot, and were then subjected to a final pilot with fresh interviewers who were not familiar with it. Through this rigorous process, the instrument was refined to a point where it was possible for a trained interviewer to administer an interview in an average of 15 minutes. The survey instrument is included in the Appendix at the back of this publication.

2.4 Phase 4: Conducting the survey (June to September 2007)

A decision was required as to the most effective means of administering the telephonic survey. After due consideration of the option of in-house administration, the decision was taken to out-source it, subject to the careful training and preparation of operators, and to constant monitoring of returns in relation to key categories.

An HSRC tender process was initiated to identify suitable multilingual operators, familiar with skills development programmes and learnerships, to administer the telephonic survey.

The following tasks were conducted by the project team throughout the period of administration of the telephonic survey, from June to September**:**

- Training the service providers' operators to conduct telephonic interviews, including the preparation of an 'operational manual'
- Drawing a sampling frame for the service provider and providing lists of names and contact details
- Monitoring returns weekly to check for sampling bias
- Statistical analysis of final returns to check for sampling error

The final sampling frame included 50 344 learnership registrations. The final realised sample in September 2007 was 6 819.

2.5 Phase 5: In-depth interviews (October to November 2007)

The major aim of the third component of the study was triangulation, to obtain in-depth information and insight into the impact of learnership opportunities on the labour market outcomes of beneficiaries. An opportunity sample was drawn of learnership participants who had indicated during the telephonic survey that they were willing to take part in a longer and more in-depth interview.

The sample consisted of a set of learners drawn from each of low-, intermediate and high-skills levels, stratified to include:

- those who were unemployed at enrolment but had gained access to employment after completion or termination of their learnerships
- those who were unemployed at enrolment and could not get access to employment after completion or termination of their learnerships
- those who were employed at enrolment and stayed on at the employers or found a job at another employer

3 STRUCTURE OF THE REPORT

This report has an unusual structure. It consists of a portfolio of three technical research reports, one for each of the three components.

Technical Report I provides a descriptive analysis of learnership participants across the system, drawing on the contact database compiled by the HSRC with the cooperation of the SETAs. It provides an analysis of the total population of participants in the learnership system in terms of employment status, NQF levels, programmes and sectors, and the demographic profile of the total population of learnership participants.

Technical Report II contains the methodology applied to conduct a telephonic survey of approximately 7 000 learnership participants, and analyses key demographic trends and employment pathways, such as migration, progression, preparation for employment. It analyses the labour market outcomes of those who completed the learnership as opposed to those who have terminated before completion, and considers the experience of those who have proceeded to further learning programmes.

Technical Report III describes the qualitative methodology used to conduct in-depth interviews with selected learners to complement and deepen analysis of the trends identified in the survey. It considers the differential experience of those who were employed and unemployed, in low-, intermediate and high-level skills sectors.

Technical Report I

DEVELOPING A DATABASE OF LEARNERSHIP PARTICIPANTS

INTRODUCTION

This report provides an analysis of the total population of participants in the learnership system in terms of employment status, National Qualification Framework (NQF) levels, programmes and sectors, and the demographic profile of the total population of learnership participants. It does so by presenting the methodology used and the key findings from the data. It concludes by sharing the methodological lessons learned and making recommendations as to how the methodology can be improved in the future.

The report consists of three sections. The first section reflects on the methodology that was used for the first empirical component of the study, which is to create the Learnership Contact Database. It describes the main activities conducted, from the initial meeting with each Sector Education and Training Authority (SETA) until the establishment of the database.

The second section provides an analysis of the total population of participants in the learnership system in terms of employment status, NQF levels, programmes and sectors, and the demographic profile of the total population of learnership participants.

The third section describes the lessons learned by the HSRC team in how to approach the sampling activities in the survey. It also provides some recommendations to the DoL and SETAs.

1 METHODOLOGY

1.1 Initial meetings with SETAs

The first step was to undertake a scoping study, during which a series of meetings and informal interviews were held with staff in the Department of Labour (DoL) and the 23 SETAs. These were conducted with a dual purpose:

1. To consult with the various Sector Liaison Officers in the DoL and with relevant staff in the SETAs to ensure collaboration over the lifetime of the project and, importantly, to identify issues relating to the internal and external efficiency of learnerships that the stakeholders wanted to see addressed in the study.
2. To inform the design of the study by scoping the state of the SETA learner contact databases, and to begin the process of obtaining records of learners from each of the SETAs.

In relation to the second purpose, the initial meetings with the SETAs were thus also a means to discuss the availability and accessibility of SETA electronic data. Data in this

format was required by the HSRC project team to build a unified contact database, foundational for the process of administering the study survey to a sample of learners that was set to start on 1 June 2007.

During these initial meetings primary contact persons with whom the HSRC team could liaise on managerial and general issues were identified at each SETA. A second contact person, who was responsible for dealing with all the data related requirements and queries, was also appointed at each SETA. In some instances the primary contact and the database contact was the same person.

The initial meetings were conducted during the first three weeks of September 2006. The times and dates of the meetings are displayed in the schedule in Table A1 in the Annexure. Two representatives from the HSRC were present at each meeting. All meetings were successfully conducted as per the scheduled times, and in some cases more than six people from a SETA attended the meeting. Table A2 in the Annexure, displays a list of the names of the SETA representatives who attended the initial meetings, while Table A3 provides an overview of the persons identified by the SETAs as being the database contact persons – some of whom are employed by the respective SETA's service providers rather than by the SETA itself.

Finally, discussions during these initial meetings highlighted the uniqueness of each SETA with regard to their types of learnerships, training providers, employers, MIS systems, record keeping methods, operational activities, etc. They also provided clarity about what could and could not be obtained from the SETAs, and that indicators such as learnership pass rates and through put rates weren't accessible at the SETAs.

1.2 Data and information requests

Following the initial meetings with the SETAs, they were all provided with a template in MS Excel to guide them in extracting the data required by the HSRC. The template contained the specification of the required data fields for learnerships and apprenticeships. Two of the worksheets in the file referred to learnerships and the other two referred to apprenticeships. The data on learnerships was required to the level of the learner unit whereas the data on apprenticeships was required in a summarised table format.

Table A4 in the Annexure provides the field specification of the required learnership data. Since the main focus of the data gathering process was to create a contact database of learners from which to administer the main study survey, most of the required fields focused on telephone numbers, and physical and postal address contact details. Employer and training provider contact details provide potential alternative means of contacting learners. Finally, the importance of the additional demographic and qualification related information for each learner is in being able to individually identify each learner, and in allowing the database to be analysed in respect of these characteristics at aggregate levels.

Other information that was requested from the SETAs included:

- Lists of all learnership qualifications registered by the SETA, their current activity status and review dates. Included in this was the request to indicate which learnership qualifications were new, which were conversions of previous apprenticeships and which were running parallel to similar apprenticeship qualifications as these factors were likely to have an impact on comparative efficiency levels of the learnership programmes themselves

- Basic information about apprenticeship qualifications – i.e. those available in 2000 as compared with 2006 – and the extent to which the introduction of the learnership system has impacted on the range and activity of apprenticeship qualifications
- Specific apprenticeship and internship data required over the period 2000–2006:
    - Annual number of first year newly-indentured apprentices
    - Annual total number of apprentices undergoing training (i.e. everyone from their first to final years)
    - Annual number of apprentices qualifying as artisans each year
    - Annual enrolments by vocational field, e.g. fitters and turners
    - Annual numbers of those that achieved their apprenticeship via Section 28 (i.e. recognition of prior learning (RPL) and direct to Trade Test rather than formal apprenticeship registration)
- An electronic version of the Sector Skills Plan 2005–2010

Concurrent to the process of SETAs extracting their data, the HSRC team conducted extensive internet searches on the websites of the Department of Labour, the SETAs and the South African Qualification Authority (SAQA). This was done in order to obtain supplementary data and much information about the range and levels of learnership qualifications and accredited training providers was gained in this way.

1.3 Data-gathering phase

After the commencement of the data-gathering phase, extensive communication and follow-up activities between the HSRC and the SETAs took place. The SETAs were very cooperative and willing to assist where possible. Although these dealings were mainly via telephonic discussions and electronic mail, the HSRC also met with SETAs where such needs arose. For example, additional personal meetings between the HSRC project team and MAPPP Seta, CHIETA and AgriSETA were undertaken to assist them in the data extraction process so as to improve the overall quantity and accuracy of their contribution to the contact database.

Despite the agreement on dates of data delivery, the receipt of requested information, even from those SETAs with good electronic systems, was hampered by a number of factors including: illness and unavailability of key SETA staff; limited time and technical capacity at SETAs to undertake the task of specific data extraction (despite sophisticated systems); and the holding of key data outside of the SETAs with other ETQA bodies such as professional councils. These were in addition to the anticipated problems arising from the limited electronic systems at certain SETAs and the poor overall information management systems at others. Furthermore, submission of requested information was generally 'patchy' as a result of the delegation of responsibility for submission to various members of SETA staff. Follow up therefore involved keeping strict records of what had/had not yet been received, and which person and at which SETA was responsible for the submission. Another aspect of the follow up, closely related to the work of data review and cleaning, was to identify gaps within the submitted data and to establish if these were the result of unavailable information or the result of accidental omission on the part of the SETA and that could be overcome through the use of alternative/additional sources of information at their disposal.

In many cases it was discovered that the data contact person at the SETA was not able to or not in a position to provide data in the required format. In all of these cases the HSRC was referred to their IT service providers, who extracted the required data from their systems. It was found that Deloitte Consulting Pty Ltd and Praxis were the two main SETA IT service providers. Deloitte Consulting Pty Ltd provides IT services to FASSET, W&RSETA,

BankSETA, INSETA, AgriSETA and FIETA. Praxis manages the data of MQA, SASETA, LGSETA, FoodBev and recently also started to manage ETDP SETA's data. A company called ITaware manages the database systems of CHIETA, TETA and the SERVICES SETA. ESETA has their own data record-keeping system in MS Excel. ISETT, CETA and HWSETA have good internal electronic systems, and while CTFL do not have a very good electronic database, they mobilised their excellent manual administration system to obtain the required information. THETA, although having centrally housed data, has a poor data management system. Thus despite high expectations, the quality of contact information such as telephone contact details was poor. Difficulty was also experienced in acquiring MAPPP-SETA's data as they had recently contracted a new IT service provider and were in the process of populating their new system with their historic as well as their new registrations. After some delay they requested their previous service provider to extract the required information from the so-called 'CreateSA' database, which houses their historic data. PSETA has no centralised electronic system in place at all. It was reported that each of their learnership administrators have their own MS Excel spreadsheet system.

Overall the process revealed that no relationship exists between having a good electronic system and being able to provide complete, updated and accurate data. It is the dedication with which the data on the system is being kept updated that makes the difference.

During the data-gathering period, the HSRC team received 211 electronic mail messages from the SETAs which calculate to an average of roughly nine messages per SETA. Table A5 in the Annexure, shows the number and dates of the submissions, the number of files submitted by the SETAs and the size of the submissions in megabytes. The HSRC received data over a seven-and-a-half month period that stretched from 5 September 2006 until 16 April 2007. The total size of all submissions was 2.6 gigabytes.

Figure 1 gives a representation of the spread of the submissions over this period. The HSRC received 58 submissions of data in total, which included 149 files that varied in electronic format type. The submitted files came from many different software programs such as MS Excel (.xls), MS Word (.doc), Text files (.txt), Adobe Acrobat (.pdf), MS Access (.mdb) and optical recognition file format. This range is an indication of the existence/non-existence of a centralised database management system at the SETAs.

The prolonged period of submission was not ideal primarily because it created inconsistencies across SETAs with respect to the cut-off date of data. For example, if SETA A provided data for all learners that registered in a learnership until the day they submitted on 5 September 2006, while SETA B did the same but submitted on 16 April 2007, seven-and-a-half months' worth of registrations for SETA A are not included in the database when compared with SETA B. The reality is not as extreme as this example since many of the later submissions were just enhanced data sets of previous submissions, however the contact database does contain an element of imbalance in the data due to variations in SETA data cut-off dates.

Inconsistency in recent data has also been caused by the fact that most of the SETAs' training providers make use of different IT service providers to upload their data of newly registered learners to their management information systems (MIS), with these uploads happening at varying time intervals. Finally, the learnership registration dates also differ from learnership to learnership and SETA to SETA.

Notwithstanding the abovementioned inconsistencies, it is the belief of the HSRC research team that the contact database, containing as it does a considerable number of records of

actual names and ID-numbers of participants in learnerships, is an invaluable source of information and needs to be built on into the future.

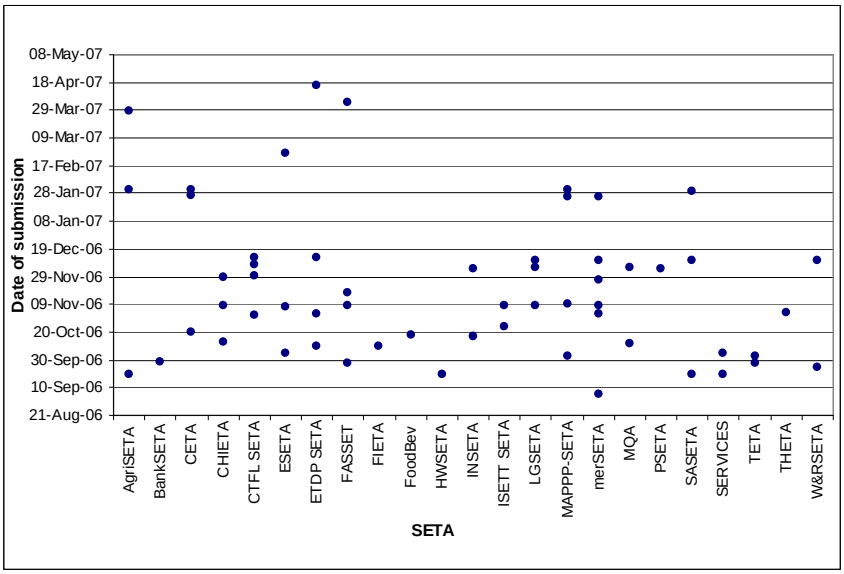

Figure 1: Distribution of data and information submissions by the SETAs by date

1.4 Data management and manipulation phase

The consolidation of the data into one database was made extremely difficult and time consuming by the fragmented format in which the HSRC received it as well as the diverse electronic software in which it was packaged. The data differed in structure, content and quality, and only in a minority of cases was it submitted according to the specifications provided (see Table A4 in the Annexure). The received data went through two refinement processes, which are illustrated in Figure 2.

During the first process (top rectangle in Figure 2) each SETA's different data tables were re-formatted to fit into the main MS Excel template where possible. As already mentioned, the data was packaged in many different software programs [MS Excel (.xls), MS Word (.doc), Text files (.txt), Adobe Acrobat (.pdf), MS Access (.mdb) and optical recognition file format] and had to be converted into MS Excel format before it could be imported into MS Access, the final required format. In many cases the SETAs did a 'data dump' from their systems, which then included all their available data rather than the specific information required and the HSRC team then had to search through the data and only select the core required data fields. The result of this process was 23 SETA databases that were partly standardised. The HSRC captured and saved every bit of information received from the SETAs to these individual databases.

The second data management process (bottom rectangle in Figure 2) involved intensive data manipulation such as coding of key fields, standardisation of variables and content, normalization of data tables, application of business rules as part of the standardisation process and data cleaning. The result was one consolidated relational database in which core data tables are related to individual SETA tables.

After all the SETAs' data was consolidated into one data table, but before the data was related to the registered learnership list, the total number of learners added up to 323 096. During the data cleaning phase it was discovered that a few SETAs had included learners

that were enrolled in other skills development programmes and thus their records weren't relevant to this study. These records are still in the system but their status was changed to 'invalid'. It was also found that 1 155 learners were duplicated in the system. Their status was also changed to 'invalid', bringing the total of invalid entries to 79 367.

The total number of valid learnerships currently on the system is 243 729. Notably, the database contains slightly more learners in the NSDS Phase I than was previously reported by the SETAs and published by the DoL.[1]

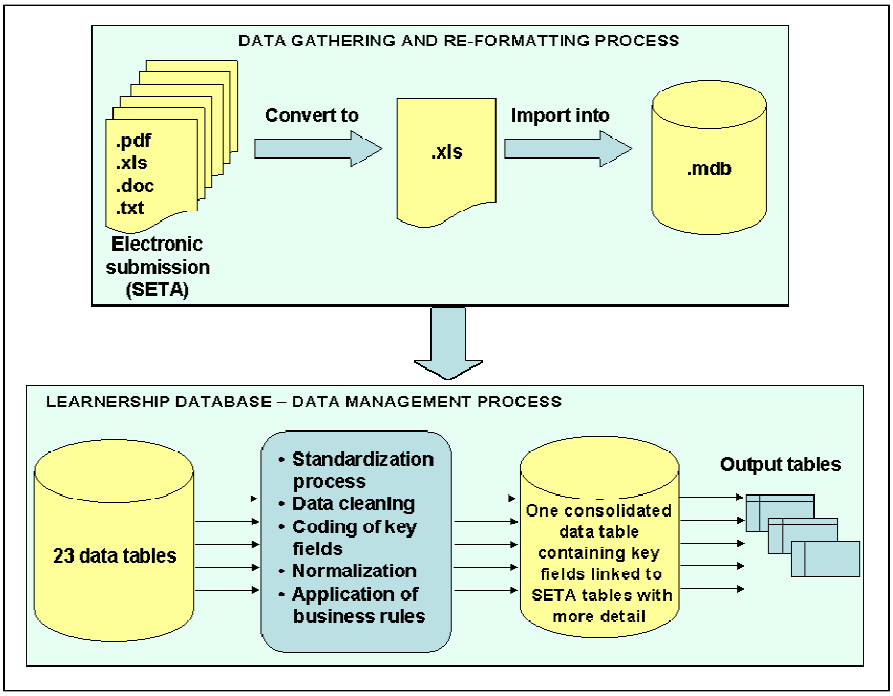

Figure 2: Data-gathering, re-formatting and managing processes.

1.5 Data verification

In an effort to enhance the quality of the data, the HSRC made numerous follow-up calls to the SETA contact persons, the DoL Sector Liason Officers, SETA IT service providers and other SETA staff members. The HSRC also administered three phases of piloting through which much information such as the learner demographics, learner status, telephone details, etc. could be verified. These piloting phases confirmed the team's notion that the 'completion status' field of the contact database was inaccurate.

In seeking to improve the accuracy of this field, the HSRC also investigated the possibility of acquiring lists of learners who had completed their learnership qualifications from the DoL after they were informed of the availability of such a source at a DoL Steering Committee meeting on 23 February 2007. After many interactions with officials at the DoL, it was however established that such a list does not exist. It was found that the data kept by the DoL came from the SETAs in summarised format and was gathered during an audit that was conducted in 2005.

During the workshop with representatives of all 23 SETAs that was held on 6 February 2007, the HSRC team raised its concern about the extent of the gaps and missing values in the database. The SETAs suggested consultation with SAQA on their National Learner Record

[1] Annexure, Table A6 provides more detail on the differences in the DoL reported data and the contact database figures.

Database (NLRD) as a means to try and fill these data gaps. A team member met with Yvonne Shapiro, the Director of SAQA's NLRD unit who confirmed that while SAQA could provide data on learners who had completed their learnerships, the data would only be ready and available from June 2007.

At a Joint Initiative on Priority Skills Acquisition (Jipsa) meeting held on 4 May 2007 it was reported by Yvonne Shapiro that the NLRD contains roughly 17 000 learners qualified in learnerships. The HSRC hopes to acquire the detailed data from SAQA as soon as it is available and thus improve the quality of the 'learner completion status' field in the contact database.

Another attempt at improving and enhancing data quality was a process whereby HSRC researchers directly contacted the training providers of the SETAs to request more updated learner telephone contact details. Initially only THETA and MAPPP-SETA's training providers were targeted since these were the SETAs with the largest gaps in their data. Later on, however, the ten training providers with the highest number of enrolments each of all the other SETAs were also contacted. The response rate of the training providers was not as good as expected, but through this effort the data of 935 learners could be updated.

2 DESCRIPTION OF THE TOTAL LEARNERSHIP POPULATION

This section of the report analyses the population of learnership registrations contained in the contact database. It attempts to describe the characteristics of participants in learnerships, according to the data profile supplied by the SETAs. Although the HSRC went to extra lengths to fill as many data gaps as possible, there is still room for data quality enhancement. Some variables in the database are more complete and more reliable than others. For instance, while working with the data it was established that the information concerning the completion status of each learner in the system wasn't reliable. Therefore, it was not possible to determine with total certainty how many learners completed their learnership qualification, terminated it or are still registered and therefore no pass rates or through-put rates could be calculated from the available data.

Thus, this section only describes *the characteristics of learners who entered into learnerships* according to the data recorded in the Learnership Contact Database as on 28 May 2007.

2.1 Indicator development to structure data for analysis purposes

Before any data analysis could be done the HSRC had to find a way to divide the records between the two National Skills Development Strategy (NSDS) phases. The only field in the database that could provide substance to generate an indicator for the NSDS phases was the learnership commencement date of each learner. It was decided to use the initialisation date of the second phase of the NSDS as the division date. Hence if a learner commenced his/her learnership before 1 April 2005 this learner was classified as a NSDS Phase I learner and if a learner commenced his/her learnership studies on or after 1 April 2005 this learner was classified as a NSDS Phase II learner. Although the first NSDS phase was launched by the Minister of Labour on the advice of the National Skills Authority (NSA) in February 2001, with targets to be achieved by March 2005, many of the apprenticeships or internships that learners were involved in were converted to learnerships. This situation explains the occurrence of NSDS Phase I learners with commencement dates of before February 2001.

2.2 Extent of duplication in the database

As already mentioned, there were 1 155 invalid duplicated entries on the system. These records are still on the system but their status was changed to 'invalid'. In relation to the total population of participants in learnerships, the duplication rate was insignificantly small and acceptable at less than 0.5%, but when the individual SETAs where the duplication occurred were considered, it was clear that ISETT SETA had quite a number of duplicated records with almost one out of every ten learnerhips duplicated. The extent of duplication in the other SETAs' databases was insignificantly small as is evident in Table 1.

Table 1: Number and percentage of cases where learners were duplicated in the database.

SETA	Number of duplicated entries	Total number of learnerships	Percentage of SETA population
AgriSETA	106	11 998	0.9%
BankSETA	15	8 283	0.2%
ESETA	10	5 005	0.2%
FASSET	44	26 648	0.2%
FIETA	2	2 648	0.1%
HWSETA	50	13 145	0.4%
INSETA	34	3 534	1.0%
ISETT SETA	880	9 479	9.3%
W&RSETA	14	12 321	0.1%
Total	1 155		

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The following instances of duplication also occur in the database and are recorded as valid entries:

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

An analysis of the learners that fall within the abovementioned categories showed that this group is insignificantly small compared to the total population. This group consists of 5 263 records in the total population of learnerships of 243 729 and thus represents 2.2% of the total population. Further analysis showed that a total of 2 536 learners account for these 5 263 records and the majority of these learners entered into two learnerships, as are reflected in Table 2.

Table2: Number Number of learners who entered for more than one learnership.

.Number of learnerships entered	Number of learners
Entered in 2 learnerships	2 358
Entered in 3 learnerships	165
Entered in 4 learnerships	13
Total number of learners involved	2 536
Total number of learnerships involved	5 263

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Therefore, for the purpose of the analysis, the number of records of learnership registrations within the database will sometimes be referred to as the number of learners.

2.3 Size of NSDS phases

The total number of records in the Contact Database is 243 729 of which two thirds, 164 224, fall within the NSDS Phase I, and 73 638 within the second phase of the NSDS, as summarised in Table 3. It is not surprising that the majority of the learnership population was enrolled for a learnership during the first NSDS phase since the database covers more than five years of enrolments in the first NSDS phase and just more than two years of enrolments in the second NSDS phase.

Table 3: Distribution of learnership registrations by NSDS Phase I and Phase II.

NSDS Phase	Number of learners	Percentage
NSDS Phase I	164 224	67%
NSDS Phase II	73 638	30%
Commencement date not indicated	5 867	2%
Total	243 729	100%

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.4 Employment status

It is evident from the figures in Table 4 that 57% of the learners in the NSDS Phase I was unemployed while 69% of all learners in the NSDS Phase II were unemployed when they entered into the learnerships. According to the contact database more than half of the total population (59%) of learners was unemployed when they entered in learnerships.

Table 4: Distribution of learnership registrations by NSDS Phase and employment status.

18.1 or 18.2 Classification	NSDS Phase I		NSDS Phase II		NSDS Phase not indicated		Total	
	Num	%	Num	%	Num	%	Num	%
Employed (18.1)	61 455	37%	19 843	27%	865	15%	82 163	34%
Unemployed (18.2)	92 861	57%	50 823	69%	1 440	24%	145 124	59%
Employment status not indicated	9 908	6%	2 972	4%	3 562	61%	16 442	7%
Total	164 224	100%	73 638	100%	5 867	100%	243 729	100%

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

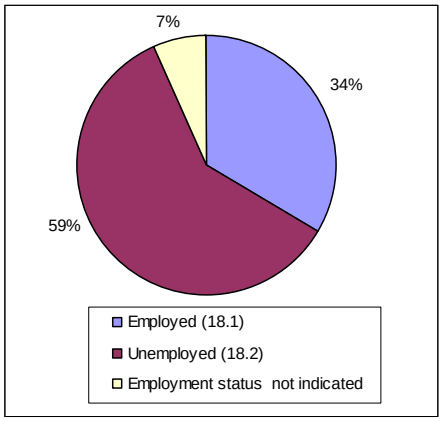

Figure 3: Employment status of total learnership population as in the Learnership Contact Database (NSDS Phase I and Phase II)

A quote from the budget vote speech of the Department of Labour presented by Minister Membathisi Mphumzi Shepherd Mdladlana in Parliament on 17 May 2006:

> In the past year we collated the results of the National Skills Development Strategy (NSDS) Phase I (2001–2005). During this period we registered 170 926 learners into learnerships and apprenticeships, of these 109 674 (64%) were unemployed learners while 36 703 were apprentices, contrary to the perception that apprenticeship is dead. 71% of the learners were placed either in income generating projects, employment or further training within three months after training.

The minister reported a slightly higher figure of 64% for unemployed learners in the NSDS Phase I, which is 7% higher than the figure ascertained from the database. Arguably, most of the learners in the 6% (Table 5) of the 'reported missing' values on employment status of learners in the NSDS Phase I in the Contact Database could account for this difference. Table 5 summarises the numbers of learners in learnerships and apprenticeships, employed and unemployed as published by the DoL 2005, suggesting targets had been met.

Table 5: Learnership numbers at March 2005, DoL data.

UNEMPLOYED			EMPLOYED			TOTAL
18.2 learnership	S (13) MTA apprentice	Total	18.1 Learnership	S (28) MTA apprentice	Total	
88 410	21 237	109 647	45 813	15 466	61 279	170 926

Source: Extracted from DoL 2006

The Minister also reported that 170 926 learners entered into learnerships during the NSDS Phase I of which 36 703 was apprenticeships. Should the number of apprenticeships be subtracted from the total entrants then the total number of learnerships that should be comparable with the Contact Database's figure is 134 223. Extractions from the database in Table 9 present a total of 164 224 learnerships for the NSDS Phase I which gives a difference of 30 001 when compared to the DoL figures (Table 5). (See more detailed analysis on the difference between the DoL figures and the Contact Database in the Annexure, Table A6.)

2.5 Learnership registration by SETAs

The SETAs' contribution to learnership enrolments varied substantially. The lowest number of 2 648 learnership registrations was from FIETA, while the highest number of 30 087 was from the SERVICES SETA. FASSET had the second highest number (Figure 4).

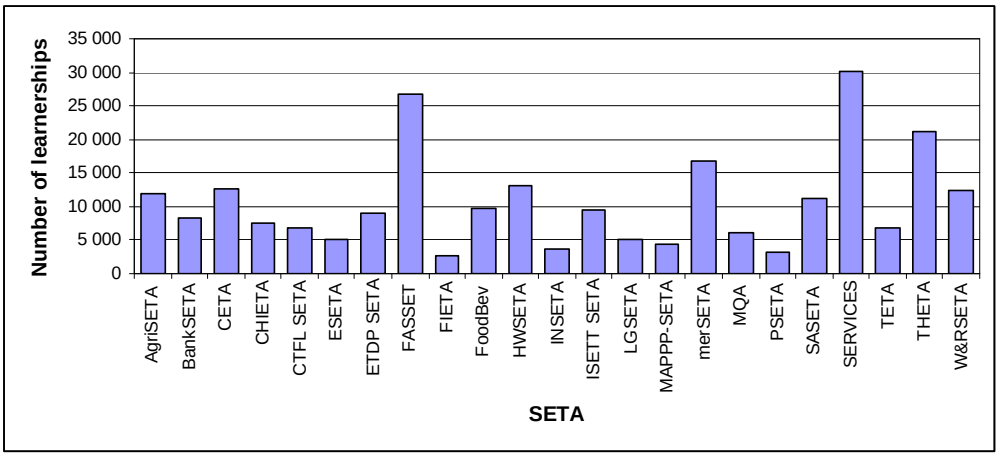

Figure 4: Number of learnership enrolments per SETA.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.6 Learnership registration by SETAs for each NSDS phase

The SETA's contribution to learnership registration disaggregated by NSDS phase is presented in Figure 5. The figure is designed to show the acceleration of training in some SETAs in the second NSDS phase even though the second phase, as represented in Figure 5, comprises less than two years as opposed to the five years in Phase I.

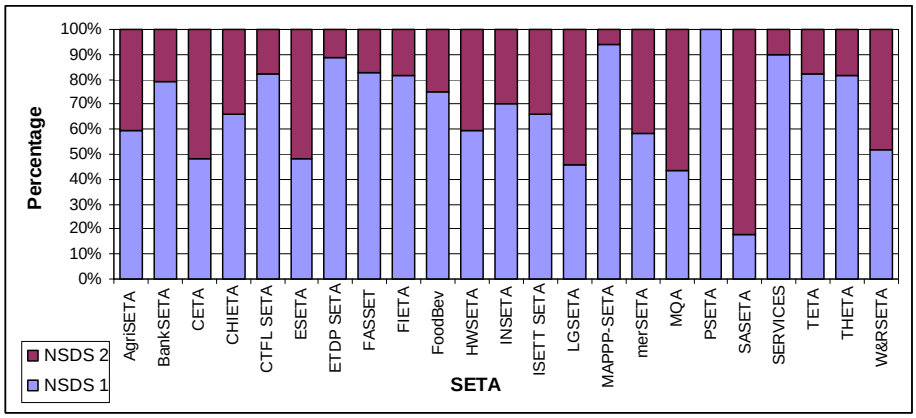

Figure 5: Distribution between NSDS Phase I and NSDS Phase II registrations per SETA.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Closer observation of the distribution per SETA shows that there are no records of learners who registered for a learnership through the PSETA in the second NSDS phase.[2] It was reported by the CEO of PSETA, Ms Renee DesChamps, that there could not be more than 500 enrolments in the second NSDS phase, although no records of these learners were submitted. The SETAs with the highest proportion of registered learners in the first NSDS phase were: ETDP SETA (88%), FASSET (83%), FIETA (81%), SERVICES (87%) and TETA (80%). Conversely, the SETAs with high rates of growth in training in the second phase were: CETA (51%), ESETA (52%), LGSETA (54%), MQA (56%) and SASETA (82%).

The percentage distribution between MAPPP-SETA's NSDS phases is not reliable since 52% of MAPPP-SETA's data records are incomplete concerning their commencement date and hence could not be sorted between NSDS Phase I and NSDS Phase II.

2.7 Learnership registration by financial year

An analysis of the financial year in which the learnership population commenced their learnership studies showed an interesting trend. Table 6 shows that learnership registrations increased drastically from the financial year 2001/02 until it reached a peak in 2004/05. From there the number of registrations declined by 35% to 54 617 in 2005/06. The number of learnership registrations more than doubled in the two consecutive financial years after the launch of NSDS Phase I in February 2001, with a growth rate of 126% from 2001/02 to 2002/03 and a growth rate of 144% from 2002/03 to 2003/04.[3] It seems that the effect of the implementation of NSDS Phase II with new strategies could have caused this decline.

Although the data captured in the database suggests that there were 19 021 learnership registrations during the 2006/07 financial year (see Annexure, Table A8), one must keep in

[2] Annexure, Table A7 contains detailed information about the number of learnerships per SETA and the percentage distribution across the NSDS phases.

[3] Annexure, Table A8 shows the number of learners enrolled by financial year.

mind that the possibility exists for incomplete populated data with some submissions made in September 2006 and others made in April 2007 as already discussed.

Table 6: Number of registrations and percentage growth by financial year.

Financial year	Number of registrations	Percentage growth
2001/02	7 814	
2002/03	17 670	126
2003/04	43 092	144
2004/05	83 534	94
2005/06	54 617	-35

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.8 Learnership registration by provincial location of the learner

The field that indicates the provincial location of the learners in the Learnership Contact Database was incomplete with less than half of the records populated, therefore other fields in the database had to be used to generate and populate the missing values. The postal and physical addresses of the learners were linked to the South African Post Office Postal Codes database to identify and extract the provincial location for each learner. After all available field resources in the database were exhausted, 15% of the records remained without a provincial indicator value (see Table A9 in the Annexure).

The distribution of the learnership population across provinces can be an indication of many related issues and trends such as migration patterns, where the training providers are situated, where the employment opportunities are, and to some extent the level of urbanisation. As expected (see Figure 6), the data suggests that the majority of the learners were living in Gauteng (one out of every three), where it is believed the most employment opportunities are. It is also clear from Figure 6 that the provinces with the second and third most learners were the Western Cape (14%) and KwaZulu-Natal (13%).

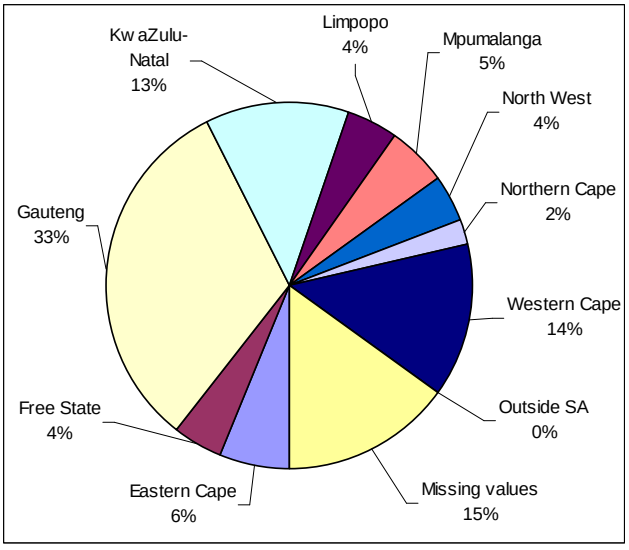

Figure 6: Provincial distribution of learnership population.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A10 in the Annexure shows that the majority of learners from 16 out of the 23 SETAs came from Gauteng while the majority of AgriSETA's (25%) and CTFL SETA's (70%) learners came from the Western Cape. Of all FIETA's learners, 29% came from KwaZulu-Natal.

The data on the provincial location of the learners for FASSET and MAPPP-SETA are not reliable, with FASSET having 90% missing values and only half of MAPPP-SETA's records on the provincial location field are populated (Table A10). SAICA manages 90% of FASSET's learners and they haven't provided any contact address details for their learners, which explains the missing values for FASSET.

2.9 Learnership registration by age[4]

The term 'age' in the following analysis refers to the age of the learners at registration. Interestingly, the data discloses that there was no age limit to learnership participation. All age groups, from 13 to older than 65 years were represented in the learnership population. It is evident from the data in Tables 7 and 8 that a third of the total learnership population (79 155) fell within the 26 to 30 year age group, which suggests that participants in learnerships enter learnerships at a more matured age. Twelve per cent of the total learnership population was older than 40 years of age, while 59% of the total learnership population fell within the 30 years and younger age group. Interestingly, 75% of the total learnership population fell within the per definition 'youth' group with ages from 15 to 34.

Table 7: Number of learners by age group (age as on the year of learnership commencement) and by NSDS Phase.

Age at date of commencement of the learnership	NSDS Phase I	NSDS Phase II	Commence-ment date not indicated	Total
20 and younger	436	2 017	103	2 556
21 to 25	35 354	25 648	1 137	62 139
26 to 30	56 420	20 938	1 797	79 155
31 to 35	31 882	12 398	1 020	45 300
36 to 40	16 333	5 926	601	22 860
41 to 45	10 140	3 405	456	14 001
46 to 50	6 201	1 858	280	8 339
51 to 55	3 239	881	160	4 280
56 to 60	1 673	343	109	2 125
61 to 65	833	133	92	1 058
Older than 65	481	72	55	608
Missing values	1 232	19	57	1 308
Total	164 224	73 638	5 867	243 729

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

[4] Annexure, Table A11: Number of learners by SETA and age group. Annexure, Table A12: Percentage distribution of learners by SETA and age group.

Table 8: Percentage distribution of learners by age group (age as on the year of learnership commencement) and by NSDS Phase.

Age at date of commencement of the learnership	NSDS Phase I	NSDS Phase II	Commence-ment date not indicated	Total
20 and younger	0.3	2.7	1.8	1.0
21 to 25	21.5	34.8	19.4	25.5
26 to 30	34.4	28.4	30.6	32.5
31 to 35	19.4	16.8	17.4	18.6
36 to 40	9.9	8.0	10.2	9.4
41 to 45	6.2	4.6	7.8	5.7
46 to 50	3.8	2.5	4.8	3.4
51 to 55	2.0	1.2	2.7	1.8
56 to 60	1.0	0.5	1.9	0.9
61 to 65	0.5	0.2	1.6	0.4
Older than 65	0.3	0.1	0.9	0.2
Missing values	0.8	0.0	1.0	0.5
Total	100.0	100.0	100.0	100.0

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The observed trend was also noted by Dr A Kraak: 'Learnerships aren't restricted to specific age cohorts as was the case with apprentices where youth over the age of 24 were excluded' (Kraak 2004; ibid for a more detailed analysis of learnerships).

Analysis of the age cohort by NSDS phase showed that the same trend emerged in both phases except for the peak points. The highest number of learners entered into a learnership at the age of 26 to 30 in the first NSDS phase (34.4%) whereas the highest number of participants in learnerships in the second NSDS phase were slightly younger when registering and were in the age group 21 to 25 years of age (34.8%) as is evident in Figures 7 and 8.

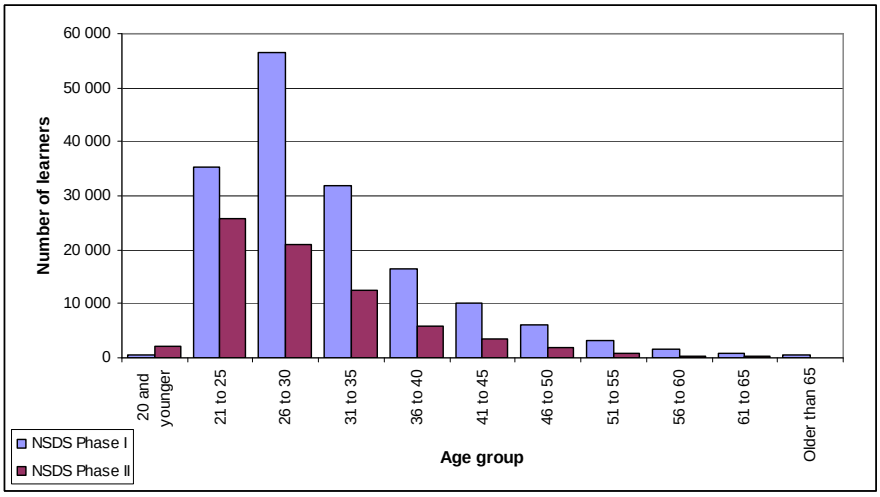

Figure 7: Number of learners by age group and NSDS phase.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

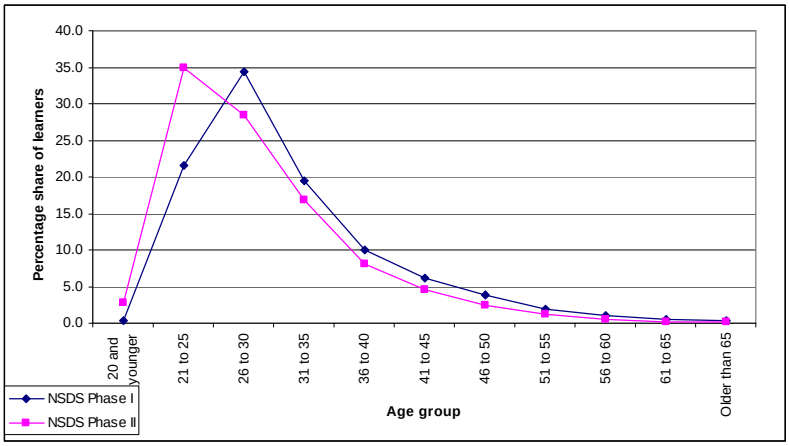

Figure 8: Percentage distribution of learners by age group and NSDS phase.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The chi-square test was applied to establish whether the relationship between the NSDS phases and the age groups was real and not due to chance. The two-sided asymptotic significance of the chi-square statistic was less than 0.001 ($p<0.001$), thus it is safe to say that the differences are real and that the relationship is highly significant. Although the relationship is highly significant, the measures of association showed that it is not a strong relationship.

Reorganisation of the data to reflect the proportion of learners in percentage by age group and employment status reveals that the majority of unemployed (18.2) learners tend to be younger than employed (18.1) learners as is evident in Figure 9. Furthermore, unemployed learners composed 71% of all learners younger than 35 years of age while 65% of all learners older than 35 years were employed learners.

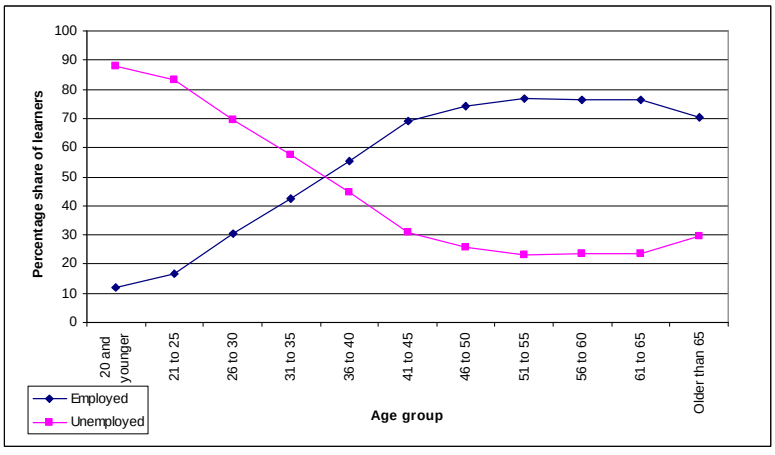

Figure 9: Percentage distribution of learners by age group and employment status.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Further analysis of the age distribution by SETA presented the following findings. Tables A11 and A12 in the Annexure provide evidence that 41% of ETDP SETA's learners were older than 40 years when entered in learnerships. The large number of teachers who enrolled for further training through ETDP SETA could account for this tendency. The data also shows that one out of every 5 learners in THETA was over the age of 40.

SETAs where the majority of learners were younger than 25 were BankSETA (33%), ESETA (40%), INSETA (42%), ISETT SETA (40%), MerSETA (38%) and W&RSETA (37%).

2.10 Gender distribution

The equity targets stated by the National Skills Development Strategy of the Department of Labour span across all five objectives and state that the beneficiaries of the strategy should be 85% Black, 54% female and 4% people with disabilities. The gender target has come close to being 52% in the NSDS Phase I but dropped significantly to 47% in the NSDS Phase II. The factor/s that could have influenced this decrease is/are not clear.

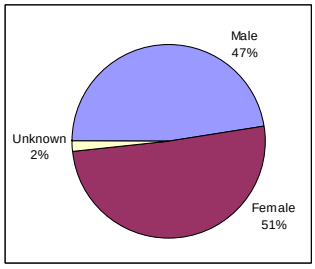

Figure 10: Gender distribution of the total learnership population.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Interesting findings emerged from further analysis of the demographic data of the learnership population. Although in total (Figure 10) more female learners (51%) than males (47%) enrolled for learnerships, the spread in the gender distribution differed significantly between SETAs.[5] Figure 11 shows the gender distribution by SETA. A third of the SETAs showed an almost equal spread between male and female enrolments – AgriSETA, FASSET, FoodBev, ISETT SETA, LGSETA, MAPPP SETA, THETA and W&RSETA. In another third of the SETAs the majority of the enrolments were male learners – CETA, CHIETA, ESETA, FIETA, MerSETA, MQA, SASETA and TETA.

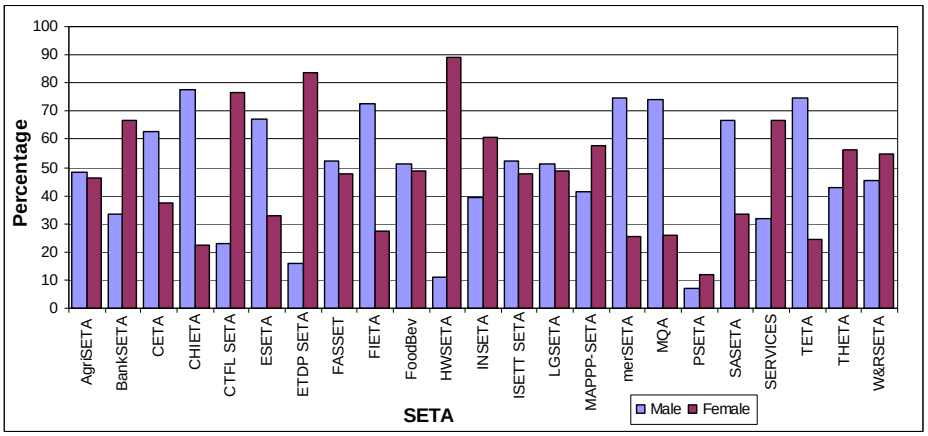

Figure 11: Gender distribution of learners by SETA.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The over representation of men in learnership enrolments in these SETAs was expected because the nature of work associated with these sectors is male-identified –- construction, mining, security, etc. Conversely the last six SETAs showed as expected an over-representation of women – BankSETA, CTFL SETA, ETDP SETA, HWSETA, INSETA and

[5] Annexure, Table A13 displays the number and percentage distribution of learnerships by SETA and gender.

SERVICES SETA. The gender field for PSETA in the database is not reliable with 81% of the records having no indication of gender.

2.11 Race distribution

The national target of 85% for black beneficiaries has almost been met with 81% of the total population of learnership enrolments being of black learners (64% African, 13% coloured and 4% Indian). Although two out of every three learners in the total learnership population are African, an increase in African representation in the two NSDS phases has been noticed. The percentage African representation grew from 60% in the first NSDS phase to 73% in the second NSDS phase while the proportion for the coloured learners stayed at 13% and the percentage for the Indian and white learners reduced, with 2% and 8% respectively as can be seen in Figure 12.

Similar to the gender analysis, the analysis of the population groups of learners per SETA also produced interesting figures.[6] It is evident from Figure 13 that the field containing the learners' population group for PSETA is not reliable with 81% of the data recorded as unknown. The representation of African learnership enrolments dominate all SETAs except for CTFL SETA, where coloured learners, and FASSET, where white learners, are in the majority – the textile industry is traditionally well known for its large numbers of coloured workers and the financial services sector for its over-representation of white workers.

Figure 14 presents the racial distribution of the learners of CTFL SETA and FASSET. AgriSeta has an almost 1:3 spread between coloured and African learners, while BankSETA's learners roughly show a 3:1 ratio between African and white learners. Almost all of SASETA's learners (90%) are African learners.

