IMPACT ASSESSMENT OF NATIONAL SKILLS DEVELOPMENT STRATEGY II

Learnerships and Apprenticeships Survey 2010 Technical Report:

Identifying Transitions and Trajectories through the Learnership and Apprenticeship Systems

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Date: February 2012

HSRC Human Sciences Research Council

Education & Skills Development Research Programme

Development Policy Research Unit

labour
Department:
Labour
REPUBLIC OF SOUTH AFRICA

Impact Assessment of National Skills Development Strategy II

Research Director: Vijay Reddy

From May 2010 to January 2012, the Human Sciences Research Council, with its partner Development Policy Research Unit (UCT), undertook research to assess and evaluate the progress made in skills development since the implementation of National Skills Development Strategy II in March 2005. The research covered three thematic areas and produced nine research reports:

A. Impact of skills development on placement of learners upon completion of the programme. (Indicator 1.2; 3.1; 4.2)

1. Sumayya Goga and Carlene van der Westhuizen (2012) Scarce Skills Information Dissemination: A Study of the SETAs in South Africa.
2. Renette Du Toit (2012) The NSF as a Mechanism to Address Skills Development of the Unemployed in South Africa.
3. Morne Oosthuizen (2012) The Impact of Work Experience Grants on Learner Placement.

B. Impact of skills development support on large, medium and small firms as well as on Government, BEE firms and BEE co-operatives. (Indicator 2.1; 2.2; 2.5)

4. Pundy Pillay, Andrea Juan and Thembinkosi Twalo (2012) Impact assessment of skills development on service delivery in government departments.
5. Pundy Pillay, Andrea Juan and Thembinkosi Twalo (2012) Impact assessment of skills development on service delivery in government departments: Appendices.

C. Progress evaluation on support to high-level scarce and critical skills for both workers and unemployed learners.(Indicator 2.8 & 4.1)

6. Dean Janse Van Rensburg, Mariette Visser, Angelique Wildschut, Joan Roodt and Glenda Kruss (2012) A Technical Report on Learnership and Apprenticeship Population Databases in South Africa: Patterns and Shifts in Skills Formation.
7. Angelique Wildschut, Glenda Kruss, Dean Janse Van Rensburg, Genevieve Haupt and Mariette Visser (2012) Learnerships and Apprenticeships survey 2010 technical report: Identifying transitions and trajectories through the learnership and apprenticeship systems.
8. Claudia Mummenthey, Angelique Wildschut and Glenda Kruss (2012) Assessing the impact of learnerships and apprenticeships under NSDSII: Three case studies: MERSETA, FASSET & HWSETA
9. Glenda Kruss, Angelique Wildschut, Dean Janse Van Rensburg, Mariette Visser, Genevieve Haupt and Joan Roodt (2012) Developing Skills and Capabilities through the Learnership and Apprenticeship Pathway Systems. Project Synthesis Report. Assessing the Impact of Learnerships and Apprenticeships under NSDSII.

This research was funded by the Department of Labour. The research team acknowledges the support of the Labour Market Policy Unit, especially Ms Tendani Ramulungo for the support provided to undertake this suite of research projects.

LEARNERSHIPS AND APPRENTICESHIPS SURVEY 2010 TECHNICAL REPORT

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JANUARY 2012

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List of Abbreviations

AgriSETA	Agricultural Sector Education Training Authority
BANKSETA	Banking Sector Education and Training Authority
CATI	Computer Aided Telephonic Interview
CBMT	Competency-based apprenticeship or traineeship
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education & Training Authority
CTFL	Clothing, Textiles, Footwear and Leather SETA
DHET	Department of Higher Education and Training
DoL	Department of Labour
EC	Eastern Cape
ESETA	Energy Sector Education & Training Authority
ETDP SETA	Education, Training and Development Practices SETA
ETQA	Education and Training Quality Assurance
FASSET	Financial Services SETA
FET	Further Education and Training
FIETA	Forest Industry SETA
FOODBEV	Food and Beverage Manufacturing Industry SETA
FS	Free State
GP	Gauteng
HEQF	Higher Education Qualification Framework
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
INSETA	Insurance sector education and training authority
ISETT	Information Systems, Electronics and Telecommunications Technologies SETA
KZN	Kwa-Zulu Natal
LGSETA	Local Government SETA
LP	Limpopo
MAPPP	Media, Advertising, Publishing, Printing and Packaging SETA