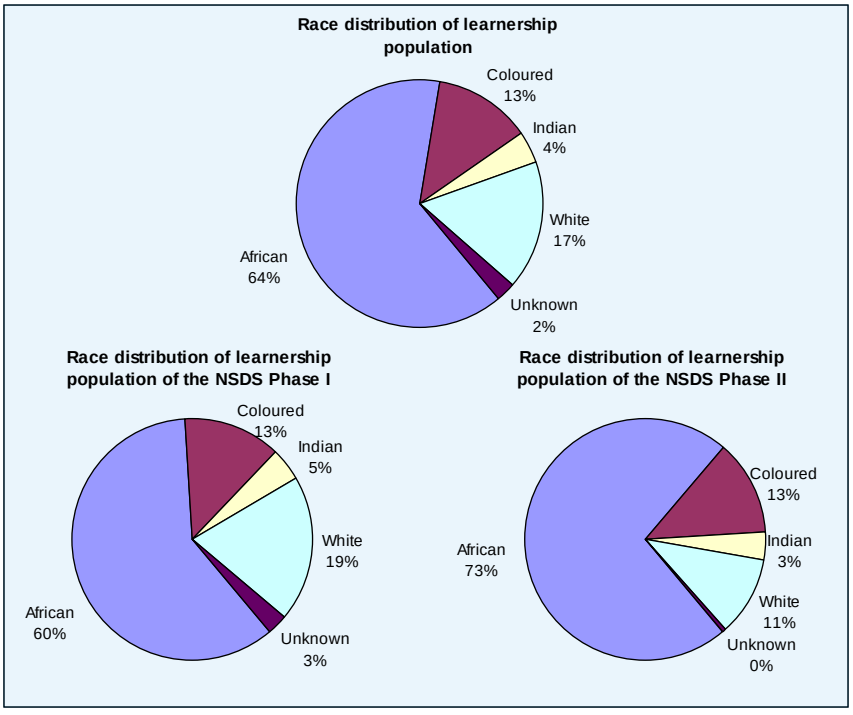

Figure 12: Racial distribution of the total learnership population and the population of the two NSDS phases.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

[6] Annexure, Table A14 provides the number and percentage distribution of the total population by race group per SETA.

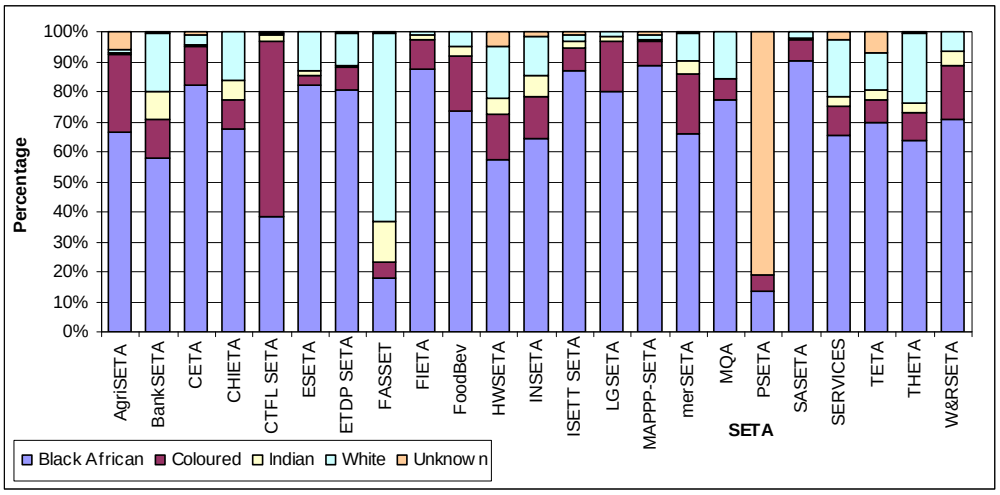

Figure 13: Racial distribution of the total learnership population by SETA.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

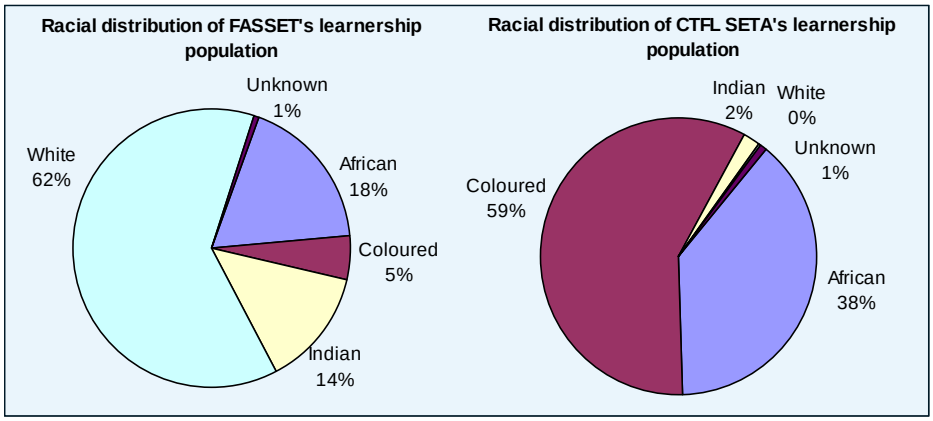

Figure 14: Racial distribution of the learnership population of CTFL SETA and FASSET.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.12 Spread of registered learnership qualifications across SETAs

The number of learnership qualifications registered by SETAs is listed in Table 9. The abbreviation of the SETA who initially registered the learnership is noted in the table. This information was sourced from the document titled, 'Registered learnerships by SETAs', dated 6 October 2006 downloaded from the DoL website. It is evident from the data that MerSETA has the highest number of registered learnership qualifications (96, 10%) followed by FIETA (69, 7%). The data shows that the SETA that with the highest number of registered learnership qualifications does not necessarily have the highest number of registered learners as is evident in Table A7 in the Annexure. SERVICES and FASSET have the highest and second highest number of employees registered in learnerships, with 12% and 11% of all enrolled employees, respectively.

The information for PAETA and SETASA as stated in the DoL document is added to AgriSETA, and the information for DIDTETA and POSLEC is added to SASSETA since PAETA and SETASA amalgamated to form AgriSETA, and DIDTETA and POSLEC amalgamated to form SASSETA, from the beginning of the second phase of the NSDS.

Table 9: Number and percentage distribution of registered learnership qualifications by SETA as on 6 October 2006.

SETA Code	SETA	Learnership qualifications registered	
		Number	Percentage
01	FASSET	22	2
02	BankSETA	39	4
03	CHIETA	57	6
04	CTFL	49	5
05	CETA	64	7
06	DIDTETA	11	1
07	ETDP SETA	17	2
08	ESETA	35	4
09	FoodBev	40	4
10	FIETA	69	7
11	HWSETA	15	2
12	ISETT	24	2
13	INSETA	37	4
14	LGWSETA	30	3
15	MAPPP	46	5
16	MQA	62	6
17	MerSETA	96	10
19	POSLEC	11	1
20	PAETA	18	2
21	PSETA	7	1
22	SETASA	45	5
23	SERVICES	60	6
25	THETA	24	2
26	TETA	34	3
27	W&RSETA	10	1
29	SASSETA	33	3
30	AgriSETA	26	3
	Total	981	100

Source: Registered learnerships by SETA, dated 6 October 2006, DoL website

While analysing the data it was noticed that there were many registered learnerships (435 out of a total of 981) for which no enrolments were registered. This number accounts for almost a halve (44.3%) of all registered learnership qualifications. Table 10 provides a list of SETAs with the number and percentage of learnership qualifications without any registrations. Further investigation into this matter is required.

The data suggests that SASSETA was the worst off with 93% (51 out of 55) of their learnership qualifications without any employee registrations while MAPPP SETA had the second highest percentage (70%) and LGSETA the third highest percentage (67%). In the case of AgriSETA (66%) and SASSETA this situation could have been aggravated by the merging of the SETAs.

Table 10: Number and percentage distribution of registered learnership qualifications without enrolments by SETA.

SETA	Learnership qualifications registered		
	Total number	Number without employee registration	Share of total learnerships
AgriSETA	89	59	66
BankSETA	39	12	31
CETA	64	25	39
CHIETA	57	19	33
CTFL	49	10	20
ESETA	35	12	34
ETDP SETA	17	5	29
FASSET	22	3	14
FIETA	69	42	61
FoodBev	40	15	38
HWSETA	15	4	27
INSETA	37	11	30
ISETT	24	13	54
LGSETA	30	20	67
MAPPP	46	32	70
MerSETA	96	40	42
MQA	62	15	24
PSETA	7	3	43
SASSETA	55	51	93
SERVICES	60	20	33
TETA	34	21	62
THETA	24	1	4
W&RSETA	10	2	20
Total	981	435	44

Source: Learnership Contact Database, May 2007

2.13 Spread of learnerships across NQF levels

According to the NSDS objective of developing a culture of high quality lifelong learning the success indicator of reaching 70% of workers having at least a Level 1 qualification on the NQF by March 2005 has been set and therefore an analysis of the type and level of the learnership qualification is presented.

The contact database contains records of 641 different learnership qualifications over eight NQF levels. (This figure includes converted legacy qualifications.) When analysing the spread of learners across the different NQF levels, it is clear from Figure 15 that a third of the learnership population enrolled for NQF Levels 1 and 2 learnerships, while almost another third enrolled for NQF Level 4 learnerships. Most of the learners who entered for NQF Level 7 learnerships were from FASSET (25 883 learners out of a total of 26 293 learners). Only 62 learners entered for a NQF Level 8 learnership, of which 61 entered for the Master of Commerce: Project Leadership and Management Level 8 learnership through ESETA.[7]

An analysis of the spread of the NQF level enrolment figures within the SETAs presented interesting results. In Table A15 in the Annexure, it is evident that the highest NQF Level 1 enrolments were through AgriSETA; the highest NQF Level 2 enrolments were through CTFL SETA; the highest NQF Level 3 were through BankSETA and MQA SETA; the highest

[7] Annexure, Table A15 provides the number of learners per SETA and by NQF level enrolment.

NQF Level 4 enrolments were through ETDP SETA; and the highest NQF Level 5 enrolments were through ISETT SETA. Only 1% of the total population enrolled for a NQF Level 6 learnership.[8]

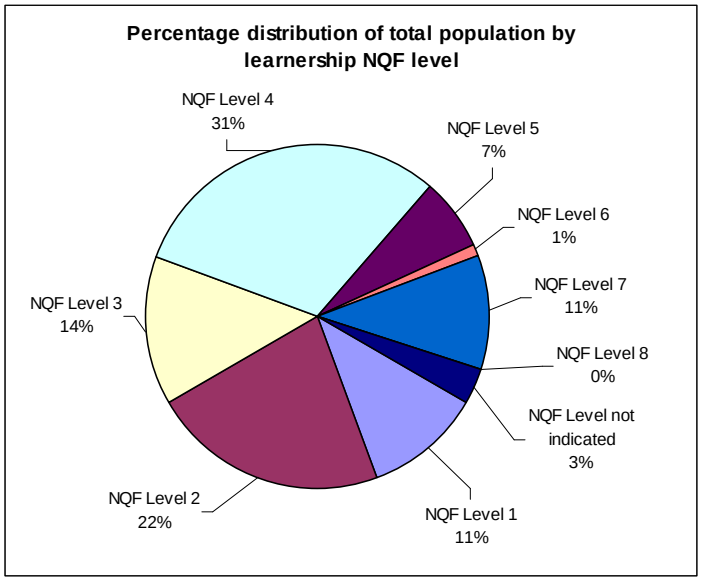

Figure 15: Percentage distribution of the total population by the NQF Level of the learnership.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table 11: List of the twenty learnership qualifications with the highest number of enrolments.

	Learnership	SETA	Number of learnership enrolments	% share of total number of learnerships
1	Chartered Accountant: Audit Specialism Level 7	FASSET	23 264	10%
2	Wholesale and Retail Generalist Level 2	W&RSETA	7 156	3%
3	National Certificate in Manufacturing and Engineering Level 1	MerSETA	7 120	3%
4	Corrections Science Level 4	SASSETA	6 687	3%
5	L4 - Learnership for ECD Practitioners Level 4	ETDP SETA	6 210	3%
6	Certificate in: Food and Beverage Services Level 4	THETA	5 405	2%
7	Contact Centre Support Level 2	SERVICES	5 153	2%
8	National Certificate in Tourism: Guiding Level 4	THETA	5 042	2%
9	General Security Officer's Learnership Level 3 (L)	SASSETA	4 491	2%
10	Ladies Hairdressing Level 4	SERVICES	4 335	2%
11	National Certificate in Information Technology: Technical Support Level 4	ISETT	4 010	2%
12	Certificate in General Nursing (Auxiliary) Level 4	HWSETA	3 844	2%
13	Machinist / Garment Constructor Level 2	CTFL	3 794	2%
14	Hygiene and Cleaning: Commercial Level 1	SERVICES	3 294	1%
15	National Certificate in Community Development Worker Level 4	LGWSETA	3 151	1%
16	Entry Level Banking Learnership Level 3	BankSETA	2 860	1%
17	Certificate in General Nursing (Enrolled) Level 4	HWSETA	2 702	1%
18	Retail Shop Floor Practices Level 2	W&RSETA	2 554	1%
19	Customer Management Level 4	PSETA	2 469	1%
20	Community House Builder (Functional) Level 2	CETA	2 389	1%

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

[8] Annexure, Table A16 presents the percentage distribution of learners in NQF levels within the SETAs.

Table 11 provides a list of the top twenty learnerships that attracted the most enrolments. On the top of the list is the learnership called Chartered Accountant: Audit Specialism Level 7, presented by FASSET in which one out of every ten learners enrolled.

2.14 Distribution of learnerships across the NQF levels for each NSDS Phase

The percentage share of learners with regard to the learnership NQF level for the two NSDS phases are presented in Table 12 and graphically represented in Figure 16.

Table 12: Number and percentage distribution of the NQF level of the learnership by NSDS Phase.

SETA		NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level not indicated	Total
NSDS Phase I	N	19 060	32 928	19 084	54 632	10 343	2 045	22 031	62	4 039	164 224
NSDS Phase I % distribution	%	12	20	12	33	6	1	13	0	2	100
NSDS Phase II	N	8 204	20 628	14 211	19 245	6 106	740	42 62		242	73 638
NSDS Phase II % distribution	%	11	28	19	26	8	1	6	0	0	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

In Figure 16 it is clear that proportionately significantly more learners entered for NQF Levels 4 and 7 learnerships within the NSDS Phase I whereas learnerships on NQF Levels 2 and 3 had proportionately more registrations in NSDS Phase II. The data suggests that the emphasis was primarily on the lower NQF levels in the NSDS Phase II. The chi-square test was applied to establish whether the relationship between the NQF levels and the NSDS phases was real and not due to chance. The two-sided asymptotic significance of the chi-square statistic was less than 0.001 ($p<0.001$), thus it is safe to say that the differences are real and that the relationship is highly significant. Although the relationship is highly significant, the measures of association showed that it is not a strong relationship.

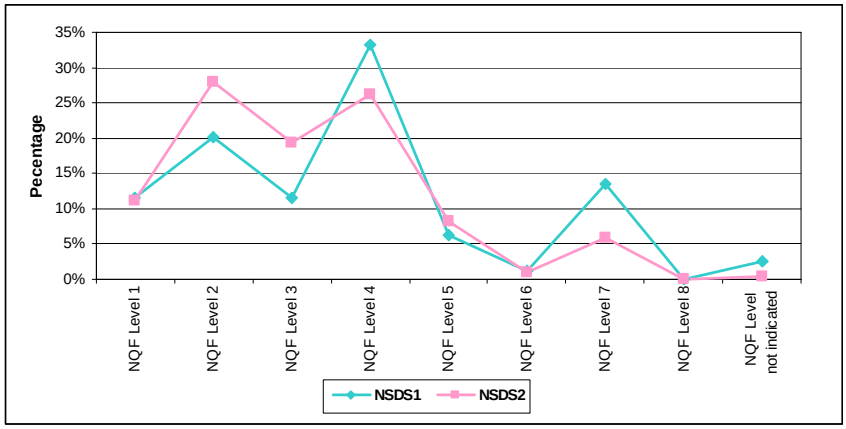

Figure 16: Percentage distribution of learnerships by NQF level within each NSDS phase.
Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.15 Distribution of learnerships across the NQF levels by gender

An analysis of the enrolments grouped by gender distributed across the NQF levels of the learnerships (Table 13) showed almost the same trend for male and female participants except for the proportion of the learners enrolled in NQF Level 4 learnerships. Significantly more female than male learners enrolled in learnerships on NQF Level 4 as is evident in

Figure 17. This is a result of the high female enrolments in learnerships on the NQF Level 4 in ETDP SETA, HWSETA, SERVICES and THETA.

Table 13: Number and percentage distribution of the NQF level of the learnership by gender.

SETA		NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level not indicated	Total
Male	N	13 166	28 596	18 335	30 324	6 924	1 019	13 802	33	3 475	115 674
Male % distribution	%	11	25	16	26	6	1	12	0	3	100
Female	N	13 926	25 459	15 040	43 774	8 885	1 780	12 491	29	2 594	123 978
Female % distribution	%	11	21	12	35	7	1	10	0	2	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The chi-square test was applied to establish whether the relationship between the NQF levels and the gender groups was real and not due to chance. The two-sided asymptotic significance of the chi-square statistic was less than 0.001 ($p<0.001$), thus it is safe to say that the differences are real and that the relationship is highly significant. Although the relationship is highly significant, the measures of association showed that it is not a strong relationship.

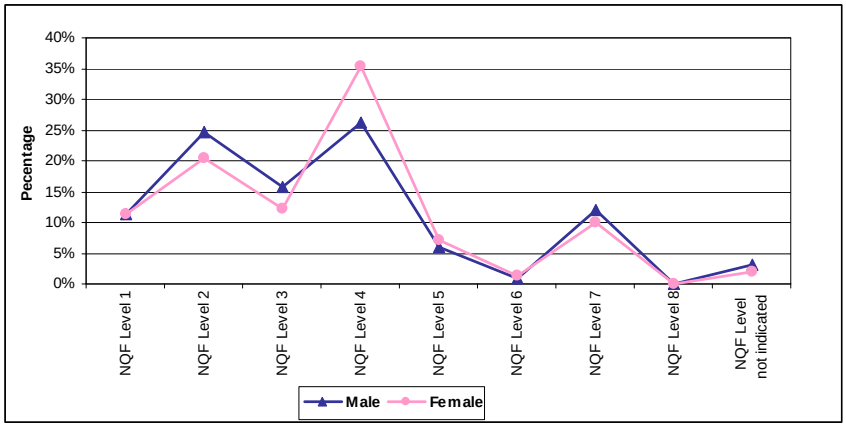

Figure 17: Percentage distribution of learnerships by NQF level within the gender groups.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

2.16 Distribution of learnerships across the NQF levels by race

The proportions of the learner enrolments by racial group across the different NQF levels of the learnerships (Table 14) provided interesting results. It is evident from Figure 18 that almost a third of the coloured population was enrolled for learnerships on the NQF Level 2 whereas a third of the African population was enrolled for learnerships on the NQF Level 4. The proportions for the Indian and white population follow the same trend with more than 20% of the learners in learnerships on NQF Level 4 and more than 35% of the population in learnerships on NQF Level 7. Most of the coloured and African learners were enrolled for learnerships with NQF levels lower than 5.

Table 14: Number and percentage distribution of the NQF level of the learnership by race.

SETA		NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level not indicated	Total
Black African	N	20 560	39 174	24 400	51 729	10 050	1 364	4 555	44	3 803	155 679
Black African % Distribution	%	13	25	16	33	6	1	3	0	2	100
Coloured	N	5 464	10 012	4 598	7 509	1 819	225	1 201	3	627	31 458
Coloured % Distribution	%	17	32	15	24	6	1	4	0	2	100
Indian	N	443	1 520	1 052	2 290	858	252	3 614	4	105	10 138
Indian % Distribution	%	4	15	10	23	8	2	36	0	1	100
White	N	414	3 297	3 272	12 223	2 858	545	16 765	11	1 079	40 464
White % Distribution	%	1	8	8	30	7	1	41	0	3	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

The chi-square test was applied to establish whether the relationship between the NQF levels and the race groups was real and not due to chance. The two-sided asymptotic significance of the chi-square statistic was less than 0.001 ($p<0.001$), thus it is safe to say that the differences are real and that the relationship is highly significant. Although the relationship is highly significant, the measures of association showed that it is not a strong relationship.

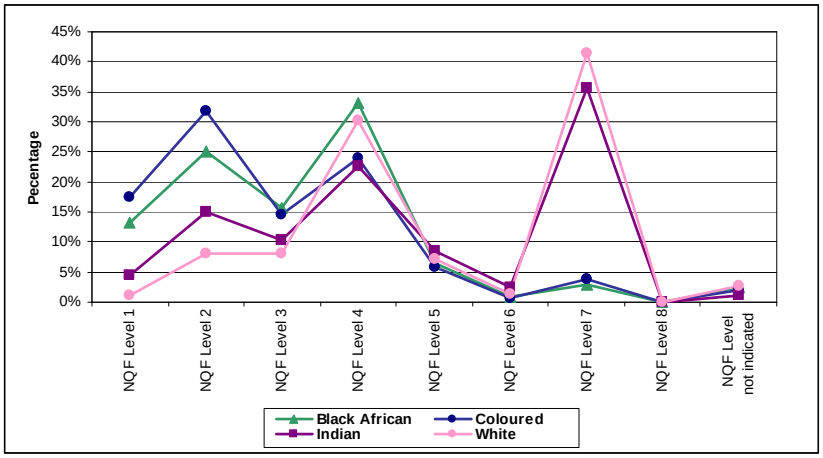

Figure 18: Percentage distribution of learnerships by NQF level within race groups.

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

3 'LESSONS' LEARNED AND RECOMMENDATIONS

3.1 Extensive process

Overall, this was a dramatically iterative process of acquiring data from the SETAs, converting data into a database friendly format, importing data into MS Access, running queries on the data to standardise the key fields, checking for completeness, going back to the SETAs and requesting them to submit updated and missing data. After receiving an updated data submission, the whole process of converting and checking started again.

It was critical that the database be as accurate, complete and reliable and possible. The extended duration of the data-gathering phase was thus affected by the dependence on the SETAs and their IT service providers to provide data to the HSRC research team.

3.2 Lessons for immediate task: Forthcoming Survey as the second empirical component of the project

As the project progressed, more clarity on a suitable methodology of surveying emerged. The initially proposed methodology went through an evolutionary process to arrive at its current status. At the time of data gathering, the methodology stated that a stratified random sample of the total population would be drawn. The key fields that would have been used for sampling purposes and would need to be representative of the total population were the 'LStatus', which refers to the current completion status of the learner (completed, terminated or still registered), the 'LClass' field which is the learner employment classification as an 18.1 or 18.2 learner, and the SETA through which the learnership is pursued.

After three different phases of questionnaire piloting, the HSRC research team was certain that the field describing the current completion status of the learners was not updated and therefore unsuitable to be used as one of the fields for sample selection.

Discussion of many different sample selection scenarios and their potential biases and shortcomings led to the decision to use the entire population of learners who started their learnership qualification within the time period of 1 April 2005 to 31 March 2006, which is the first financial year in the NSDS Phase II. The main aim in the forthcoming survey is to study the learning and employment pathways of learnership participants in NSDS Phase II. The pilot process proved that it will be possible to reach enough learners in the three completion status groups, which are: learners who acquired their learnership qualification, learners who terminated their studies and learners who are still registered for a learnership.

3.3 Lessons for the Department of Labour: Data management

The HSRC recommends that this contact database should be used as a foundation for an MIS at the Department of Labour. The SETAs should be required to submit data on learnership registrations to the unit level of the learner according to specified core key fields within an MS Excel template on a quarterly basis. The field containing the completion status of the learner should be monitored very carefully since this is a shifting variable by definition.

The HSRC would also suggest that the submissions should be submitted on a specified date. The SETAs do not need to have sophisticated database systems to capture the data, as CTFL demonstrated with their submissions.

3.4 Lessons for SETAs: Monitoring and impact assessment

As it became known that the HSRC is compiling a database on learnerships across all SETAs, requests for names of learners in certain skills areas were received from private sector companies. No information was distributed since the data is owned by the DoL but these requests prove that there is a need for updated information on the completion status and contact details of learners in learnerships. Valuable employment opportunities for learners could be realised.

More dedication and effort by the SETAs is required to monitor and update their data on learnerships.

It is also recommended that the Learnership Contact Database as well as the survey data should be given back to the SETAs as the contact information will be invaluable to them for their own impact studies.

Annexure:

Technical Report I

Table A1: September 2007 meeting schedule of the HSRC's initial meetings with the SETAs.

	Mon 04	Tue 05	Wed 06	Thu 07	Fri 08		Mon 11	Tue 12	Wed 13	Thu 14	Fri 15		Mon 18	Tue 19	Wed 20
07:00															PSETA
07:30															
08:00								ET		CT			Ag		
08:30		FASSET													
09:00									FIETA						MAPPP
09:30					INSETA										
10:00														Food	
10:30															
11:00								MQA		CETAW&					
11:30													HWSET		
12:00									TET		THE				
12:30															
13:00															
13:30					BANK SETA										LGSETA
14:00				CHIETA				SASSETA					ESETA	ISETT	
14:30															
15:00	MerSE	Servi													
15:30															
16:00															
16:30															
17:00															

Table A2: Names of the SETA representatives who attended the initial meetings.

SETA	1	2	3	4	5	6	7
ETDP	Dr More Chikane	Mr TF Molelle	Mr Tshinyiwaho Phidane	MS VALAINE LATEGAN (DoL)			
ESETA	Mr Bafana Ngwenya	Mr Dumisani Mphalala	Mr Siyolo Xoyeni				
ISETT	Mr Jabo Sibeko						
FASSET	Ms Nawaal Patel	Ms Yogi Sigamoney					
W&RSETA	Mr Andile Sipengane	Mr Tebogo Mogabudi	Ms Alize Groenewald				
BankSETA	Ms Christine Fritz	Mr Trevor Rammitlwa	Ms Auma Nnane				
INSETA	Mr Glen Edwards	Mr Aubrey Maseko					
SERVICES	Dr Sazi Kunene	Mrs Marie Therese Portolan	Ms Thandi Mkhize	Mr Nceba Ndzwayiba	Mr Sydney Moonsamy	Ms Naseema Saleh	
TETA	Mr Willem Schutter	Ms Melissa Marr					
THETA	Mr Muzi Mwandla	Ms Letitia Cassidy					
CTFL	Mr Roger Hendicott	Ms Elmine Labuschagne	Ms Ansie Nagel	Ms Mariana Dreyer			
CHEITA	Ms Janina Martin	Ms Ayesha Itzkin	Mr Amokelane Shirilene	Ms Tshidi Magonare	Ms Valerie Kwaramba	Mr Vasen Ganasen	Ms Ester Meyer
CETA	Mr Gerard Smith						
MQA	Mr Xolisa Njikelane	Ms Sonwabile Xaba	Mr Keith Charles	Mr Mxolisi Nyavane			
MerSETA	Mr Thabo Matjabe	Mr Wayne Adams	Ms Erika Miller				
AgriSETA	Mr Machiel van Niekerk	Mr Tebogo Mmotla	Ms Fanny Phetla	Mr Johan Engelbrecht	Ms Sonja Mathe		
FIETA	Ms Monika Erasmus	Ms Thilivali Netshiongolwe					
FoodBev	Ms Blanche Engelbrecht	Ms Nontando Bunga	Ms Nonceba Singiswa	Mr Salim Omar			
MAPP	Ms Avisha Ramdutt	Ms Sonja vd Westhuizen	Mr George Olivier	Mr Anton Booyse			
PSETA	Ms Renee DesChamps	Mr Geeva Pillay					
SASSETA	Ms Vuyelwa Penxa	Mr Rajan Naidoo	Ms Anna Setsetse	Ms Rakgadi Phatlane	Mr Themba Mabuya	Mr Kabelo Masilo	Mr Jens Gunther
LGSETA	Mr Peter Gerstlauer	Ms Janet Davies					
HWSETA	Mr Vuyani Nkalitshana	Ms Petula Greaver	Ms Nhlanhla Motsa				

Table A3: Names of the SETA data contact persons and IT service providers.

SETA	Data contact person at the SETA			IT Service provider
	1	2	3	
ETDP	Dr More Chikane	Mr Tshinyiwaho Phidane		Ms Maggie Friedman (Praxis)
ESETA	Mr Siyolo Xoyeni			
ISETT	Mr Jabo Sibeko	Ms Mary Woudberg		
FASSET	Ms Yogi Sigamoney			Deloitte Consulting Pty Ltd
W&RSETA	Mr Tebogo Mogabudi	Ms Alize Groenewald		Deloitte Consulting Pty Ltd (Alize Groenewaldt)
BANK	Ms Christine Fritz	Mr Trevor Rammitlwa		Deloitte Consulting Pty Ltd
INSETA	Ms Dalaine Galloway	Mr Aubrey Maseko		Deloitte Consulting Pty Ltd
SERVICES	Dr Sazi Kunene			Vilen (ITaware)
TETA	Mr Willem Schutter	Ms Melissa Marr		Vilen (ITaware)
THETA	Mr Muzi Mwandla	Ms Letitia Cassidy		
CTFL	Mr Roger Hendicott	Ms Elmine Labuschagne		
CHEITA	Ms Janina Martin	Ms Ayesha Itzkin		Vilen (ITaware)
CETA	Mr Gerard Smith	Mr Ben Ledwaba	Mr Tau Malatje	
MQA	Mr Xolisa Njikelane	Ms Sonwabile Xaba		Ms Maggie Friedman (Praxis)
MerSETA	Mr Thabo Matjabe	Ms Erika Miller		
AgriSETA	Mr Johan Engelbrecht	Mr Tebogo Mmotla	Ms Sonja Mathe	Deloitte Consulting Pty Ltd
FIETA	Ms Monika Erasmus	Ms Thilivali Netshiongolwe		Deloitte Consulting Pty Ltd
FoodBev	Ms Blanche Engelbrecht	Mr Salim Omar		Ms Maggie Friedman (Praxis)
MAPPP	Ms Avisha Ramdutt			Mr Anton Booyse (RemoteNet)
PSETA	Ms Renee DesChamps	Mr Geeva Pillay		
SASSETA	Mr Jens Gunther	Mr Kabelo Masilo		Ms Maggie Friedman (Praxis)
LGSETA	Mr Peter Gerstlauer			Ms Maggie Friedman (Praxis)
HWSETA	Mr Vuyani Nkalitshana	Ms Nhlanhla Motsa		

Table A4: Field specification of the learner data.

Field Number	Field Name	Field Description
1	**LearnerID**	Learner ID (if foreigner insert passport or workpermit number)
2	**FirstNames**	Learner First Names
3	**Surname**	Learner Surname
4	**Gender**	Learner Gender
5	**Race**	Learner Race
6	**Date of Birth**	Learner Date of Birth
7	**LTelCode**	Learner Tel Code
8	**LTelNo**	Learner Tel Number
9	**LFaxCode**	Learner Fax Code
10	**LFaxNo**	Learner Fax Number
11	**LEmail**	Learner email
12	**LWTelCode**	Learner Work Tel Code
13	**LWTelNo**	Learner Work Tel Number
14	**LCell**	Learner Cell Number
15	**LPost1**	Learner Post Address 1
16	**LPost2**	Learner Post Address 2
17	**LPost3**	Learner Post Address 3
18	**Lpost4**	Learner Post Address 4
19	**LPostCode**	Learner Post Code
20	**LClass**	Learner Classification (Unemployed (18.2) / employed (18.1))
21	**Learnership**	Learnership Name
22	**SAQANLRD**	Learnership SAQA/NLFD Number
23	**CommenceDate**	Learnership Commencement Date
24	**TerminateDate**	Learnership Termination Date
25	**EndDate**	Learnership Anticipated End Date
26	**LStatus**	Learnership Status (Completed, Discontinued, Registered)
27	**RescissionType**	Rescission Type (Reason for non-completion eg death / dismissal by emloyer / self-activated termination etc.)
28	**WPName**	Work Place Name (Organisation name)
29	**WPTelCode**	Work Place Tel Code
30	**WPTelNo**	Work Place Tel Number
31	**WPFaxCode**	Work Place Fax Code
32	**WPFaxNo**	Work Place Fax Code
33	**WPCell**	Work Place Fax Number
34	**WPPost1**	Work Place Post Address 1
35	**WPPost2**	Work Place Post Address 2
36	**WPPost3**	Work Place Post Address 3
37	**WPPost4**	Work Place Post Address 4
38	**WPPostCode**	Work Place Post Code
39	**ELnumber**	Employer L Number
40	**EName**	Employer Name (Contact Person)
41	**ESETACode**	Employer SETA Code
42	**ESETAName**	Employer SETA Name
43	**ETelCode**	Employer Tel Code
44	**ETelNo**	Employer Tel Number
45	**EFaxCode**	Employer Fax Code
46	**EFaxNo**	Employer Fax Number
47	**ECell**	Employer Cell Number
48	**EPost1**	Employer Post Address 1
49	**EPost2**	Employer Post Address 2
50	**EPost3**	Employer Post Address 3
51	**EPost4**	Employer Post Address 4
52	**EPostCode**	Employer Post Code
53	**EEmail**	Employer Email
54	**ERegion**	Employer Region
55	**EChamber**	Employer Chamber
56	**TPName**	Training Provider Name
57	**TPRegion**	Training Provider Region
58	**TPLnumber**	Training Provider L Number
59	**TPSETACode**	Training Provider SETA Code
60	**TPSETAName**	Training Provider SETA Name
61	**TPTelCode**	Training Provider Tel Code
62	**TPTelNo**	Training Provider Tel Number
63	**TPFaxCode**	Training Provider Fax Code
64	**TPFaxNo**	Training Provider Fax Number
65	**TPCell**	Training Provider Cell
66	**TPPost1**	Training Provider Post Address 1
67	**TPPost2**	Training Provider Post Address 2
68	**TPPost3**	Training Provider Post Address 3
69	**TPPost4**	Training Provider Post Address 4
70	**TPPostCode**	Training Provider Post Code
71	**TPEmail**	Training Provider Email
72	**TPAccredNo**	Training Provider Accreditation Number

Table A5: Number and dates of submissions, number of files submitted and size of submissions per SETA.

SETA	Number of submissions	Number of files submitted	Size of folder in MB	Date of 1st submission	Date of 2nd submission	Date of 3rd submission	Date of 4th submission	Date of 5th submission	Date of 6th submission
AgriSETA	3	9	82.3	19-Sep-06	31-Jan-07	28-Mar-07			
BankSETA	1	4	27	29-Sep-06					
CETA	3	9	231	20-Oct-06	26-Jan-07	31-Jan-07			
CHIETA	3	8	83.7	13-Oct-06	08-Nov-06	29-Nov-06			
CTFL SETA	4	6	91.8	01-Nov-06	30-Nov-06	08-Dec-06	13-Dec-06		
ESETA	3	9	36.6	05-Oct-06	07-Nov-06	26-Feb-07			
ETDP SETA	4	11	225	10-Oct-06	02-Nov-06	13-Dec-06	16-Apr-07		
FASSET	4	7	168	28-Sep-06	08-Nov-06	17-Nov-06	03-Apr-07		
FIETA	1	4	12.7	10-Oct-06					
FoodBev	1	1	58.8	18-Oct-06					
HWSETA	1	2	82.6	19-Sep-06					
INSETA	2	9	36.4	17-Oct-06	05-Dec-06				
ISETT SETA	2	2	85.8	24-Oct-06	08-Nov-06				
LGSETA	3	4	34.2	08-Nov-06	06-Dec-06	11-Dec-06			
MAPPP-SETA	4	15	82	03-Oct-06	09-Nov-06	25-Jan-07	31-Jan-07		
MerSETA	6	9	406	05-Sep-06	02-Nov-06	08-Nov-06	27-Nov-06	11-Dec-06	25-Jan-07
MQA	2	6	98.6	12-Oct-06	06-Dec-06				
PSETA	1	3	23.1	05-Dec-06					
SASETA	3	7	127	19-Sep-06	11-Dec-06	29-Jan-07			
SERVICES	2	12	319	19-Sep-06	05-Oct-06				
TETA	2	6	53.7	28-Sep-06	03-Oct-06				
THETA	1	1	149	03-Nov-06					
W&RSETA	2	5	83	25-Sep-06	11-Dec-06				
Total	**58**	**149**	**2597.3**						

Comparison of published figures on NSDS I and the Contact Database results

In informal discussions and meetings with the DoL steering committee members the official published number of learnerships per SETA for the NSDS Phase I was compared to the figures compiled from the contact database for the NSDS Phase I. These two sets of figures were not comparable, because the total number of 109 467 that was published by the DoL includes learnerships and apprenticeships who were unemployed (18.2 classification) at the time of entering the system in the NSDS Phase I. Disaggregated figures per SETA concerning the 109 467 learners is presented in Table A6, column (C). The total in column (A) includes all learners in the first NSDS Phase in the contact database irrespective of their employment classification (18.1 and 18.2) at their entering point. Column (B) contains all 18.2 learners in the NSDS phase I according to the contact database. When columns (B) and (C) are compared, then the difference in column (D) shows that the contact database contains 16 606 less 18.2 learners than what was reported in March 2005. However, the contact database excludes apprenticeships while the DoL figures include apprenticeships. According to the DoL the number of unemployed apprenticeships was 21 237 as stated in Table 5 in Technical Report I. Therefore the final difference between the contact database figures and the published DoL figures on the 18.2 learnership registrations in the first NSDS Phase is 4 631. The contact database contains 4 631, 18.2 learnerships more in the NSDS Phase I than what was reported by the DoL which is a small difference of less than 5% and could also be seen roughly as a difference of on average 200 learners per SETA.

Table A6: Comparison of 18.2 Learnership numbers extracted from the contact database compared to the published DoL figures of March 2005.

SETA	Information extracted from contact database; number of learnerships		DoL NSDS Phase 1 published figures (C)	Difference in NSDS 1 learnerships (D)
	Total population of NSDS Phase 1 (A)	18.2 learners in NSDS Phase 1 (B)		
AgriSETA	6 573	4 382	3 440	-942
BankSETA	6 550	2 013	2 044	31
CETA	5 989	4 276	2 622	-1 654
CHIETA	4 896	3 126	3 802	676
CTFL SETA	5 149	2 518	2 320	-198
ESETA	2 409	1 668	1 985	317
ETDP SETA	8 047	373	4 987	4 614
FASSET	22 023	7 665	4 024	-3 641
FIETA	2 154	1 266	1 919	653
FoodBev	7 304	4 307	4 190	-117
HWSETA	7 861	3 056	7 988	4 932
INSETA	2 489	1 283	815	-468
ISETT SETA	6 249	5 957	6 731	774
LGSETA	2 372	1 746	4 433	2 687
MAPPP-SETA	1 962	641	4 308	3 667
MerSETA	9 760	5 487	11 268	5 781
MQA	2 617	1 863	5 069	3 206
PSETA	3 190	3 190	2 463	-727
SASETA	1 984	1 967	3 196	1 229
SERVICES	26 047	19 195	13 600	-5 595
TETA	5 396	3 020	6 355	3 335
THETA	16 843	8 711	6 851	-1 860
W&RSETA	6 360	5 151	5 057	-94
Total	164 224	92 861	109 467	16 606

Source: Learnership Contact Database, May 2007 (NSDS Phase I) and DoL (March 2005)

Table A7: Number and percentage distribution of learnerships by SETA and NSDS Phase.

SETA	Number of learnerships					Percentage distribution			
	NSDS Phase 1	NSDS Phase 2	Commencement date not provided	Total	Percentage of total	NSDS Phase 1	NSDS Phase 2	Commencement date not provided	Total
AgriSETA	6 573	4 493	932	11 998	5	55	37	8	100
BankSETA	6 550	1 732	1	8 283	3	79	21	0	100
CETA	5 989	6 451	178	12 618	5	47	51	1	100
CHIETA	4 896	2 542	91	7 529	3	65	34	1	100
CTFL SETA	5 149	1 140	443	6 732	3	76	17	7	100
ESETA	2 409	2 592	4	5 005	2	48	52	0	100
ETDP SETA	8 047	1 043	22	9 112	4	88	11	0	100
FASSET	22 023	4 625	0	26 648	11	83	17	0	100
FIETA	2 154	493	1	2 648	1	81	19	0	100
FoodBev	7 304	2 467	7	9 778	4	75	25	0	100
HWSETA	7 861	5 284		13 145	5	60	40	0	100
INSETA	2 489	1 045		3 534	1	70	30	0	100
ISETT SETA	6 249	3 228	2	9 479	4	66	34	0	100
LGSETA	2 372	2 837	10	5 219	2	45	54	0	100
MAPPP-SETA	1 962	129	2 231	4 322	2	45	3	52	100
MerSETA	9 760	6 914	33	16 707	7	58	41	0	100
MQA	2 617	3 394	66	6 077	2	43	56	1	100
PSETA	3 190			3 190	1	100	0	0	100
SASETA	1 984	9 294		11 278	5	18	82	0	100
SERVICES	26 047	3 013	1 027	30 087	12	87	10	3	100
TETA	5 396	1 175	191	6 762	3	80	17	3	100
THETA	16 843	3 787	627	21 257	9	79	18	3	100
W&RSETA	6 360	5 960	1	12 321	5	52	48	0	100
Total	164 224	73 638	5 867	243 729	100	67	30	2	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A8: Number of learnerships per SETA, NSDS Phase and financial year in which learner started with the learnership.

SETA	Number of learners per SETA	Period before and after 1 April 2005			Financial Year (1 April to 31 March)							
		NSDS 1	NSDS 2	Not indicated	Before 2001/ 04/01	2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06	2006/ 07	No comm.-ence-ment date given
AgriSETA	11 998	6 573	4 493	932	1	63	796	1 131	4 582	3 307	1 186	932
BankSETA	8 283	6 550	1 732	1	6	65	312	953	5 214	1 640	92	1
CETA	12 618	5 989	6 451	178	0		12	1 628	4 349	6 181	270	178
CHIETA	7 529	4 896	2 542	91	6	7	483	1 368	3 032	1 800	742	91
CTFL SETA	6 732	5 149	1 140	443	0	87	1 221	1 776	2 065	859	281	443
ESETA	5 005	2 409	2 592	4	0		98	735	1 576	1 862	730	4
ETDP SETA	9 112	8 047	1 043	22	13	83	558	5 908	1 485	589	454	22
FASSET	26 648	22 023	4 625	0	8 420	2 941	3 206	3 379	4 077	4 030	595	
FIETA	2 648	2 154	493	1	1	1	75	571	1 506	350	143	1
FoodBev	9 778	7 304	2 467	7	1	14	347	3 125	3 817	1 884	583	7
HWSETA	13 145	7 861	5 284		0	75	1 382	2 049	4 355	4 503	781	
INSETA	3 534	2 489	1 045		0	58	81	336	2 014	755	290	
ISETT SETA	9 479	6 249	3 228	2	6		175	2 745	3 323	1 915	1 313	2
LGSETA	5 219	2 372	2 837	10	1		1	493	1 877	2 465	372	10
MAPPP-SETA	4 322	1 962	129	2 231	0		20	406	1 536	113	16	2 231
MerSETA	16 707	9 760	6 914	33	0	46	810	1 230	7 674	5 294	1 620	33
MQA	6 077	2 617	3 394	66	7	14	191	1 076	1 329	2 667	727	66
PSETA	3 190	3 190			0				3 190			
SASETA	11 278	1 984	9 294		0	1	43	60	1 880	6 275	3 019	
SERVICES	30 087	26 047	3 013	1 027	165	222	1 988	9 718	13 954	2 598	415	1 027
TETA	6 762	5 396	1 175	191	1 157	355	864	1 214	1 806	1 057	118	191
THETA	21 257	16 843	3 787	627	2 325	3 776	4 997	1 731	4 014	2 795	992	627
W&RSETA	12 321	6 360	5 960	1	5	6	10	1 460	4 879	1 678	4 282	1
Total	243 729	164 224	73 638	5 867	12 114	7 814	17 670	43 092	83 534	54 617	19 021	5 867

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A9: The provincial distribution of the learnerships per SETA.

SETA	EC	FS	GP	KZN	LP	MP	NW	NC	WC	Out-side SA	Miss-ing val-ues	Total
AgriSETA	1 047	567	1 660	755	2 272	886	773	435	2 964		639	11 998
BankSETA	381	431	4 876	840	203	249	494	151	598		60	8 283
CETA	1 275	1 667	2 789	2 204	546	654	704	544	2 127		108	12 618
CHIETA	219	920	2 152	1 523	176	1 512	166	8	739	3	111	7 529
CTFL SETA	393	76	510	795	3	15	84	146	4 705		5	6 732
ESETA	346	219	2 045	577	257	884	152	49	354		122	5 005
ETDP SETA	905	593	4 953	853	156	366	218	306	738	23	1	9 112
FASSET	219	164	1 021	267	129	87	268	56	350		24 087	26 648
FIETA	130	260	303	777	496	501	25	4	152			2 648
FoodBev	195	137	4 612	1 107	522	290	384	6	2 525			9 778
HWSETA	1 671	853	3 853	2 818	466	579	496	186	2 045		178	13 145
INSETA	206	28	1 897	576	58	22	22	21	652		52	3 534
ISETT SETA	304	271	5 489	1 303	461	464	355	207	547		78	9 479
LGSETA	409	228	683	911	509	469	491	187	427		905	5 219
MAPPP-SETA	319	102	493	593	177	44	152	230	219		1 993	4 322
MerSETA	2 101	917	4 746	2 357	377	931	1 096	157	3 977	2	46	16 707
MQA	43	255	1 012	245	982	1 586	1 146	639	155	14		6 077
PSETA	501		22	11	1	752	710	1 180			13	3 190
SASETA	797	1 965	4 324	1 692	751	351	392	204	801	1		11 278
SERVICES	1 504	516	15 955	3 302	379	747	482	307	3 955	1	2 939	30 087
TETA	88	107	2 321	1 048	440	391	58	11	684		1 614	6 762
THETA	1 056	100	7 263	4 596	675	425	792	117	2 723	39	3 471	21 257
W&RSETA	996	237	4 579	2 399	821	771	334	190	1 889		105	12 321
Total	15 105	10 613	77 558	31 549	10 857	12 976	9 794	5 341	33 326	83	36 527	243 729

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A10: Percentage provincial share of learnerships per SETA.

SETA	EC	FS	GP	KZN	LP	MP	NW	NC	WC	Out-side SA	Miss-ing val-ues	Total
AgriSETA	9	5	14	6	19	7	6	4	25	0	5	100
BankSETA	5	5	59	10	2	3	6	2	7	0	1	100
CETA	10	13	22	17	4	5	6	4	17	0	1	100
CHIETA	3	12	29	20	2	20	2	0	10	0	1	100
CTFL SETA	6	1	8	12	0	0	1	2	70	0	0	100
ESETA	7	4	41	12	5	18	3	1	7	0	2	100
ETDP SETA	10	7	54	9	2	4	2	3	8	0	0	100
FASSET	1	1	4	1	0	0	1	0	1	0	90	100
FIETA	5	10	11	29	19	19	1	0	6	0	0	100
FoodBev	2	1	47	11	5	3	4	0	26	0	0	100
HWSETA	13	6	29	21	4	4	4	1	16	0	1	100
INSETA	6	1	54	16	2	1	1	1	18	0	1	100
ISETT SETA	3	3	58	14	5	5	4	2	6	0	1	100
LGSETA	8	4	13	17	10	9	9	4	8	0	17	100
MAPPP-SETA	7	2	11	14	4	1	4	5	5	0	46	100
MerSETA	13	5	28	14	2	6	7	1	24	0	0	100
MQA	1	4	17	4	16	26	19	11	3	0	0	100
PSETA	16	0	1	0	0	24	22	37	0	0	0	100
SASETA	7	17	38	15	7	3	3	2	7	0	0	100
SERVICES	5	2	53	11	1	2	2	1	13	0	10	100
TETA	1	2	34	15	7	6	1	0	10	0	24	100
THETA	5	0	34	22	3	2	4	1	13	0	16	100
W&RSETA	8	2	37	19	7	6	3	2	15	0	1	100
Total	6	4	32	13	4	5	4	2	14	0	15	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A11: Number of learnerships per SETA by age group.

SETA	20 & < 20	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	61 to 65	> 65	Missing values	Tot.
AgriSETA	164	2 851	3 253	2 366	1 418	883	522	272	154	64	51		11 998
BankSETA	106	2 618	2 139	1 381	871	505	321	204	106	31	1		8 283
CETA	82	2 782	3 873	2 502	1 441	892	559	288	127	48	22	2	12 618
CHIETA	102	2 288	2 380	1 138	597	451	299	192	60	16	5	1	7 529
CTFL SETA	99	1 795	1 694	1 182	793	619	335	169	20	8	2	16	6 732
ESETA	104	1 926	1 886	564	215	125	127	32	11	3	1	11	5 005
ETDP SETA	65	707	953	1 529	1 861	1 680	1 092	598	289	94	22	222	9 112
FASSET	187	6 412	14 064	4 655	870	273	121	36	12	2		16	26 648
FIETA	21	687	694	484	290	243	119	60	41	9			2 648
FoodBev	92	2 135	3 009	1 900	1 216	727	455	169	65	9	1		9 778
HWSETA	166	3 081	3 291	2 580	1 764	1 320	658	226	44	11	4		13 145
INSETA	85	1 407	996	462	266	152	86	40	24	10	6		3 534
ISETT SETA	104	3 707	3 855	1 192	385	146	63	19	3	2	3		9 479
LGSETA	17	885	1 438	1 316	752	433	230	96	38	11	3		5 219
MAPPP-SETA	59	1 143	1 323	790	344	264	154	84	54	40	17	50	4 322
MerSETA	368	6 012	4 816	2 418	1 226	846	575	308	104	29	5		16 707
MQA	118	1 873	1 885	975	501	418	180	83	33	6	5		6 077
PSETA	11	669	879	489	140	19		1				982	3 190
SASETA	31	1 686	4 109	3 833	1 222	259	83	36	12	6	1		11 278
SERVICES	132	7 577	10 131	5 604	2 917	1 556	1 039	562	318	165	85	1	30 087
TETA	19	995	2 246	1 862	810	416	224	119	52	13	3	3	6 762
THETA	224	4 631	6 024	3 927	2 090	1 416	942	633	529	471	366	4	21 257
W&RSETA	200	4 272	4 217	2 151	871	358	155	53	29	10	5		12 321
Total	2 556	62 139	79 155	45 300	22 860	14 001	8 339	4 280	2 125	1 058	608	1 308	243 729

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A12: Percentage share of learnerships per SETA by age group.

SETA	20 & < 20	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	61 to 65	> 65	Missing values	Tot.
AgriSETA	1	24	27	20	12	7	4	2	1	1	0	0	100
BankSETA	1	32	26	17	11	6	4	2	1	0	0	0	100
CETA	1	22	31	20	11	7	4	2	1	0	0	0	100
CHIETA	1	30	32	15	8	6	4	3	1	0	0	0	100
CTFL SETA	1	27	25	18	12	9	5	3	0	0	0	0	100
ESETA	2	38	38	11	4	2	3	1	0	0	0	0	100
ETDP SETA	1	8	10	17	20	18	12	7	3	1	0	2	100
FASSET	1	24	53	17	3	1	0	0	0	0	0	0	100
FIETA	1	26	26	18	11	9	4	2	2	0	0	0	100
FoodBev	1	22	31	19	12	7	5	2	1	0	0	0	100
HWSETA	1	23	25	20	13	10	5	2	0	0	0	0	100
INSETA	2	40	28	13	8	4	2	1	1	0	0	0	100
ISETT SETA	1	39	41	13	4	2	1	0	0	0	0	0	100
LGSETA	0	17	28	25	14	8	4	2	1	0	0	0	100
MAPPP-SETA	1	26	31	18	8	6	4	2	1	1	0	1	100
MerSETA	2	36	29	14	7	5	3	2	1	0	0	0	100
MQA	2	31	31	16	8	7	3	1	1	0	0	0	100
PSETA	0	21	28	15	4	1	0	0	0	0	0	31	100
SASETA	0	15	36	34	11	2	1	0	0	0	0	0	100
SERVICES	0	25	34	19	10	5	3	2	1	1	0	0	100
TETA	0	15	33	28	12	6	3	2	1	0	0	0	100
THETA	1	22	28	18	10	7	4	3	2	2	2	0	100
W&RSETA	2	35	34	17	7	3	1	0	0	0	0	0	100
Total	1	25	32	19	9	6	3	2	1	0	0	1	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A13: Total population by SETA and gender.

SETA	Number of learnership enrolments				Percentage distribution			
	Male	Female	Unknown	Total	Male	Female	Unknown	Total
AgriSETA	5 801	5 538	659	11 998	48	46	5	100
BankSETA	2 779	5 504	0	8 283	34	66	0	100
CETA	7 886	4 731	1	12 618	62	37	0	100
CHIETA	5 850	1 678	1	7 529	78	22	0	100
CTFL SETA	1 533	5 149	50	6 732	23	76	1	100
ESETA	3 362	1 642	1	5 005	67	33	0	100
ETDP SETA	1 447	7 636	29	9 112	16	84	0	100
FASSET	13 889	12 759	0	26 648	52	48	0	100
FIETA	1 918	730	0	2 648	72	28	0	100
FoodBev	5 001	4 777	0	9 778	51	49	0	100
HWSETA	1 463	11 682	0	13 145	11	89	0	100
INSETA	1 389	2 145	0	3 534	39	61	0	100
ISETT SETA	4 933	4 543	3	9 479	52	48	0	100
LGSETA	2 672	2 547	0	5 219	51	49	0	100
MAPPP-SETA	1 779	2 487	56	4 322	41	58	1	100
MerSETA	12 459	4 217	31	16 707	75	25	0	100
MQA	4 500	1 577	0	6 077	74	26	0	100
PSETA	230	374	2 586	3 190	7	12	81	100
SASETA	7 506	3 770	2	11 278	67	33	0	100
SERVICES	9 562	20 113	412	30 087	32	67	1	100
TETA	5 032	1 652	78	6 762	74	24	1	100
THETA	9 095	11 999	163	21 257	43	56	1	100
W&RSETA	5 588	6 728	5	12 321	45	55	0	100
Total	115 674	123 978	4 077	243 729	47	51	2	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A14: Total population by SETA and race.

SETA	Number of learnership enrolments						Percentage distribution					
	A*	C*	I*	W*	Unk*	Total	A	C	I	W	Unk	Tot.
AgriSETA	7 982	3 098	49	170	699	11 998	67	26	0	1	6	100
BankSETA	4 791	1 078	753	1 637	24	8 283	58	13	9	20	0	100
CETA	10 351	1 656	52	442	117	12 618	82	13	0	4	1	100
CHIETA	5 072	742	506	1 207	2	7 529	67	10	7	16	0	100
CTFL SETA	2 580	3 950	126	24	52	6 732	38	59	2	0	1	100
ESETA	4 115	164	83	643	0	5 005	82	3	2	13	0	100
ETDP SETA	7 354	659	70	993	36	9 112	81	7	1	11	0	100
FASSET	4 806	1 321	3 611	16 754	156	26 648	18	5	14	63	1	100
FIETA	2 323	257	35	32	1	2 648	88	10	1	1	0	100
FoodBev	7 213	1 787	304	473	1	9 778	74	18	3	5	0	100
HWSETA	7 529	1 998	703	2 271	644	13 145	57	15	5	17	5	100
INSETA	2 276	499	234	466	59	3 534	64	14	7	13	2	100
ISETT SETA	8 251	706	227	187	108	9 479	87	7	2	2	1	100
LGSETA	4 182	879	84	74	0	5 219	80	17	2	1	0	100
MAPPP-SETA	3 840	334	37	66	45	4 322	89	8	1	2	1	100
MerSETA	11 047	3 343	663	1 590	64	16 707	66	20	4	10	0	100
MQA	4 688	425	24	940	0	6 077	77	7	0	15	0	100
PSETA	430	169	1	6	2 584	3 190	13	5	0	0	81	100
SASETA	10 189	767	94	227	1	11 278	90	7	1	2	0	100
SERVICES	19 687	2 917	1 010	5 724	749	30 087	65	10	3	19	2	100
TETA	4 716	529	206	854	457	6 762	70	8	3	13	7	100
THETA	13 505	2 012	636	4 935	169	21 257	64	9	3	23	1	100
W&RSETA	8 752	2 168	630	749	22	12 321	71	18	5	6	0	100
Total	155 679	31 458	10 138	40 464	5 990	243 729	64	13	4	17	2	100

A: Black African; C: Coloured; I: Indian; W: White; Unk: Unknown

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A15: Number of learnerships by SETA and NQF Level.

SETA	NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level not indicated	Total
AgriSETA	7 539	1 572	1 237	622	88	9	1		930	11 998
BankSETA		230	4 168	447	2 649	618	171			8 283
CETA	1 043	6 186	3 857	1 239	51	134	1		107	12 618
CHIETA	1 973	3 317	818	938	42	435	5	1		7 529
CTFL SETA		6 592		13	4	58			65	6 732
ESETA	118	3 175	1 183	233	159		58	61	18	5 005
ETDP SETA	237		154	7 359	1 340		22			9 112
FASSET		166	89	289	156	65	25 883			26 648
FIETA	1 108	1 194	280	29	11	22	4			2 648
FoodBev	520	2 648	4 458	942	1 014	180	14		2	9 778
HWSETA	1 344		901	7 249	2 381	1 264	6			13 145
INSETA		448	1 667	1 234	175	5	5			3 534
ISETT SETA		438	337	5 493	3 211					9 479
LGSETA	36	944		4 085	153				1	5 219
MAPPP-SETA		608		1 268	153				2 293	4 322
MerSETA	7 024	7 668	1 081	814	117	2	1			16 707
MQA	6	1 389	3 122	1 552		8				6 077
PSETA		153	167	852	761				1 257	3 190
SASETA		32	4 436	6 687	1		122			11 278
SERVICES	5 615	4 373	1 716	15 101	2 686				596	30 087
TETA	758	155	2 804	260	100				2 685	6 762
THETA		3 498	586	16 146	1 025				2	21 257
W&RSETA		9 373	447	2 259	242					12 321
Total	27 321	54 159	33 508	75 111	16 519	2 800	26 293	62	7 956	243 729

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Table A16: Percentage distribution of learnerships by SETA and NQF Level.

SETA	NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level not indicated	Total
AgriSETA	63	13	10	5	1				8	100
BankSETA		3	50	5	32	7	2			100
CETA	8	49	31	10		1			1	100
CHIETA	26	44	11	12	1	6				100
CTFL SETA		98				1			1	100
ESETA	2	63	24	5	3		1	1		100
ETDP SETA	3		2	81	15					100
FASSET		1		1	1		97			100
FIETA	42	45	11	1		1				100
FoodBev	5	27	46	10	10	2				100
HWSETA	10	0	7	55	18	10				100
INSETA		13	47	35	5					100
ISETT SETA		5	4	58	34					100
LGSETA	1	18		78	3					100
MAPPP-SETA		14		29	4				53	100
MerSETA	42	46	6	5	1					100
MQA		23	51	26						100
PSETA		5	5	27	24				39	100
SASETA			39	59			1			100
SERVICES	19	15	6	50	9				2	100
TETA	11	2	41	4	1				40	100
THETA		16	3	76	5					100
W&RSETA		76	4	18	2					100
Total	11	22	14	31	7	1	11		3	100

Source: Learnership Contact Database, May 2007 (NSDS Phase I and Phase II)

Technical Report II

A SURVEY OF THE EMPLOYMENT AND LEARNING PATHWAYS OF LEARNERSHIP PARTICIPANTS

INTRODUCTION

This report presents an analysis of data from an HSRC survey conducted on behalf of the Department of Labour (DoL) to investigate the employment and learning pathways of learnership participants enrolled in the first financial year of NSDS Phase II.

The report consists of eight sections. The first section explains the methodological basis of the survey. It does so by presenting the methodological assumptions, the sampling frame extracted from the NSDS Phase II contact database, the methodological challenges faced by the study and the weighting of the sample to ensure generalisability to the population of learnership participants enrolled in the first financial year of NSDS Phase II.

Sections 2 and 3 describe the population of NSDS Phase II learners, and the demographic profiles of learnership participants surveyed.

Section 4 presents the status of the learners included in the survey in terms of three categories:

1. Learners who have completed their learnership study
2. Learners who terminated their learnership study before completing all programme requirements
3. Learners who are currently registered and still in the process of undertaking the learnership.

This section provides the backdrop to the remaining sections, which focus on particular groups of learners and the 'pathways' they take through, and out of, the learnership system.

Section 5 focuses on the expectations of learners who are still currently registered and undertaking a learnership, as well as the reasons why learners who have already completed or terminated their programmes enrolled for learnerships.

Section 6 describes the extent of migration from one province to another to pursue a learnership programme, highlighting trends in terms of geographical location, sectors and qualification levels.

Section 7 examines the issue of progression between qualification levels, and focuses on the extent to which learnerships are enabling vertical movement and articulation within the NQF.

Section 8 focuses on the key issue of labour market outcomes. It decribes the extent and ways in which learnerships are equipping the employed to advance through the formal labour market with enhanced skills and capacities, or equipping the young unemployed to find jobs or to proceed to self-employment or to advance to further learning.

In conclusion, the study illustrates that when assessing the impact and effectiveness of the learnership system, it is valuable to take multiple priorities and roles into account. Distinct learnership pathways are determined by the needs of individuals, interlinked with the labour market demands of employers in specific sectors, skills levels and regions. After seven years, the learnership system is positive for some learners participating, but not all.

1 METHODOLOGY

1.1 The research process

A telephonic survey of approximately 15 minutes was conducted with a sample of learnership participants, those who enrolled in the first year of the NSDS Phase II, in the financial year of 1 April 2005 to 31 March 2006.

The survey aimed to trace diverse learning and employment pathways, by exploring the labour market outcomes of participants and the degree to which there has been any progression in employment or education status. That is, the focus of the study was on determining the external efficiency of learnership, rather than a focus on the internal efficiency in terms of issues such as the quality of education and training. This focus determined the selection of all learners enrolled in the first financial year of NSDS Phase II as a sampling frame. The aim was to increase the possibility of sufficient returns from learnership participants who had completed or terminated their study.

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

1.2 The sample

The contact database (described in Technical Report I) provided the basis for the sampling frame. Table 1 provides key data to describe the sampling frame and the eventual returns. The sampling frame included all learnership participants with contact details who enrolled within the first financial year of NSDS Phase II (1 April 2005 to 31 March 2006).

The number of learners that registered for a learnership during this period was 54 617. A high 92% of these learners had contact details as provided by the SETA. Contact details considered valid for the study could be a home telephone number, a cell number, the telephone number of the training provider or a work phone number.

The initial sampling frame included 47 482 learnership registrations. Since the number of learners with telephone contact details registered through AgriSETA was very low (445 out of 3 307 registrations) it was agreed with AgriSETA that a random sample of all 3 307 registered learners would be selected and supplied to AgriSETA and that they would add contact details for the random sample. Therefore, the final sampling frame included a total of 50 344 learnership registrations.

Further investigation into the sampling frame showed that less than 1% (0.14% or 79 registrations) of the 54 617 learnership registrations accounts for learners who registered for more than one learnership within this time period. It could have happened that the same person undertook more than one learnership programme, either due to the learner terminating or completing one learnership and proceeding into a totally different learnership or due to progression to higher NQF levels within the same field (discussion on progression and learning pathways is presented later in the report).

The contact database contained telephone contact details of more than 90% of all SETA's learners, except for THETA (3%) and LGSETA (69%). Of concern was the validity of the contact details provided by the SETAs. The pilot and pre-pilot showed that many of the contact details proved to be outdated and no longer valid. In fact, during the pilot and pre-pilot an average of one out of four contact details were found to be no longer valid. To increase the validity of contact details, training providers were contacted and asked to supply contact details that they had to the study. This resulted in a slight increase in the validity of contact numbers but still did not fully address the problem. The limited contact details provided by THETA, for example, resulted in its being excluded from the study, as the eventual number of returns it was possible to obtain was too limited.

Thus, Table 1 provides an overview of the final sampling frame, based on processes described in Technical Report I, aimed to ensure a valid response rate. It shows that a total of 50 344 enrolments were included in the final sampling frame.

Table 1: Sampling frame.

SETA	Number of learnerships registered within the first financial year of NSDS Phase II					
	Total number registered	Number with telephone contact details (Initial sampling frame)	Final sampling frame (Number)	Final sampling frame (Percentage)	Survey returns	Percentage returns
AgriSETA	3 307	445	3 307	100%	109	3.3%
BankSETA	1 640	1 553	1 553	95%	291	18.7%
CETA	6 181	6 181	6 181	100%	834	13.5%
CHIETA	1 800	1 800	1 800	100%	259	14.4%
CTFL SETA	859	859	859	100%	132	15.4%
ESETA	1 862	1 862	1 862	100%	314	16.9%
ETDP SETA	589	586	586	99%	98	16.7%
FASSET	4 030	4 028	4 028	100%	585	14.5%
FIETA	350	350	350	100%	115	32.9%
FoodBev	1 884	1 884	1 884	100%	43	2.3%
HWSETA	4 503	4 164	4 164	92%	646	15.5%
INSETA	755	752	752	100%	236	31.4%
ISETT SETA	1 915	1 805	1 805	94%	2	0.1%
LGSETA	2 465	1 693	1 693	69%	360	21.3%
MAPPP-SETA	113	110	110	97%	17	15.5%
MerSETA	5 294	5 261	5 261	99%	781	14.8%
MQA	2 667	2 667	2 667	100%	331	12.4%
SASETA	6 275	6 275	6 275	100%	839	13.4%
SERVICES	2 598	2 571	2 571	99%	431	16.8%
TETA	1 057	967	967	91%	151	15.6%
THETA	2 795	87	87	3%	2	2.3%
W&RSETA	1 678	1 582	1 582	94%	243	15.4%
Total	**54 617**	**47 482**	**50 344**	**92%**	**6 819**	**13.5%**

1.3 Number in sample (n)

The aim was to use this sample frame to obtain 8 000 responses, proportionately spread across the 22 SETAs according to the size of each SETA. PSETA provided no information on their learners registered in the NSDS Phase II and was the only SETA excluded from the sampling frame.

Each data record within each SETA database was allocated a random number. Each data set was then sorted in ascending order according to the random number. The call centre operators proceeded by telephoning the learners from the top to the bottom of the list for each SETA separately.

Using this method, a total number of 6 819 valid surveys were returned (Table 1). This represents a total return rate of 13.5%.

The number of calls made to obtain a successful contact and conduct an interview (a 'successful hit') differed markedly across the SETAs. The 'hit rate' can be used as an indication of the accuracy of the telephone contact details of the SETA. MerSETA and ISETT SETA had the highest 'hit rate' with one successful contact for every 6 calls made, while the operators succeeded in a successful contact for every call made to learners registered with SETAs such as CHIETA, ETDP and FASSET.

Table 2: Call and contact rate.

SETA	'Hit' rate = number of calls made for one successful return
AgriSETA	5
BankSETA	3
CETA	4
CHIETA	1
CTFL	3
ESETA	3
ETDP	1
FASSET	1
FIETA	1
FoodBev	5
HWSETA	3
INSETA	2
ISETT	6
LGSETA	3
MAPPP	3
MerSETA	6
MQA	4
SASETA	1
SERVICES	3
TETA	1
W&RSETA	5

As Table 2 illustrates, the return rate thus differed markedly across SETAs. AgriSETA and FoodBev had a low return rate of 3.3% and 2.3% respectively, while FIETA and INSETA had a high return rate of 32.9% and 31.4% respectively. Extremely low returns meant that it was not possible to include two SETAs in the analysis, ISETT SETA and Theta. In total, three SETAs were excluded from the analysis, which includes 20 SETAs.

1.4 Weighting the sample

The database of returns consisted of a sample of learners. Hence, statistical weights were calculated for each sample cell to adjust the number of responses in a particular cell to the original number of learnership participants in the sample frame or population, that is, those enrolled in the first financial year of NSDS Phase II.

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

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

The key factors taken into consideration in weighting were therefore SETA, race, gender and NQF level.

The weighted data provided a weighted estimate of 47 034 responses distributed across the twenty SETAs included in the study.

Analysis of race by SETA shows, with the exception of SASETA and FoodBev, no significant difference between the population and the weighted survey returns. Significant non response by coloured, Indian and white learners enrolled for programmes through FoodBev and non response by white learners enrolled through SASETA resulted in the weighted returns excluding learners in these race groups as weighting cannot correct for non response.

2 PATTERNS OF ENROLMENT

2.1 Enrolment by SETA

The contact database records a total of 48 452 learnership participants enrolled for learnership programmes during the first financial year of NSDS Phase II (1 April 2005 to 31 March 2006) across the twenty SETAs that form the sampling frame for this study.[1]

For the analyses that follow, the weighted value of a total of 47 034 learners will be used.

The mean enrolment by SETA is 2 352, with MAPP having the lowest enrolments of 82 learners and CETA the highest of 6 145. More than a third (39%) of the total learnership enrolments are found in three SETAs: CETA with a total of 6 145 (14%) enrolments, SASETA with a total of 6 117 (14%) and MerSETA with 5 234 (12%) (Figure 1).

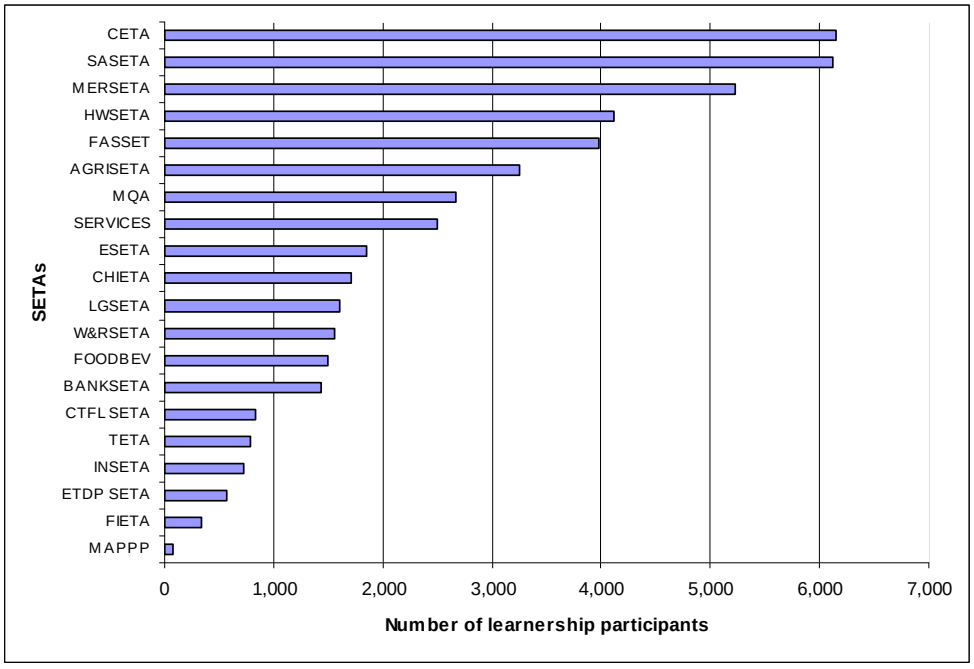

Figure 1: Total learnership enrolments by SETA.

The strong growth in construction, driven by increased infrastructural spending by government on prioritiess such as road and housing developments, may explain the high enrolments of learners at CETA. Employment in the construction sector has increased dramatically and future employees require training in order to offer their services to the industry. However, section 4.2 of this report shows that a high number of learners who participate in training through CETA terminate their learnership training before completion.

The rapid growth of the private security industry in South Africa over the past decade may explain the high enrolments of learners at SASETA. Although growth in an industry may not

[1] This total is derived by deducting the ISETT SETA and THETA enrolments from the final sampling frame total of 50 344.

always be linked to growth in employment, Macfarlane (1994) indicated that it is an unfortunate fact that security is a growth industry because crime is on the rise. According to him, employees are needed to fulfill the duties to combat crime and the industry has to provide training opportunities to meet the demand for new employment. It does so by providing training opportunities, employment and a career-path for many initially unskilled people.

The manufacturing sector experienced a rapid decline in employment levels (especially at the low-skills level) from 1990 (Wakeford 2004), but the slightly upward trend in employment since March 2003 may have influenced the comparable high enrolments for training in the sector through the MerSETA (MerSETA 2006).

2.2 Enrolment by province

Learnership provision across provinces indicates the extent to which learners from different provinces and different socio-economic contexts are able to access learnerships, the extent to which employers are signing learnership contracts, the distribution of service providers for particular learnership programmes, and the activity in certain sectors of the economy.

Respondents were asked to indicate the province from which they originate and the province in which they undertook their learnership. Figure 2 shows an unequal provision across provinces, with more than half of the total 47 034 learners enrolled in two provinces: Gauteng with 16 825 (37%) enrolments and Kwazulu Natal with 7 126 (16%) enrolments. In fact, Gauteng accounts for almost the same number of enrolments as the total enrolments in Northern Cape (1 201), North West (2 028), Mpumalanga (2 522), Free State (3 378), Limpopo (2 873) and Eastern Cape (4 282) put together.

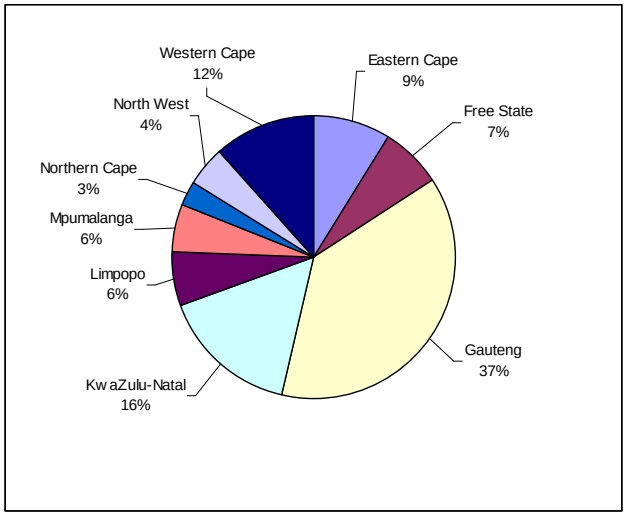

Figure 2: Total learnership enrolments by province.

The provincial location of learnership enrolment provided in Table A1 in the Annexure shows that the provision of learnerships by SETA is unequally distributed across the provinces. Almost all (95%) learnership enrolments at FoodBev, for example, are in Gauteng. More than 60% of enrolments at INSETA and SERVICES SETA are also in Gauteng. ESETA has more than 55% of learnership enrolments in Gauteng, while BankSETA has 50% of their enrolments in Gauteng.

The distribution of provincial enrolment for the SETAs highlights the location of the major economic activity of the related sectors. For example, the chemical industry has major operations such as SASOL in Secunda, Mpumalanga, and this explains the presence of high enrolments in programmes that fall under CHIETA in this province. Similarly, almost all (80%) of enrolments in learnership programmes that fall under CTFL are in the Western Cape, the major location of the textile industry.

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2.3 Enrolment by NQF Level

For the purposes of this study, qualifications were divided into three broad categories:

- low-skills level (defined as NQF Levels 1–3)
- intermediate skills level (defined as NQF Level 4)
- high-skills level (defined as NQF Levels 5–7).

Figure 3 shows that almost two thirds (64%) of the total learnership enrolment were at the low-skills level, 22% at the intermediate skills level and only 14% at the high-skills level.

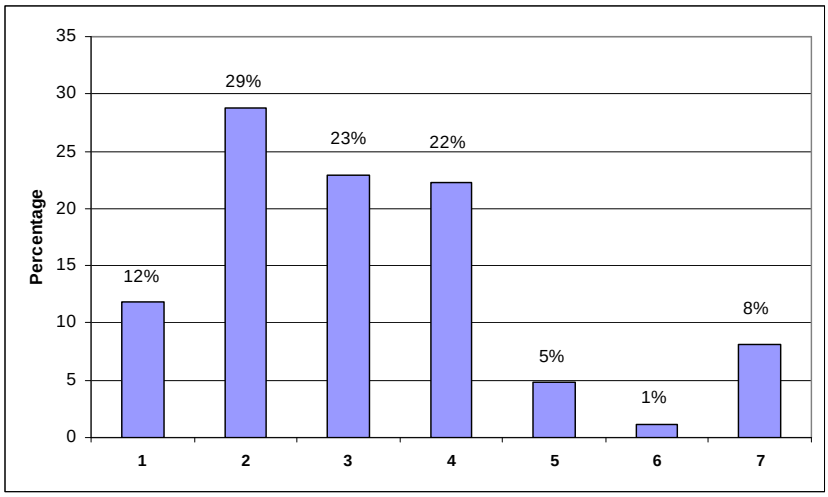

Figure 3: Total learnership enrolments by NQF Level.

According to Table A2 in the Annexure, the distribution of provision by NQF level differs substantially across SETAs. Almost all FASSET enrolments are at NQF Level 7, while almost two thirds (61%) of AgriSETA enrolments are at NQF Level 1.

Further, provision by SETA tends to be predominantly at one skills level, either the low-skills level, the intermediate skills level or the high-skills level. These results point very clearly to the range of different pathways within the ambit of 'learnerships'.

Table 3 reports that for ten of the 20 SETAs in the study, more than 80% of enrolments are at the low-skills level. These SETAs are AgriSETA, CETA, CHIETA, CTFL, ESETA, FIETA, FoodBev, MerSETA, MQA and TETA. LGSETA and ETDP tend to have most learnership enrolments at the intermediate skills level, while BankSETA and FASSET have most of their enrolments at the high-skills level.

Table 3: Total learnership enrolments by low-, intermediate and high-skills level categories.

SETA	Low %	Intermediate %	High %	Total %
AgriSETA	99	1	0	100
BankSETA		1	91	100
CETA	80	13	0	100
CHIETA	80	14	6	100
CTFL SETA	100	0	0	100
ESETA	92	6	3	100
ETDP SETA	13	73	15	100
FASSET	1	0	99	100
FIETA	88	8	4	100
FoodBev	96	1	3	100
HWSETA	28	52	20	100
INSETA	49	39	11	100
LGSETA	10	90	0	100
MAPPP	20	60	21	100
MerSETA	96	4	0	100
MQA	84	16	0	100
SASETA	54	46	0	100
SERVICES	50	44	6	100
TETA	96	4	0	100
W&RSETA	77	21	2	100
Total	**64**	**22**	**14**	**100**

3 DEMOGRAPHIC PROFILE OF LEARNERS

This section focuses on the demographic profile of learners, and addresses the questions:

- Who are the people that are likely to enrol for learnerships in terms of gender, race, and age?
- What are their highest qualifications, and at what level do they enrol for learnerships?
- What was their employment status at enrolment?

3.1 Enrolment by gender

The gender distribution of NSDS Phase II learners is 53% (25 050) male and 47% (21 984) female (Figure 4).

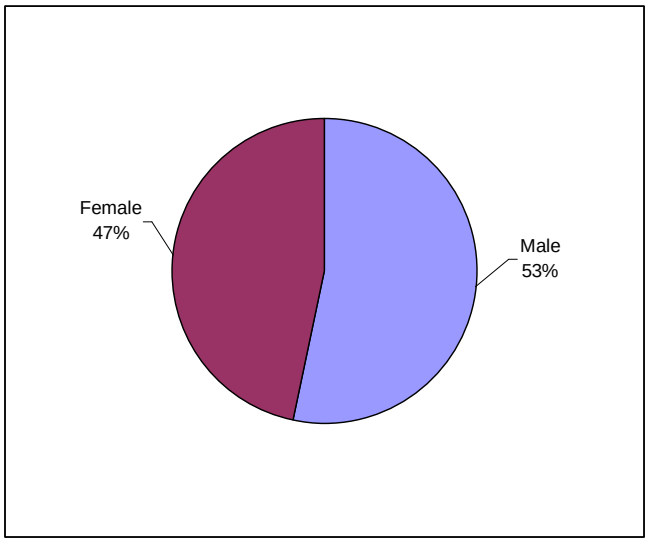

Figure 4: Learnership participants by gender.

Gender distribution differs markedly by SETA, NQF level and learnership programme. Table 4 reports that more than two thirds of learners who enrolled through CHIETA (80%), FIETA (76%), MerSETA (75%), SASETA (68%) and ESETA (67%) respectively are male, and close to two thirds enrolled through TETA (64%), MQA (63%) and CETA (61%) are also male. The chemical, manufacturing, mining and construction sectors are traditionally seen and described as a 'man's world'. Traditionally it was experienced that women are not attracted to technology to the same degree. Despite many initiatives – ranging from dedicated recruitment and selection to the establishment of support groups for women students at training institutions and women workers in the labour market – women are still under-represented in the more technical fields.

On the other side of the coin, more than eight out of ten of learners enrolled through ETDP SETA (90%), HWSETA (89%), and CTFL SETA (82%) are female. The findings suggest that gender disparity in programme selection continues, with greater numbers of female learners entering the 'softer' programmes as compared to males. Sectors such as health, welfare andeducation are traditionally seen as the 'caring' sectors and women tend to gain easy

access to employment in these sectors. The clothing or textile industry has also traditionally been dominated by coloured women. These disparities are a reflection of the typical feminisation of certain occupational roles.

Table 4: Gender of learnership participants by SETA.

SETA	Number of learners enrolled			Percentage distribution		
	Male	Female	Total	Male	Female	Total
AgriSETA	1,590	1,669	3,259	49	51	100
BankSETA	553	883	1,436	39	61	100
CETA	3,739	2,406	6,145	61	39	100
CHIETA	1,407	303	1,710	82	18	100
CTFL SETA	151	688	839	18	82	100
ESETA	1,248	605	1,853	67	33	100
ETDP SETA	58	506	564	10	90	100
FASSET	1,985	1,999	3,984	50	50	100
FIETA	263	83	346	76	24	100
FoodBev	816	672	1,488	55	45	100
HWSETA	435	3,687	4,122	11	89	100
INSETA	313	415	728	43	57	100
LGSETA	737	862	1,599	46	54	100
MAPPP	27	55	82	33	67	100
MerSETA	3,901	1,333	5,234	75	25	100
MQA	1,677	988	2,665	63	37	100
SASETA	4,134	1,983	6,117	68	32	100
SERVICES	854	1,651	2,505	34	66	100
TETA	508	286	794	64	36	100
W&RSETA	654	910	1,564	42	58	100
Total	**25,050**	**21,984**	**47,034**	**53**	**47**	**100**

Table 5 provides an analysis of gender by NQF level, which reveals an interesting trend. It shows that more than half (58%, 12 666) of all female learners are enrolled at NQF Levels 1–3, as compared to more than two thirds (69%, 17 200) of all male learners. A quarter (25%) of the total female learners are enrolled at NQF Level 4 in comparison with a fifth (20%) of the total male learners. Seventeen per cent of the total female learners are enrolled at NQF Levels 5–7 and 12% of the total male learners.

Table 5: Gender of learnership participants by NQF Level.

NQF Level	Number of learners enrolled			Percentage distribuiton		
	Male	Female	Total	Male	Female	Total
NQF 1	2,639	2,939	5,578	47	53	100
NQF 2	7,718	5,798	13,516	57	43	100
NQF 3	6,843	3,929	10,772	64	36	100
NQF 4	4,896	5,563	10,459	47	53	100
NQF 5	832	1,471	2,303	36	64	100
NQF 6	212	349	561	38	62	100
NQF 7	1,911	1,921	3,832	50	50	100
Blank	0	14	14	0	100	100
Total	**25,050**	**21,984**	**47,034**	**53**	**47**	**100**

Thus, of note is that women tend to enrol in learnership programmes at the intermediate and high-skills levels to a greater extent than males (see Figure 5).

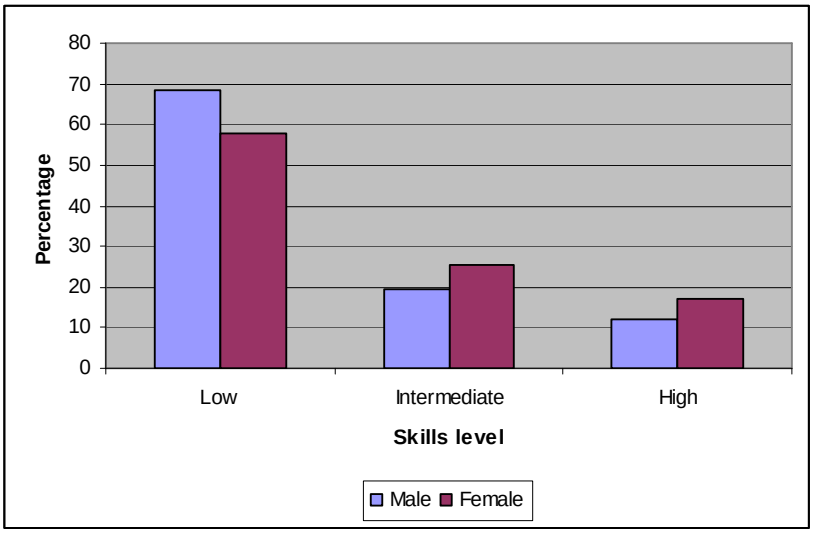

Figure 5: Gender of learnership participants by skills levels.

3.2 Enrolment by race

Learnership participants are predominantly black, with 73% being African, 13% coloured, 3% Indian and 11% white (Figure 6).

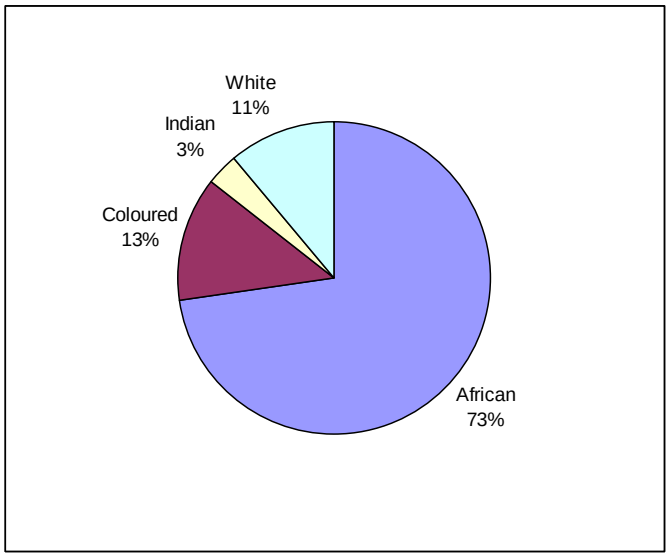

Figure 6: Learnership participants by race.

The racial distribution differs markedly by SETA, NQF level, learnership programme and provincial location of the learnership. For example, more than half of the learners enrolled through FASSET are white. On the other hand, more than eight out of ten learnership participants who fall under CETA, ESETA, FoodBev, MAPP, MQA and SASETA are African. Further, white learners are enrolled at only 14 of the 20 SETAs included in the study,

excluding CTFL SETA, FOOFBEV, LGSETA, MAPP, SASETA and TETA (Table A3 in the Annexure).

Table 6 provides an analysis of race by NQF level. It shows that more than two thirds (70%) of all African learners are enrolled at NQF Levels 1–3, 22% at NQF Level 4 and 8% (4 414) at NQF Level 5–7. A similar distribution exists for coloured learners where 70% are enrolled at NQF Levels 1–3, 21% at NQF Level 4 and 9% (529) at NQF Level 5–7. In contrast to this trend, almost half (49%) of all white learners are enrolled at NQF Levels 5–7, 27% at NQF Level 4, and 24% at NQF Levels 1–3. The same trend is noticed for Indian learners at NQF Levels 5–7. Almost half (49%) of the Indian learners are enrolled at this level. Thus of note is the racial skewing at the high-skills level. African and coloured learners tend to enrol in programmes at the low-skills level to a greater extent than white and Indian learners (see Figure 7).

Table 6: Race of learnership participants by NQF Level.

NQF Level	Number of learners enrolled					Percentage distribution				
	A*	C*	I*	W*	Total	A	C	I	W	Total
NQF 1	4,145	1,294	53	86	5,578	12	22	3	2	12
NQF 2	10,703	1,891	342	580	13,516	31	32	21	11	29
NQF 3	9,023	995	135	619	10,772	26	17	8	12	23
NQF 4	7,527	1,248	287	1,397	10,459	22	21	18	27	22
NQF 5	1,495	276	188	343	2,303	4	5	12	7	5
NQF 6	418	25	33	85	561	1	0	2	2	1
NQF 7	877	247	570	2,137	3,832	3	4	35	41	8
Blank	14	0	0	0	14	0	0	0	0	0
Total	**34,202**	**5,977**	**1,607**	**5,248**	**47,034**	**100**	**100**	**100**	**100**	**100**

** A: African; C: Coloured; I: Indian; W: White*

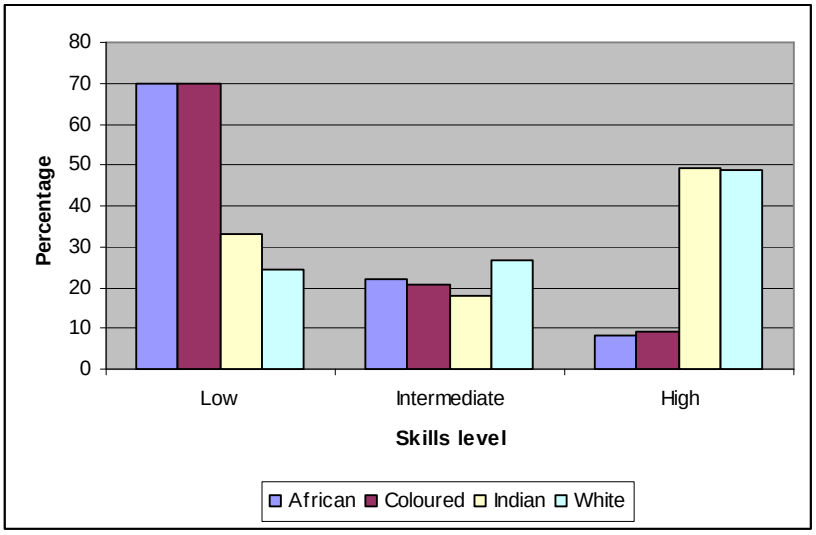

Figure 7: Race of learnership participants by skills levels.

3.3 Enrolment by age

The term 'age' used in this analysis was calculated as in 2007 from the ID numbers of learners. Learnerships, unlike apprenticeships, are not limited by age. Rather, they are expected to contribute to the lifelong learning needs of individuals. However, youth is specifically targeted by government in terms of skills development and the enhancement of employability.

The mean age of learners included in this study is 29.1, with an age range of 50, with 18 being the minimum and 68 the maximum. Table 7 shows a significant difference in the mean age distribution between the SETAs, which range from 33.8 years old for learners enrolled through MAPP and 23.5 for learners enrolled through BankSETA. The following SETAs have a mean age slightly higher than the average of 29.1: AgriSETA, CETA, CTFL, ETDP, HWSETA, LGSETA, MAPP, SASETA and TETA.

Table 7: Mean age of learner participants.

SETA	Min	Max	Range	Mean	S.D	S.E
AgriSETA	20	60	40	30.9	8.9	0.2
BankSETA	20	40	20	23.5	2.7	0.1
CETA	20	68	48	32.2	9.0	0.1
CHIETA	20	60	40	28.7	7.5	0.2
CTFL SETA	19	55	36	30.2	7.6	0.3
ESETA	19	50	31	26.6	4.8	0.1
ETDP SETA	20	55	35	30.6	8.4	0.4
FASSET	19	48	29	24.9	3.4	0.1
FIETA	20	52	32	28.8	6.6	0.4
FoodBev	19	50	31	28.1	7.4	0.2
HWSETA	19	68	49	32.1	8.2	0.1
INSETA	19	56	37	24.7	5.0	0.2
LGSETA	19	53	34	31.3	7.1	0.2
MAPPP	19	48	29	33.8	9.6	1.1
MerSETA	18	64	46	28.0	7.5	0.1
MQA	18	63	45	28.8	7.9	0.2
SASETA	19	55	36	29.8	4.8	0.1
SERVICES	18	57	39	28.2	7.5	0.2
TETA	20	50	30	30.1	6.3	0.2
W&RSETA	20	55	35	28.4	6.8	0.2
Total	**18**	**68**	**50**	**29.1**	**7.4**	**0.0**

Figure 7, showing the age distribution of learners, indicates that 81% of learners may be categorised as youth, falling between 15 and 34 years of age. A significant decrease in participation with an increase in age occurs from the age of 34. This reflects strongly the fact that the NSDS II has identified youth as a specific target population. The strategy document states that 'the youth are a vulnerable group in South Africa and are thus a special target group of the NSDS. The intention is to target unemployed youth and to provide them with skills to improve their chances of finding or creating work' (DoL 2006: 54). The pathways of youth through learnerships are therefore most significant, and are discussed further in section 8 of this report.

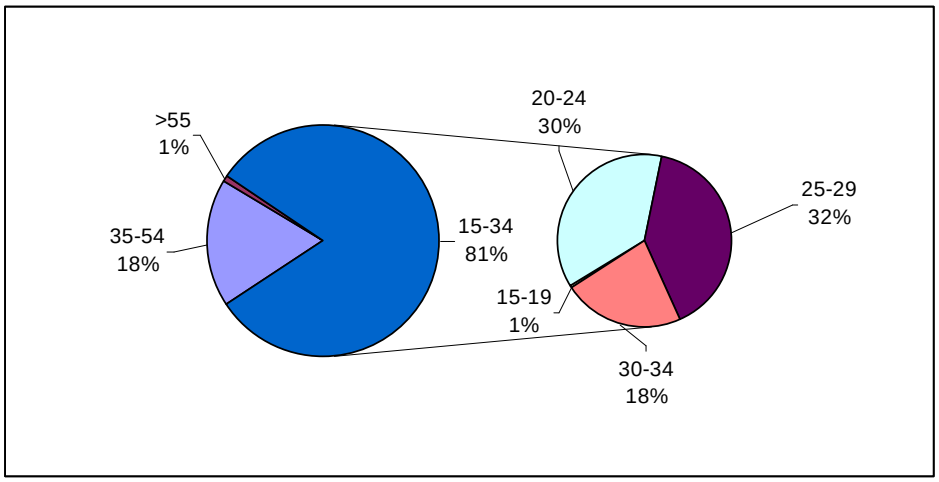

Figure 7: Age distribution of learners.

3.4 Highest qualification at enrolment

Figure 8 shows that prior to enrolling for the learnership, more than two thirds (71%) of learners already held a qualification at the intermediate skills level (NQF Level 4). About a fifth (19%) of learners held a qualification at the high-skills level, and only 11% at the low-skills level.

Eighty one per cent of learnership participants held a qualification at NQF Level 4 or below at the time of enrolling for their learnership, and of this group 83% were matriculants.

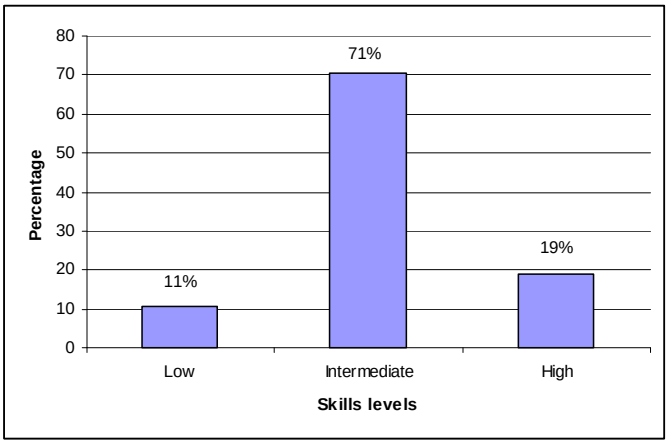

Figure 8: Highest qualification of learners at enrolment.