MERSETA	Manufacturing, Engineering and Related Services
MQA	SETA for Mining and Minerals Sector
MP	Mpumalanga
NC	Northern Cape
NQF	National Qualification Framework
NSDSII	National Skills Development Strategy II
NCV	National Certificate Vocational
NW	North West Province
OECD	Organisation for Economic Corporation and Development
PCA	Principle Component Analysis
PSETA	Public Service Sector SETA
SASETA	Safety and security SETA
SES	Socio-economic Status
SETA	Sector Education and Training Authority
SERVICES SETA	Services Sector Education and Training Authority
RPL	Recognition of prior learning
TETA	Transport Education & Training Authority
THETA	Tourism and Hospitality SETA
Time-Based	Time-based apprenticeship
W&RSETA	Wholesale and Retail SETA
WC	Western Cape

PREFACE

The overall objective of this project is to measure the impact of the South African learnership and apprenticeship systems as they support employed and unemployed learners in the acquisition of skills to enter employment. At the end of the five-year period of the National Skills Development Strategy II (2005 to 2010), the Department of Labour (DoL) sought to assess the impact of its mechanisms to promote the goals of skills development in South Africa**.** The DoL commissioned the Human Sciences Research Council (HSRC) to conduct a suite of research projects to evaluate the impact of key skills development programmes.

To meet the overall research objective, the study adopts a pathways conceptual approach (Raffe, 2003; Harris et al, 2006), focusing on the trajectories of (young) people in the transition from school to un/employment, various forms of further study, and into the labour market. Central to the pathways approach is its focus on the institutional and structural arrangements in education, the labour market, the production system and other social and economic institutions, that facilitate transition. Unlike most university or FET college qualifications, learnership and apprenticeship qualifications rely on complex institutional and structural arrangements. A tripartite agreement exists between the SETA, the training provider, and the firm to provide the theoretical and workplace experiential components of the qualification.

The research investigates the extent to which the learnership and apprenticeship pathway systems develop the right numbers, levels and kinds of basic, intermediate and high-level skills and capabilities required by firms across diverse sectors. The three main research questions are: What is the scale and kind of skills the learnership and apprenticeship pathway systems produce? What are the different learnership and apprenticeship pathways in the transition to employment? To what extent do the learnership and apprenticeship pathway systems build the kinds of skills and capabilities that equip young people for the workplace and enhance the transition to employment?

To address these questions, we designed a series of inter-locking research components. Methods embracing both descending (population sampling) and ascending (case-study) research approaches have been shown to be an effective paradigm for youth transitions research (Bynner & Chisholm, 1998). Firstly, we identified the numbers and levels of skills produced by the apprenticeship and learnership systems, through an analysis of population datasets at key points in NSDSII. The results are to be found in the *Learnerships and Apprenticeships Populations Technical Report* (Janse Van Rensburg, Visser, Wildschut & Kruss, 2011).

Secondly, we conducted two surveys, to understand the nature of participation in these skills development systems. The focus of the surveys is to trace patterns of individual transition, analysing individuals and groups in specific sectors that are more likely to enter employment, progress in employment or remain unemployed, after completing a learnership or an apprenticeship. The results of

the analysis of the two survey datasets are presented in the present technical report, to demonstrate the ways in which individuals actively navigate through the two skills development pathway systems.

Thirdly, we devised three case studies of key programmes to supplement the quantitative information analysed in the population datasets and surveys. The case studies analyse the extent to which learnership and apprenticeship programmes facilitate the development of the skills and capabilities required in the workplace in specific sectoral contexts. The results are to be found in three case study reports, selected to focus on dynamics at the basic, intermediate and high skills levels (HSRC, 2011a, 2011b; Wildschut, 2011).

The final and main output of the research project is a synthesis report that integrates and abstracts the trends from all three technical reports, and enters into a policy oriented discourse to offer constructive commentary on the impact of the learnerships and apprenticeships pathway systems in South Africa.

The technical support of Impact Research International and Field Research Solutions in implementing the surveys was critical to ensure the quality of the data. The surveys would not have been possible without the active support and participation on the part of staff of the SETAs, firms and training providers, and of the Department of Labour and the Department of Higher Education and Training. Their generous collaboration was critical, and the research team trusts that their analysis and interpretation will be of wider benefit.