Table 8 reports the data across SETAs. The only SETAs where less than 71% learners held a qualification at the intermediate level were CETA, CTF, ESETA, FASSET, LGSETA and MerSETA. More than half (59%) of the learners who were enrolled for a learnership programme under FASSET held a qualification at the high-skills level, while the same percentage (59%) of the learners who were enrolled for a learnership programme under CTFL held a qualification at the low-skills level.

Table 8: Highest qualification of learners at enrolment by SETA.

SETA	Number of learners					Percentage distribution				
	Low	Intm.*	High	Blank	Total	Low	Intm.*	High	Blank	Total
AgriSETA	528	2,578	153		3,259	16	79	5	0	100
BankSETA	0	1,309	123	5	1,436	0	91	9	0	100
CETA	1,261	3,760	1,117	7	6,145	21	61	18	0	100
CHIETA	6	1,704	0		1,710	0	100	0	0	100
CTFL SETA	493	335	11		839	59	40	1	0	100
ESETA	187	1,031	615	20	1,853	10	56	34	1	100
ETDP SETA	11	518	31	4	564	2	93	6	1	100
FASSET	0	1,637	2,347		3,984	0	41	59	0	100
FIETA	6	323	2	15	346	2	97	1	4	100
FoodBev	271	1,121	96		1,488	18	75	6	0	100
HWSETA	40	2,909	1,164	9	4,122	1	71	28	0	100
INSETA	2	597	129		728	0	82	18	0	100
LGSETA	289	949	358	3	1,599	18	59	22	0	100
MAPPP	11	61	6	4	82	14	79	8	5	100
MerSETA	1,040	3,538	642	13	5,234	20	68	12	0	100
MQA	303	1,900	421	41	2,665	12	72	16	2	100
SASETA	321	5,210	574	12	6,117	5	85	9	0	100
SERVICES	69	1,494	567	375	2,505	3	70	27	18	100
TETA	102	620	72		794	13	78	9	0	100
W&RSETA	51	1,190	283	41	1,564	3	78	19	3	100
Total	**4,990**	**32,785**	**8,711**	**549**	**47,034**	**11**	**71**	**19**	**1**	**100**

* *Intm: Intermediate*

The extent to which learnership participants undertake learnerships at NQF levels above or below their highest qualification is discussed in section 7 on learner progression.

Figure 9 shows the employment status of learners by their highest qualification at enrolment. It seems that for both the employed (18.1) (68%) and unemployed (18.2) (71%) groups, more than two thirds of learners already held a NQF Level 4 qualification at enrolment (see section 3.6).

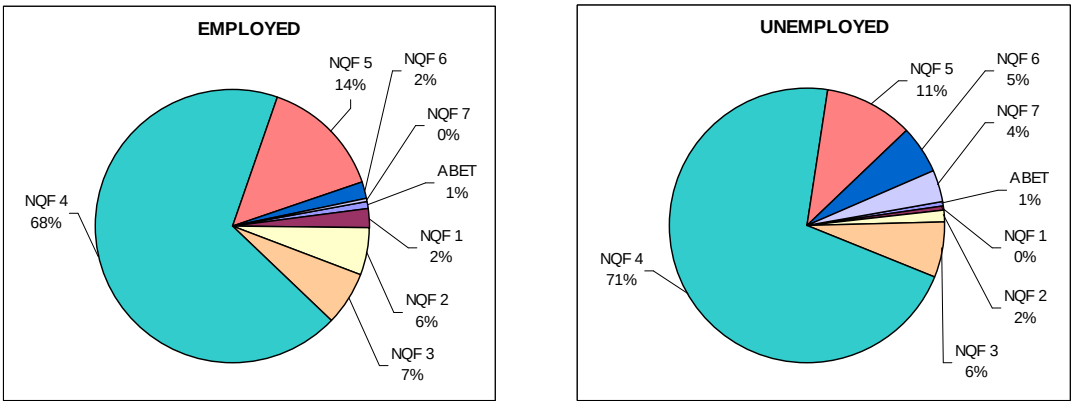

Figure 9: Employment status of learners prior to enrolment by highest qualification.

3.5 People with disabilities

Less than 1% (334) of the learnership participants are people living with a disability. Of the 334 who have disabilities, 46% indicated that they have severe visual limitations and 40% have physical disabilities requiring the use of a wheelchair, crutches or prosthesis.

3.6 Employment status

Respondents were asked to indicate their employment status at enrolment of the learnership. The analysis in this section is based on these responses. Figure 10 shows that 69% (32 424) of total learnership participants were unemployed at enrolment (18.2) and 31% (14 610) were employed (18.1). The ratio of learners who were employed at enrolment to learners who were unemployed at enrolment differs by SETA and NQF. More than three quarters (79%) of SERVICES SETA learners were employed at enrolment, while all MAPP learners were unemployed at enrolment.

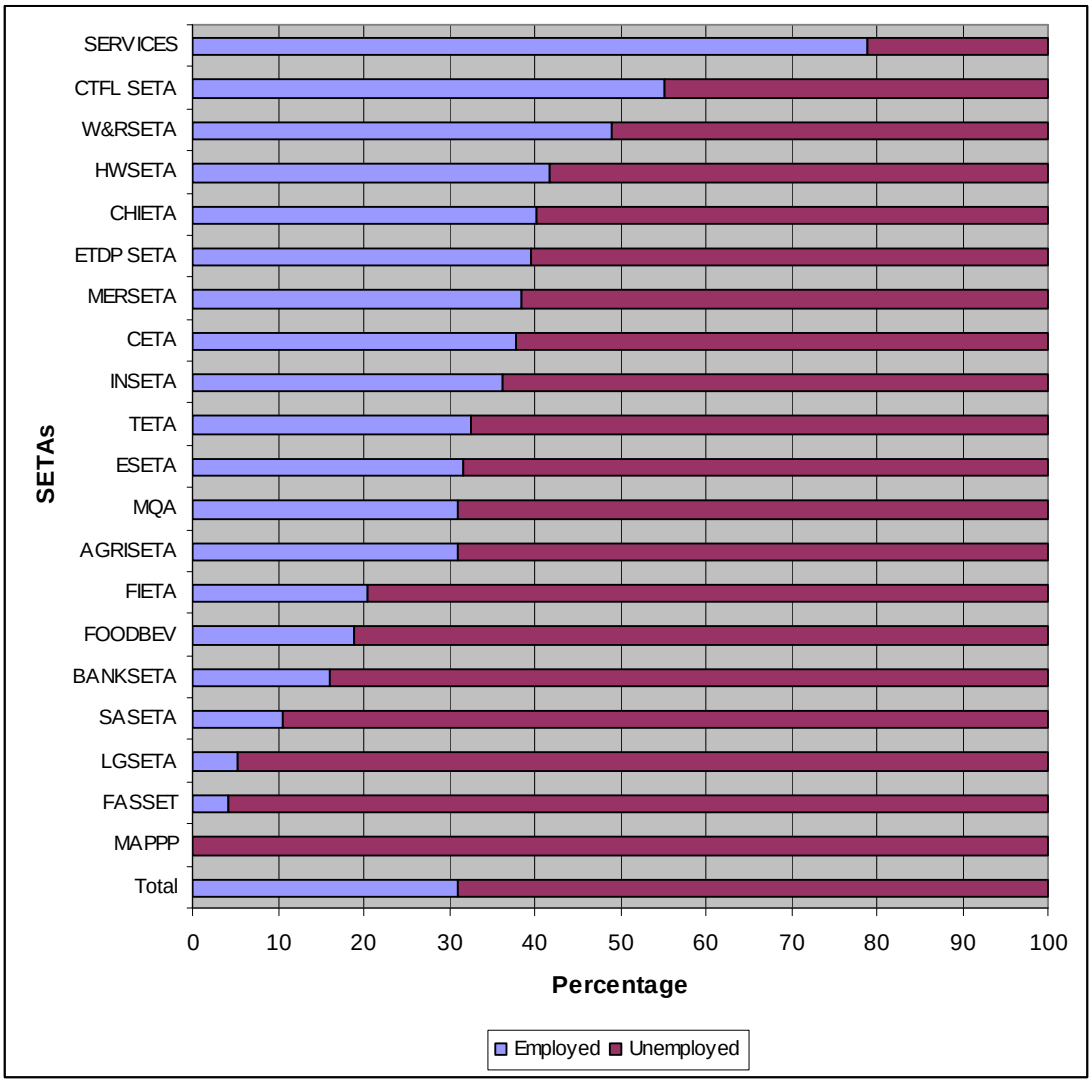

Figure 10: Employment status of learners at enrolment by SETA.

3.7 Nature of employment

Respondents were asked to describe the nature of their unemployment/employment at the time of enrolment on the learnership in terms of a number of criteria such as the salary, the permanency of the appointment contract, or the activities engaged in for economic survival. Analysis of the nature of unemployment/employment prior to enrolment is presented in this section.

The employed

There is a significant difference in the race and gender of learners who were employed at the time of enrolment in a learnership programme. Figure 11 shows that of this group, 67% were African, 17% were coloured, 5% were Indian and 11% were white learners. In terms of gender the distribution was 54% male learners and 46% female learners.

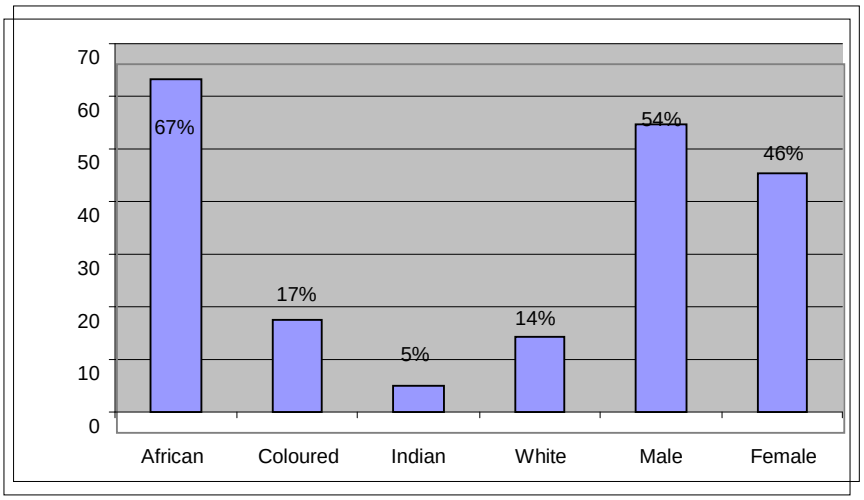

Figure 11: Learners employed at enrolment by gender and race.

Ninety per cent were employed in the private sector, 7% in government and 2% were self-employed (Figure 12). Seventy seven per cent were employed in large (150+ employees) enterprises or medium size (50–149 employees) enterprises and 98% were employed in the formal sector. A small number, 4%, were employed in expanded public works programmes.

Almost two thirds (65%, 9 841) of learners employed at the time of enrolment were employed in a full-time capacity, i.e. for 40 or more hours a week, and in a permanent position, i.e. an employment contract with no end date stipulated. More than a third (35%) were employed in a part-time capacity, i.e. for less than 40 hours a week, and in a contract position with an end date stipulated. The learners also provided information on the nature of their employment contracts: almost two thirds (64%) had permanent contracts with no end date, more or less a third (30%) had temporary contracts with a fixed end date, and only 6% were working as casuals.

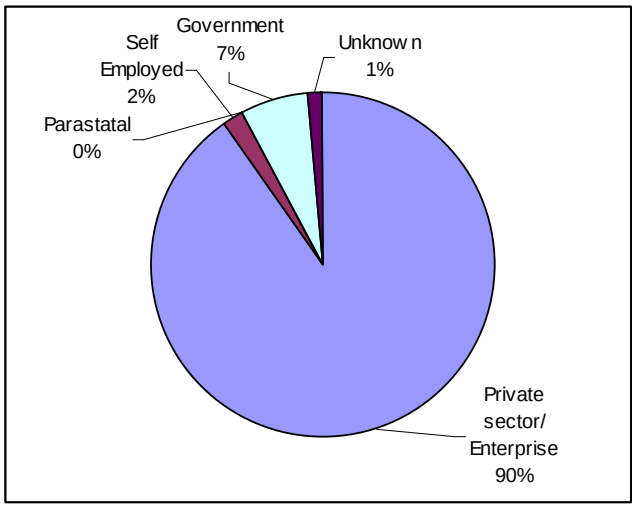

Figure 12: Employer type.

Salary information was provided by only 30% of the respondents who were employed at the time of enrolment. Salaries ranged from less than R999 per month to about R10 000 per month, with 15% of learners who were employed earning less than R1 000 per month (Figure 13).

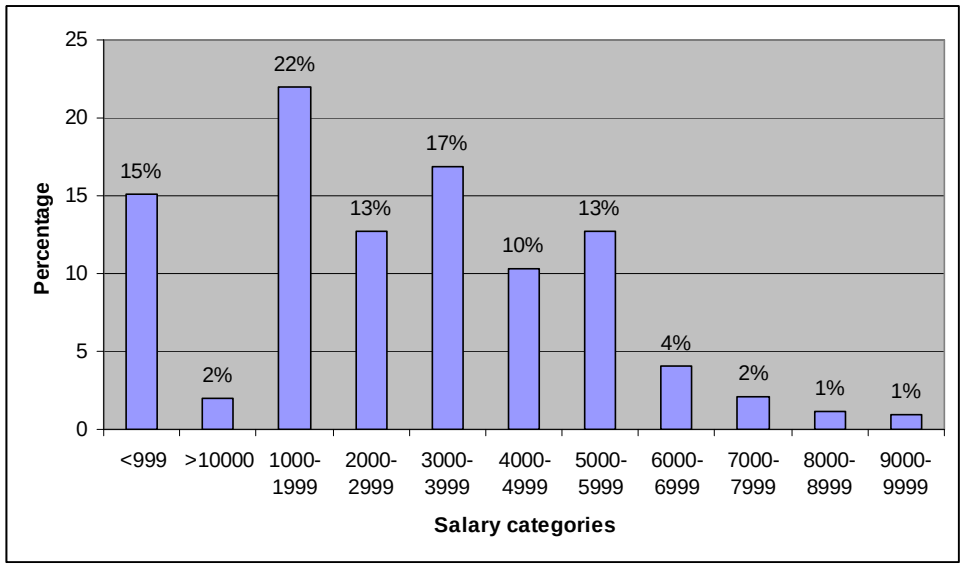

Figure 13: Average monthly salary.

The unemployed

The majority (69%, 32 424) of learners were unemployed at the time of enrolment. They were asked to indicate what activities they engaged in to survive financially. The data identifies their resourcefulness: almost all (96%) of them indicated that they were looking for work, more than two thirds (70%) said that that they were doing piecework for payment in kind, about a third (31%) were studying, a tenth (10%) were involved in unpaid volunteer work and 6% were taking care of home full-time. Only 6% indicated that they were not doing anything (Figure 14).

The majority (91%) of the learners who were unemployed at enrolment for the learnership indicated that they survived by receiving cash, food and clothing from family and friends. More than three quarters also did piece work for pay (78%) and piece work for payment in kind (77%) respectively (Figure 15).

The percentages of learners that mainly survived due to family support are high across all the age categories, but show a decline for the 50–54 age category, there after increasing again. This suggests that this mode of survival remains the key solution for learners who were unemployed at enrolment. As can be expected, the learners in the older age categories also survived by doing piece work for pay or piece work for payment in kind (Figure 16).

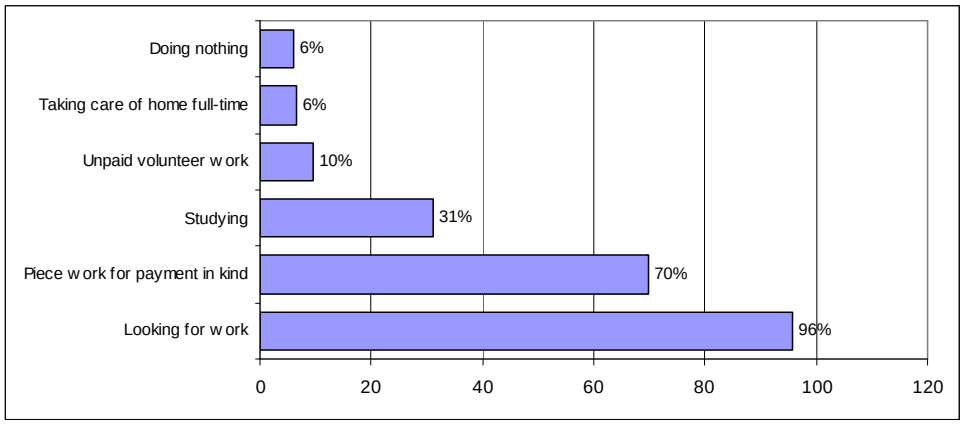

Figure 14: Activities of the unemployed.

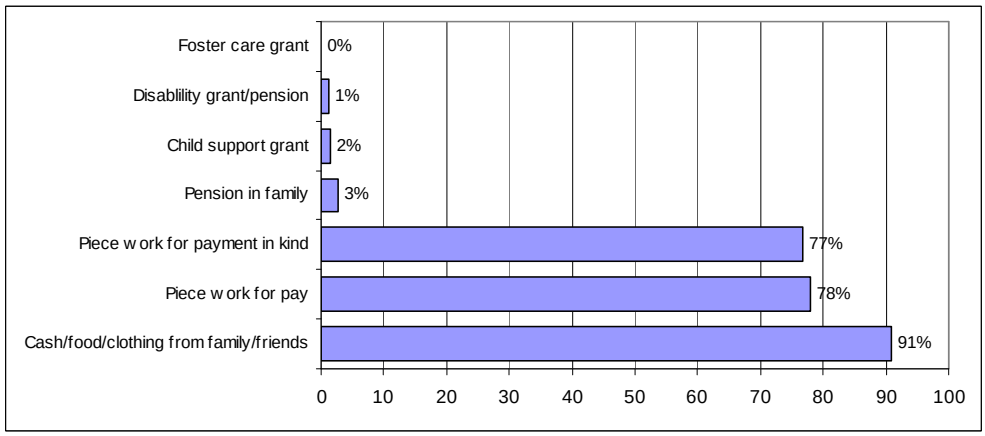

Figure 15: Sources of survival.

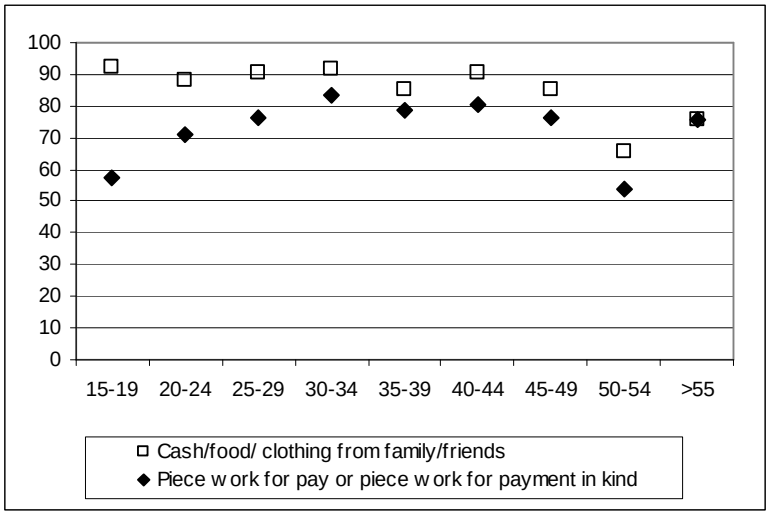

Figure 16: Sources of survival by age.

4 THE COMPLETION STATUS OF LEARNERS

Learnership participants included in the study fall within three categories:

- Those who had completed the learnership programme for which they were enrolled
- Those who terminated the learnership programme by leaving before graduation
- Those who are still registered and currently in the process of undertaking the learnership

A total of 47 034 weighted learners were included in the study, representing enrolments in 20 SETAs in the first financial year of the NSDS Phase II. Of these, 30 520 (65%) had completed their learnership at the time of the study, 6 801 (15%) had terminated their study and 9 306 (20%) were still registered (Figure 17). The completion status of 407 learners was unknown.

It is important to note, as discussed in the methodology section, that the sampling frame aimed to increase the probability of accessing learners who had completed or terminated their learnership study, in order to track labour market outcomes. Hence, it selected only those who had enrolled in the first financial year of the NSDS Phase II. These results should therefore *not* be interpreted as representative of the NSDS Phase II population as a whole to date. In particular, they should not be interpreted as a 'completion rate' for learnerships in general. Rather, the data are used to indicate the kinds of outcomes and trends evident for each category of learnership participant in the specific cohort of the study, those who enrolled in the first financial year of NSDS Phase II.

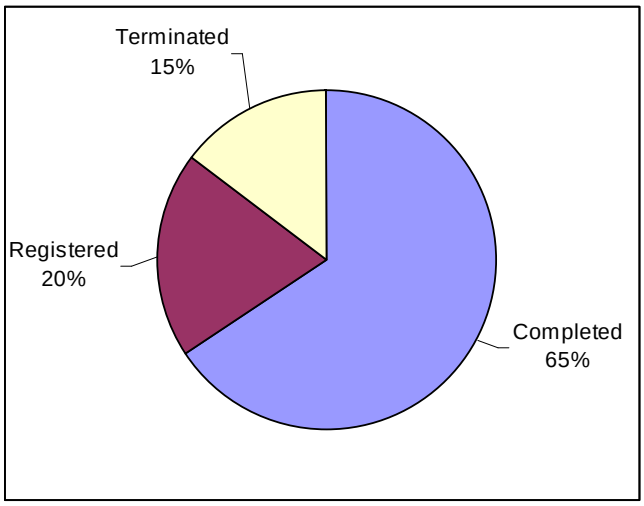

Figure 17: Completion status of learners.

The present section focuses primarily on the 6 801 learners who terminated their study before completion of the learnership programme. The purpose is to interrogate those factors that impact on the retention of learners in programmes, and to identify areas where learners are most vulnerable to the potential of non-completion or termination.

4.1 Learners who terminated the learnership

Time in the learnership before terminating

Figure 18 indicates that almost all (98%) of the learners who terminated their learnership programmes did so within a year, with 38% just after one to three months and 34% after four to six months. The next section investigates the reasons for termination.

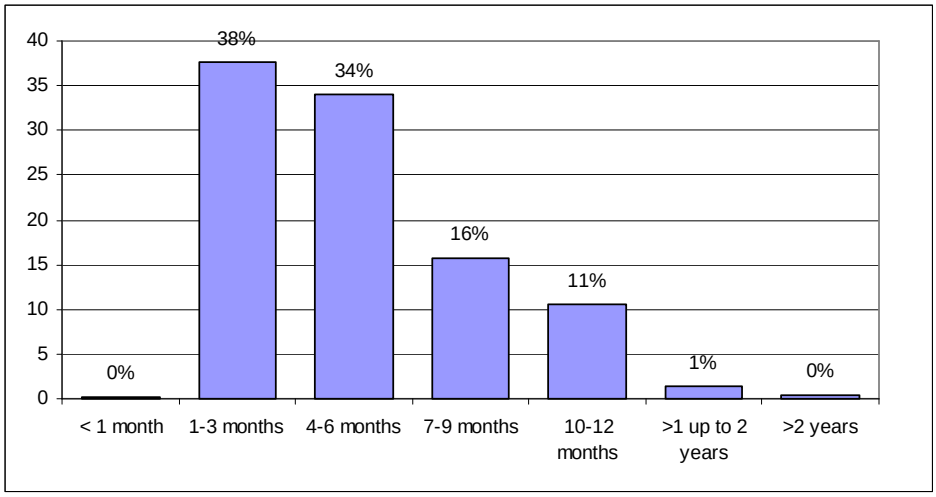

Figure 18: Time that learners were studying before termination.

Reasons for terminating the learnership programme

Learners who terminated their learnership were asked to provide reasons for doing so. Their responses revealed that about three quarters (74%) terminated the learnership programme because of the quality of training in either the practical component at the workplace or in the theoretical component in the classroom. Discussion with learners who had terminated revealed that in many instances the classroom training was not related to the workplace, which made it difficult for them to fulfil their duties during the workplace training phase (see Technical Report III for elaboration).

Lack of support from mentors as well as other staff at the workplace added to this problem and led them to terminate their learnership training. One respondent mentioned, '…there was resistance from the staff members to accept and acknowledge us. For some it was a threat that they might loose their jobs'. In fact, about a quarter (24%) of the learners terminated their programmes because of the resistance of fellow employees.

Just more than a fifth (22%) of the learners terminated the learnership because they found employment. Other reasons for termination ranged from family responsibilities (9%) to learnerships that were cancelled (3%) or difficulties with accommodation, travel and finances (7%). Minor reasons provided were that learners felt that the qualification was of no value (2%), physical illness (1%), decided to pursue another learnership (1%), learnership was not interesting enough (1%), and failure of completing certain components of learnership (1%). Of the 7% who terminated due to financial reasons, a number of learners indicated that they left because their stipend was either not paid to them or not paid timeously enough to support their learning. During in-depth interviews with learners one of them highlighted the impact of stipends not being paid on time, 'We didn't receive our allowances on time. This causes problems because sometimes we couldn't attend lectures everyday because we didn't have money to travel'.

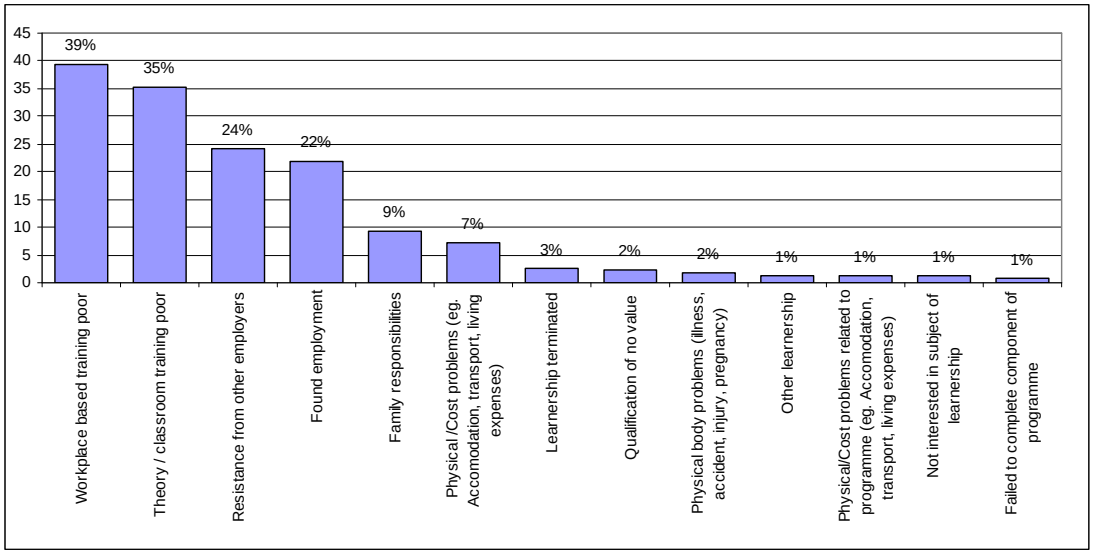

Figure 19: Reasons for terminating the learnership programme.

4.2 Differences between learners who completed and terminated

Thus, learners' self-reported reasons for termination referred mostly to the poor quality of training they received. The questions arise as to what the differences are between those who complete and those who terminate, and whether these differences account for their decision.

Skills levels

Differences exists between learners who terminated the learnership programme and learners who completed in terms of the skills levels of the learnership programme for which they enrolled, i.e. between learners who enrolled for low-skills level programmes, learners who enrolled for intermediate and high-skills level programmes.

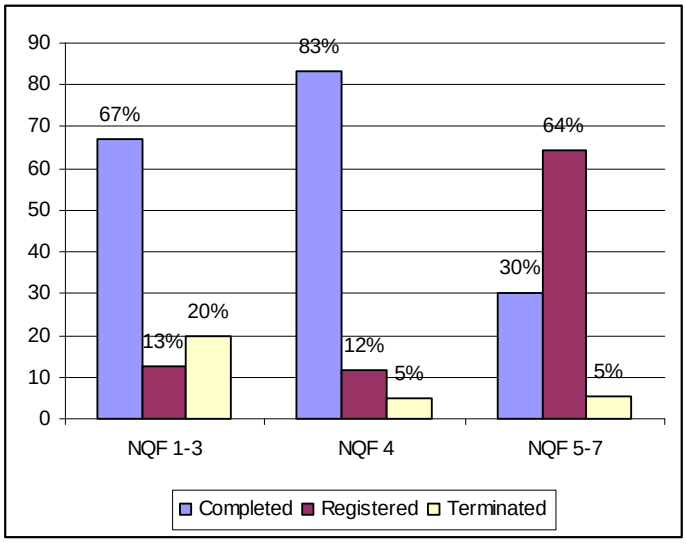

Figure 20: Completion status of learners by NQF level of learnership.

Figure 20 shows that at the low-skills level (NQF 1–3), about two thirds (67%) of learners completed their training, in comparison with 84% of learners at the intermediate skills level (NQF 4). At the high-skills level (NQF 5–7), only 30% have already completed compared to almost two thirds (64%) who are still registered. Given that the sample included all those who enrolled in the first year of NSDS Phase II, this difference reflects the existence of learnerships longer than one year duration, at the high-skills level.

The data also reflects the trend that one out of five learners at the low-skills level terminated their training. This is in comparison with only 5% at the intermediate (NQF 4) level and high-skills level respectively, indicating that learners at the low-skills level are more likely to 'drop out', to terminate their learnership participation before completing the programme.

SETA

Differences exist between learners who terminated their learnership programme and those who completed the programme in terms of the SETA under which the programme falls. Figure 21 (see Table A4 in the Annexure) shows the learners who completed as compared to the learners who terminated early, for each SETA. The data reveal that almost half (46%) of the learners who undertook a learnership that falls under CETA terminated their learnership programme before completion. Other SETAs with significant numbers of learners who did not complete the programme are MAPP SETA, W&R SETA and FoodBev SETA. The question arises why so many learners that undertook learnerships that fall under these SETAs are more likely to terminate before completion. These trends point to the need to examine internal efficiency issues, such as the quality of theoretical and workplace training, and the opportunities available for the workplace training component.

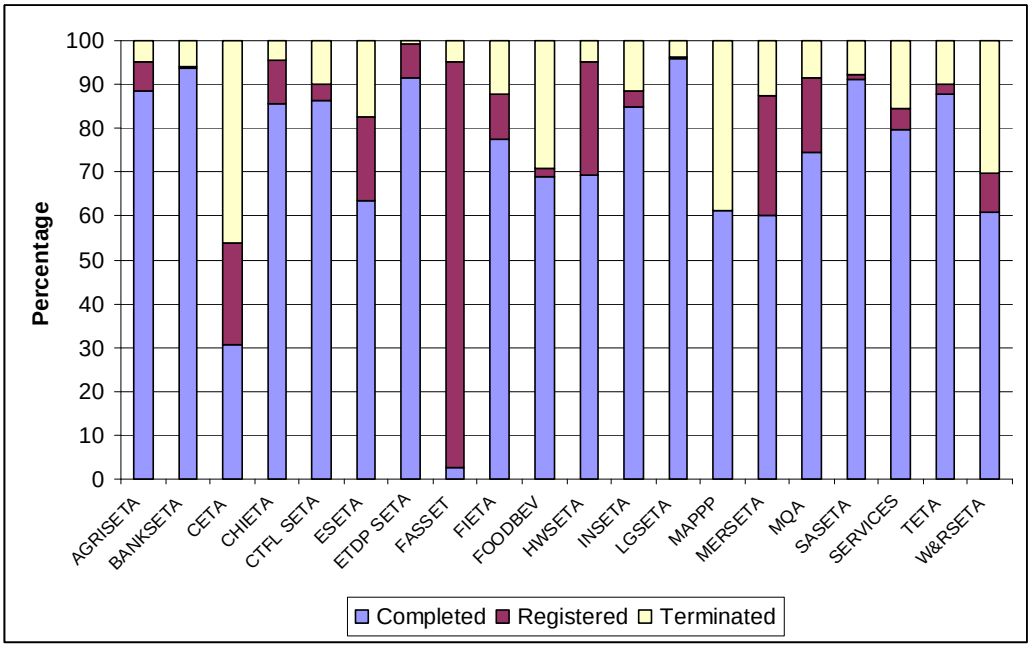

Figure 21: Completion status of learners by SETA.

Figure 20 noted that almost two thirds of learners at the high-skills level were still registered for their programmes at the time of the survey. It is interesting to note from the data in Figure 21 that only a small percentage of learners falling under FASSET either terminated

their programmes in this study, and the majority of learners are still registered (93%). This illustrates the extended nature and duration of the high level learnerships in this sector.

Race

Differences exist in the racial profile of learners who completed, terminated or are still registered for their learnership programme.

The data show that more than three quarters of the group that completed their learnerships were African. This trend is significantly different to that identified in the survey of NSDS Phase I learners, where the majority of completed learners were white (Jennings et al. 2004).[2] However, we conclude that the difference is simply an indication that the SETAs were better represented in the present survey compared to the more skewed sample in the 2004 study. In the 2004 study, the majority of participants represented SETAs such as FASSET, which has a predominantly white participation.

However, the flip side of the coin shows that African learners are also more vulnerable. Africans represent proportionally the largest group of all the learners who terminated their training (85%).

Taken for each race separately, the data shows that for Africans, 69% completed, for coloureds 72%, for Indians 43% and for whites 44% completed (Figure 22). Viewed against their registration statistics, this indicates that the Indian and white learners are pursuing longer-term learnership programmes. The previous two sections revealed that these learnerships are at the high-skills level and fall mostly under FASSET.

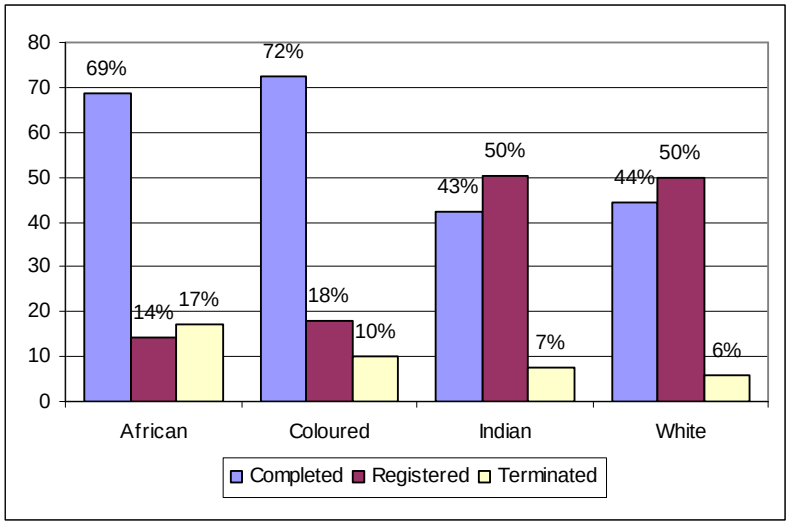

Figure 22: Completion status by race.

Gender

Figure 23 shows that taken for men and women separately, the proportion of learners who completed or terminated is more or less equivalent, suggesting little gender distinction.

[2] Important to note the difference in methodology between Jennings et al. (2004) and the current learnership survey, particularly with respect to the sample frame and SETAs included.

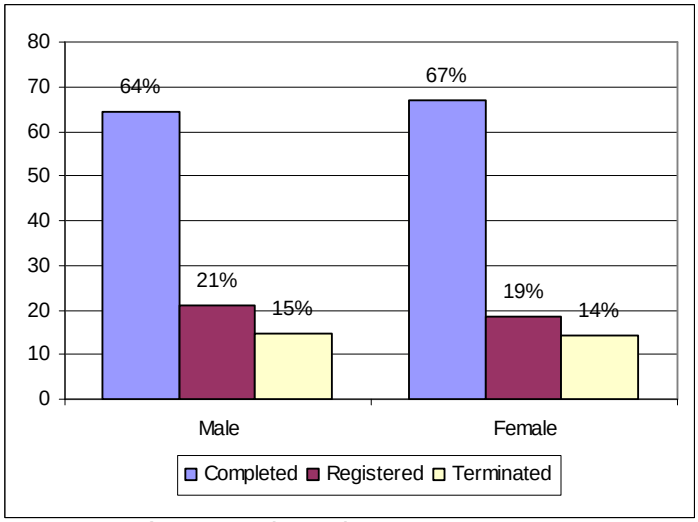

Figure 23: Completion status by gender.

Age cohort

Differences exist in the age profile of learners who completed, terminated or are still registered for their learnership programme. A higher percentage of younger learners terminated their study as compared to older learners. Discussions with learners revealed that older learners realise the significance of these training opportunities better than the younger ones and therefore commit themselves to pursue and complete the training.

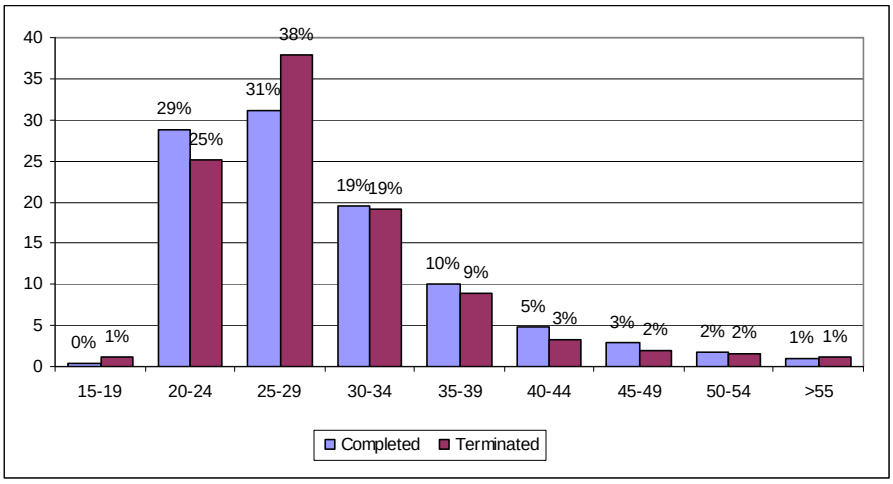

Figure 24: Completion status by age.

Highest qualification compared to skills level of learnership

Figure 25 compares the completion status of learners in terms of their pursuit of a learnership at a lower, the same or a higher NQF level than their highest qualification at enrolment. It appears that about one out of five learners who enrolled for a learnership programme at a lower NQF level than their previous highest qualification, terminated their training. This is an indication that these learners questioned the value of a qualification at a lower level in assisting them to achieve the goals of employment.

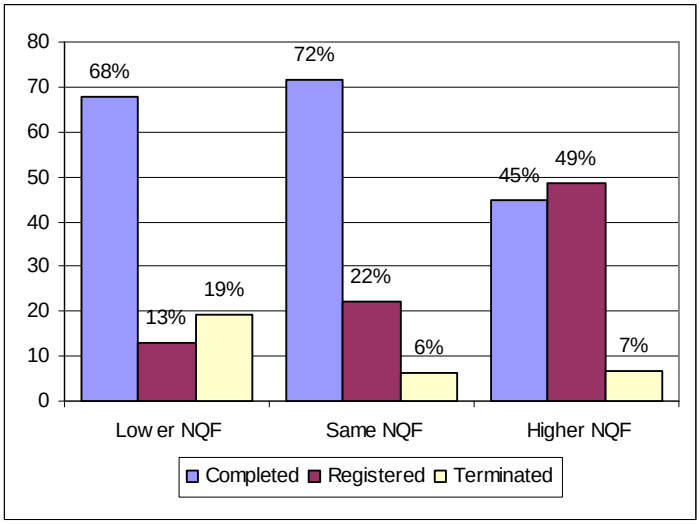

Figure 25: Completion status by highest qualification and skills level of learnership.

Further disaggregation by race shows that for Africans, slightly more than one out of five learners (21%) at the low-skills level terminated their training compared to 8% for whites and Indians respectively (Figure 26). As may be expected from the analysis above, at the high-skills level about seven out of ten white and Indian learners respectively are still registered. These are the learners who are pursuing the longer-term learnerships, mostly in the financial services sector.

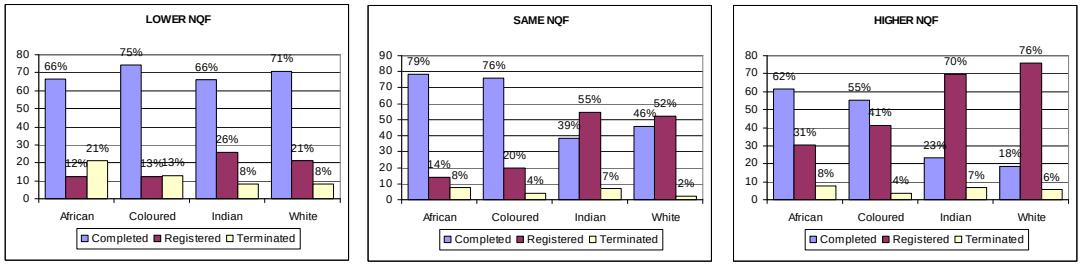

Figure 26: Completion status by highest qualification and skills level of learnership for race groups.

In summary, it appears that the learner who is more likely to terminate the learnership before completion is thus younger, African, pursuing a learnership at the low-skills level, at a lower NQF level than their previous highest qualification, and located in specific sectors such as construction. The reasons for termination reside directly in the perceived quality of especially work-place based training and related experiences. Significantly, 22% terminated participation because they found alternative employment.

5 MOTIVATION FOR ENROLMENT

The section begins with data trends on the *expectations* that the currently enrolled learners hold of the learnership programme, and the reasons why they chose to enrol. To avoid retrospective bias, these questions related to learner expectations were asked only of learners who were still enrolled at the time of the study, as information about their labour market outcomes was not available yet. Thereafter, the section focuses on the *motivation* for enrolment articulated by all the learnership participants in the study, whatever their completion status.

5.1 Expectations of learners who are still enrolled

Currently registered learners were asked to provide their top three expectations of learnerships. Figure 27 shows that almost all the learners (99%) indicated that they expected to gain employment after completion of the learnership, and to improve their career opportunities. Only 118 out of 9 036 currently registered learners reported that they do not expect that the learnership will lead to employment. More than three quarters (78%) expect that the learnership will improve their technical skills. An interesting expectation is that they believe involvement in learnership training will enhance their self-confidence. In-depth interviews revealed that some learners experience an enhancement of self-confidence during the workplace training component, because they learn to do things in practice which builds their self-confidence.

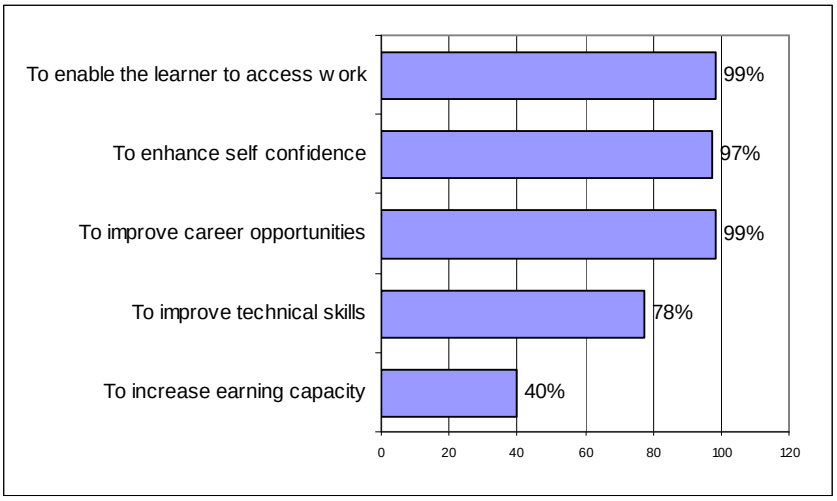

Figure 27: Expectations from learners who are still registered.

The small group of learners who expected that the learnership would *not* enable them to gain employment were asked to provide reasons for this claim. Figure 28 shows that just more than a quarter (27%) felt their lack of work experience would disenable them from accessing employment while another 27% were not sure that the qualification would be recognised by industry. Sixteen per cent also indicated that they were not sure if there were related work opportunities available. This means that they have embarked on training in a field for which there may not be a demand in the labour market.

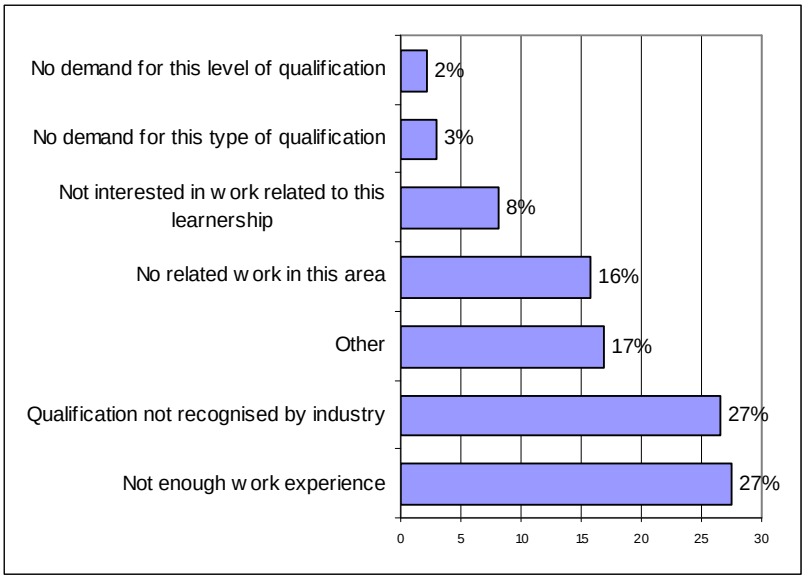

Figure 28: Reasons why they *do not* expect to gain employment.

In contrast are the reasons provided by the majority of learners who do expect to gain employment after completion of their learnership programmes (Figure 29). A third (33%) of these learners reported that they expect to have enough work experience after completion in order to access gainful employment, and almost a third (31%) indicated that their qualification would be recognised by the specific industry in which they are pursuing a learnership. About a fifth (21%) claimed that there is related work in the field of their studies.

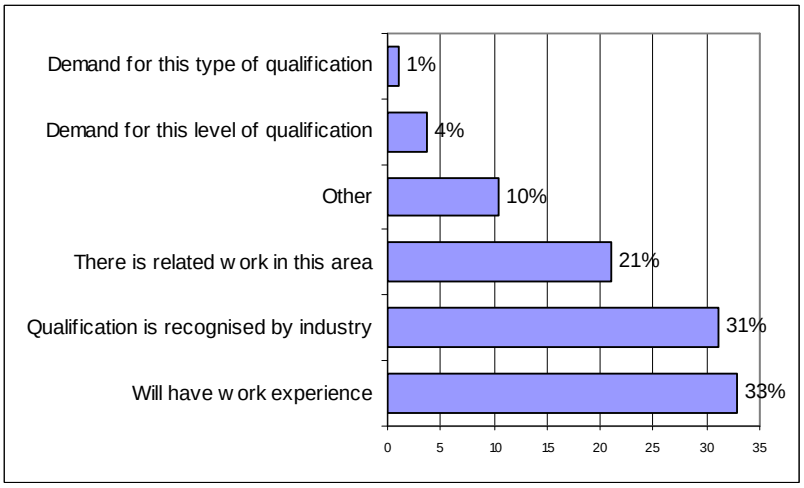

Figure 29: Reasons why they *do* expect to gain employment.

Figure 30 compares the expectations of registered learners who expect to gain employment by their highest qualification at the time of enrolment. The graph shows that the primary expectations of learners with low-skills (NQF Levels 1–3) were to improve their career opportunities (40%), improve their technical skills (38%), gain access to employment (38%) and enhance their self-confidence (38%). Except for improving technical skills, learners at the high-skills level (NQF Levels 5–7) had similar expectations to those of the low-skills level

group – gainful employment (49%), enhancing their self-confidence (47%) and improving their career opportunities.

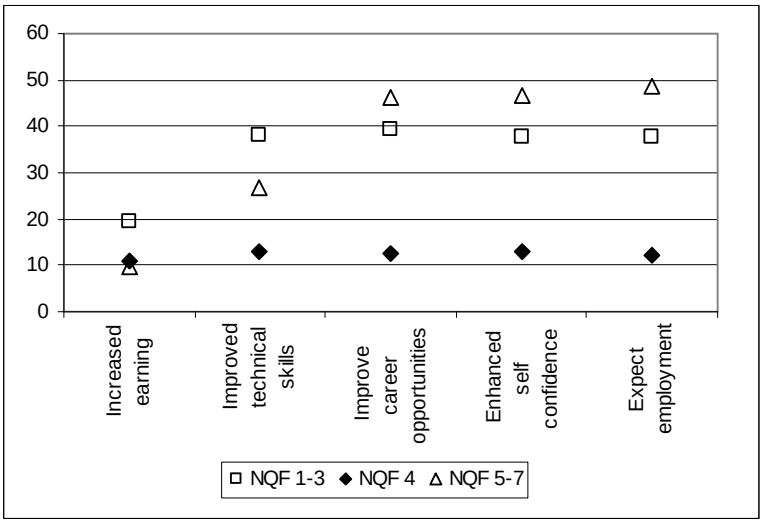

Figure 30: Expectations by highest qualification.

Significantly, currently registered learners with their highest qualification at the intermediate level (NQF Level 4) at enrolment did not report high expectations of the learnership programmes. This may relate to the trend that will be discussed further in the section on progression below. More than two thirds (70%, 20 494) of the 29 294 learners who enrolled for a learnership at a lower skills level than their highest qualification held a qualification at an intermediate level – specifically a matriculation certificate – and enrolled for a learnership at NQF Levels 1–3. The suggestion is that young matriculants pursuing a learnership do not have high expectations of the opportunities the qualification will offer.

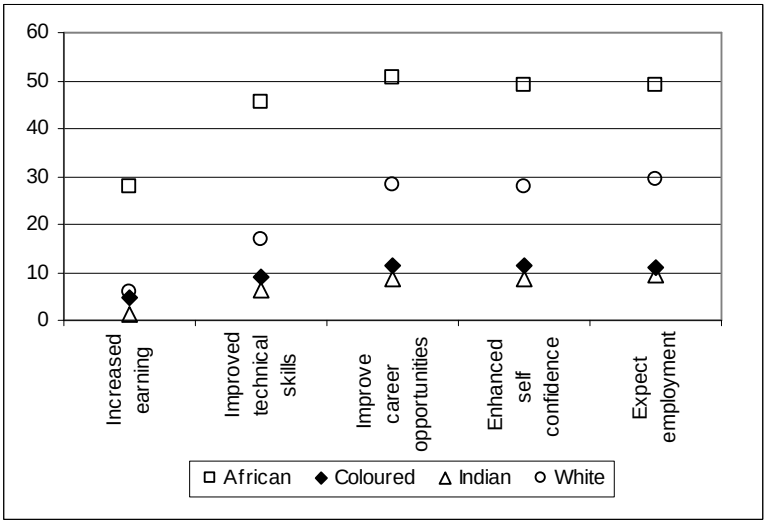

Figure 31: Expectations by race.

Figure 31 compares the expectations of currently registered learners by race. The primary expectations of Africans were to improve career opportunities (50%), gain access to employment (49%), enhance their self-confidence (49%), and improve their technical skills (46%). The expectations of the other groups follow more or less a similar pattern except that

the Indian and coloured learners show very low expectations over all. None of the groups expressed a high expectation in terms of increased earnings.

5.2 Motivation for enrolling in the learnership programme

All of the learners were asked to provide the top three reasons or motives for enrolling in the learnership programme. For the analysis, each reason carried the same weight. Figure 32 reveals that close to a quarter (23%) enrolled because they wished to improve their skills, a fifth (20%) because they wanted to gain work experience and 16% because they wanted to obtain a formal qualification. The other less significant motives were accessing free study (12%), gaining access to employment (10%), pursuing a series of qualifications (5%), in pursuit of promotion or advancement (4%), the desire to pursue a specific vocation (4%), the need for a challenge (1%), and a desire to change field of interest (1%).

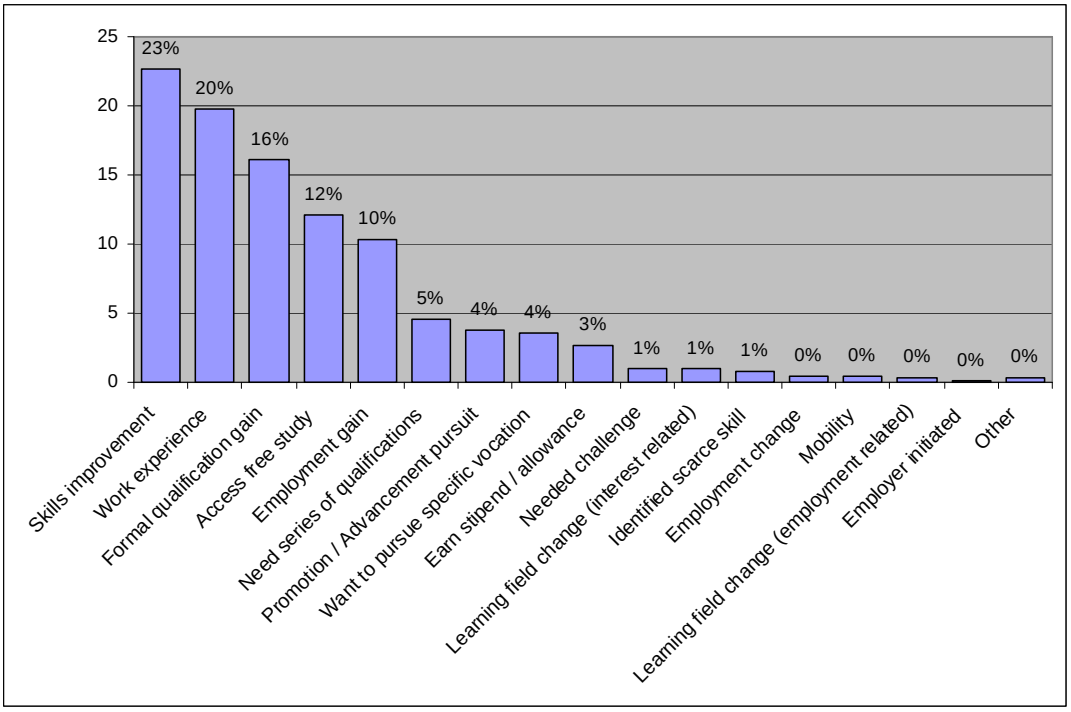

Figure 32: Motivation to enroll for all the learners.

Figure 33 compares the motives selected by learners who were unemployed (18.2) at the time of enrolment with those who were employed (18.1). The main reasons motivating enrolment identified by the unemployed group are: (i) need a series of qualifications; (ii) access to free study; (iii) obtaining a formal qualification; (iv) identified scarce skills; (v) mobility; (vi) skills improvement; and (vii) gaining work experience.

The main reasons for the employed group stand in stark contrast: (i) Pursuing a specific vocation; (ii) employer initiated; and (iii) promotion or advancement pursuit. These patterns reflect clearly the distinct sets of demands motivating the employed and the unemployed to pursue a learnership programme.

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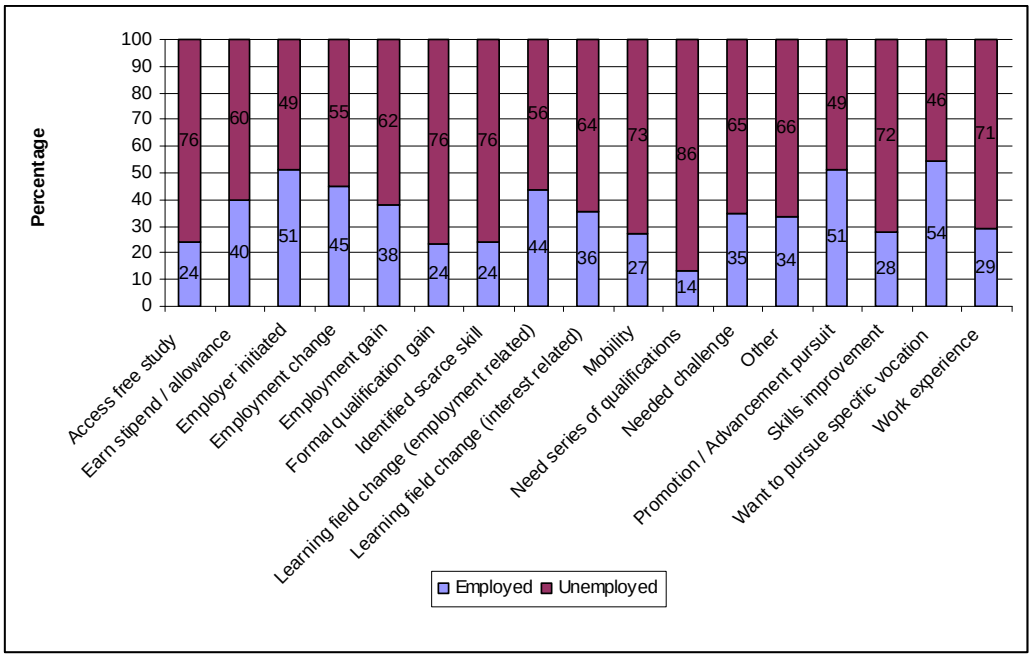


Figure 33: Motivation for enrolment by employment status.

Figure 34 compares the motives of learners from different age groups. Skills improvement, gaining work experience and obtaining a formal qualification were mentioned as major motivations for all three of the age groups. The age groups 19–34 and 35–54 indicated that access to free study and employment gain were also important motives for them.

Figure 35 shows that learners who undertook their learnership at the same NQF level as their highest qualification tend to be mostly motivated by the opportunity to improve their skills, obtain a formal qualification, get access to free study, work experience and employment gain. Learners who undertook their learnership at a higher or a lower NQF level than their highest qualification tend to be mostly motivated by the same set of reasonsThe identification of scarce skills is not a strong reason that motivated the learners. One would expect that in the context of skills shortages in certain fields in South Africa, learners would be motivated to pursue studies in those fields where a demand for skills exists.

In summary, those who are currently registered expect that the learnership will enable them to access work. Some fear that they will not succeed in this aim, because they will not have the required work experience, or a qualification recognised by employers. With the benefit of hindsight, the primary motivation for those who had completed or terminated their programme was to improve skills, gain work experience and a formal qualification. However, a stark difference is evident between the employed, who are motivated by career advancement goals, and the unemployed, who are motivated by a desire for certification that can enhance employability. Access to free study was a significant motivation for some groups of learners.

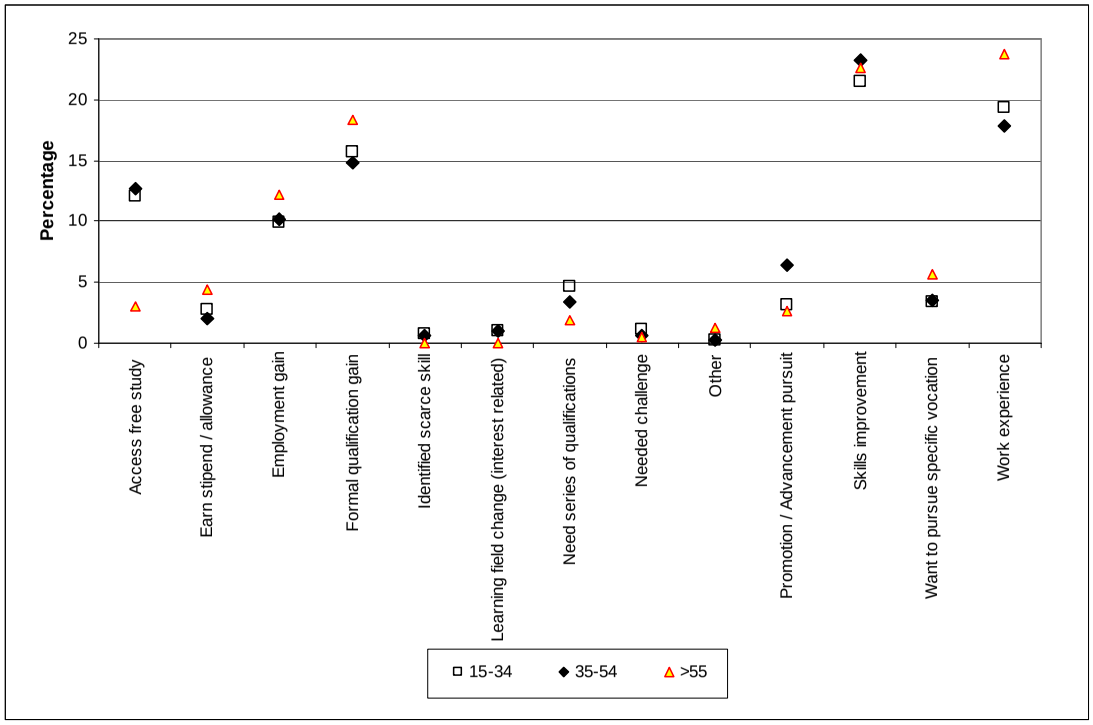


Figure 34: Motivation for enrolment by age group.

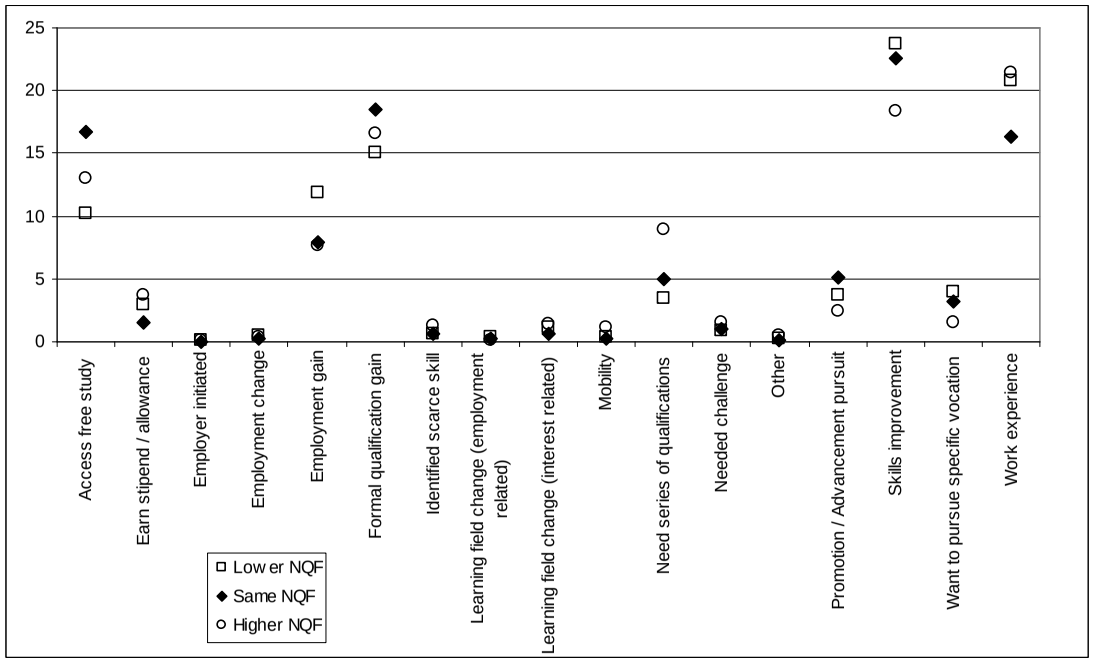


Figure 35: Motivation for enrolment NQF Level.

6 MIGRATION TO PURSUE A LEARNERSHIP

In this section we examine the profile of learners who undertook their learnership in a province other than their home province, that is, migrant learners. Migration can occur for a range of reasons including the belief that a higher quality education and training will be received; the belief that locating oneself closer to particular economic areas will increase the probability of accessing employment after study; the need to undertake a programme not offered closer to home or personal reasons such as the individual's desire to move away from home. While the space of this study did not allow a focus on the reasons or motives for migration, it does allow a description of provincial migration patterns. These demonstrate the strong desire of learners to advance in terms of accessing training and employment opportunities.

6.1 Learner migration

The data shows that about a quarter of learnership participants (24%, 10 841) undertook their learnership study in a province other than their home province (Table A5 in the Annexure).

The strongest trend towards migration (see Figure 36) was in Limpopo, where almost half of the learners there (49%) undertook their learnership study in another province. More than a third of North West (39%) and Mpumalanga learners (35%) respectively undertook their learnerships in another province than their home province, as did 30% of Eastern Cape learners, 24% of learners from the Northern Cape and 23% of Free State learners. Learners from Western Cape, Gauteng and KwaZulu-Natal tended to undertake theirs in the same province as their home.

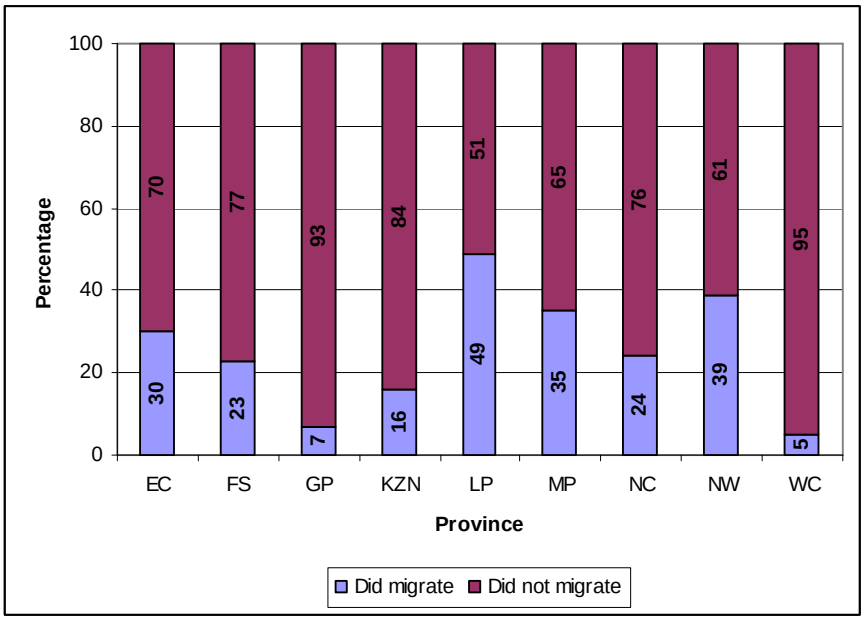


Figure 36: Learner migration.

6.2 Migration patterns

As may be expected, the data show that learners are moving from less resourced environments to better resourced provinces. More than a quarter (26%) of the 10 841 migrant learners originate from Limpopo, 17% from the Eastern Cape, 13% from Kwazulu Natal and 10% from Mpumalanga and North West each. Together these provinces account for more than three quarters (76%) of the total learners who undertake their learnership in a province other than their home province (see Figure 37).

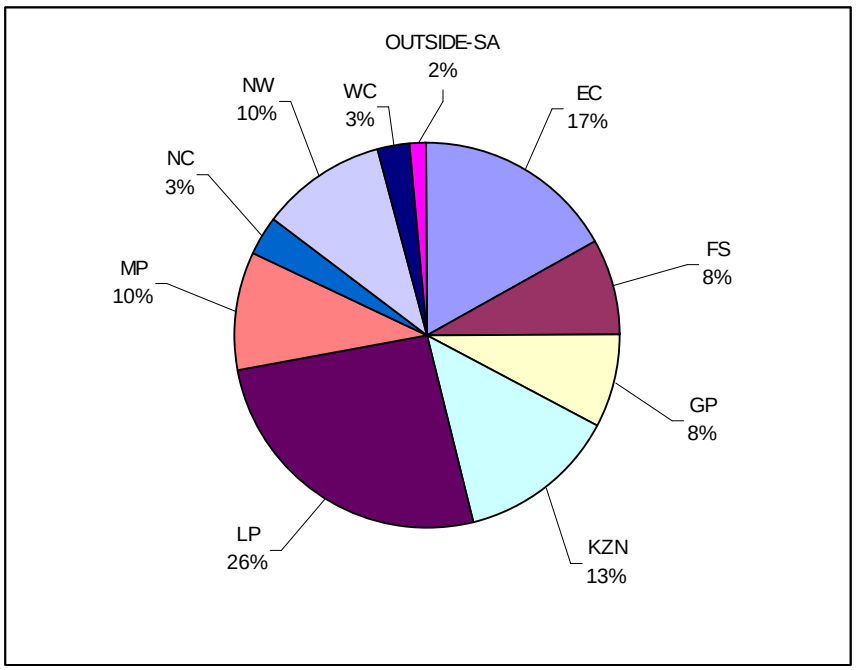


Figure 37: Home province of migrant learners.

Analysis of migration patterns shows that close to half (42%) of learners who have their homes in Limpopo undertook their learnership in Gauteng. Similarly, a third (33%) of learners with their homes in the North West province and almost a third (30%) from Mpumalanga undertook their learnerships in Gauteng. Just more than a tenth (12%) of learners from the Eastern Cape undertook their learnership in the Western Cape (Figure 36 and Table A6 in the Annexure).

Thus in general, Figure 38 shows that 64% of the 10 841 learners who undertook their learnership away from their home province undertook their learnership in Gauteng. Only 11% of the 10 841 'migrant' learners undertook their learnership in the Western Cape, 7% in the Free State and 5% in Mpumalanga.

Gauteng is known to be the economic heartland therefore the business hub of South Africa. Premier Shilowa described Gauteng as 'the country's engine room', contributing 33% to the South African economy and 9% to Africa's entire gross domestic profit. There is ample motivation for the migration of learners to this well-resourced province (www.southafricainfo.gov.za).

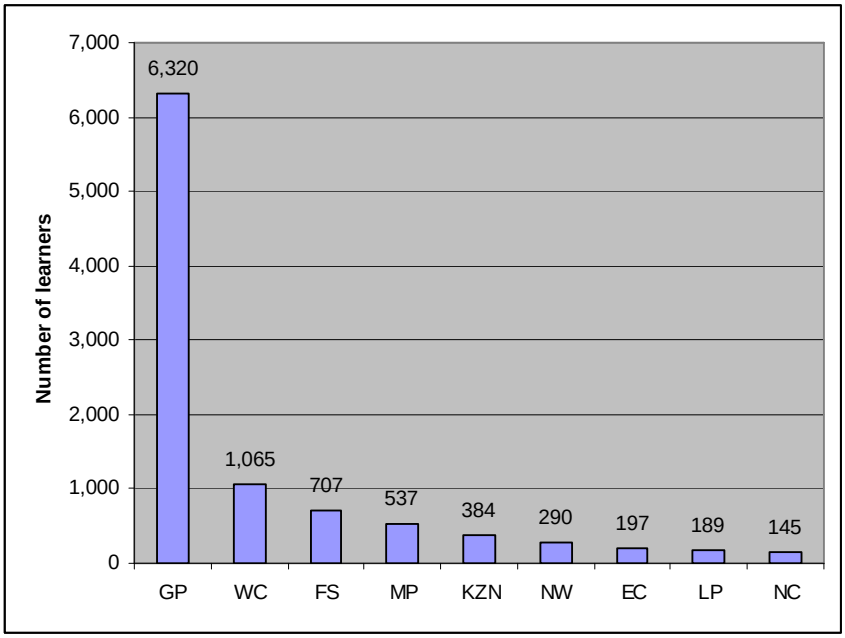


Figure 38: Destination of migrant learners.

More than a third (35%) of the learnership participants who migrated to Gauteng came from Limpopo. Almost another third migrated from KwaZulu-Natal (15%) and North West (15%), while 14% came from Mpumalanga (Figure 39).

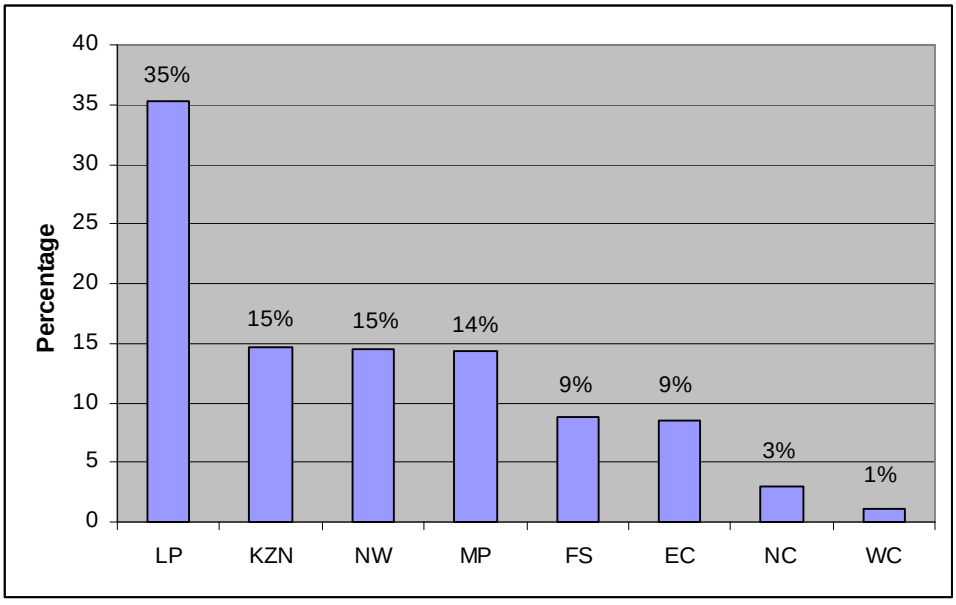


Figure 39: Learners who migrated to Gauteng by province of origin.

6.3 Migration by SETA

Figure 40 presents learner migration by SETA in order to identify sectors within which there is most movement to pursue skills development. It shows that almost half the learners (48%) who undertook a learnership through FoodBev enrolled for the learnership in a province other than their home province. Similar to this pattern, almost half (47%) of those who undertook their learnership through ESETA migrated to another province where they pursued their learnership training. More than a third (35%) of learners who enrolled for learnership programmes falling under SASETA migrated, a third (33%) from CHIETA and almost a third (31%) from FASSET (Table A7 in the Annexure).

Of the 715 FoodBev learners who undertook their learnership in a province other than their home province, 93% migrated to Gauteng. Similarly so for the majority of SETAs, where a large percentage of migrant learners undertook their learnership in Gauteng (Table A5 in the Annexure).

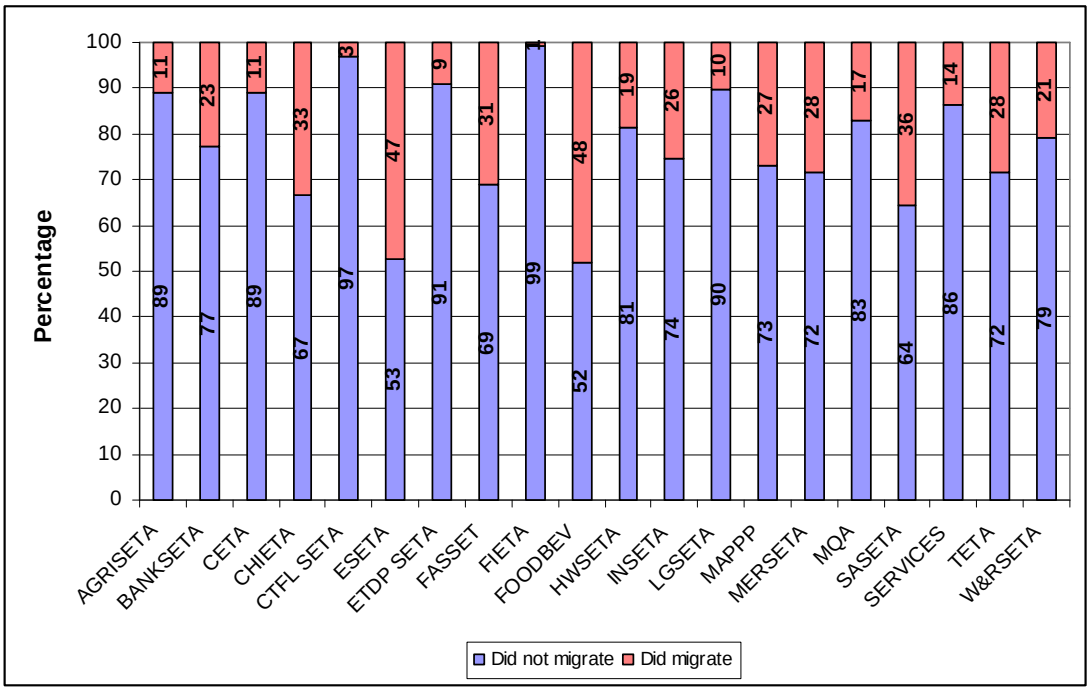


Figure 40: Migration by SETA.

6.4 Characteristics of migrating learners

This section determines the differences in the profile of those learners who undertook a learnership in a province different to that of their home province (termed migrant learners) and those who undertook their learnership in their home province (termed home province learners). It focuses specifically on the characteristics of age, race, gender, employment status, the highest qualification at the time of enrolment, and the level of the learnership.

Learners who migrated by age

More than 70% of learners in each age category said that they did not migrate (Table 9). Figure 41 shows the distribution of learners who did migrate across the age groups. Learners in the younger age groups have a higher tendency to migrate away from their home province than learners in the older age groups. More than a third (36%) of the learners who did migrate fall in the age groups 25–29 (36%) and more than a quarter in the age group 20–24.

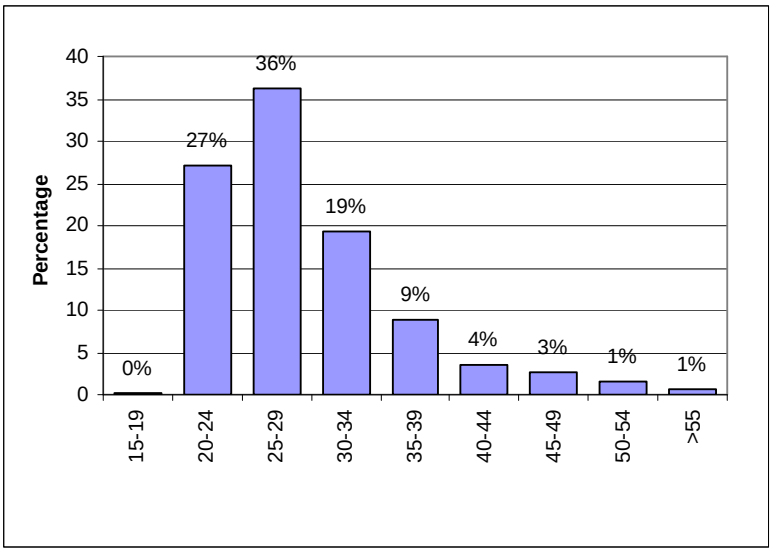


Figure 41: Migration by age.

Table 9: Age distribution of migrating learners.

Age group	Number				Row %				Column %			
	Yes	No	Blank	Total	Yes	No	Blank	Total	Yes	No	Blank	Total
15-19	29	223	3	255	11	89	1	100	0	1	0	1
20-24	2,932	10,613	518	14,063	22	78	4	100	27	30	50	30
25-29	3,895	11,027	306	15,227	26	74	2	100	36	31	29	32
30-34	2,073	6,279	92	8,444	25	75	1	100	19	18	9	18
35-39	949	3,394	39	4,382	22	78	1	100	9	10	4	9
40-44	388	1,519	23	1,930	20	80	1	100	4	4	2	4
45-49	289	1,014	20	1,323	22	78	2	100	3	3	2	3
50-54	161	614	33	807	21	79	4	100	1	2	3	2
>55	67	356	8	431	16	84	2	100	1	1	1	1
Not Provided	59	113		172	34	66	0	100	1	0	0	0
Total	**10,841**	**35,151**	**1,042**	**47,034**	24	76	2	100	100	100	100	100

Learners who migrate by race and gender

Figure 42 shows the migration pattern of learners according to race and gender. It shows that coloured learners have a lower tendency to migrate than white and African learners, and male learners have a stronger tendency to migrate as compared with female learners.

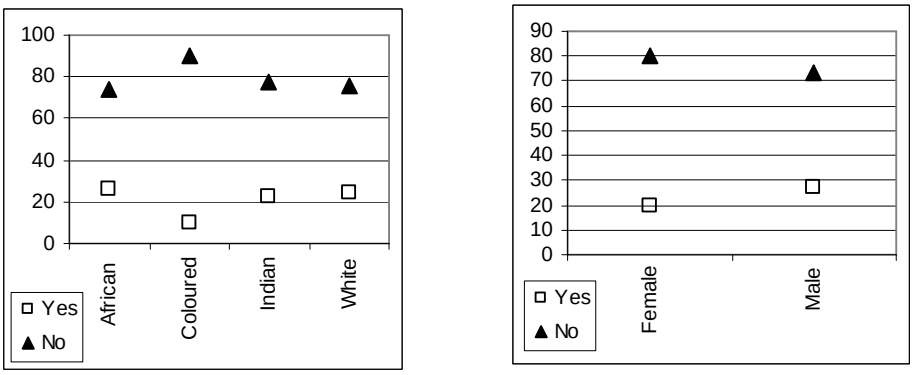


Figure 42: Migration by race and gender.

Learners who migrate by employment status at enrolment

As may be expected, Figure 43 reports that learners who were unemployed at enrolment have a stronger tendency to migrate in contrast with learners who were employed at enrolment. Table 10 shows that almost three quarters (72%) of all learners who migrated were unemployed at the time of enrolment.

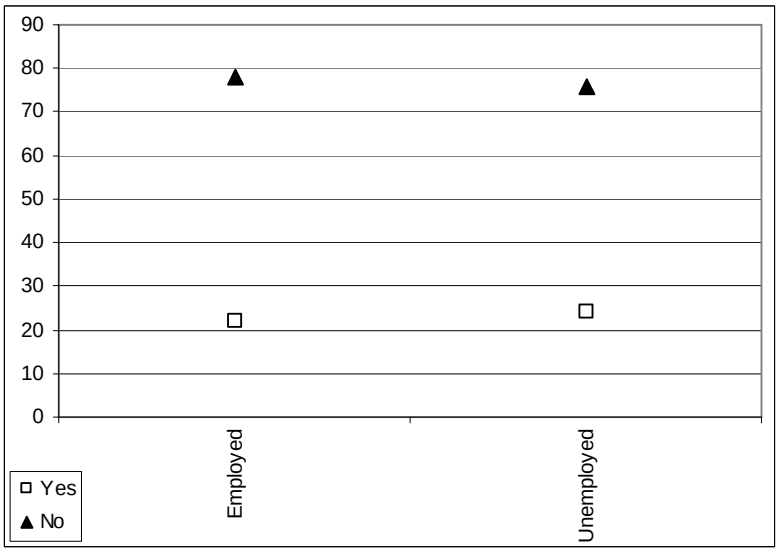


Figure 43: Migration by employment status at enrolment.

Table 10: Migration by employment status at enrolment.

Employment status	Number				Row %				Column %			
	Yes	No	Blank	Total	Yes	No	Blank	Total	Yes	No	Blank	Total
Employed	3,057	10,793	760	14,610	22	78	5	100	28	31	73	31
Unemployed	7,784	24,358	282	32,424	24	76	1	100	72	69	27	69
Total	**10,841**	**35,151**	**1,042**	**47,034**	24	76	2	100	100	100	100	100

Learners who migrated by NQF level of learnership

Figure 44 shows that of all the learners, those who enrolled at NQF Levels 2–4 display a stronger tendency towards migration than learners who enrolled at NQF Level 1 and at NQF Levels 5–7. This suggests a strong desire to pursue occupationally related certification and skills development.

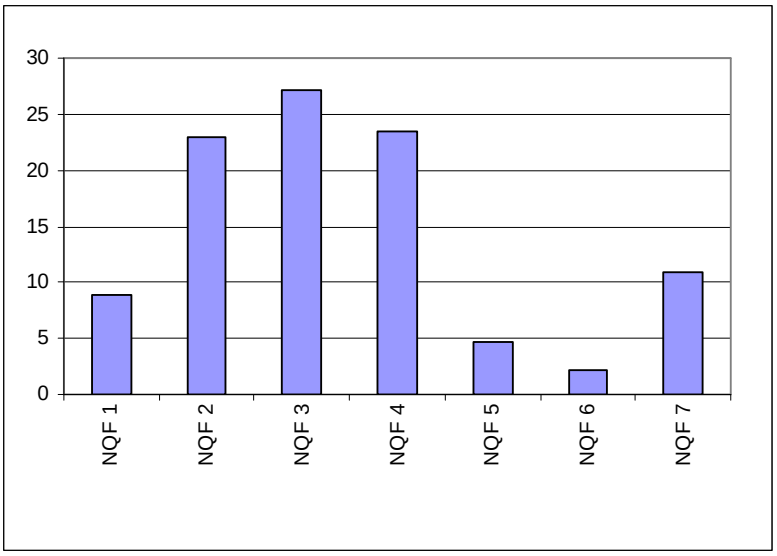


Figure 44: Migration by highest qualification.

In summary, the data reveals that those pursuing the 'migration' learnership pathway tend to be unemployed younger males, more typically white and African. They are more likely to migrate to Gauteng, which is known to be the business hub of South Africa, from the provinces of Limpopo, Mpumalanga or the Eastern Cape, and in relation to programmes at the low- to intermediate skills levels in a limited range of sectors.

7 LEARNER PROGRESSION

A critical aspect of the National Qualifications Framework is to provide and enable articulation across programmes and by so doing, to enable learner progression from one qualifications level to another. This section investigates how learnerships are promoting progression, and what the most common 'progression' pathways are.

Of the 47 034 learners in this study, only 14 % (6 532) were enrolled for a qualification at a NQF level higher than that of their highest qualification at the time of enrolment. Almost a quarter (23%, 10 646) were enrolled for a learnership qualification at the same NQF level as their highest qualification. Significantly, almost two thirds (63%, 29 294) were enrolled for a qualification at a *lower* NQF level than their highest qualification (Figure 45). This is a very definite message in terms of the nature of progression. Only a small proportion of learners are progressing in a linear movement, advancing up a qualifications ladder. For the most part, progression can rather be described by a 'zigzag' movement between qualifications levels.

Anderson (2003) referred to several studies in Australia with samples of VET students that follow such zigzag, rather than linear pathways. These pathways are also typified by disruptions, pauses and adjustments to the initial direction the learners have chosen. They found that the major factors contributing to this phenomenon were age progression and changes in personal circumstance. However, through in-depth interviews with learnership participants in this study (see Technical Report III), it became clear that in South Africa zigzag progression is more strongly related to the lack of employment opportunities.

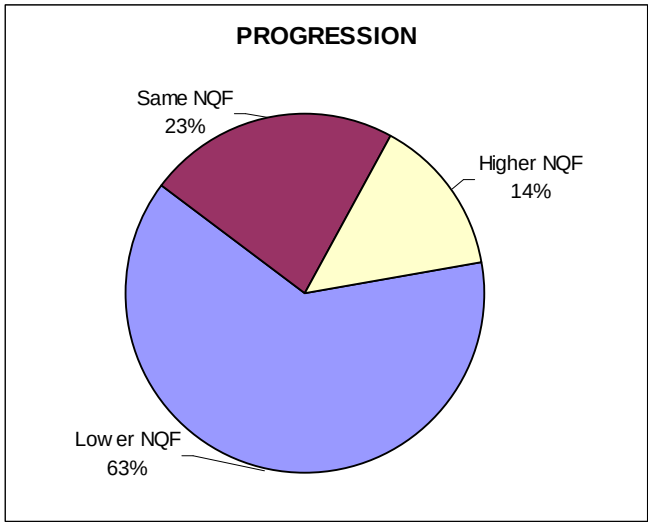


Figure 45: Learner progression.

7.1 Progression trends of those enrolled at the same NQF level

Of the 10 646 who undertook a learnership programme at the same NQF level as their highest qualification, more than two thirds (68%) held a matric certificate at NQF Level 4, and enrolled for a learnership at the same level. The majority (77%) of this group are Africans. Ten per cent of the learners already held a qualification at the high-skills band and continued with a learnership at NQF Level 7. Almost three quarters of this group are white learners. Sixteen per cent held a qualification at the low-skills band and proceeded to a learnership at the same low level. Almost three quarters (74%) of this group are Africans (see Table A8 in the Annexure).

7.2 Progression patterns of those enrolled at a higher NQF level

Table A9 in the Annexure shows that more than half (56%, 3 657) of the 6 532 learners who enrolled at a higher NQF level than their highest qualification held a matric certificate and enrolled for a learnership at the higher skills level (NQF 5–7). Almost half (48%) of this group are African and two thirds (34%) are white. Only 8% proceeded from the low-skills band to a learnership on the intermediate skills level (NQF Level 4).

7.3 Progression patterns of those enrolled at a lower NQF level

Table A10 in the Annexure shows that more than two thirds (70%, 20 494) of the 29 294 learners who enrolled for a learnership at a lower skills-level than their highest qualification had a matric certificate and enrolled for learnerships at NQF Levels 1–3. A high 80% of this group are African. Furthermore, of the 10% (2 859) of learners with a NQF 5 qualification enrolled for a learnership at NQF Levels 1–3, 86% were African. Similarly, 12% (709) with a NQF 6 level qualification did the same thing and have the same profile.

7.4 Progression by race and gender

Differences exist in the racial distribution of learners across these three groups, i.e. learners enrolled at a higher, the same or lower NQF level to their highest qualification. Figure 46 shows that more than three quarters (79%) of all learners who enrolled for learnerships at a lower NQF level than their highest qualification were African. The same trend is noticed for learners who enrolled for a learnership at the same NQF level as their highest qualification. Of the group that enrolled for a learnership at a higher NQF level as their highest qualification, almost half (49%) were African and more than a quarter (29%) white.

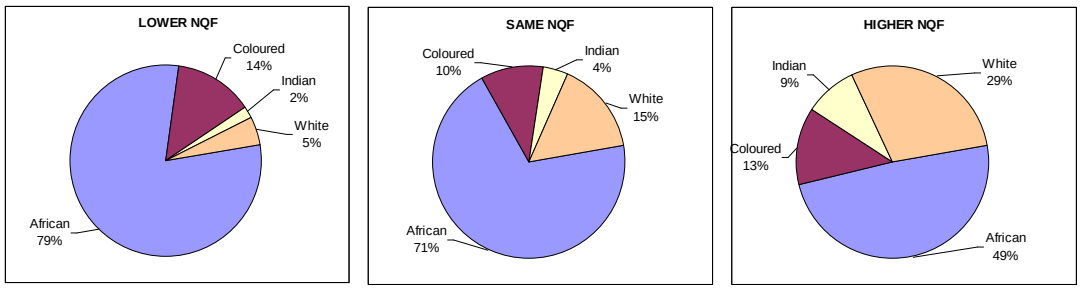


Figure 46: Learner progression by race.

Table A11 in the Annexure shows that 69% of African learners are enrolled for a learnership programme at a lower NQF level to their highest qualification; 22% for a learnership

programme at the same NQF level and 9% at a higher NQF level. This is similarly so for coloured learners where 67% are enrolled for learnership programmes at a lower NQF level; 19% for a learnership programme at the same NQF level and 14% at a higher NQF level. In contrast, 34% of white learners are enrolled for learnership programmes at a lower NQF level; 29% for a learnership programme at the same NQF level and 37% at a higher NQF level.

In fact, a comparison between African and white enrolments shows a direct inversion, with the majority of African and coloured learners enrolled at a lower NQF level to their highest qualification and the majority of white learners enrolled at either a higher NQF level or the same NQF level. White learners enrolled for programmes on a high-skills level are most likely to be on a linear progression pathway. In contrast, the progression pathway of African learners is more likely to zigzag, as participants seek certification even if it means studying for a lower level qualification.

Figure 47 shows that more than half (57%) of all learners who enrolled for learnerships at a lower NQF level than their highest qualification were male. There was an even distribution of males and females who enrolled for a learnership at the same NQF than their highest qualification, but more females (53%) than males (47%) enrolled for a learnership at a higher NQF level than their highest qualification.

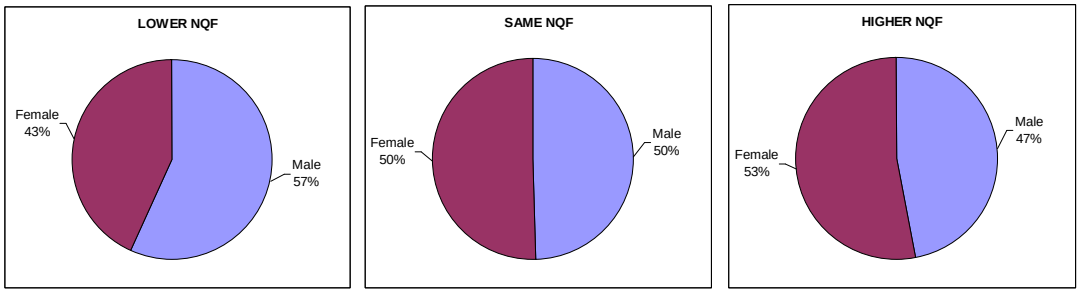


Figure 47: Learner progression by gender.

Table A11 also reports that of all the female learners, 16% enrolled for learnership programmes at an NQF level higher than their highest qualification and 59% for learnership programmes at an NQF level lower than their highest qualification. For males the comparable figures are 12% and 67%. Proportionally more females than males enrolled for learnership programmes at an NQF level higher than their highest qualification and fewer females than males enrolled for learnership programmes at an NQF level lower than their highest qualification.

7.5 Progression by SETA

Table A12 in the Annexure provides an analysis of progression by SETA. It shows that more than half (55%) of the enrolments through four of the SETAs are at an NQF level lower than that of the learners' highest qualification: AgriSETA, CETA, MerSETA and SASETA. Nine out of ten learners in AgriSETA and ESETA are enrolled at an NQF level lower than their highest qualification, and eight out of ten at CETA, CHIETA, FIETA, MerSETA, MQA, TETA and W&RSETA. In fact, these SETAS account for more than two thirds (68%) of learners who enrolled for a learnership at a lower NQF level than their highest qualification.

Almost three quarters of the learners who enrolled at ETDP SETA (73%) and MAPP (71%) did so at the same NQF level as their highest qualification. More than half of the learners

under LGSETA (57%) enrolled for programmes at the same NQF level as their highest qualification.

Most of the learners who enrolled for programmes falling under BankSETA (85%) and FASSETT (70%) did so at a higher level than their highest qualification. It is clear that these two SETAs are providing opportunities for learners to obtain higher qualifications and accordingly progress in their career pathway.

7.6 Progression by completion status

Of the 6 801 learners who terminated their study, the majority (84%) were enrolled for a programme at a lower skills level to their highest qualification, only 6% at a higher skills level and 10% (674) at the same skills level. Comparing completed learners to this trend, only about two thirds (65%) of learners were enrolled for a programme at a lower skills level, 25% at the same skills level and 10% (2 909) at a higher skills level (Table 11).

Table 11: Learner progression by completion status.

Completion Status	Number of learners					Completion Status	Percentage distribuiton				
	Lower	Same	Higher	?*	Total		Lower	Same	Higher	?*	Total
Completed	19,628	7,608	2,909	376	30,520	Completed	65	25	10	1	100
Registered	3,755	2,351	3,164	37	9,306	Registered	41	25	34	0	100
Terminated	5,614	674	432	81	6,801	Terminated	84	10	6	1	100
Blank	297	14	28	69	407	Blank	88	4	8	20	100
Total	**29,294**	**10,646**	**6,532**	**562**	**47,034**	**Total**	63	23	14	1	100

**?: Unknown*

In sum, two distinct progression pathways are evident. One is linear and moves up an occupational and career ladder. Learners on this pathway tend to be enrolled at the high-skills level in a small range of SETAs, particularly FASSET and BankSETA, and they are more likely to be female and white.

The other is a zigzag pathway, in which learners enrol at the same or lower NQF levels. What is of particular note is the high number of matriculants who are prepared to move 'backwards' down the qualifications ladder, in order to obtain an occupationally oriented qualification. The trend is particularly evident in SETAs which offer low- and intermediate skills level programmes.

8 EMPLOYMENT AND LEARNING PATHWAYS OF LEARNERS

This section examines to what extent and in what ways the skills imparted have enabled learnership participants to access or to advance in the labour market. The learners' perspectives of the impact that the learnership had on their lives is also highlighted.

Of the 47 034 learners enrolled, 6 801 are still registered and 37 321 have either completed or terminated their learnership programmes. The section focuses specifically on the 37 321 who have completed or terminated the learnership and excludes any discussion on the learners who are currently still registered.

8.1 Employment status of all learners after completion or termination

Of all the 18.1 and 18.2 learners (37 321), the majority, about two thirds (63%, 23 294), were employed after completion or termination of their learnerships and 37% (13 768) were unemployed. The employment status of 259 learners after completion or termination was unknown (Figure 48).

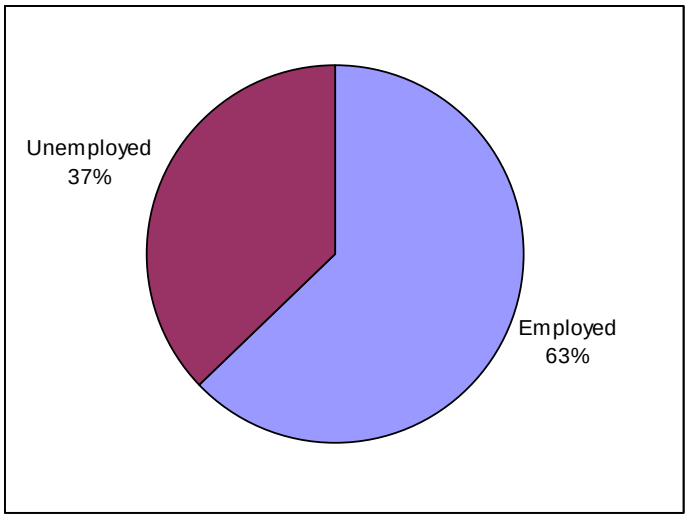


Figure 48: Employment status of all learners after completion or termination.

Figure 49 reports the employment status of 18.2 learners, i.e. learners who were unemployed at enrolment, after completion or termination. Slightly over half (53%) of these learners gained employment after completion or termination of their learnership programmes. This trend is very positive for learnership programmes and represents the potential difference that learnerships can make to the lives of individuals and to the skills needs of the economy. This is particularly so when the percentage remaining unemployed is compared with the high percentage of unemployed youth in the country.

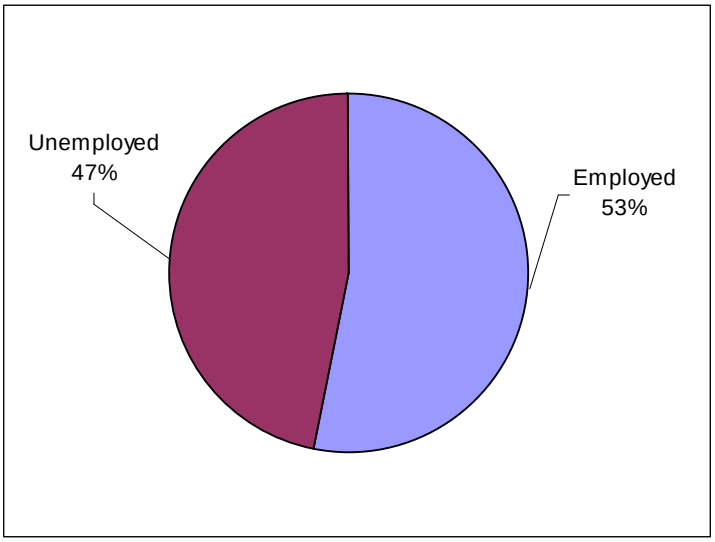


Figure 49: Employment status of 18.2 learners after completion or termination.

Figure 50 reports the employment status of 18.1 learners, i.e. learners who were employed at the time of enrolment, after completion or termination. A small percentage of these learners (16%) became unemployed. On further inspection the data show that 41% of this group enrolled for programmes that fall under CETA. The nature of work in the construction industry relates to site and/or project work. It is often found that after completion of a construction project, the workers have to seek employment on another project. This may explain part of the trend of 18.1 learners who became unemployed. Section 8.2 below also suggests that a proportion of this group may have terminated the learnership without completing.

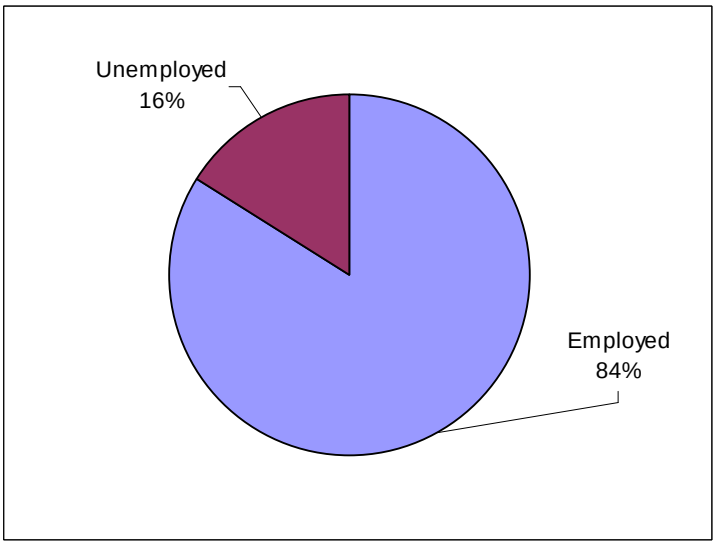


Figure 50: Employment status of 18.1 learners after completion or termination.

8.2 Pathways of learners who completed or terminated

The research team wanted to define and explore the pathways of learners in terms of their labour market outcomes. A range of possibilities and their key features were identified. This disaggregation of pathways of the labour market outcomes of learners was used to guide the analysis that follows (see Figure 51):

Unemployed at enrolment (18.2), terminated, still unemployed

Unemployed at enrolment (18.2), terminated, now employed

> Of the 4 638 learners who were unemployed at enrolment and terminated their learnership training, almost two thirds (64%) are still unemployed while 36% found employment.

Unemployed at enrolment (18.2), completed, still unemployed

Unemployed at enrolment (18.2), completed, now employed

> Of the 20 710 learners who were unemployed at enrolment and completed their learnership training, more than half (57%) gained employment while 43% are still unemployed.

Employed at enrolment (18.1), terminated, now unemployed

Employed at enrolment (18.1), terminated, still employed

> Of the 2 100 learners who were employed at enrolment and terminated their learnership training, 70% are still employed while 30% became unemployed.

Employed at enrolment (18.1), completed, now unemployed

Employed at enrolment (18.1), completed, still employed.

> Almost all (87%) of the 9 614 learners who were employed at enrolment and completed their learnership training are still employed while 13% became unemployed.

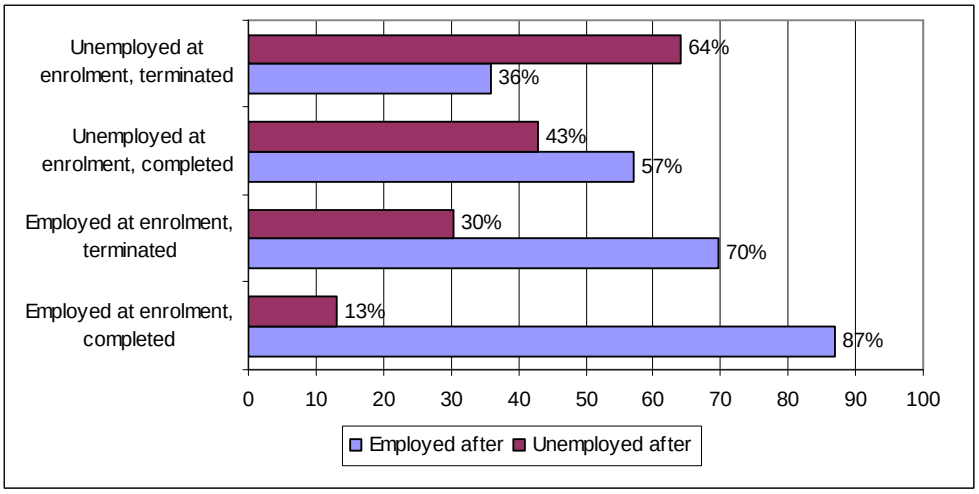


Figure 51: Labour market pathways of 18.1 and 18.2 learners who completed or terminated.

These employment pathways will be analysed in turn.

8.3 Labour market pathways of learners who were unemployed at enrolment (18.2) and gained employment

This section focuses on the learners who were unemployed at the time of enrolment and who gained employment on completion or termination of the learnership. It discusses the nature of employment gained by these learners, but first shows the results for each SETA (Table 12).

Table 12 reports that except for CETA, ESETA, FASSET, FoodBev, MAPPP and W&RSETA, eight to nine out of ten learners at the other SETAs who were unemployed at enrolment found employment after completion of their studies. The low percentage for FASSET is expected, due to the extended duration of learnerships at the high-skills level in that sector.

Table 12: Pathways of 18.2 learners who gained employment after completion or termination.

SETA	Number			SETA	Percentage distribution		
	Completed	Terminated	Total		Completed	Terminated	Total
AgriSETA	701	48	749	AgriSETA	94	6	100
BankSETA	909	57	966	BankSETA	94	6	100
CETA	231	331	562	CETA	41	59	100
CHIETA	666	44	710	CHIETA	94	6	100
CTFL SETA	139	21	160	CTFL SETA	87	13	100
ESETA	231	127	359	ESETA	64	36	100
ETDP SETA	133		133	ETDP SETA	100	0	100
FASSET	53	72	126	FASSET	42	58	100
FIETA	85	14	99	FIETA	85	15	100
FoodBev	484	231	715	FoodBev	68	32	100
HWSETA	677	47	724	HWSETA	94	6	100
INSETA	326	34	360	INSETA	91	9	100
LGSETA	1,006	22	1,028	LGSETA	98	2	100
MAPPP	11	11	22	MAPPP	50	50	100
MerSETA	824	148	971	MerSETA	85	15	100
MQA	980	40	1,021	MQA	96	4	100
SASETA	3,619	254	3,873	SASETA	93	7	100
SERVICES	277	8	285	SERVICES	97	3	100
TETA	251	23	274	TETA	92	8	100
W&RSETA	195	137	332	W&RSETA	59	41	100
Total	11,799	1,669	13,468	Total	88	12	100

Relationship of the job to the learnership

Figure 52 shows that almost all (94%, 11 025) of the learners who were unemployed at enrolment, completed their learnerships and gained employment indicated that the employment was related to the learnership they completed. Again, this is a positive result for learnership programmes as it suggests that learnerships have the capacity to make a real difference in the labour market outcomes of graduates. Not only did they gain employment, that employment was directly related to the training they undertook and provided them the opportunity to further build their skills and knowledge in the field.

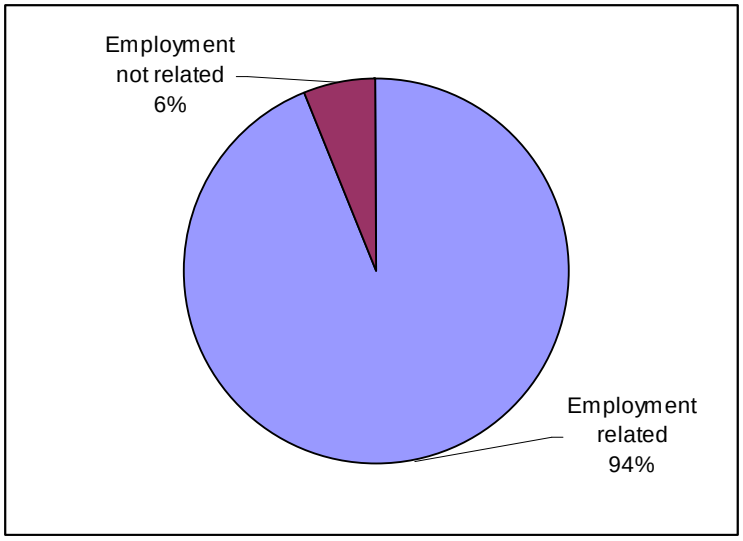


Figure 52: Employment related or not.

Reasons not related

The very small number of learners who indicated that the employment gained was unrelated to their learnership programme of study was asked to provide reasons. The following is a summary of the reasons provided by the learners:

- They had to accept any employment as they needed a salary regardless of the type of work, but that they continue to look for employment related to the programme of study
- There is no demand for people with this type of qualification
- There is no demand for people with this level of qualification
- They are unable to access related employment as they did not have enough work experience
- There is no related work in this area
- The qualification is not recognised by industry
- They are not interested in work related to this learnership

Nature of employment

Three quarters (75% or 8 908) of these learners are employed in positions that are full-time and permanent, 9% (1 012) in positions that are full-time and contract and 12% (1 370) on a part-time, contract basis (Table 13).

Table 13: Nature of employment for unemployed learners who completed and gained employment.

	Casual	Contract/ Temporary	Permanent	Blank	Total
Full-time	70	1,012	8,908	18	10,008
Part-time	140	1,370	199		1,709
Blank		6	4	71	81
Total	211	2,388	9,110	89	11,799

This is a good outcome for most of the learners in terms of the nature of employment gained after completion of their learnership programme. Only 2% (211) indicated that they are

working on a casual basis. Analysis by race shows that all of the 211 learners who are working as casuals are African and coloured, and there are no white or Indian learners in casual employment.

Table 14 shows the results for the 1 669 unemployed learners who did not complete their learnership programmes and found employment. Almost two thirds (63%, 1 057) of these learners are employed in positions that are full-time and permanent, 10% (170) in positions that are full-time and contract and 17% (281) on a part-time, contract basis. Seven per cent (116) reported that they had found work on a casual basis.

Table 14: Nature of employment for unemployed learners who terminated and gained employment.

	Casual	Contract/ Temporary	Permanent	Blank	Total
Full-time	21	170	1,057	5	1,253
Part-time	95	281	34		410
Blank				6	6
Total	116	451	1,091	11	1,669

Monthly income

Salary information was provided by 50% of employed learners who were unemployed at the time of enrolment and completed their studies. Salaries provided by respondents range from less than R1 001 to more than R10 000 per month. Almost half (49%) earned between R3 001 and R5 000 per month and almost a third (30%) between R1 001 and R3 00 per month. Only 4% indicated that they earn less than R1 001 per month and only 2% more than R10 000 per month (Figure 53).

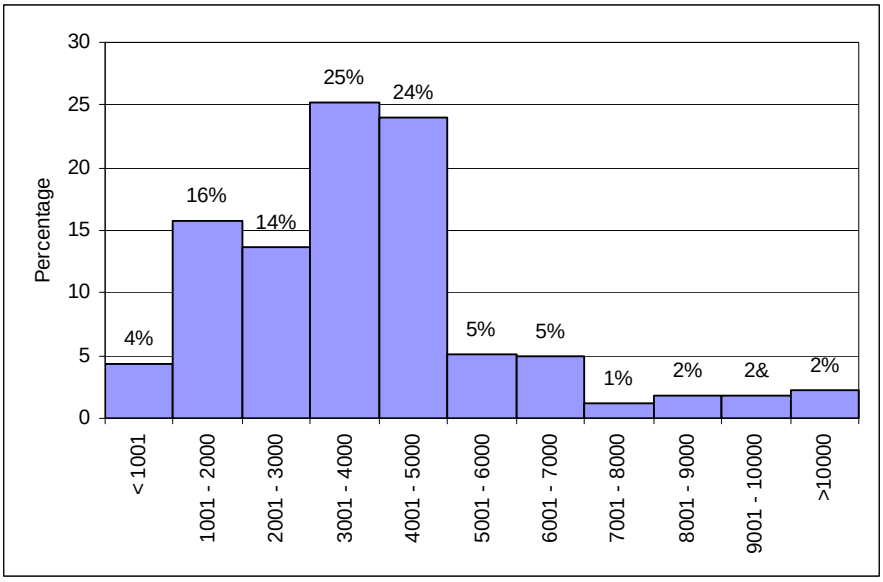


Figure 53: Salary scales of unemployed learners who completed and gained employment.

Salary information was provided by only 37 of employed learners who were unemployed at the time of enrolment, terminated their studies and gained employment. Compared to learners who completed their learnership, a greater proportion of learners who terminated (11%) earned less than R1 001 per month and a smaller proportion (23%) between R3 001 and

R5 000. Almost half (48%) of the terminated learners earned a salary between R1 001 and R3 000 per month (Figure 54).

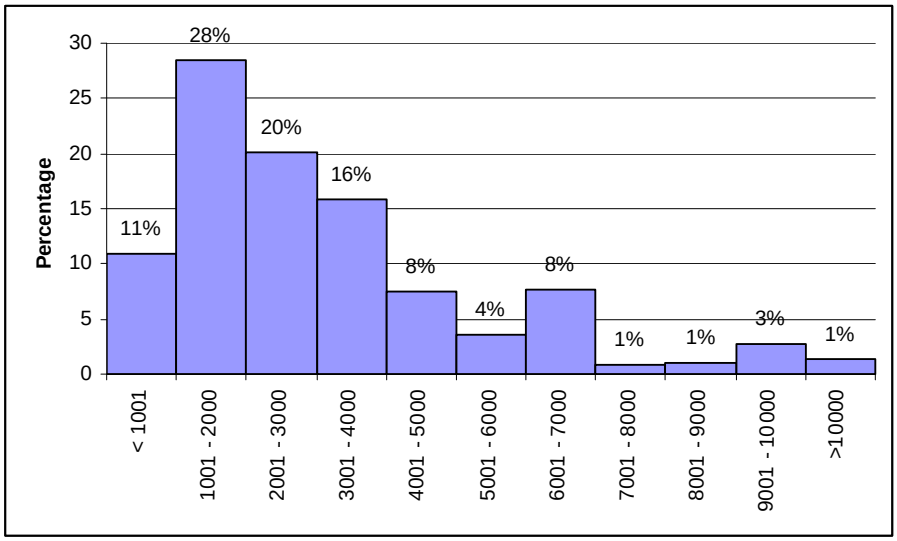


Figure 54: Salary scales of unemployed learners who terminated and gained employment.

Table 15 shows an analysis of mean salaries by gender, race, NQF level and type of employment contract. Completed learners who undertook a learnership at NQF Level 1 have a mean salary of R3 042 compared to R4 207 for learners at NQF Level 4 and R10 950 for learners at NQF Level 7.

Table 15: Mean salaries of unemployed learners who completed or terminated and gained employment.

Mean salary			
Gender	**Completed**	**Terminated**	**All**
Male	R 4,091	R 3,011	R 4,005
Female	R 3,689	R 3,559	R 3,673
Race			
African	R 3,919	R 3,295	R 3,862
Coloured	R 3,464	R 2,685	R 3,383
Indian	R 5,582		R 5,582
White	R 5,576	R 5,100	R 5,554
NQF Level			
NQF 1	R 3,042	R 2,580	R 2,974
NQF 2	R 3,669	R 3,538	R 3,633
NQF 3	R 3,564	R 3,044	R 3,515
NQF 4	R 4,207	R 3,060	R 4,185
NQF 5	R 4,706	R 4,386	R 4,661
NQF 6	R 6,021	R 5,138	R 5,944
NQF 7	R 10,950		R 10,950
Employment contract			
Casual (daily)	R 2,145	R 997	R 1,597
Contract/ temporary (with fixed end date)	R 4,140	R 3,030	R 3,996
Permanent (no end date)	R 3,924	R 3,487	R 3,891

Occupational category

Figure 55 shows that almost half (46%) of the completed learners are working as community and personal service workers, 11% as labourers and 10% as professionals. A further 9% are engaged both in clerical/administrative and machine operating work, 6% as technicians and

trade workers and 2% as managers. Excluding manager category, the learners who terminated are quite evenly distributed across the occupational categories.

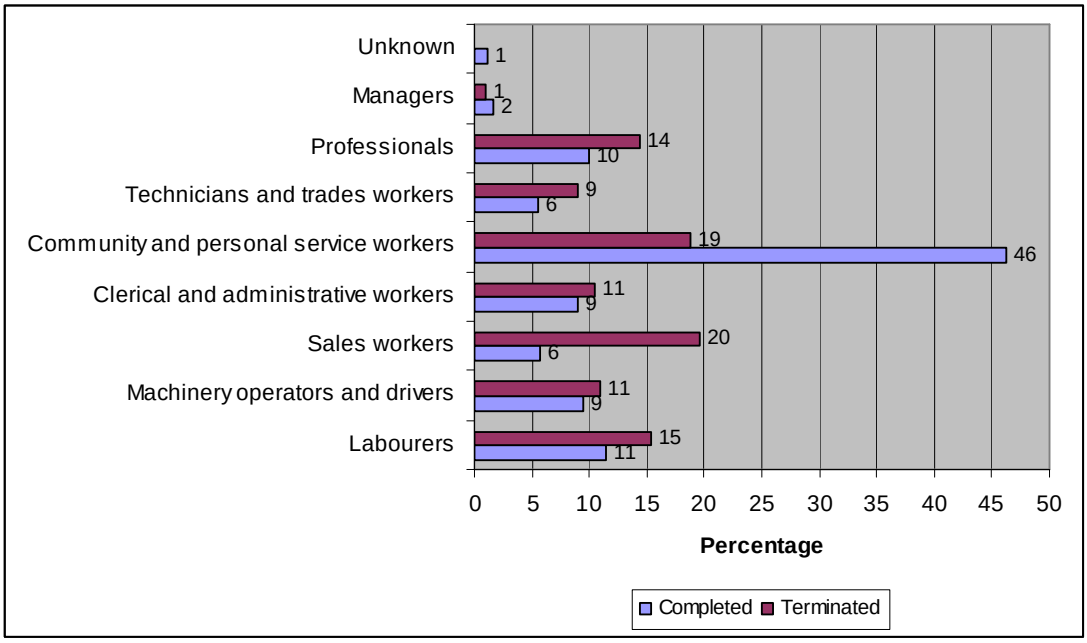


Figure 55: Occupational categories of unemployed learners who completed or terminated and gained employment.

Employer type

Figure 56 shows that more than two thirds (70%) of learners who completed are working in the private sector and more than a quarter (29%) in government. The learners who terminated their studies and found employment are mostly (84%) working in the private sector, while 12% indicated they were employed in government. It is interesting to note that 78 (1%) of the completed learners are self-employed compared to 57 (3%) of the terminated.

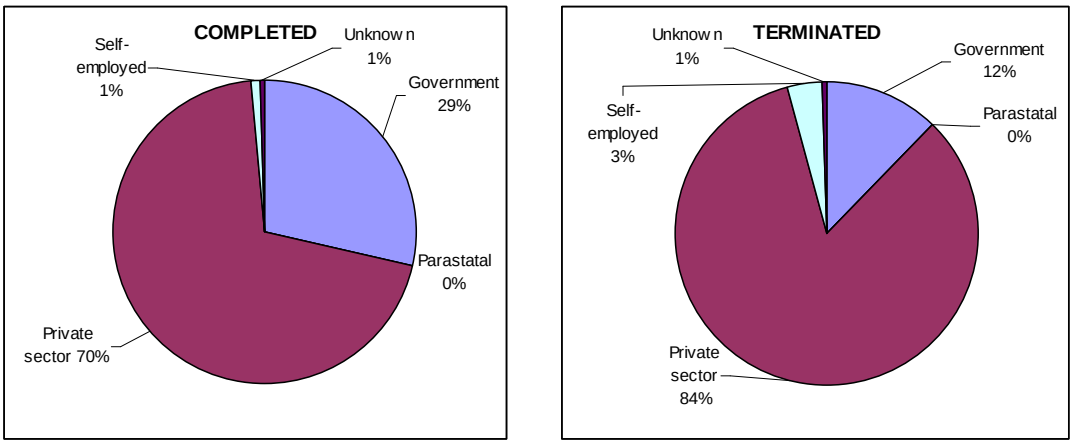


Figure 56: Type of employer of unemployed learners who gained employment.

Almost three quarters of the completed learners work at large organisations (150+ employees) compared to about half (52%) of those who terminated the learnership. Proportionally more learners who terminated their learnership programmes work at micro

(13%) and small (9%) enterprises compared to learners who completed their training – 6% and 3% respectively (Figure 57).

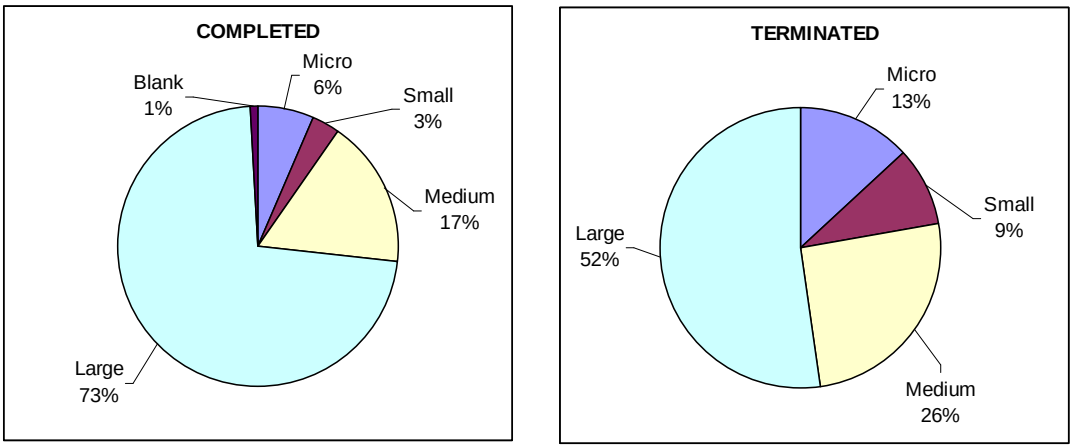


Figure 57: Size of employer of unemployed learners who gained employment.

Method of accessing employment

The majority (84%) of completed learners were employed within one month or less of completion of their learnership programmes (Figure 58). This shows that employers committed themselves to make employment opportunities available to these learners. It also means that employers thought the skills and qualifications of these learners are applicable. A small percentage (6%) only gained access to employment more than six months after completion of their learnership programmes. Compared to the completed learners, a smaller proportion of learners who terminated (61%) found employment within one month or less after termination of their studies.

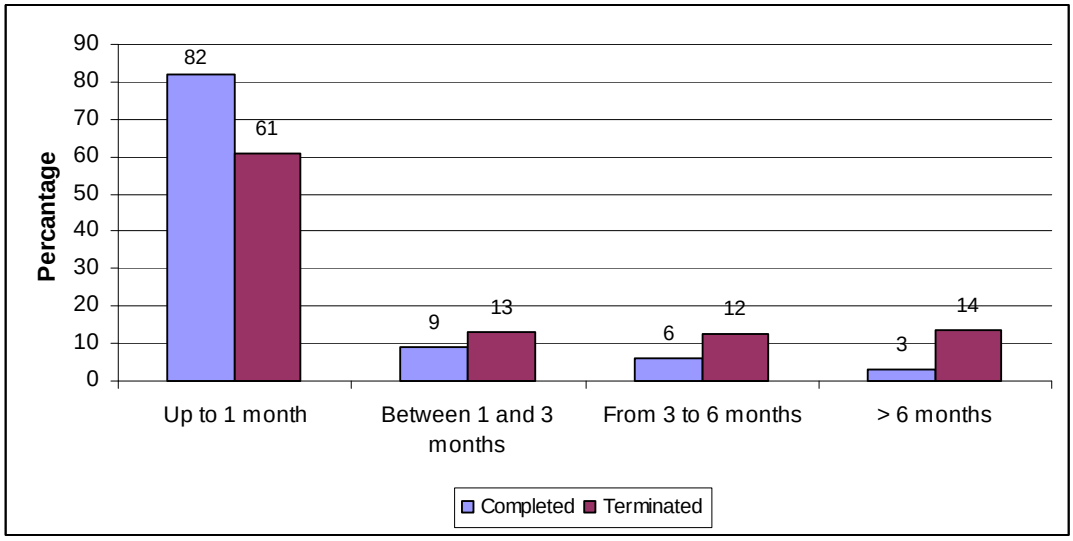


Figure 58: Time before unemployed learners got access to employment.

Almost two thirds (60%) of the learners who completed are employed at the company at which they undertook their learnership study. In contrast, more than two thirds (68%) of learners who terminated their studies found employment at a different company.

In summary, this section on the unemployed (18.2) learners who gained employment provides an indication of the nature of the employment accessed, most significantly, that it is strongly related to the learnership pursued. The trends suggest that the employment status of those who terminated the learnership is more vulnerable than those who completed.

8.4 Comparison of labour market pathways of 18.2 learners who did not gain employment and those who gained employment.

The question now addressed is how many 18.2 learners remained unemployed, who are they in comparison with those who gained employment and what are the reasons they are not accessing employment?

The data show that 47% (11 880) of the total of 18.2 learners (25 348) did not gain employment compared to the 53% (13 468) who gained employment.

Who are they?

A comparison between these two groups of learners for the race groups separately shows that almost half of African (49%) and coloured learners (44%) did not gain employment compared to only about a tenth (11%) of Indian learners (out of a total of 205) and almost a fifth (18%) of whites (out of a total of 680) (Figure 59).

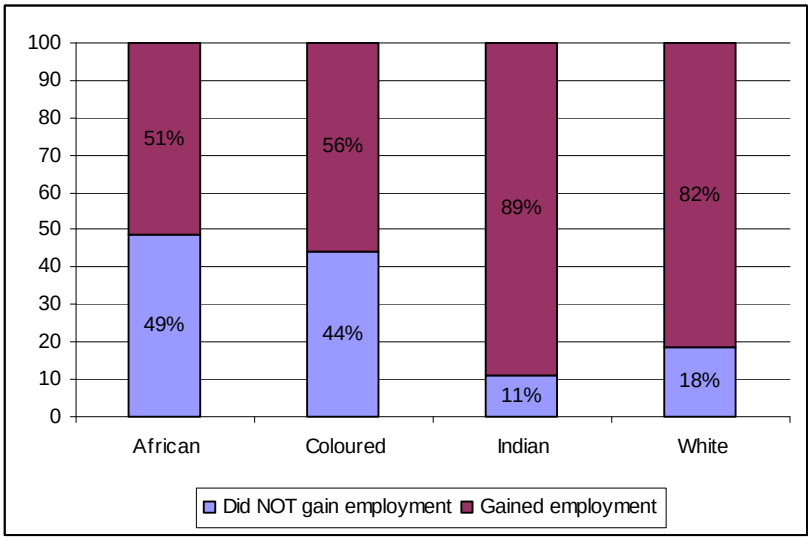


Figure 59: Comparison of labour market pathways of 18.2 learners by race.

A further comparison between these learners for gender separately shows that proportionally more women (53%) did not gain employment than men (41%) (Figure 60).

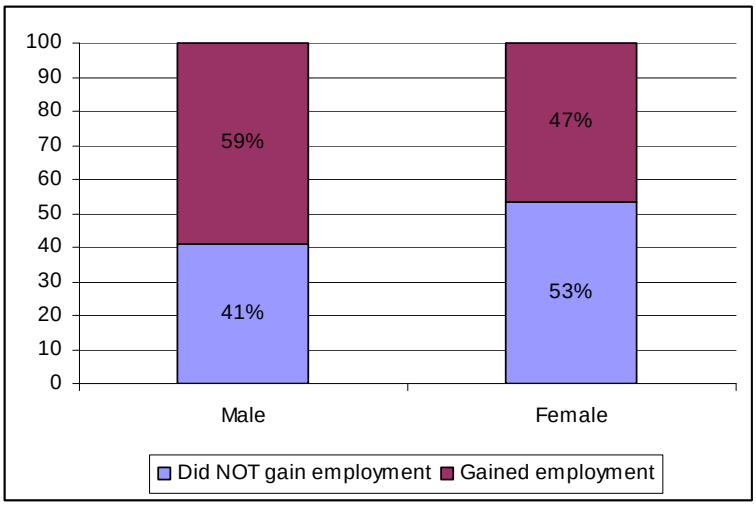


Figure 60: Comparison of labour market pathways of 18.2 learners by gender.

Figure 61 shows the proportion of learners who did not gain employment for the different skills levels. More than half of the 18.2 learners who enrolled at a low-skills level did not gain employment, compared to about a quarter for the intermediate and high-skills levels separately. This clearly shows a pathway of potentially extended periods of unemployment for the learners enrolled at the low-skills level. Almost three quarters (71%) of this group indicated that they had plans to enroll for further education and training, as they realised that their learnership training was not enough to give them the necessary skills to access employment.

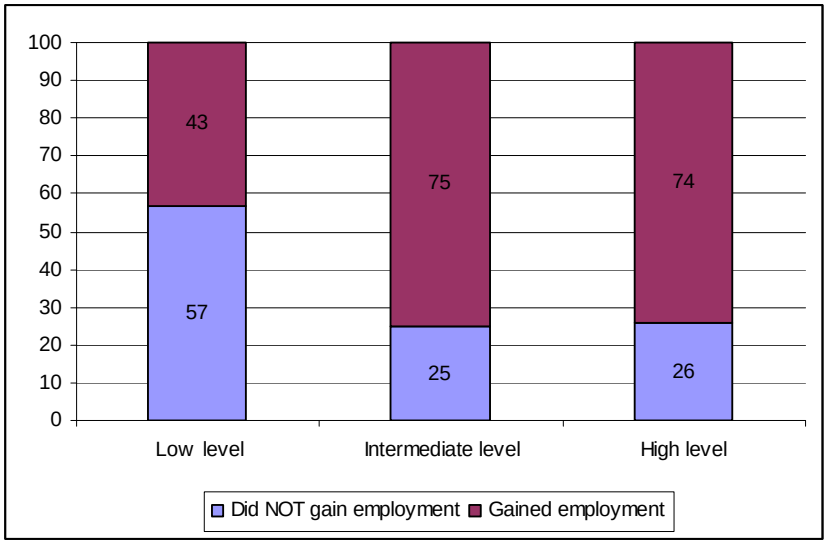


Figure 61: Comparison of labour market pathways of 18.2 learners by skills level of learnership.

Figure 62 shows the 18.2 learners who did not gain employment for each age category. There were only 27 learners in the age category above 55, of whom all gained employment. It further shows that the proportion of learners in the age categories 35–39 (50%) and 45–49 (55%) who did not gain employment was slightly higher than in the other age categories.

Figure 63 reports the labour market outcomes of 18.2 learners separately for the provinces where they undertook their learnerships. The data show that almost six out of ten learners studying in KwaZulu-Natal and just more than five out of ten in North West did not gain employment. In an analysis of the home province of learners, again, almost six out of ten 18.2 learners originally from KwaZulu-Natal did not gain employment. This provincial disparity requires further examination, as we do not know the province in which learners were seeking jobs – their home, or the province in which they moved to pursue a learnership. Slightly more than five out of ten 18.2 learners whose home was originally in Free State province also did not access unemployment. Surprisingly about 46% of 18.2 learners pursuing their learnerships in Gauteng did not gain employment. However, this can be read in conjunction with the high level of migration to Gauteng to pursue a learnership, reported in section 6.

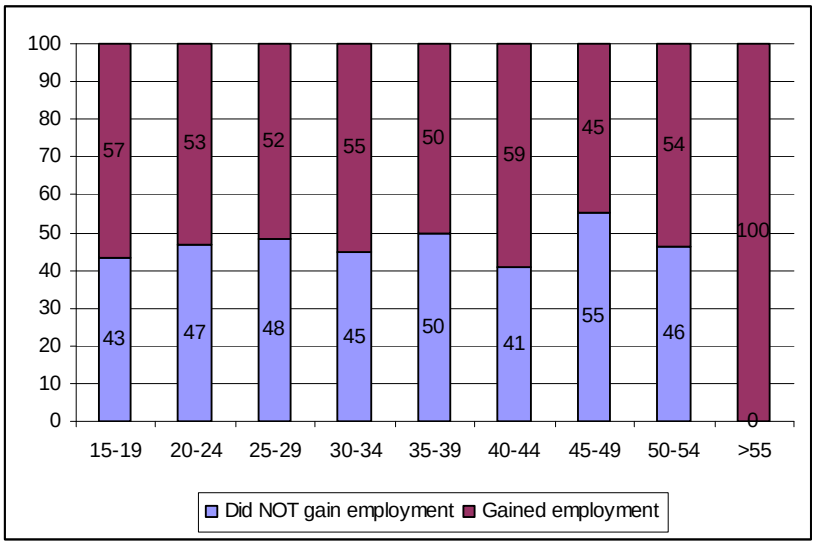


Figure 62: Comparison of labour market pathways of 18.2 learners by age.

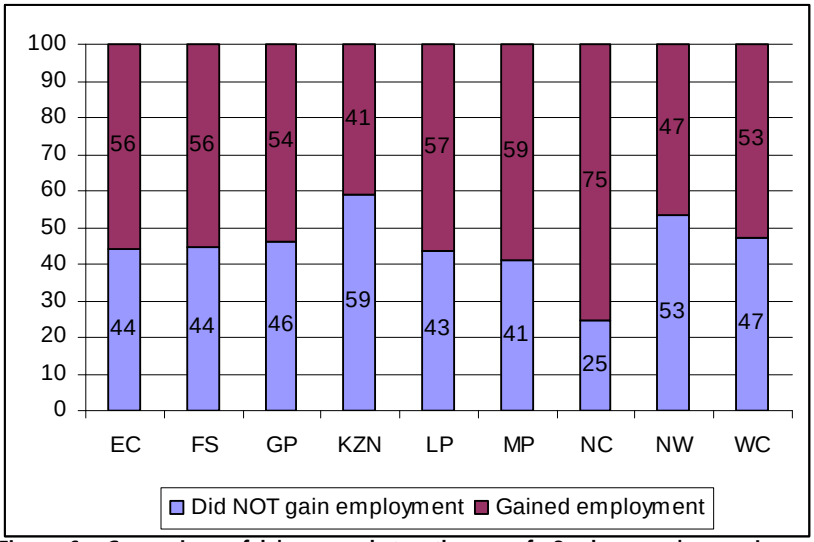


Figure 63: Comparison of labour market pathways of 18.2 learners by province where learnership was pursued.

Table 16 reports the distribution for each SETA separately of 18.2 learners who gained employment and 18.2 who did not gain employment. More than seven out of ten

unemployed learners who accessed employment enrolled for learnership programmes that fall under BankSETA, INSETA, CHIETA, FASSET and SASETA. More than seven out of ten unemployed learners who did not access employment enrolled for learnership programmes that fall under CETA and MAPP. Taking into account those who are on a learnerships pathway of extended duration (such as FASSET and BankSETA programmes), this distinction points to a combination of the quality of programmes provided by these SETAs and their labour market relevance.

Table 16: Unemployed (18.2) learners who gained employment versus learners who did not.

SETA	Number of learners			SETA	Percenatge distribution		
	Employed	Unemployed	Total		Employed	Unemployed	Total
AgriSETA	749	1,409	2,158	AgriSETA	35	65	100
BankSETA	976	228	1,204	BankSETA	81	19	100
CETA	562	2,550	3,112	CETA	18	82	100
CHIETA	721	197	918	CHIETA	79	21	100
CTFL SETA	160	216	376	CTFL SETA	43	57	100
ESETA	371	580	951	ESETA	39	61	100
ETDP SETA	133	160	293	ETDP SETA	46	54	100
FASSET	126	44	170	FASSET	74	26	100
FIETA	105	135	241	FIETA	44	56	100
FoodBev	715	463	1,178	FoodBev	61	39	100
HWSETA	724	1,173	1,897	HWSETA	38	62	100
INSETA	360	88	448	INSETA	80	20	100
LGSETA	1,031	475	1,507	LGSETA	68	32	100
MAPPP	22	61	82	MAPPP	26	74	100
MerSETA	971	1,381	2,352	MerSETA	41	59	100
MQA	1,033	497	1,530	MQA	67	33	100
SASETA	3,873	1,518	5,391	SASETA	72	28	100
SERVICES	297	178	474	SERVICES	63	37	100
TETA	274	246	520	TETA	53	47	100
W&RSETA	332	434	766	W&RSETA	43	57	100
Total	**13,536**	**12,033**	**25,569**	Total	53	47	100

Figure 64 shows that almost two thirds (64%) of the 18.2 learners who did not gain employment terminated their learnership training compared to 36% of the group that gained employment. This shows that the 'pathway of termination' leads to an ongoing 'pathway of unemployment' for 18.2 learners.

Reasons why they did not gain employment

These learners were asked to provide their perceptions of the reasons why they did not gain employment. More than three quarters (77%) reported that they did not gain sufficient work experience during their training. They claim that this may strongly contribute to lack of success in finding employment. The same proportion of learners also claimed that they need more training in the field for which they initially enrolled. Almost half of them (47%) felt that employers are not really interested in future employees with learnership qualifications. About a third (31%) proposed that they need totally different training, because of the lack of employment opportunities in the field they initially chose.

In summary, it appears that the 18.2 learner who is more likely *not* to access employment is African, female, pursuing a learnership at a low-skills level, located in specific sectors such as construction, studying in specific provinces and having terminated the learnership.

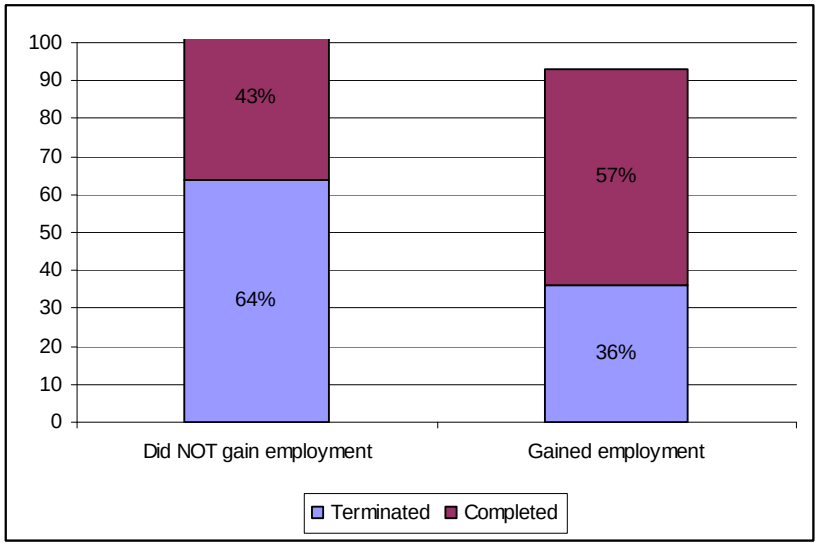


Figure 64: Comparison of labour market pathways of 18.2 learners by completion status.

8.5 Learners employed at enrolment (18.1) who remain employed

This section describes the 9 954 learners who were employed at enrolment, either completed or terminated their studies and who stayed in employment thereafter. Of this group, 84% completed their learnerships while the rest (16%) terminated. In spite of the remarks of this group of learners during in-depth interviews that it is difficult to balance studies with work demands, a higher number did complete their learnerships.

The data show that 42% of the learners who were employed at enrolment and remained employed fell under SERVICES SETA, MerSETA and HWSETA.

More than three quarters (76%) indicated that they are employed at the same company at which they were employed prior to the learnership. About a quarter (24%) left that company and found a job at another company.

Salary information provided by learners shows that the salaries of 12% of learners who completed their learnership increased compared to 8% of those who terminated. Analysis of individuals working for the same employer as prior to completion or termination of the learnership shows little change in contract type.

8.6 Learners employed at enrolment (18.1) who are now unemployed

An unexpected trend was that 1 905 learners who were employed at enrolment, either completed or terminated their studies, became unemployed afterwards. The question is again, who are they in comparison with those who remained in employment and what are the reasons that they are now unemployed?

Who are they?

A comparison between these two groups of learners for the race groups separately shows that just more than one out of five African (49%) 18.1 learners are not employed anymore compared to lower figures for Indian, white and coloured learners ((Figure 65). In terms of gender the data revealed that the proportion of male and female 18.1 learners who are not employed anymore is the same (16% each).

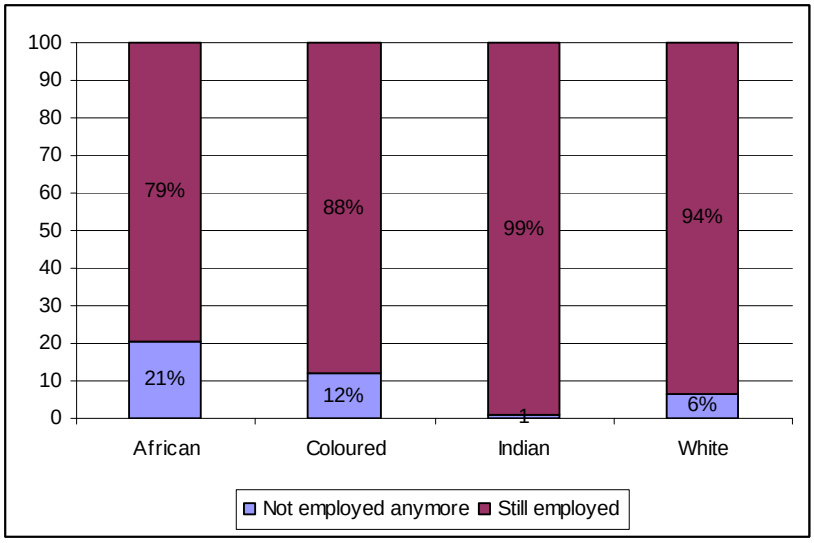


Figure 65: Comparison of labour market pathways of 18.1 learners by race.

The question remains, at what NQF levels did this group enrol for learnerships and in which sectors (SETAs)? It is clear that one out of five of 18.1 learners who enrol for a learnership at the low-skills level are not employed anymore, compared to lower percentages for the other skills levels, suggesting that employment at low-skills levels is more precarious. However, it is interesting to note that almost a tenth (9%) of the high-skills level group for 18.1 learners were not employed at the time of the study. This needs further investigation (Figure 66).

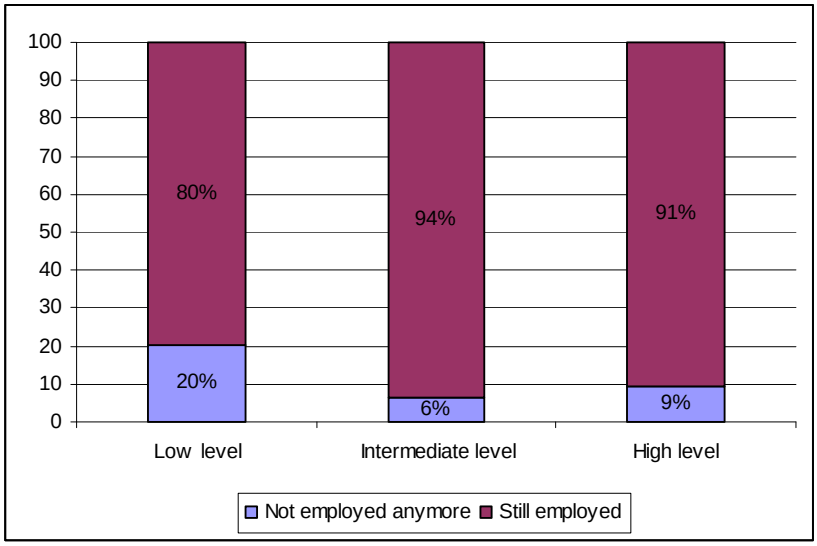


Figure 66: Comparison of labour market pathways of 18.1 learners by skills level of learnership.

In terms of SETAs, Figure 67 shows that FASSET, FoodBev, LGSETA and MAPPP did not have any 18.1 learners who are now unemployed. The data further show that 58% of CETA's 18.1 learners are not employed after completion or termination of their learnerships. This trend raises again the question about the nature of work in the construction industry as mentioned earlier.

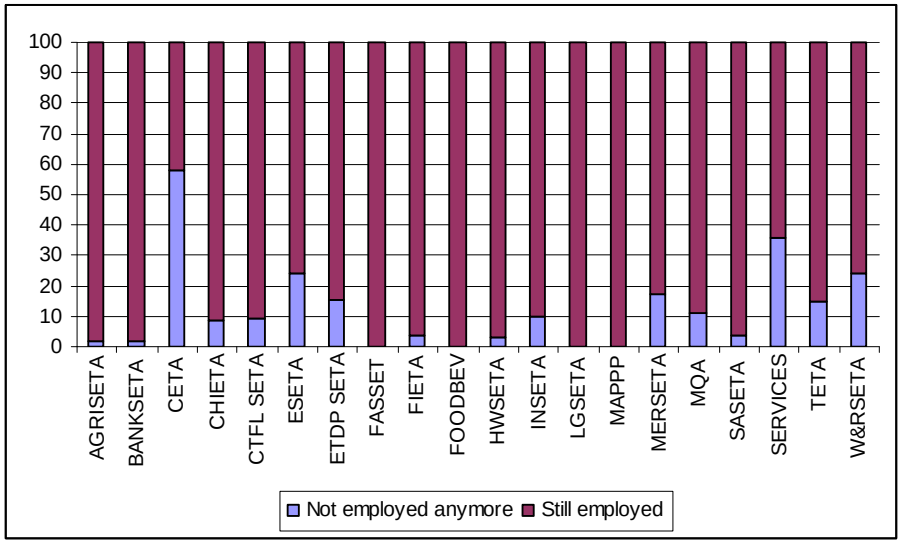


Figure 67: Comparison of labour market pathways of 18.1 learners by SETA.

If age is taken into consideration, Figure 68 shows that it is pertinent. The data displays that proportionally there are a higher percentage of 18.1 learners in the older age categories who are no longer employed.

Three quarters (66%) of this group of 18.1 learners who are not employed anymore completed their learnerships, while a third terminated. These learners were asked what their future plans were. Almost two thirds (61%) indicated that they are considering self-employment options and almost three quarters (71%) indicated a desire to enrol for further training.

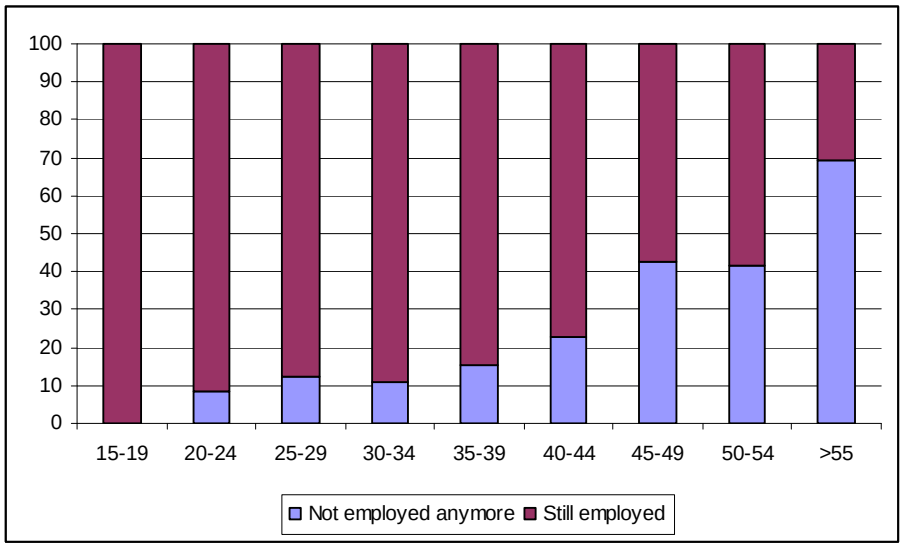


Figure 68: Comparison of labour market pathways of 18.1 learners by age.

In summary, it appears that the 18.1 learner who is more likely to have lost their employment despite the learnership is older, African, and probably pursuing a learnership at a low-skills level in specific sectors such as construction, once again.

8.7 The pathway of further training

Table 17 reveals that a very small group of learners (1 617) were pursuing post-learnership further studies at the time of the survey. One of the reasons for these low figures may be the fact that the survey was conducted in the second year of NSDS Phase II. Learners may only plan to enrol for further studies some time after completion or termination.

Table 17: Pathway of training for different labour market pathways.

	Labour market pathway	Total		Completed		Terminated	
		N	%	N	%	N	%
1.	**Employment to Employment**	9,954		8,361		1,465	
	Have you pursued further training other than learnerships?	553	6	403	5	139	9
2.	**Employment to Unemployment**	1,905		1,252		635	
	Have you pursued further training other than learnerships?	131	7	114	9	17	3
3	**Unemployment to Employment**	13,536		11,799		1,669	
	Have you pursued further training other than learnerships?	448	3	324	3	114	7
4	**Unemployment to Unemployment**	12,033		8,912		2,968	
	Have you pursued further training other than learnerships?	485	4	332	4	146	5
	Total	1,617		1,172		415	

The data shows for example, that only 4% of the group on a labour market pathway of 'unemployment to unemployment' indicated that they were busy with further training, and only 7% of the group on a labour market pathway of 'employment to unemployment'. One would expect of both these groups that further or other training would be an option to better their opportunities.

8.8 Learner self-reported perspectives on the impact of the learnerships

Learners were asked to indicate the impact of learnerships on their lives. The results for learners on different pathways are reported in Table 18. The learners who completed and moved from unemployment to employment were the most positive about their learnership experience, as can be expected. The strongest impact seems to be the improvement of their career opportunities and enhancement of their self-confidence.

Interestingly enough, this was also identified by the learners who remained unemployed. Although they did not gain employment after the learnership, they perceived it had an impact on enhancing their self-confidence and on improving their career opportunities. This was confirmed through in-depth interviews. Some of the learners revealed that they experienced an enhancement of self-confidence during the workplace training component. They indicated that during this phase they learned to do things in practice which helped to regain and build their self-confidence. In terms of impact this is a positive outcome. It relates to the training opportunity afforded, which gave them the chance to obtain a form of workplace experience that provided them with certain skills they could use.

The learners who remained in employment reported that the strongest impact was the improvement of their technical skills.

Table 18: Impact of learnerships.

Impact question	Employed–Unemployed		
	Completed	Terminated	Total
Improve your technical skills?	83%	42%	70%
Improve your career opportunities?	70%	37%	59%
Enhanced your self-confidence?	64%	32%	53%
Impact question	**Unemployed – Employed**		
	Completed	**Terminated**	**Total**
Lead to an increase in your earning capacity?	66%	44%	63%
Improve your technical skills?	79%	60%	76%
Improve your career opportunities?	97%	79%	95%
Enhanced your self-confidence?	95%	73%	92%
Impact question	**Unemployed – Unemployed**		
	Completed	**Terminated**	**Total**
Improve your technical skills?	71%	37%	63%
Improve your career opportunities?	87%	42%	76%
Enhanced your self-confidence?	81%	38%	70%

9 CONCLUSION

To date, understanding of the potential impact of learnerships was mostly indeterminate. There is a critical lack of data on the scale and number of learnerships, in different sectors, at different NQF levels or in terms of equity distinctions. The completion status and post-learnership employment status of many participants is not known. Nor do we have much understanding of learner motivations for studying, or the way that they traverse the learnership system. Hence, this study attempted to provide information on the range of possible employment and learning pathways open to learnership participants, and their outcomes.

The survey results show the contours of distinct pathways within the ambit of the 'learnerships system'. It became evident that the learnership experience is not linear. It does not proceed automatically and neatly on a logical path in the same way for all participants across the system.

The study focused on investigating aspects related to moving *into* a learnership programme, moving *through* it, and the *outcomes* after completion or termination.

The pathways ***into*** learnership programmes speak to enrolment in the different sectors, the highest qualification learners held at enrolment, the NQF level of the learnership programme for which they enrol, their employment status at enrolment and their migration patterns in order to pursue learnership training.

Almost two thirds of enrolments are at the low-skills level, while more than two thirds of these learners held a qualification at the intermediate level at the time of enrolment. This is a good example of the non-linear pathways of learners. Learners are prepared to enrol for learnership programmes at a lower NQF level for reasons such as trying to access employment or work experience no matter what, or realising that they could not enter the labour market until they were sufficiently qualified through pursuing a series of occupationally oriented learnerships at successive NQF levels.

Racial disparities remain stark. The majority of those enrolled for learnerships are African. The data revealed that the percentage of white learners participating in learnerships at the higher NQF levels is far higher than that of the other racial groups. Provision by SETA tends to be predominantly at one skills level. While white learners enrolling at the high NQF level mostly fall under SETAs such as FASSET, the majority of African learners enrol at lower NQF levels under SETAs such as FoodBev, SASETA and CETA. This suggests two distinct pathways in terms of race and training at high- and low-skills levels, in relation to sector. These patterns are reflected in the motivations learners articulated for enrolling in learnership programmes. There are two distinct sets of demands, motivating the employed in relation to career progression and the unemployed in relation to obtaining certification.

Enrolment patterns show that more than a third of the total enrolments are concentrated in only three SETAs: CETA, SASETA, and MerSETA. This seems to link with economic and employment dynamics. For example, the increased spending on infrastructure by government and the growth of the security industry create a demand for (predominantly low-level) skills in these sectors.

The determination of learners to move into or pursue learnership training is seen in their migration patterns. A quarter of learnership participants undertook their learnership study

in a province other than their home province, with almost two thirds of migrant learners migrating to Gauteng. Learnership provision is unequal across provinces and gives an indication of the levels of activity of certain sectors in the economy. As expected, the migration trends show that learners are moving from less resourced environments to better resourced provinces.

Analysis of the non-linear movement into learnerships at a lower level than the previous highest qualification brings the issue of progression to the fore. Progression is a critical feature of the pathways *through* the system. The National Qualifications Framework intends to enable learner progression from one NQF level to another. Of all the learners who took part in this study, almost two thirds (63%) were enrolled for a qualification at a *lower* NQF level. Furthermore, more than two thirds (70%) of learners on this pathway held a matriculation certificate and enrolled for a learnership at NQF Levels 1–3. This is a very definite message in terms of progression and refers to the analysis of non-linear pathways, of a zigzag movement. Unlike other countries where a zigzag pattern is linked to age progression and change in personal circumstances, in South Africa, this pathway is related to the lack of employment opportunities for learners, particularly young school leavers.

When further examining the pathway *through* learnerships to completion or termination, it was clear that a large group of learners (two thirds) who took part in this study completed their learnership training successfully. However, 15% of learners, driven by a range of reasons, terminated their study, with most of them doing so within a period of less than six months into the programme. One of the main reasons for termination relates to the quality of training in either the practical or the workplace component. It is important to note that this quality-related factor changed the learners' pathway from possible completion to one of termination. A comparison between the group of unemployed learners (18.2) who gained employment after the learnership and the group who remained unemployed shows that a higher percentage of the former reportedly received good workplace-related experience during the learnership. This trend further demonstrates the critical role that the workplace training component plays.

Currently registered respondents who are still moving *through* the system indicated that they have high expectations of their learnership programmes in terms of gaining employment after completion of the learnership, improving their career opportunities, and expecting that the learnership will improve their technical skills. Interestingly enough registered learners who held a NQF Level 4 qualification at enrolment did not report high expectations about the learnership programmes. This may relate to the trend of school-leaver enrolment at a lower skills-level than matriculation, with low expectations of such training.

The impact of the learnership system is most evident in the extent to which it equips participants to enter into or to advance through the formal labour market, advance to self-employment or to further education and training opportunities, or simply enhance the employability of participants.

Generally, the findings reveal a positive labour market *outcome* for learners who undertook learnerships. It suggests that learnership programmes have made a difference in the lives of many of the individuals who participated in the programmes and shows the potential to address the skills needs in certain sectors of the economy. Of all the learners surveyed – 18.1 and 18.2 learners – who completed or terminated their learnerships, almost two thirds (63%) had accessed employment. Slightly more than half (53%) of all the 18.2 learners gained employment after completion or termination of their learnership. Furthermore, of all the 18.2 learners who completed their learnership training more than half (57%) gained employment.

A very small group of learners who had completed their learnership were pursuing further studies at the time of the survey.

The most significant in terms of numbers and outcome is the group of 18.2 learners who were unemployed at enrolment, and gained employment after completion of their learnership programmes – 57% (11 805) out of 20 710 learners. An important trend is the fact that the majority of this group reported that their employment was related to their learnership training. This indicates at another level the will of some employers to make training opportunities and jobs available where skills needs exist. In these instances training did not just happen for the sake of training or the uptake of unemployed learners was not simply linked to the benefits employers gain from the system.

The most vulnerable group is the 18.2 learners who were unemployed at enrolment and did not gain employment – 43% (8 905) out of 20 710 learners. It appears that the learner who is more likely not to gain employment is African, female, pursuing a learnership at a low-skills level, located in specific sectors such as construction and in provinces that are less economically developed.

There is also a puzzling trend of learners who were employed prior to enrolment, but who are unemployed at the time of the survey. Analysis suggests that this group is likely to be older, African and pursuing a learnership at a low-skills level in specific sectors, again, such as construction.

For all these learners, it means that their earning capacity remains a challenge. They are on the pathway of 'unemployment' and are part of a generation of young people in South Africa that is caught in an inhumane dilemma that affects all spheres of their lives. Most have no prospect of a decent work-life that could enable them to earn an income, choose working activities that they would find fulfilling, and integrate into a socio-economic system whose stated aim is to benefit the majority of the nation. However, learners' perceptions of the impact of learnerships for the most part were positive, in terms of the improvement of employment opportunities and most significantly, enhancing their self-confidence. The evidence that learnerships enhance employability even where they do not lead directly to employment, is potentially significant.

In conclusion, the study illustrates that when assessing the impact and effectiveness of the learnership system, it is valuable to take multiple priorities and roles into account. Distinct learnership pathways are determined by the needs of individuals, interlinked with the labour market demands of employers in specific sectors, skills levels and regions. After seven years, the learnership system is positive for some, but not all, learners participating.

Annexure:

Technical Report II

Table A1: Total learnership enrolments by province.

	Number of learners enrolled											Percentage distribution										
SETA	**EC**	**FS**	**GP**	**KZN**	**LP**	**MP**	**NC**	**NW**	**WC**	**Blank**	**Total**	**EC**	**FS**	**GP**	**KZN**	**LP**	**MP**	**NC**	**NW**	**WC**	**Blank**	**Total**
AgriSETA	599	387	740	373	297	153	24	200	485		3,259	18	12	23	11	9	5	1	6	15		100
BankSETA	87	101	715	134	38	39	100	67	149	5	1,436	6	7	50	9	3	3	7	5	10	0	100
CETA	305	864	2,324	830	326	424	190	538	315	29	6,145	5	14	38	14	5	7	3	9	5	0	100
CHIETA	6	328	439	178	14	649		5	91		1,710	0	19	26	10	1	38	0	0	5	0	100
CTFL SETA	44		79	34					649	33	839	5	0	10	4	0	0	0	0	80	4	100
ESETA	94	23	987	257	118	207	9	9	89	59	1,853	5	1	55	14	7	12	1	1	5	3	100
ETDP SETA	33	76	78	137		84	4	54	85	13	564	6	14	14	25	0	15	1	10	15	2	100
FASSET	250	212	1,792	595	66	101	50	152	762	4	3,984	6	5	45	15	2	3	1	4	19	0	100
FIETA	21		32	253		14		4	19	3	346	6	0	9	74	0	4	0	1	6	1	100
FoodBev			1,421	19				48			1,488	0	0	95	1	0	0	0	3	0	0	100
HWSETA	748	301	975	1,035	178	251	25	151	437	21	4,122	18	7	24	25	4	6	1	4	11	1	100
INSETA	15		464	81	6	2		7	123	30	728	2	0	66	12	1	0	0	1	18	4	100
LGSETA	98	34	242	93	614	44	132	81	258	3	1,599	6	2	15	6	38	3	8	5	16	0	100
MAPPP	18	4	18	18			25				82	21	5	22	21	0	0	30	0	0	0	100
MerSETA	956	6	2,342	616	125	65		105	1,006	13	5,234	18	0	45	12	2	1	0	2	19	0	100
MQA	18	271	617	38	620	121	515	341	113	12	2,665	1	10	23	1	23	5	19	13	4	0	100
SASETA	738	628	1,985	1,814	139	160	102	148	383	19	6,117	12	10	33	30	2	3	2	2	6	0	100
SERVICES	157	18	939	234	22			7	113	1,015	2,505	11	1	63	16	1	0	0	0	8	68	100
TETA	15	24	226	222	112	35		58	102		794	2	3	28	28	14	4	0	7	13	0	100
W&RSETA	80	100	412	162	199	174	24	52	304	57	1,564	5	7	27	11	13	12	2	3	20	4	100
Total	4,282	3,378	16,825	7,126	2,873	2,522	1,201	2,028	5,482	1,316	47,034	9	7	37	16	6	6	3	4	12	3	100

Source: Learnership survey database, September 2007

Table A2: Total learnership enrolments by NQF Level.

	Number of learners enrolled									Percentage distribution								
SETA	**NQF 1**	**NQF 2**	**NQF 3**	**NQF 4**	**NQF 5**	**NQF 6**	**NQF 7**	**Blank**	**Total**	**NQF 1**	**NQF 2**	**NQF 3**	**NQF 4**	**NQF 5**	**NQF 6**	**NQF 7**	**Blank**	**Total**
AgriSETA	1,991	544	703	22					3,259	61	17	22	1	0	0	0	0	100
BankSETA		20	92	20	1,166	138			1,436	0	1	6	1	81	10	0	0	100
CETA	287	3,899	1,135	805	3	16			6,145	5	63	18	13	0	0	0	0	100
CHIETA	253	850	271	238	9	89			1,710	15	50	16	14	1	5	0	0	100
CTFL SETA	13	826							839	2	98	0	0	0	0	0	0	100
ESETA	75	1,244	381	103	41	9			1,853	4	67	21	6	2	1	0	0	100
ETDP SETA	73			409	82				564	13	0	0	73	15	0	0	0	100
FASSET			24	8	78	57	3,817		3,984	0	0	1	0	2	1	96	0	100
FIETA	137	69	100	28		10	4		346	39	20	29	8	0	3	1	0	100
FoodBev		250	1,180	19	39				1,488	0	17	79	1	3	0	0	0	100
HWSETA	794		355	2,138	609	226			4,122	19	0	9	52	15	5	0	0	100
INSETA	2	32	326	287	58	16	7		728	0	4	45	39	8	2	1	0	100
LGSETA		162		1,437					1,599	0	10	0	90	0	0	0	0	100
MAPPP		14		41	14			14	82	0	20	0	60	21	0	0	20	100
MerSETA	1,642	2,516	858	209	10				5,234	31	48	16	4	0	0	0	0	100
MQA	8	781	1,440	436					2,665	0	29	54	16	0	0	0	0	100
SASETA			3,300	2,813			4		6,117	0	0	54	46	0	0	0	0	100
SERVICES	11	1,203	43	1,092	156				2,505	0	48	2	44	6	0	0	0	100
TETA	214	59	489	33					794	27	7	62	4	0	0	0	0	100
W&RSETA	79	1,049	76	322	38				1,564	5	67	5	21	2	0	0	0	100
Total	5,578	13,516	10,772	10,459	2,303	561	3,832	14	47,034	12	29	23	22	5	1	8	0	100

Source: Learnership survey database, September 2007

Table A3: Race of learnership participants by SETA.

SETA	Number of learners enrolled					Percentage distribuiton				
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total
AgriSETA	2,242	945	15	57	3,259	69	29	0	2	100
BankSETA	1,097	166	87	86	1,436	76	12	6	6	100
CETA	5,360	628	13	144	6,145	87	10	0	2	100
CHIETA	1,218	104	117	271	1,710	71	6	7	16	100
CTFL SETA	331	505	3	0	839	39	60	0	0	100
ESETA	1,594	15	15	229	1,853	86	1	1	12	100
ETDP SETA	419	71	0	74	564	74	13	0	13	100
FASSET	967	267	600	2,150	3,984	24	7	15	54	100
FIETA	274	54	10	8	346	79	16	3	2	100
FoodBev	1,488	0	0	0	1,488	100	0	0	0	100
HWSETA	2,705	590	201	626	4,122	66	14	5	15	100
INSETA	500	131	41	56	728	69	18	6	8	100
LGSETA	1,271	328	0	0	1,599	79	21	0	0	100
MAPPP	82	0	0	0	82	100	0	0	0	100
MerSETA	3,481	1,093	214	446	5,234	67	21	4	9	100
MQA	2,170	191	3	301	2,665	81	7	0	11	100
SASETA	5,721	373	23	0	6,117	94	6	0	0	100
SERVICES	1,322	272	185	726	2,505	53	11	7	29	100
TETA	720	74	0	0	794	91	9	0	0	100
W&RSETA	1,240	170	80	74	1,564	79	11	5	5	100
Total	34,202	5,977	1,607	5,248	47,034	73	13	3	11	100

Source: Learnership survey database, September 2007

Table A4: Completion status of learners by SETA.

SETA	Number					Row %					Column %				
	Completed	Registered	Terminated	Blank	Total	Completed	Registered	Terminated	Blank	Total	Completed	Registered	Terminated	Blank	Total
AgriSETA	2,862	220	153	24	3,259	88%	7%	5%	1%	100%	9%	2%	2%	6%	7%
BankSETA	1,332	5	83	17	1,436	94%	0%	6%	1%	100%	4%	0%	1%	4%	3%
CETA	1,870	1,429	2,810	37	6,145	31%	23%	46%	1%	100%	6%	15%	41%	9%	13%
CHIETA	1,447	163	77	23	1,710	86%	10%	5%	1%	100%	5%	2%	1%	6%	4%
CTFL SETA	717	32	82	8	839	86%	4%	10%	1%	100%	2%	0%	1%	2%	2%
ESETA	1,126	333	310	84	1,853	64%	19%	18%	5%	100%	4%	4%	5%	21%	4%
ETDP SETA	516	43	4		564	91%	8%	1%	0%	100%	2%	0%	0%	0%	1%
FASSET	109	3,683	184	8	3,984	3%	93%	5%	0%	100%	0%	40%	3%	2%	8%
FIETA	261	34	41	10	346	78%	10%	12%	3%	100%	1%	0%	1%	2%	1%
FoodBev	1,025	29	434		1,488	69%	2%	29%	0%	100%	3%	0%	6%	0%	3%
HWSETA	2,858	1,064	193	6	4,122	69%	26%	5%	0%	100%	9%	11%	3%	2%	9%
INSETA	615	26	83	4	728	85%	4%	11%	1%	100%	2%	0%	1%	1%	2%
LGSETA	1,514	7	57	21	1,599	96%	0%	4%	1%	100%	5%	0%	1%	5%	3%
MAPPP	50		32		82	61%	0%	39%	0%	100%	0%	0%	0%	0%	0%
MerSETA	3,133	1,433	648	19	5,234	60%	27%	12%	0%	100%	10%	15%	10%	5%	11%
MQA	1,972	452	221	19	2,665	75%	17%	8%	1%	100%	6%	5%	3%	5%	6%
SASETA	5,553	84	462	18	6,117	91%	1%	8%	0%	100%	18%	1%	7%	4%	13%
SERVICES	1,924	111	377	93	2,505	80%	5%	16%	4%	100%	6%	1%	6%	23%	5%
TETA	692	17	79	6	794	88%	2%	10%	1%	100%	2%	0%	1%	1%	2%
W&RSETA	945	139	470	10	1,564	61%	9%	30%	1%	100%	3%	1%	7%	2%	3%
Total	**30,520**	**9,306**	**6,801**	**407**	**47,034**	**65%**	**20%**	**15%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: Learnership survey database, September 2007

Table A5: Learnership migrating to destination province, by SETA.

Destination province: province in which learnership was undertaken													Percentage distribution										
SETA	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Blank	Total	SETA	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Blank	Total
AGRISETA	9		261	27	52			15			364	AGRISETA	2	0	72	7	14	0	0	4	0	0	100
BANKSETA	14	10	207	12	12	14	19	31	5		326	BANKSETA	4	3	64	4	4	4	6	10	2	0	100
CETA	16	70	432	77		22		15	45	3	680	CETA	2	10	64	11	0	3	0	2	7	0	100
CHIETA		141	194	27		207					569	CHIETA	0	25	34	5	0	36	0	0	0	0	100
CTFL SETA			5	8					5	8	26	CTFL SETA	0	0	29	42	0	0	0	0	29	42	100
ESETA	23	5	521	67	38	124	9	9	60	5	862	ESETA	3	1	61	8	4	14	1	1	7	1	100
ETDP SETA	11		13	9				4	15		52	ETDP SETA	20	0	26	17	0	0	0	7	29	0	100
FASSET	12	32	829	34	17	28	17	46	222	4	1,242	FASSET	1	3	67	3	1	2	1	4	18	0	100
FIETA			3								3	FIETA	0	0	100	0	0	0	0	0	0	0	100
FOODBEV			667					48			715	FOODBEV	0	0	93	0	0	0	0	7	0	0	100
HWSETA	41	35	488	40	18	11		9	115	4	760	HWSETA	5	5	64	5	2	1	0	1	15	0	100
INSETA			140	15		2		4	22		183	INSETA	0	0	76	8	0	1	0	2	12	0	100
LGSETA	6	4	24		21	13		3	90		161	LGSETA	4	2	15	0	13	8	0	2	56	0	100
MAPPP	7		4	7			4				22	MAPPP	31	0	19	31	0	0	19	0	0	0	100
MERSETA	40		1,049	52	37	29		23	255		1,485	MERSETA	3	0	71	4	2	2	0	2	17	0	100
MQA	6	12	130	13	96	25	104	60	5		449	MQA	1	3	29	3	21	5	23	13	1	0	100
SASETA	58	419	1,297	89	23	45	13	45	185		2,174	SASETA	3	19	60	4	1	2	1	2	9	0	100
SERVICES	29	7	87	14	14			7	12	51	222	SERVICES	17	4	51	8	8	0	0	4	7	30	100
TETA		10	133	15	22	10		10	26		225	TETA	0	4	59	7	10	4	0	4	11	0	100
W&RSETA	22	38	97		6	58			78	21	320	W&RSETA	7	13	32	0	2	20	0	0	26	7	100
Total	295	781	6,583	505	357	589	167	329	1,140	96	10,841	Total	3	7	61	5	3	5	2	3	11	1	100

Source: Learnership survey database, September 2007

Table A6: Destination of migrant learners.

Home Province	Learnership Province											Row %										
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Blank	Total	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Blank	Total
EC	4,059	216	540	220	8	24	13	8	697	50	5,835	70	4	9	4	0	0	0	0	12	1	100
FS	31	2,643	553	15	6	15	5	125	46	63	3,501	1	77	16	0	0	0	0	4	1	2	100
GP	32	195	9,652	74	91	146	28	58	72	100	10,449	0	2	93	1	1	1	0	1	1	1	100
KZN	42	100	925	6,588	6	117		14	85	60	7,939	1	1	12	84	0	1	0	0	1	1	100
LP	13	45	2,228	24	2,677	215		45	35	21	5,303	0	1	42	0	51	4	0	1	1	0	100
MP	6	12	905	27	57	1,979	8	26	15	19	3,055	0	0	30	1	2	65	0	1	1	1	100
NC	13	16	186		7	15	1,056	13	88	5	1,397	1	1	13	0	1	1	76	1	6	0	100
NW		60	917		6	4	74	1,730	26		2,816	0	2	33	0	0	0	3	61	1	0	100
OUTSIDE-SA	15		101	13		7		8	17	4	164	9	0	63	8	0	4	0	5	11	2	100
WC	59	64	66	25	8		17		4,323	17	4,579	1	1	1	1	0	0	0	0	95	0	100
Blank	12	28	752	142	7				77	977	1,995	1	3	74	14	1	0	0	0	8	49	100
Total	4,282	3,378	16,825	7,126	2,873	2,522	1,201	2,028	5,482	1,316	47,034	9	7	37	16	6	6	3	4	12	3	100

Source: Learnership survey database, September 2007

Table A7: Migration by SETA.

SETA	Number				Row %				Column %			
	No	Yes	Missing	Total	No	Yes	Missing	Total	No	Yes	Missing	Total
AGRISETA	2,895	364		3,259	89	11	0	100	8	3	0	7
BANKSETA	1,100	326	10	1,436	77	23	1	100	3	3	1	3
CETA	5,450	680	15	6,145	89	11	0	100	16	6	1	13
CHIETA	1,141	569		1,710	67	33	0	100	3	5	0	4
CTFL SETA	807	26	5	839	97	3	1	100	2	0	1	2
ESETA	964	862	27	1,853	53	47	1	100	3	8	3	4
ETDP SETA	509	52	4	564	91	9	1	100	1	0	0	1
FASSET	2,742	1,242		3,984	69	31	0	100	8	11	0	8
FIETA	340	3	3	346	99	1	1	100	1	0	0	1
FOODBEV	773	715		1,488	52	48	0	100	2	7	0	3
HWSETA	3,344	760	17	4,122	81	19	0	100	10	7	2	9
INSETA	533	183	12	728	74	26	2	100	2	2	1	2
LGSETA	1,435	161	3	1,599	90	10	0	100	4	1	0	3
MAPPP	60	22		82	73	27	0	100	0	0	0	0
MERSETA	3,736	1,485	13	5,234	72	28	0	100	11	14	1	11
MQA	2,204	449	12	2,665	83	17	0	100	6	4	1	6
SASETA	3,923	2,174	19	6,117	64	36	0	100	11	20	2	13
SERVICES	1,402	222	881	2,505	86	14	35	100	4	2	85	5
TETA	569	225		794	72	28	0	100	2	2	0	2
W&RSETA	1,224	320	20	1,564	79	21	1	100	3	3	2	3
Total	**35,151**	**10,841**	**1,042**	**47,034**	76	24	2	100	100	100	100	100

Source: Learnership survey database, September 2007

Table A8: Learners enrolled at the same level to their highest qualification by race.

Learnership NQF level	Highest qualification	African	Coloured	Indian	White	Total
	NQF 0 (ABET 1 (Std 1 / Gr3)					0
	NQF 0 (ABET 2 (Std 3 / Gr5)					0
	NQF 0 (ABET 3 (Std 5 / Gr7)					0
	NQF 1 (ABET 4 (Std 7 / Gr9)	64	35			98
	NQF 2 (N1)	11	13		20	43
	NQF 2 (Std 8 / Gr10)	232	230	10	43	515
	NQF 3 (N2)	24		17	39	80
	NQF 3 (Std 9 / Gr11)	950	36			986
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)					0
	NQF 6 (First degrees / Higher diplomas)					0
	NQF 7 (Honours / Master's degree)					0
	Total	**1,280**	**313**	**27**	**102**	**1,722**
	NQF 0 (ABET 1 (Std 1 / Gr3)					0
	NQF 0 (ABET 3 (Std 5 / Gr7)					0
	NQF 1 (ABET 4 (Std 7 / Gr9)					0
	NQF 2 (Std 8 / Gr10)					0
	NQF 3 (N2)					0
	NQF 3 (Std 9 / Gr11)					0
	NQF 4 (Matric)	5,591	725	218	734	7,270
	NQF 4 (N3)	112			47	160
	NQF 5 (Diplomas / Occupational certificate)					0
	NQF 6 (First degrees / Higher diplomas)					0
	NQF 7 (Honours / Master's degree)					0
	Total	**5,704**	**725**	**218**	**782**	**7,429**
	NQF 2 (Std 8 / Gr10)					0
	NQF 3 (N2)					0
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)	220	52	21	79	372
	NQF 6 (First degrees / Higher diplomas)	17			8	25
	NQF 7 (Honours / Master's degree)	208	24	192	674	1,098
	Total	**445**	**77**	**213**	**760**	**1,495**
Blank	NQF 4 (Matric)					0
	NQF 4 (N3)					0
Total		**7,428**	**1,115**	**458**	**1,644**	**10,646**

Source: Learnership survey database, September 2007

Table A9: Learners enrolled at a higher level to their highest qualification by race.

Learnership NQF level	Highest qualification	African	Coloured	Indian	White	Total
	NQF 0 (ABET 1 (Std 1 / Gr3)	49	6			54
	NQF 0 (ABET 2 (Std 3 / Gr5)	31	14			45
	NQF 0 (ABET 3 (Std 5 / Gr7)	190	37			227
	NQF 1 (ABET 4 (Std 7 / Gr9)	141	80		7	228
	NQF 2 (N1)	12	5	17	7	40
	NQF 2 (Std 8 / Gr10)	272	44		27	343
	NQF 3 (N2)					0
	NQF 3 (Std 9 / Gr11)					0
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)					0
	NQF 6 (First degrees / Higher diplomas)					0
	NQF 7 (Honours / Master's degree)					0
	Total	**695**	**186**	**17**	**40**	**939**
	NQF 0 (ABET 1 (Std 1 / Gr3)	4				4
	NQF 0 (ABET 3 (Std 5 / Gr7)	10				10
	NQF 1 (ABET 4 (Std 7 / Gr9)	18	48		13	80
	NQF 2 (Std 8 / Gr10)	34	57	13	26	129
	NQF 3 (N2)	7			7	14
	NQF 3 (Std 9 / Gr11)	172	82		26	280
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)					0
	NQF 6 (First degrees / Higher diplomas)					0
	NQF 7 (Honours / Master's degree)					0
	Total	**245**	**187**	**13**	**71**	**516**
	NQF 2 (Std 8 / Gr10)				9	9
	NQF 3 (N2)			3		3
	NQF 4 (Matric)	1,758	343	327	1,228	3,657
	NQF 4 (N3)	56		10		65
	NQF 5 (Diplomas / Occupational certificate)	176	36	39	148	399
	NQF 6 (First degrees / Higher diplomas)	264	89	186	404	944
	NQF 7 (Honours / Master's degree)					0
	Total	**2,255**	**469**	**565**	**1,789**	**5,077**
Blank	NQF 4 (Matric)					0
	NQF 4 (N3)					0
Total		**3,195**	**843**	**594**	**1,900**	**6,532**

Source: Learnership survey database, September 2007

Table A10: Learners enrolled at a lower level to their highest qualification by race.

Learnership NQF level	Highest qualification	African	Coloured	Indian	White	Total
	NQF 0 (ABET 1 (Std 1 / Gr3)					0
	NQF 0 (ABET 2 (Std 3 / Gr5)					0
	NQF 0 (ABET 3 (Std 5 / Gr7)					0
	NQF 1 (ABET 4 (Std 7 / Gr9)					0
	NQF 2 (N1)	12	16			28
	NQF 2 (Std 8 / Gr10)	130	35		13	178
	NQF 3 (N2)	111	53		7	171
	NQF 3 (Std 9 / Gr11)	1,209	165	32	19	1,425
	NQF 4 (Matric)	16,305	3,085	338	765	20,494
	NQF 4 (N3)	874	72	34	146	1,126
	NQF 5 (Diplomas / Occupational certificate)	2,447	211	70	132	2,859
	NQF 6 (First degrees / Higher diplomas)	672	17	2	17	709
	NQF 7 (Honours / Master's degree)	46	3	3		51
	Total	**21,806**	**3,655**	**479**	**1,100**	**27,040**
	NQF 0 (ABET 1 (Std 1 / Gr3)					0
	NQF 0 (ABET 3 (Std 5 / Gr7)					0
	NQF 1 (ABET 4 (Std 7 / Gr9)					0
	NQF 2 (Std 8 / Gr10)					0
	NQF 3 (N2)					0
	NQF 3 (Std 9 / Gr11)					0
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)	1,241	295	53	261	1,850
	NQF 6 (First degrees / Higher diplomas)	240		2		242
	NQF 7 (Honours / Master's degree)	44	3		4	50
	Total	**1,525**	**298**	**55**	**264**	**2,142**
	NQF 2 (Std 8 / Gr10)					0
	NQF 3 (N2)					0
	NQF 4 (Matric)					0
	NQF 4 (N3)					0
	NQF 5 (Diplomas / Occupational certificate)					0
	NQF 6 (First degrees / Higher diplomas)	48	3	8	13	71
	NQF 7 (Honours / Master's degree)	32		6	4	41
	Total	**79**	**3**	**13**	**16**	**112**
Blank	NQF 4 (Matric)					0
	NQF 4 (N3)					0
Total		**23,410**	**3,956**	**547**	**1,381**	**29,294**

Source: Learnership survey database, September 2007

Table A11 : Progression by race and gender.

Gender	Race	Lower NQF	Same NQF	Higher NQF	Not possible to say	Total	Gender	Race	Lower NQF	Same NQF	Higher NQF	Not possible to say	Total
Male	African	12,971	3,956	1,524	44	18,495	Male	African	70	21	8	0	100
	Coloured	2,269	394	304	18	2,986		Coloured	76	13	10	1	100
	Indian	348	241	260	7	857		Indian	41	28	31	1	100
	White	997	683	982	50	2,712		White	37	26	37	2	100
	Total	16,585	5,274	3,071	120	25,050		Total	67	21	12	0	100
Female	African	10,439	3,473	1,670	125	15,707	Female	African	67	22	11	1	100
	Coloured	1,687	721	538	45	2,991		Coloured	57	24	18	2	100
	Indian	199	217	334		750		Indian	27	29	45	0	100
	White	384	961	918	273	2,536		White	17	42	41	12	100
	Total	12,709	5,372	3,461	443	21,984		Total	59	25	16	2	100
Total	African	23,410	7,428	3,195	169	34,202	Total	African	69	22	9	0	100
	Coloured	3,956	1,115	843	63	5,977		Coloured	67	19	14	1	100
	Indian	547	458	594	7	1,607		Indian	34	29	37	0	100
	White	1,381	1,644	1,900	323	5,248		White	28	33	39	7	100
	Total	29,294	10,646	6,532	562	47,034		Total	63	23	14	1	100

Source: Learnership survey database, September 2007

Table A12 : Progression by SETA.

SETA	Number					Row %					Column %				
	Lower NQF	Same NQF	Higher NQF	Not possible to say	Total	Lower NQF	Same NQF	Higher NQF	Not possible to say	Total	Lower NQF	Same NQF	Higher NQF	Not possible to say	Total
AgriSETA	3,012	143	105	0	3,259	92	4	3	0	100	10	1	2	0	7
BankSETA	141	71	1,219	5	1,436	10	5	85	0	100	0	1	19	1	3
CETA	4,948	855	335	7	6,145	81	14	5	0	100	17	8	5	1	13
CHIETA	1,368	244	98	0	1,710	80	14	6	0	100	5	2	2	0	4
CTFL SETA	417	193	229	0	839	50	23	27	0	100	1	2	4	0	2
ESETA	1,666	103	63	20	1,853	91	6	3	1	100	6	1	1	4	4
ETDP SETA	85	408	67	4	564	15	73	12	1	100	0	4	1	1	1
FASSET	75	1,112	2,797	0	3,984	2	28	70	0	100	0	10	43	0	8
FIETA	287	28	16	15	346	87	8	5	4	100	1	0	0	3	1
FoodBev	1,159	280	48	0	1,488	78	19	3	0	100	4	3	1	0	3
HWSETA	1,738	1,710	666	9	4,122	42	42	16	0	100	6	16	10	2	9
INSETA	431	251	46	0	728	59	34	6	0	100	1	2	1	0	2
LGSETA	449	902	245	3	1,599	28	57	15	0	100	2	8	4	1	3
MAPPP	7	46	12	18	82	10	71	19	21	100	0	0	0	3	0
MerSETA	4,623	412	185	13	5,234	89	8	4	0	100	16	4	3	2	11
MQA	2,099	430	95	41	2,665	80	16	4	2	100	7	4	1	7	6
SASETA	3,465	2,543	97	12	6,117	57	42	2	0	100	12	24	1	2	13
SERVICES	1,396	608	125	375	2,505	66	29	6	15	100	5	6	2	67	5
TETA	698	63	34	0	794	88	8	4	0	100	2	1	1	0	2
W&RSETA	1,229	245	49	41	1,564	81	16	3	3	100	4	2	1	7	3
Total	**29,294**	**10,646**	**6,532**	**562**	**47,034**	63	23	14	1	100	100	100	100	100	100

Source: Learnership survey database, September 2007

Technical Report III

LEARNERSHIP PARTICIPANTS' EXPERIENCES IN DISTINCT PATHWAYS

INTRODUCTION

The overall focus of the HSRC learnership study was on the employment and further learning pathways of learnership participants in the period of the National Skills Development Strategy (NSDP) Phase II. The study aimed to provide a profile of all those who participate in the learnership system. On this basis, it aimed to study the movement into and out of the learnership system to completion, termination, ongoing study, employment or unemployment. Finally, the study aimed to illuminate the experiences in learnership programmes offered at the low, intermediate and high skills bands. Taken together, the three empirical components provide a base to assessing the contribution of the learnership system as a whole, and in specific critical areas, to skills development, employment growth and improving the life chances of individuals.

This report focuses on the third component of the study, an attempt to understand the wide range of participants' experiences in greater depth than is possible through a survey. A particular focus was to gauge learners' perceptions of the learnership programme itself, given that it was not possible to focus on issues related to internal efficiency in the survey. The report describes the methodological and sampling approach that was adopted. It begins by presenting vignettes of learnership stories, and then summarises the essence and key trends evident in the experience of four groups of learnership participants interviewed, to reflect the range of possible pathways.

1 THE PURPOSE

The purpose of the qualitative study was to pursue the narrative of participants' experience, in relation to specific skills development issues. Here we distinguish broadly between learnerships oriented to the low, intermediate and high skills band and the impact of the learnership on the learners' labour market outcomes.

The following aspects were investigated:

- The expectations and motivations of the learners in distinct pathways

- Their experience of the efficiency of the learnership programme and process, through theoretical and workplace training
- The perceived impact of the learnership on labour market and other outcomes in specific learning pathways

2 THE APPROACH

Studies of learning and employment pathways tend to focus on particular cohorts and analyse specific themes across these different cohorts. The Longitudinal Surveys of Australian Youth,[1] for example, produced more than fifty different research papers from the original survey data. Each paper focused on a different cohort of learners and had a distinct thematic focus. For example, Gary Mark (2006), the author one of these papers, investigated the characteristics of completing as compared to non-completing learners. Stephen Lamb (2001) examined the pathways from school to Further Education of graduates from Technical and Further Education (TAFE) colleges and Sue Fullarton (2001) investigated the benefits to school leavers of having had work experience on graduation from school.

Similarly an Organisation for Economic Co-operation and Development (OECD) study undertaken in 2000 identified 14 indicators of the performance of education-to-work transition systems. These indicators are applied across different age cohorts and across the categories of unemployed or employed. The table below provides an excerpt from a matrix developed by the OECD.

Table1 : Excerpt from OECD matrix

	Unem-ployment ratios	1. Unem-ployment to pop. ratio, %, 1998	2. Non-student unem-ployed as % of all 15–19 year-olds, 1996	3. % of unem-ployed out of work for 6 months or more	**Education outcomes**	% at ABET	% at pri-mary	% at secon-dary to grade 9	% to FET	% to HE
Employed 15–19 year-olds										
Employed 20–24 year-olds										

The matrix is constructed so that the horizontial axis contains the age cohorts combined with employment status. The first category is unemployed 15–19 year-olds, the second is unemployed 20–24 year-olds, the third is employed 15–19 year-olds and so on. The vertical axis contains the indicators that are applied to each cohort.

Like the Australian study, the OECD study divides the population into a series of cohorts. In the case of the OECD study, age cohorts were used whereas the Australian study tended to use specific educational groupings such as TAFE learners or graduates.

[1] Study undertaken as a research programme by ACER and the Commonwealth Department of Education, Training and Youth Affairs (DETYA).

It was not possible to conduct comprehensive cohort studies of learnership in South Africa, to emulate these research programmes. Nevertheless, these cohort studies provide a precedent that informed our analytical approach to studying learnership experiences.

A matrix similar to that utilised in the OECD study was developed in our study to determine the categories of learnership participants for in-depth investigation. The horizontal axis, as shown in Table 2, represents the population of learners distributed across the three skills bands of low, intermediate and high-level skills with NQF Levels 1–3 considered as low level skills, NQF Level 4 considered as intermediate skills and NQF Levels 5–8 as high-level skills.

The vertical axis contains three possible pre- and post-learnership status positions with respect to employment. This axis reflects the focus of the study on the movement into and out of the learnership system to completion, discontinuation, ongoing study, employment, or unemployment. In this regard, the three probabilities provided on the vertical axis are:

- Learners who were unemployed before enrolling for the learnership and who on completion (or termination of study) continue to be unemployed. These will include learners who are studying further and those who are still seeking employment.
- Learners who were unemployed before enrolling for the learnership and who on graduation (or termination of study) are now employed. This will include learners who are employed either full-time or part-time and might include learners who are studying while working.
- Learners who were employed before enrolling for the learnership and who on completion (or termination of study) continue to be employed. This will include learners who are employed in the same position as before undertaking the learnership and learners who experienced a change in their career.

Table 2: Matrix of learnership pathways

	UNEMPLOYED prior to learnership and still UNEMPLOYED	**UNEMPLOYED prior to learnership and now EMPLOYED**	**EMPLOYED prior to learnership and still EMPLOYED**
Low-level skills (NQF 1–3)			
Intermediate level skills (NQF 4)			
High-level skills (NQF 5 –8)			

The division of the population of learners into distinct pathway groups using this matrix allows the study first, to focus on the provision of skills at the different skill levels. The survey data indicated that a marked difference exists in the employability of workers with different skill levels. Learners who completed programmes on the high-level skills band have higher labour market competitiveness than those on low-level skills bands. The matrix enables us to track trends across different economic sectors (as represented by SETA groupings) and to take skills levels into account when discussing the pathway from learning to employment. Second, the matrix allows a focus on the pathways of different learners in terms of the labour market outcomes of learnerships, in order to interrogate the learners' experience. It thus allows us to further entrench and deepen the overall focus of the learnership study.

3 THE SAMPLE

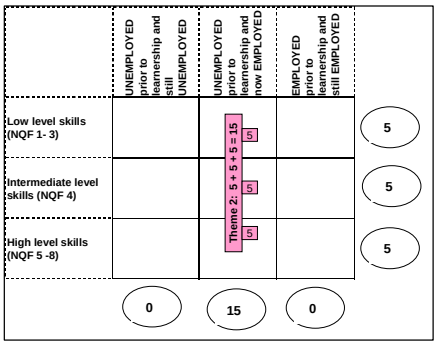
Limited time, space and resources compelled us to select four pathway groups, using the matrix, as the focus for the investigation. The following abbreviations are used for descriptions on the vertical access:

- To describe learners who were UNEMPLOYED when enrolling for the learnership and who, on graduation from or termination of the learnership, became EMPLOYED, the term 'the pathway from unemployed to employed' will be used and will be abbreviated as UnEmploy→Employ.
- To describe learners who were UNEMPLOYED when enrolling for the learnership and who, on graduation from or termination of the learnership, remained UNEMPLOYED, the term 'the pathway from unemployed to unemployed' will be used and will be abbreviated as UnEmploy→UnEmploy.
- To describe learners who were EMPLOYED when enrolling for the learnership and who, on graduation from or termination of the learnership remained EMPLOYED, the term 'the pathway from employed to employed' will be used and will be abbreviated as Employ→Employ.

A brief description of the sample of learners selected for in-depth semi-structured interviews in each of the four pathway groups follows.

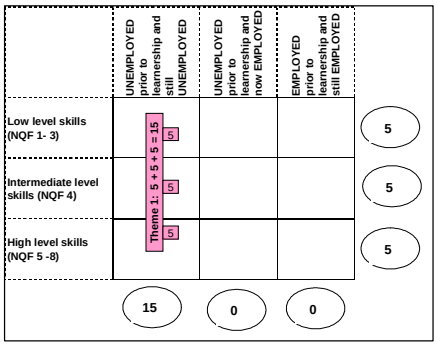
3.1 Learners who were UNEMPLOYED prior to the learnership and who on aduation (or termination of the learnership) found EMPLOYMENT

A total of 15 learners were telephonically interviewed for approximately 20 minutes each. The sample included five learners enrolled within the low-skills band, five within the intermediate skills band and five within the high-skills band. Of the 15 learners, 12 learners had completed the learnership. Three had terminated the learnership, with one of these three extracted from the low-skills band, one from the intermediate and one from the high-skills band.



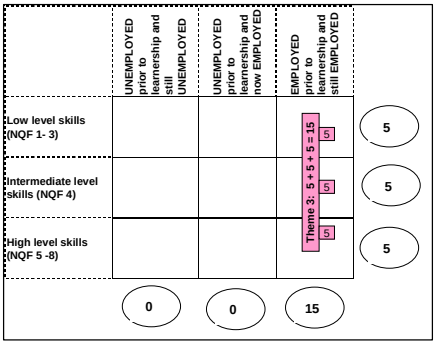
3.2 Learners who were UNEMPLOYED prior to the learnership and who on graduation (or termination of the learnership) continued to be UNEMPLOYED

A total of 15 learners were telephonically interviewed for approximately 20 minutes each. The sample include 15 learners: five learners enrolled within the low-skills band, five within the intermediate skills band and five within the high- skills band. Of the 15 learners, 12 learners have completed the learnership and three learners terminated the learnership with one of these three extracted from the low-skills band, one from the intermediate and one from the high-skills band.



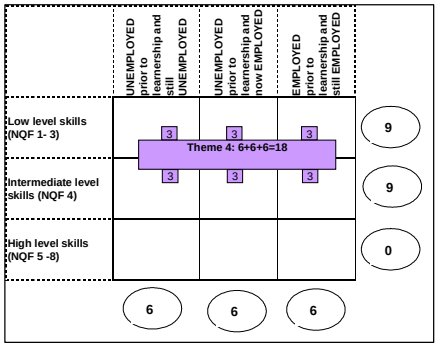
3.3 Learners who were EMPLOYED before the learnership and who on graduation (or termination of the learnership) are still EMPLOYED

A total of 15 learners were telephonically interviewed for approximately 20 minutes each. The sample included five learners enrolled within the low-skills band, five within the intermediate skills band and five within the high-skills band. Of the 15 learners, 12 learners were learners who have completed the learnership and three learners who terminated the learnership with one of these three extracted from the low-skills band, one from the intermediate and one from the high-skills band.



3.4 Learners who undertook study at a lower NQF level than that at which they are currently qualified

A total of 18 learners were telephonically interviewed for approximately 20 minutes each. The sample included learners in the low and intermediate skills band with nine in the low-skills band and nine in the intermediate skills band. The sample was broken down as follows: six UnEmploy→UnEmploy, six UnEmploy→Employ and six Employ→Employ. Of the 18 learners, 15 learners have completed the learnership and three terminated the learnership with one of these three extracted from the low-skills band, one from the intermediate and one from the high-skills band.



3.5 Selection of respondents

Respondents to the survey were asked if they would be willing to participate in an in-depth interview. A master list was compiled of all those who had agreed, and sorted into the four pathway groups. An HSRC researcher was assigned to each group. They were provided

with an excel file of all possible respondents, and a target matrix for each category as described in the figures above. Telephonic interviews were conducted by calling learners within a category until the target numbers had been met.

4 CROSSING THE FOUR PATHWAY GROUPS

A total of 97 learners were interviewed. The 97 interviewees include learners from a number of cross-cutting categories of the matrix. The categories and the total number interviewed for each category is as follows:

- Total learners who terminated their learnership = 17
- Total learners from UnEmploy→UnEmploy = 38
- Total learners from UnEmploy→Employ = 38
- Total learners from Employ→Employ = 21
- Total learners from Low-skills = 38
- Total learners from Intermediate skills = 38
- Total learners from High-skills = 21
- Total learners from Learners who completed = 80
- Total learners from Learners who terminated their studies = 17

5 VIGNETTES AND VIEWPOINTS

We begin with a series of vignettes compiled from interviews with learners, to illustrate the complexity of factors shaping individual experiences and perceptions. Many have argued that there is a creative tension within the learnership system, in the simultaneous prioritisation of skills development programmes for those who are employed and moving up the skills and employment chain, and those who are (young) unemployed and equipping themselves to enter the labour market and the skills development chain for the first time. These vignettes reflect that the experience of such groups of participants in learnership programmes is vastly different.

5.1 Unemployed young people who enter a learnership, but remain unemployed

Take for instance the cases of these two young people, who were both unemployed but living in very different circumstances. They entered learnerships with a range of expectations and experienced different learning and employment outcomes.

Zanele is a young African woman based in Lusikisiki in the Eastern Cape. She wanted to become an occupational therapist but did not have the grades or the finances to study further. She was willing to consider anything that allowed her to work with people, and to obtain a qualification without paying tuition. The National Certificate in Community Development Worker Level 4 was offered through LGWSETA in Bizana, but at the end of it, the training providers could not assist her in finding employment, and there was no higher level qualification that she could move onto. Jobs are very scarce in the area, and so when she could not find employment in community development, she enrolled for a second learnership with HWSETA, the GET Certificate in Ancillary Health Care (Caregiver Learnership). It is at a much lower NQF level (1), and all she reports having been taught is how to make a bed and wash a patient, with about five days training in a classroom at the beginning. Basically, she works in a hospital to help the nurses and earns a stipend. She would be satisfied if this qualification could take her on to become a registered nurse, but it cannot and the SETA does not offer any other programmes at the hospital.

In essence, she enrolled for the learnerships in order to try to get some form of qualification that may give her a chance of permanent employment, but she holds little hope as there are so few opportunities in the area. She would be willing to move anywhere in the country to work in community development, but she does not know how to go about looking for a job. She has never travelled outside of the former Transkei area and does not know how to make such a move. As she phrased it, ‘if you have grown up in the area, you do not know how to get out to places where there might be work’.

In contrast to this experience, Thulani is a 26-year-old African male who grew up and still lives in Thembisa, Gauteng, having completed Grade 11. In 2006 he fulfilled a dream by enrolling through MAPPSETA for an NQF Level 4 Sound Technology Learnership, which had a rigorous selection process. 'It was like a dream come true for me, I did not have money to go to school’. Although he has completed the learnership, he is still currently unemployed, doing intern work for a sound company and helping a friend, to ‘keep busy’. His goal is to access employment as a sound engineer, but he needs more experience and skills to complete his training. He was concerned that it is not easy to access jobs in the industry, complaining of a ‘hidden job market’. However, unlike Zanele, he stands a good chance of accessing employment in his chosen career path.

5.2 Unemployed young people who enter a learnership, and access employment

The experience of other young people is that the learnership aids them in accessing the workplace.

Take the case of Johannes, a 25-year-old male who grew up in Harrismith in the Free State, and completed a degree at the University of Stellenbosch. Thereafter he began applying for jobs. A large well known firm indicated that they would employ him on a one year contract, on condition that he complete a learnership programme in financial management at Level 5, registered by INSETA. The possibility of permanent employment was a major motivating factor, as was the opportunity to obtain practical experience. In 2006 he completed the programme, based in the Western Cape, whereafter he returned to Bloemfontein where he is now permanently employed in a high-level skills position. The job entails attracting new clients, presenting proposals and undertaking financial management on their behalf.

However, there is a difference between simply accessing the workplace after a learnership, and building a career in a chosen field. Johannes's experience of building a career is a far happier one than that of Thando.

Thando is a 25-year-old female who studied at Roodepoort Technical College. Her trajectory illustrates the zigzag pathway highlighted by the survey data. She completed her N6 in electronics and passed her programme with A grades throughout – from N1 to N6. After completing the qualification she struggled to access work. After a long period of unemployment she decided to study further. Limited finances resulted in her electing to do a learnership. The NQF Level 3 Learnership programme (plant operator) that she chose to pursue under the auspices of ESETA, was selected purely because an opportunity existed for her to study in the area and then to definitely access work. She had, and continues to have, little interest in the actual work. As she stated, 'I did the plant operator learnership, rather than sit at home and do nothing'.

The learnership enabled her to access permanent and full-time employment at the host company, which was her primary goal. She is nonetheless very frustrated as she feels that she is in a position that provides little (if any) career mobility, that does not utilise her skills, capacities and potential and is located in Mpumalanga away from her home in Gauteng. Forced migration has been particularly painful as she longs to return to Gauteng. To this end she has tried applying for many jobs, but without success. She describes her current life situation and her working environment as 'terrible, I am lonely and isolated, with no social life other than going to work'. Furthermore, she is concerned that her location in Mpumalanga will make it difficult for her to access work in Gauteng as she believes that many of the jobs are advertised 'by word of mouth'. As she stated, 'my chances are not good to get a job, you have to know people to get through the door. Here in Mpumalanga I don't know anybody, so the chances are even smaller'. Of great concern to her is the sense that the longer she stays at the company in Mpumalanga the more she forgets what she studied in electronics and the smaller the chance of companies wanting to employ her.

She has decided to change fields totally and has applied for a flight attendant position in Gauteng. Should this opportunity become available, she indicates that she will study to be a flight attendant and walk away from electronics – which she regards as unfortunate as she really wanted to work in the field of electronics.

5.3 Employees who progress in their careers after learnership

There are experiences of learnership that enable progression on an employment path that would not have been available in the past.

For example, Ben is a 33-year-old coloured male with a matric qualification, working on a farm in the Koue Bokkeveld, Western Cape. He has been offered a junior management position on the farm on the condition that he would enroll for the learnership and obtain further qualifications. This will bring increased responsibilities and increased salary along with the promotion. The farm owner found out about the courses through the promotion work done among the local agricultural community by the Koue Bokkeveld Training centre. Ben has completed the learnership in Plant Production Level 1 through AgriSETA and is currently enrolled for the Level 4 qualification, for a period of two years.

Already he can see the benefits of the training. It has massively increased his knowledge and skills in the area of plant production, even though he has worked on the farm a long time. As part of the qualification, he is already being brought into areas such as budgeting and production (crop planting, fertilising and harvesting) planning, which he did not do at all before. His practical experience in the area has made it easier to learn these higher level tasks.

These vignettes and the viewpoints expressed illustrate in a very real way, the positive but variable impact of learnerships on individual's lives.

In the following sections, we move to consider each of these kinds of experiences more systematically, drawing on the interviews with the four pathway groups of learners.

6 DEEPENING THE ANALYSIS OF LEARNERSHIP EXPERIENCES

6.1 Experiences of those who move from Unemployment to Employment

Although one may think that the pathway from unemployment to employment represents the ideal outcome of learnerships, the transition did not occur without its own challenges. The experiences of the first pathway group consisted of 18.2 learners who found employment after completion or termination of the learnership.

Expectations

Their initial expectations were to obtain a qualification, to improve their skills and knowledge, to get work experience, and in some instances, to become self-employed. It is interesting to note that many of these learners did not expect to gain access to employment.

All of them felt that their expectations have been met in one or the other way. One of the respondents highlighted the fact that the learnership training served a broader purpose than she initially thought it would. She indicated that it helped her to develop in general and specifically enhanced her communication skills. This is a good outcome in terms of the aims of the fundamental training part of a learnership.

Efficiency of the process

Learners were asked to comment on the internal efficiency of the training. The respondents pointed out that the theoretical training was good, the quality of teaching was good and they received the necessary support from the lecturers. Their overall feeling was that they have been exposed to valuable information and in most cases general life skills were also taught. The lecturers were described as very supportive and most of the learners had access to necessary resources.

However, the concern of some of the learners was the limited support from the coordinators, and problems experienced in relation to receiving their stipends on time. One respondent who completed a learnership in the security field stated his concern as follows:

> We didn't receive our allowances on time. This caused problems because sometimes we couldn't attend lectures everyday. But our lecturers understood the situation; they made time when they were available by going through all the content that was taught in our absence.

Concerning the workplace training, these respondents generally acknowledged that it provided an exposure to the workplace and was very interesting to be in a working environment. The challenges they faced were very difficult in some instances. One of the main concerns was the relation of the theoretical training part to the workplace training component. The respondents mentioned that it was difficult to apply theory because of various reasons such as limited access to the resources at the work place, time limits in which work has to be completed and the fact that the theoretical and the practical training were not always related.

One of the respondents who completed a learnership in the security field put it this way:

> Practical training was not bad, but there was a contradiction between the theoretical and the application part. It was not easy to put into practice the theoretical knowledge considering the working conditions. The problem is that mentors at the local regions are not familiar with the current developments. At the central level it is fine to implement all the theories taught, but at the local it is a problem, because mentors were not well trained, so it was difficult for them to conceptualise everything. It was like two different people driving a car, each one driving it in a different way, and as learners we became the central point between these people.

To further emphasise this point, one of the respondents who terminated his participation in the programme thought that the classroom training was not related to the workplace at all. He was struggling during the workplace training and he often asked for assistance from his friends. The challenges he experienced were lack of support from the mentor, difficulties with time management and gaining access to the resources. He mentioned that he did not get the support that he expected from his mentor. He had problems in accessing the materials for his projects. These are the reasons he terminated, because he just could not complete his last assignment. He admitted that he had gained knowledge and experience from the learnership, but the constraints were just too much for him.

Another challenge that arose during the workplace training component was the lack of support from the staff in general at the workplace. One respondent who enrolled for a community development learnership experienced that working in different departments was not easy. One respondent said,

> I found that departments are not the same; there was resistance from the staff member to accept and acknowledge us. For some it was a threat that they might loose their jobs, they thought that we were at the departments to get their jobs…

This correlates with the findings of the survey data. The results showed that learners experienced resistance from staff members to accept and acknowledge them. For some of the employees the learners were perceived as a threat. In fact, almost a quarter (24%) of the learners who terminated their programmes had indicated it was because of the resistance of fellow employees. This very hidden aspect of the learnership experience has a significant impact, and raises questions about the conditions for workplace training that have not received attention to date.

Impact

Interviews with this group highlighted that although they had gained employment, an advantage of the learnership was in increasing their employability, their ability to offer the kinds of skills and attitudes that employers value. An overall response of most of these learners was that they felt they were gaining more knowledge and experience than simply working towards a qualification. Some of them mentioned that the knowledge and experiences they got from the learnership empowered them psychologically by building their confidence. One of the respondents who did electrical engineering said,

> I have gained knowledge and experience from the training. I gain a lot of things, if we compare ourselves with people who did apprenticeships; we have deepened more in knowledge and skills. The learnership is wide; you can even learn a lot, unlike at the training college. You always learn about other things surrounding you, like now I know how to count the percentage, interest on bond, and the advantages of short-term credit. We became in light of so many things.

The impact also depends on the circumstances of and the conditions in which each person undertook their learnerships. There are pathways within the unemployed to employed pathway, and it is clearly not a one-size fits all pattern. For example, like Thando, one respondent did gain access to employment after completing his learnership, but the work was not related to his learnership. He admitted that while this may be the situation, he was gaining work experience in general and developing skills such as communicating well and trying to solve problems. He believed that such an experience would help him to access other employment opportunities in future. Hence, the learnership may contribute to the employability of a person in general, in terms of developing generic skills.

Another respondent emphasised the fact that the learnership programme made him aware of the importance of continuing his studies, opening a pathway of further training. He mentioned that the lecturers made him aware of the possibilities, and made him realise that he can continue to progress until he gains the highest qualification in his field. For him, the continuation with a training pathway was the best option and he can now continue as an employed learner.

A major issue in terms of moving from unemployment to employment relates to the nature of the employment. Some of the respondents gained access to permanent jobs and others only to temporary jobs. One of the respondents who obtained a temporary job acknowledged that despite the fact that he is still looking for a better job, the learnership did make an impact on his life. He said,

> I am definite that the learnership experience made me aware of the importance of lifelong learning. We were taught about different life skills; the necessary information to ensure that we succeed in life. *However*, *different people are succeeding differently*. Though I am not on a highly-paid and permanent job, but some of my colleagues have found good jobs. Our lecturers used to tell us that a qualification doesn't guarantee you a job, but gives you the opportunities to get a job, because when you have something you are in a better position than someone without a qualification.

Here again, the learners are emphasising the impact of the programme on their employability. Most of the learners agreed that their conditions have changed both academically and financially. For example, one of the respondents who went to a FET college explained how the learnership helped her to start a small garden farm. She has become self-employed and opened a small garden farm where she grows and sells vegetables to the village people. This is a partnership of three young women, all of them who were enrolled for an agricultural learnership programme at the local FET College. She

and her partners are making progress and aiming to have a bigger farm. She is also looking forward to being a professional farmer. She said, 'I want to be a farmer, own a sort of farm'.

Interestingly, however, based on the experiences they have during their classroom and workplace training, there were different opinions in regard to recommending other people to pursue a learnership programme. Most of the learners in this group indicated that the challenges of the theoretical and workplace training were difficult, and some were reluctant to motivate a friend to pursue a learnership.

6.2 Experiences of Unemployment to Unemployment

This group consisted of 18.2 learners who did not gain employment after completion or termination of the learnership. The pathway from unemployment to unemployment is very devastating to learners, as Zanele's story so graphically described.

The survey data reported that of the 37 321 learners who completed or terminated their learnership, 1 3768 (37%) were still unemployed after completion of their learnership programmes. The in-depth interviews with some of these unemployed learners confirmed the trends revealed during the survey, and highlighted starkly the consequences of remaining unemployed.

Context of unemployed learners

'What is it like to be unemployed in the 21st century?' This is the question posed to this group of mostly young people. Most of them have never had a job in their lives. The responses are discussed in the section on impact. It is important first to understand the context in which they live, receive education and training, and unsuccessfully try to access the labour market. What does it do to their personal relationships, their daily routine, and attitudes towards work and life in general?

Work is seldom just seen as a means by which an individual sustains life. It is viewed as having many dimensions or functions such as economic, social, and psychological. Research shows that unemployed people often experience feelings of low self-esteem resulting from their not being involved in activities that are valued by other people. The functions of work therefore seem to be of great importance to both society and the individuals. Youth unemployment has become a contentious issue.

Most of the learners on this pathway face major problems. It became clear that these young unemployed people feel that schools could better prepare them for post-school life. Rural dwellers felt particularly disadvantaged by isolation from the educational and training opportunities available in the cities.

Financial difficulties place a big constraint on these learners. Almost all of those interviewed indicated that they survived by receiving cash, food and clothing from family and friends. They do piece work for pay and piece work for payment in kind. One is involved in volunteer work hoping that it will open opportunities for her.

They already live in a world of 'insecurity and low self-esteem' as one learner put it. Another learner said she felt 'stigmatised' and has lost her dignity' by her long-term unemployed status. It became clear that most of them thought gaining access to learnership training would increase their chances of obtaining employment.

Expectations and motivation

This group of learners indicated that they had high expectations of learnership programmes in terms of gaining employment after completion of the learnership. These expectations have financial, educational, psychological and social features.

Most of them, across the different skills levels, were very sure that the training would give them access to employment. They indicated that the stipend or allowance offered when taking part in a learnership was very attractive, since they were struggling to make ends meet. However, the opportunity to improve their skills and obtain a formal qualification was also a priority, as they anticipated that this would improve their opportunities to get access to employment in future. Another important motivation was of course, access to free study.

An interesting expectation was the belief that being involved in learnership training would enhance their self-confidence. The power of this aspect is discussed in the section on impact.

Efficiency of the process

The process flow is important as it correlates with the extent of efficacy of the learnership programmes. Learners were therefore asked about elements of the learnership during their training.

The majority of learners indicated that they were more or less satisfied with the different training providers, but it was obvious from the discussion that they did not have a substantial frame of reference. Almost all the learners indicated that the training material was useful, and that they got the impression that the lecturers overall understanding and knowledge of the subject areas was good. However, there were some reports on the inadequate access to or availability of training resources. It is therefore questionable how learners would have been able to apply theoretical knowledge related to aspects of the training where accessing data from knowledge resources was not always available. Most of them felt that the theoretical training had capacitated them with some necessary skills that they can use in future.

It seems that here too, the workplace training component posed more challenges for the learners than the theoretical component. A major concern was the relation of the theoretical training part to the workplace training component. A number of learners indicated that they experienced problems trying to apply theory in the workplace. One of the reasons provided for this challenge was that the mentors did not always understand their role and valuable time to learn in practice was lost. Other reasons relate to learners being perceived as taking over existing full-time employment positions, learner stipends being perceived as high or unnecessary, supervisors and managers not having the time or inclination to support learners, supporting learners being beyond the scope of existing employees, the nature of the job environment and the work functions not being conducive to supporting new entrants, and, very importantly, no employer induction being offered. This reiterates the trend identified above, that conditions in the workplace are not sufficiently 'training friendly'.

However, concerning the workplace training, the respondents acknowledged that it was valuable to have exposure to a work environment where they could observe and take part in processes and learn about work ethics. The challenges they faced were in some instances just too overwhelming.

Impact

Some of the learners are very upset and feel helpless because their key expectation, gaining employment, was not met. This meant that their earning capacity remains a challenge. Most of them indicated that they would keep on searching for employment. Many of the learners

feel disappointed that they were not coached how to search for employment. They think that this should have been included in their training.

Learners were asked what they think the reasons were for remaining unemployed after completion of their training. They generally reported that no explanation by the employer or workplace supervisor, mentor or training provider was provided to them for not being offered employment at the host employer.

However, some of them provided an array of reasons they thought had an impact. These reasons relate to no vacancies at their host employers, that fact employers show a preference to provide employment to contract staff rather than former learners, that fact that employers need people with more work experience, and the perception that employers felt they had no further obligations towards learners after learnership contracts had expired. In the South African context it may be necessary to investigate this matter more rigorously to identify the reasons why employers are reluctant to offer 18.2 learners more permanent employment.

An interesting positive aspect was nevertheless mentioned. Some of the learners revealed that they experienced an enhancement of self-confidence during the workplace training component. They indicated that during this phase they learned to do things in practice which helped to regain and build their self-confidence. In terms of impact this is a positive outcome for them. It relates to the training opportunity afforded to them which gave them the chance to obtain some form of workplace experience that provided them with certain skills they could use. In general, some of the learners remained largely optimistic about their future, mentioning that they felt the learnership may be beneficial in finding employment in future. A few of the learners indicated that they are exploring self-employment opportunities. Although most of them did not consider further or different training, some thought it may help them on their path of finding employment.

These learners on a pathway of continuing employment are part of a generation of young people in South Africa that is caught in an inhumane dilemma that affects all spheres of their lives. Most of them have no prospect of a decent work-life that could enable them to earn an income, choose working activities that they would like to do, and integrate into a socio-economic system whose stated aim is to benefit the majority of the nation. However, the notion that learnerships enhance employability even where they do not lead to employment, is potentially significant.

6.3 Experiences of progressing in Employment to (better) Employment

In stark contrast to these experiences, the third group included those like Ben who were employed before the commencement of the learnership and are still employed after completion or termination of their learnerships, many but not all having progressed up the career ladder.

Expectations

Learners in this group who were employed and completed a learnership at the low-skills level indicated that they took on the learnership because they wanted to improve their skills, knowledge, get a post-school qualification and improve their career opportunities. One said that if he hadn't done the learnership course, he 'would have worked without proper knowledge'. They also indicated that they hoped for an increase in salary and a promotion on completion of the learnership.

Employed learners who completed a learnership at the intermediate skills level indicated that they were encouraged by their employers to undertake a learnership.

Similar to this, respondents doing a learnership at the high-skills level reported that they

have been working for some time before they were approached by their employers to enroll for a learnership programme. Most of them indicated that they enrolled for the learnership programme because they were keen to gain additional knowledge and skills in their line of work. Some of them were also motivated to enroll because they could study for free and improve their qualifications.

Efficiency of the process

In terms of the process of learning, the respondents who were employed in some instances found it very difficult to undertake training through a learnership, in very different ways to those who were unemployed. Some of them reported that it was very difficult to complete all the assignments, as their work load was demanding at the work place and the assignments took a lot of time to complete. They indicated that they had to do a lot of research after hours in order to complete their assignments. They complained that most people cannot keep up the pace of working and studying. Many of the employed learners felt that learnership programmes should be spread over a longer period. In fact, the respondents who terminated their studies mainly did so because they could not manage to balance work and studies.

A couple of learners in this group mentioned that their study material and guide book were not very user-friendly and not very informative. The majority of the employed learners reported that their practical training was linked to the theoretical training and they were of the opinion that the lecturers were good, employers were supportive, facilities were in good condition, and resources, books and study material were of good quality and applicable. In most instances the employers provided good mentors at work to help apply theory in the work situation.

However, a couple of respondents mentioned that the level of language used for instruction was a problem.

In conclusion, it seems that for this group of learnership participants there are specific issues related to the learning experience that need attention and improvement: the time allocated to complete assignments, balancing the study requirements with heavy work loads at the work place and the level of the language of instruction.

Impact

All the respondents in this group completing learnerships at the low-skills level found that the learnership improved their knowledge and self-confidence, but only one out of the three obtained a promotion and a salary increase. Nevertheless, they felt it helped to increase their self-confidence, linked some theory to their practical work and brought the hope that their job opportunities would improve in future.

At the intermediate level two respondents – both receiving qualifications in hairdressing – indicated that the impact was significant. They reported that they now have a formal qualification and could start their own business.

The respondents who completed learnerships at the high-skills level said that their expectations with regard to the content of the learnership programmes were met. Two of the three succeeded to get promotion linked to a salary increase. The respondent at the higher-skills level who terminated obtained a better job before he had completed the learnership.

Overall the learnership programmes were regarded as positive and were recommended. Expectations with regards to skills development, employer's support, improvement of knowledge and obtaining a qualification were met, but expectations with regards to remuneration and promotion were not always met immediately.

6.4 Experiencing enrolment at a lower skills levels than an existing qualification

The survey highlighted the large group of learnership participants who undertook a learnership at a lower skills level than that of their highest qualification. Of 47 034 learners in the study, almost two thirds (63%) were enrolled for a qualification at a lower NQF level than their highest qualification. It was considered useful to explore this 'zig zag' pathway of progression in more depth, considering that it concerns some 29 294 learnership participants. Bear in mind that of this group, more than two thirds 70% already held a matric certificate. This section thus highlights the challenges for school leavers to access opportunities for further study or employment.

Motivations

The most important motivation for this group of learners to pursue a learnership seemed to be the desire to earn the stipend/allowance, specifically for those who were unemployed. This is closely related to the desire to gain work experience and to obtain a qualification to improve future prospects beyond the short term. For the unemployed respondents, work experience and a qualification were extremely important. The experience of unemployment was graphically described above. Many were frustrated at being unemployed, even though they have applied to numerous companies, and believed the main reason for this was their lack of work experience and lack of a qualification. Hence, they were willing to enroll at lower levels, if it meant future opportunity and improved employability.

In contrast, some of the employed learners who enrolled for a learnership at a lower NQF level than their highest qualification were encouraged by their employers to enroll in order to gain knowledge and skills in a specific field related to their work in a sector. Their experience was very different from the unemployed learners, as may be expected.

Expectations

Overall the expectations of the learners concerned enhancing their employability. They expected the learnership to allow them to gain work experience, to develop their skills, to obtain a qualification, to an increase in salary for those employed, and to long-term and/or permanent employment. Those who studied in a particular discipline such as electrical engineering wanted to gain more skills and practical knowledge in the specific field.

The major expectation of the unemployed was to gain valuable work experience which they believed was essential for gaining employment. An example is a learner who wanted to pursue a BTech degree in chemical engineering but it was important for him to pursue a learnership at a lower NQF level in order to get an allowance and access to free study, as well as access to workplace experience. His expectation was that after completion of a leanrership he would pursue further training at a university of technology.

Financial difficulties were the main reasons why some students could not complete their college diplomas. They then enrolled for the learnership instead, as a second choice, or 'last resort'.

Efficiency of the process

The majority of these respondents were more or less satisfied with their respective training providers. One of the reason for this seems to be the fact that for the majority of respondents, this was their first learnership experience and they had no basis for comparison.

There were two distinct types of responses regarding the theoretical part of the training. One group regarded the theoretical component as valuable while the other thought it to be equivalent to secondary school work.

The group who regarded the training as helpful provided the following reasons. The facilitators were very helpful and supportive and provided them with all the materials and information required. They found the actual work fascinating and regarded the training as valuable in the sense that new work was covered all the time. Some enjoyed it and believed that they gained more experience, particularly in their line of interest.

An aspect of the theoretical part which was perceived to be interesting and exciting was the group work. One respondent stated,

> Discussion took place in groups and all ideas were welcomed within the group. Most of the problems we encountered were solved through group work.

An important factor which contributed to the positive experience of some respondents was their perception of the facilitators'/trainers' knowledge, experience and qualifications; particularly if the training was done at a college and facilitators were lecturers from the college.

The group who experienced the theoretical component negatively based their views on inexperienced facilitators, the quality of the training, the conditions of the facilities, and the perceived level of the course content.

In one situation, facilitators were selected from amongst the students. One learner responded,

> They were not qualified to facilitate or were given any training. They only stood in front of the class and read from the prescribed material. Mostly students were expected to work through the prescribed material on their own. The facilitators did not know anything more than the rest of them, and could not provide proper guidance during group discussion.

The responses to the practical component of the training varied. Some respondents perceived the practical training to be insufficient and believed that if all the learners were assessed on the practical work they would only know about 50% of the content covered. Time was a major constraint and made it impossible to cover all practical training.

In an industrial context, students were assigned to different departments where supervisors were overall responsible for them. They were allocated jobs and assigned to experienced employees to mentor them. This did not always work. One respondent perceived deliberate incorrect guidance as fear on the side of experienced workers who believed that learnersip students might take their jobs. In some cases the practical training never materialised and, for example, students were only allowed to observe contractors or an assembly line process.

Even though many respondents did regard the practical component as valuable and gained limited experience, sometimes they stayed at home because the training provider could not find suitable companies for the practical component. One respondent was of the opinion that the training provider did not bother to look for good companies.

Impact

A large proportion of the respondents acknowledged that they gained knowledge and that their skills improved. Many considered the theoretical aspect as valuable and the practical component only to a certain extent.

However, many respondents believed that they did not achieving anything with the learnership because they do not find themselves in the career path they envisioned. The fact that some respondents did not gain employment after attending the learnership, particularly when they were promised by their training provider, was a major disappointment to them. Many believed that it was the responsibility of the training provider or the relevant SETA to market their knowledge and skills and find employment for them. The learners who did not gain employment afterwards believed that the training provider only attracted them to the learnership in order to be compensated by the relevant SETA, and were not interested in employing them or assisting them in finding employment.

The positive responses to the question were from respondents who felt stimulated by the experience and were looking forward to additional training. Some respondents agreed that they gained knowledge and skills from the experience but in a field not related to their current employment.

Unemployed learners who got access to employment considered the major change from unemployment to employment as financial due to the income they now earn. Most respondents who have found employment are doing so on a contractual basis

Those who were employed before the learnership were all still employed by the same company. Although they have personally benefited from the learnership they did not consider their employment conditions to have changed much.

The strategy of pursuing a learnership at a lower NQF level to the highest qualification in order to enhance employability thus requires further research. The highest qualification is typically matric. Participants' attempts to use learnerships to access skills training as an alternative to the route of FET colleges, universities of technology or universities are not particularly successful, which requires specific attention.

7 A WIDE RANGE OF EXPERIENCES AND OUTCOMES OF LEARNERSHIPS

The wide range of circumstances leading to enrolment in learnerships in different sectors and at different NQF levels, and the wide range of labour market outcomes on completion of the learnership is marked. The vignettes reflect the multiple priorities and roles the system plays, and the differences found in distinct sectors, skills levels and geographical regions. Hence, when assessing the impact or effectiveness of learnerships, of how targets may be reached more effectively, it is critical for SETAs to take such distinctions into account.

APPENDIX:

Survey Instrument

Learnership Study

2007

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Note that any information provided in this questionnaire is confidential and will be used for statistical reporting only. To be captured by an interviewer of a call centre by means of a MS Access capturing form.

DEMOGRAPHICS_1

(Please verify the populated fields. Make changes and/or additions if necessary)

Good day, my name is XXXX and I was given your phone number by XXXX SETA. They indicated that you are registered or have been registered for a learnership. Is your name XXX and have you or are you registered for a learnership?

The first column provides the contact details as on the database, please enter updated contact details in the second column if applicable.

9.3 Registered for a learnership	Yes / No
Learner name:	
Middle name:	
Surname:	
18.1/18.2:	1 / 2

TelNum_H:		
TelNum_W:		
CellNum:		
WPTelNum:		
WPCellNum		
ETelNum:		
ECellNum:		
TPTelNum:		
TPCellNum:		
Other:		

I work for an organization called the Human Sciences Research Council and we have been asked by the Department of Labour to study the learnership system in the country. Would you be prepared to answer some questions on the learnership that you did or are doing?

1. Please understand that your participation is voluntary,

2. Your answers remain confidential and

3. The interview will take about 10-15 minutes.

9.1 Consent:	Yes / No

LEARNERSHIP HISTORY

Tell us about your learnership(s) participation up to now

You were selected for this learnership:	
SETA:	
NQF Level:	
Learnership	

2.1 Have you enrolled for more than one learnership since 1 April 2000?

Yes	1
No	2

Provide details of ALL learnerships that you ever enrolled in:

Num	SETA	NQF Level	Learnership Title	Start date (YYYY/MM/DD)	End date (YYYY/MM/DD)	Completion Status	SETA certificate received	Date of certificate receipt
1								
2								
3								
4								

2.6 Number of learnership referred to in this study:

SELECTED LEARNERSHIP_1

More information on your history and the selected learnership

1.2 What is your highest qualification other than a learnership qualification?

Not applicable	1	NQF 3 (Std 9 / Gr11)	9
NQF 0 (ABET 1 (Std 1 / Gr3))	2	NQF 4 (Matric)	10
NQF 0 (ABET 2 (Std 3 / Gr5))	3	NQF 4 (N3)	11
NQF 0 (ABET 3 (Std 5 / Gr7))	4	NQF 5 (Diplomas / Occupational certificate)	12
NQF 1 (ABET 4 (Std 7 / Gr9))	5	NQF 6 (First degrees / Higher diplomas)	13
NQF 2 (N1)	6	NQF 7 (Honours / Master's degree)	14
NQF 2 (Std 8 / Gr10)	7	NQF 8 (Doctorates)	15
NQF 3 (N2)	8		

Place (1.3) and province (1.4) where you grew up?		
Place (1.5) and province (1.6) where you live?		
Place (2.7) and province (2.8) where you undertook the learnership?		

2.9 Where did you apply for, or enter, the learnership?

An employer in the private sector	1
A government department or agency	2
A private training college	3
A professional association	4
A public training college	5
At my employer where I worked prior to the learnership	6

2.10 If you receive(d) a stipend, does(did) the training provider pay(paid) your stipend? Yes/No

SELECTED LEARNERSHIP_2

Information on the selected learnership

Please provide the top three reasons for enrolling in the learnership? (3.1 to 3.3)

Access free study	1	Mobility	10
Earn stipend / allowance	2	Need series of qualifications	11
Employer initiated	3	Needed challenge	12
Employment change	4	Promotion / Advancement pursuit	13
Employment gain	5	Skills improvement	14
Formal qualification gain	6	Want to pursue specific vocation	15
Identified scarce skill	7	Work experience	16
Learning field change (employment related)	8	Other	17
Learning field change (interest related)	9		

IF YOU TERMINATED the learnership, please answer the following questions:

3.4 How long, in months, were you studying on the learnership before you terminated it? ____

3.5 What were the most important reasons for termination?

Theory / classroom training poor	1	Other learnership - higher stipend	8
Workplace based training poor	2	Pregnancy	9
Resistance from other employers	3	Family responsibilities	10
Found employment	4	Transport problems (physical / cost)	11
Qualification of no value	5	Accommodation problems (physical / cost)	12
Not interested in subject of learnership	6	Other	13
Other learnership - closer to career aspirations	7		

3.7 Were you employed BEFORE you enrolled for a learnership?

Employed	1
Unemployed	2

EMPLOYED BEFORE

Tell us about your employment activities BEFORE enrolling for the learnership

4.1 Weekly working hours:

Part time (< 40 hours)	1
Full time (>= 40 hours)	2

4.2 Average monthly salary (before deductions):

4.3 Nature of employment:

Contract / temporary (with fixed end date)	1
Permanent (no end date)	2
Casual (daily)	3

4.4 Occupational category:

Labourers	1
Machinery operators and drivers	2
Sales workers	3
Clerical and administrative workers	4
Community and personal service workers	5
Technicians and trades workers	6
Professionals	7
Managers	8

4.5 About your employer:

Private sector/ Enterprise	1
Self Employed	2
Parastatal	3
Government	4

4.6 Company size:

LARGE (150+)	1
MEDIUM (50-149)	2
SMALL (11-49)	3
MICRO (1-10)	4

4.7 Were you employed in an Expanded Public Works Programme:

Yes	1
No	2

4.8 Sector employed in:

Formal	1
Informal	2

4.9 In which economic sector did the company that you worked for fall:

Agriculture, hunting, forestry and fishing	1
Mining and quarrying	2
Manufacturing	3
Electricity, gas and water	4
Construction	5
Wholesale and retail trade	6
Transport, storage and communication	7
Financial intermediation, insurance, real estate and business services	8
Community, social and personal services	9
Private households with employed people	10
Unsure	11
Other	12

UNEMPLOYED BEFORE

What were you doing with YOUR TIME? (May select more than one option)

5.1	**Studying:**	Yes 1 No 2	**5.2**	**Studying, full time or part time?:**	Full-time 1 Part-time 2

5.3	**Doing unpaid volunteer or other work:**	Yes 1 No 2
5.4	**Piece work for payment in kind:**	Yes 1 No 2
5.5	**Looking for work:**	Yes 1 No 2
5.6	**Doing nothing:**	Yes 1 No 2
5.7	**Taking care of home full-time:**	Yes 1 No 2

What were your SOURCES OF SUPPORT for survival? (May select more than one option)

5.8	**Piece work for pay:**	Yes 1 No 2
5.9	**Piece work for payment in kind:**	Yes 1 No 2
5.10	**Child support grant:**	Yes 1 No 2
5.11	**Foster care grant:**	Yes 1 No 2
5.12	**Pension in family:**	Yes 1 No 2
5.13	**Cash/food/clothing from family/friends:**	Yes 1 No 2
5.14	**Disability grant/pension:**	Yes 1 No 2
5.15	**Do you have any work experience?:**	Yes 1 No 2

IMPACT

How did participation in the learnership impact on your life?

Did your PARTICIPATION in the learnership:

6.1	**Lead to an increase in your earning capacity?**	Yes	1
		No	2
6.2	**Improve your technical skills?**	Yes	1
		No	2
6.3	**Improve your career opportunities?**	Yes	1
		No	2
6.4	**Enhance your self confidence?**	Yes	1
		No	2

Further training OTHER THAN learnerships:

6.5	**Have you pursued further training other than learnerships?**	Yes	1
		No	2
6.6	**What type of training have you pursued?**	Short courses (internal / external)	1
		Cert/Dipl at public or private college	2
		Cert/Dipl/Degree at University of Technology	3
		Cert/Dipl/Degree at University	4
6.7	**What is the NQF level of the training/studies?**	Not applicable	1
		NQF 0 (ABET 1 (Std 1 / Gr3))	2
		NQF 0 (ABET 2 (Std 3 / Gr5))	3
		NQF 0 (ABET 3 (Std 5 / Gr7))	4
		NQF 1 (ABET 4 (Std 7 / Gr9))	5
		NQF 2 (N1)	6
		NQF 2 (Std 8 / Gr10)	7
		NQF 3 (N2)	8
		NQF 3 (Std 9 / Gr11)	9
		NQF 4 (Matric)	10
		NQF 4 (N3)	11
		NQF 5 (Diplomas / Occupational certificate)	12
		NQF 6 (First degrees / Higher diplomas)	13
		NQF 7 (Honours / Master's degree)	14
		NQF 8 (Doctorates)	15
6.8	**Are you currently employed or unemployed?:**	Employed	1
		Unemployed	2

EMPLOYED AFTER

Is the job related to the learnership selected for this study?

7.1	**Is the job related to the learnership?**	Yes	1
		No	2

7.2	**If not, why not?**	Qualification not recognised by industry	1
		No demand for people with this type of qualification	2
		No demand for people with this level of qualification	3
		No related work in this area	4
		Not enough work experience	5
		Not interested in work related to this learnership	6
		Needed a salary regardless of type of work	7
		Needed a salary while looking for related work	8
		Other	9

7.3	**If Other reason, please specify:**	

Tell us more about your current employment activities

7.4	**Weekly working hours:**	Part time (< 40 hours)	1
		Full time (>= 40 hours)	2

7.5	**Average monthly salary (before deductions):**	

7.6	**Nature of employment:**	Contract / temporary (with fixed end date)	1
		Permanent (no end date)	2
		Casual (daily)	3

7.7	**Occupational category:**	Labourers	1
		Machinery operators and drivers	2
		Sales workers	3
		Clerical and administrative workers	4
		Community and personal service workers	5
		Technicians and trades workers	6
		Professionals	7
		Managers	8

7.8	**About your employer:**	Private sector/ Enterprise	1
		Self Employed	2
		Parastatal	3
		Government	4

7.9	**Company size:**	LARGE (150+)	1
		MEDIUM (50-149)	2
		SMALL (11-49)	3
		MICRO (1-10)	4

7.10 Were you employed in an Expanded Public Works Programme:	Yes	1
	No	2

7.11 Sector employed in:	Formal	1
	Informal	2

7.12 In which economic sector did the company that you worked for fall:	Agriculture, hunting, forestry and fishing	1
	Mining and quarrying	2
	Manufacturing	3
	Electricity, gas and water	4
	Construction	5
	Wholesale and retail trade	6
	Transport, storage and communication	7
	Financial intermediation, insurance, real estate and business services	8
	Community, social and personal services	9
	Private households with employed people	10
	Unsure	11
	Other	12

Please tell me:

7.13 How did you get access to a job after completion / termination of the learnership?:	I was employed by this employer prior to enrolling for the learnership	1
	I am working at the company at which I did my work-based training	2
	I found a job at another company during my learnership	3
	I found a job some time after I completed / terminated my learnership	4

7.14 If you found this job some time after completing / discontinuing your learnership, how long before you started this job?	Up to 1 month	1
	Between 1 and 3 months	2
	From 3 to 6 months	3
	> 6 months	4

UNEMPLOYED AFTER

8.1 Did you make an effort to find a job?	Yes	1
	No	2

Why do you think you have not found a job? (More than one may be selected)

8.2 I am in the same position as before the learnership:	Yes	1
	No	2
8.3 I feel I need more training:	Yes	1
	No	2
8.4 I feel I need different training:	Yes	1
	No	2
8.5 Companies are not interested in learnership qualifications:	Yes	1
	No	2
8.6 I feel I need more work experience:	Yes	1
	No	2

What are you going to do in the next few months? (More than one may be selected)

8.7 Keep on looking for any job:	Yes	1
	No	2
8.8 Keep looking for a job in related field:	Yes	1
	No	2
8.9 Give up looking for a job:	Yes	1
	No	2
8.10 Consider self-employment options:	Yes	1
	No	2
8.11 Enrol for further education and training:	Yes	1
	No	2

EXPECTATION

How do you expect that participation in the learnership will impact on your life?

Do you expect that your PARTICIPATION in the learnership will:

6.1	**Lead to an increase in your earning capacity?**	Yes	1
		No	2
6.2	**Improve your technical skills?**	Yes	1
		No	2
6.3	**Improve your career opportunities?**	Yes	1
		No	2
6.4	**Enhance your self confidence?**	Yes	1
		No	2
6.9	**Do you expect that the learnership will enable you to get a job?**	Yes	1
		No	2

If YES, please provide the top three reasons:	Qualification is recognised by industry	1
	There is a demand for people with this type of qualification	2
	There is a demand for people with this level of qualification	3
	There is related work in this area	4
	Will have work experience	5
	Other	6

If NO, please provide the top three reasons:	Qualification not recognised by industry	1
	No demand for people with this type of qualification	2
	No demand for people with this level of qualification	3
	No related work in this area	4
	Not enough work experience	5
	Not interested in work related to this learnership	6
	Other	7

About further training / studies:

6.5	**Do you plan to pursue further training IMMEDIATELY AFTER THIS learnership?**	Yes	1
		No	2
		Haven't decided	3

If YES, please provide the top three reasons why you plan to pursue further training:	Employment gain	1
	Formal qualification gain	2
	Higher salary	3
	Learning field change (employment related)	4
	Learning field change (interest related)	5
	Need series of qualifications	6
	Promotion / Advancement pursuit	7
	Skills improvement	8
	Other	9

6.6	**If YES, what type of training do you plan to pursue?**	Another learnership 1 Short courses (internal / external) 2 Cert/Dipl at public or private college 3 Cert/Dipl/Degree at University of Technology 4 Cert/Dipl/Degree at University 5
6.7	**If YES, what is the NQF level of the training/studies that you plan to pursue?**	Not applicable 1 NQF 0 (ABET 1 (Std 1 / Gr3)) 2 NQF 0 (ABET 2 (Std 3 / Gr5)) 3 NQF 0 (ABET 3 (Std 5 / Gr7)) 4 NQF 1 (ABET 4 (Std 7 / Gr9)) 5 NQF 2 (N1) 6 NQF 2 (Std 8 / Gr10) 7 NQF 3 (N2) 8 NQF 3 (Std 9 / Gr11) 9 NQF 4 (Matric) 10 NQF 4 (N3) 11 NQF 5 (Diplomas / Occupational certificate) 12 NQF 6 (First degrees / Higher diplomas) 13 NQF 7 (Honours / Master's degree) 14 NQF 8 (Doctorates) 15

DEMOGRAPHICS_2

Please verify the populated fields. Make changes and/or additions if necessary.

Learner ID

Gender:

Male	M
Female	F

Race:

Black African	A
Coloured	C
Indian/Asian	I
White	W

1.1 Are you a person living with a disability?

None	1
Sight (blind / severe visual limitation)	2
Hearing (deaf, profoundly hard of hearing)	3
Communication (speech impairment)	4
Physical (e.g. needs wheelchair, crutches or prostehesis)	5
Intellectual (serious difficulties in learning)	6
Emotional (behavioural, psychological)	7

The first column provides the contact details as on the database, please enter updated contact details in the second column if applicable.

TelNum_H:		
TelNum_W:		
CellNum:		
WPTelNum:		
WPCellNum:		
ETelNum:		
ECellNum:		
TPTelNum:		
TPCellNum:		
Other:		

9.4 Do you have an e-mail address?

We are going to do a detailed interview with a small number of learnership participants, probably 30 or so people, would you be willing and interested in being one of those people?

9.2 Are you willing to take part in an in-depth interview of about 30 minutes?

Yes	1
No	2

THANK YOU FOR YOUR CO-OPERATION.

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