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SECTION 1: INTRODUCTION

Although the level remains low (55%) in global comparison (64%), the South African economy has shown increases in labour market participation between 1993 and 2005, and unemployment began to fall after 2005, to 28.9% in 2008[1] (Leibbrandt et al 2010). However, the youth unemployment rate remains very high: 39.4% of those between 16 and 24 years old were unemployed in 2008. And although the legacy of spatial, racial and gender inequalities have been mitigated to some degree, they continue to shape long term unemployment. More significantly, in line with global trends, education, training and skills development are strongly associated with employment: there are fewer jobs available for those with no or low education (Leibbrandt et al 2010), who will find it increasingly difficult to access the South African labour market. With the economic shift towards financial and other services sectors, and the global shift to technology-intensive production in all sectors, the demand for skilled workers is growing. Hence, some sectors in South Africa experience a severe shortage of skilled labour market entrants, particularly those with qualifications at the intermediate and high skills levels, prepared for artisanal occupations and critical professions. In a context of few post-school opportunities, learnerships and apprenticeships are thus potentially significant routes to such critical vocational and occupational qualifications, and the promise of future employment.

Both are designed to provide a formal structured learning programme offered by a private training provider, a public FET college or a university, *and* to build capabilities through a structured experience-based skill and technological workplace learning experience. Apprenticeships focus on artisanal trades and are typically certified at the intermediate skills levels, while learnerships are designed to cater for all kinds of vocational and occupational certification across all NQF levels, whether professional certification of accountants at NQF level 7 or vocational certification of community care workers at NQF level 2 or 3. They represent important alternative routes to enhance young peoples' transition to the labour market, and to meet the demand for scarce and critical skills.

In the first year of the National Skills Development Strategy II, 2005/6, almost 53 000 individuals registered for a learnership programme (HSRC, 2007). A study of the total population drawing on official datasets showed that the overall size of the learnership system had contracted slightly by the fifth and final year of NSDSII, 2009/10. Nevertheless, both the registration and completed qualification targets set by the national department were met (Van Rensburg et al, 2011). After a steady decline since the 1990s, participation in the apprenticeship system has shown dramatic growth since the first year of NSDSII, to a total of approximately 9 300 registrations in the final year (2009/10). Official targets for registration and particularly for completion of apprenticeship qualifications were not yet reached (Van Rensburg et al, 2011).

[1] This is using the broad definition, if using the narrow definition the rate stands at 23.4%.

Analysis of participation trends for both systems show that they have a limited spatial reach, being concentrated in the economically stronger, more urbanised provinces, Gauteng, the Western Cape and KwaZulu-Natal, and that there have been complex shifts in terms of race, gender and socio-economic status. The spread and balance of qualifications is increasingly concentrated at the basic and intermediate skills levels. The two systems both tend to provide skills development opportunities for the (young) unemployed as a means of vocational and occupational certification to facilitate labour market entry, although there are shifts in learnership provision towards upskilling the employed.

Most striking is that in comparison with the size of the cohort of young school leavers who enter higher education, or even further education and training opportunities, the learnership and apprenticeship systems together cater for a very small proportion of young school leavers. In the context of constrained access to post-school opportunities, learnerships provided access to less than 1% of the national 20-24 year cohort in 2009/10, whereas higher education has a participation rate of around 15% or 16%.

Such comparative measures of the size and shape of the learnership and apprenticeship systems have not been widely available and are significant for policy and planning purposes - but they represent only a first step in assessing impact. Such aggregate data can only provide a very macro-level systemic overview of the potential of the two systems. In order to assess the impact of the learnership and apprenticeship systems in a more meaningful way, we need to understand how well each works as institutional arrangements for youth transitions to the labour market, and for skills upgrading and progression within the labour market.

The objective of the empirical research presented in this technical report is thus to assess how the learnership and apprenticeship systems support employed and unemployed learners to acquire basic, intermediate or high level skills, and to enter employment. The question is how each system enhances the employability of participants.

The extent to which vocational education and training pathways assist unemployed youth transitions to the labour market differs across national systems (Austen & MacPhail, 2010; Heinz et al, 1998). There is universal consensus that education is significant in an individual's ability to transition to the labour market, particularly a university qualification, but equally so, secondary school completion and matriculation (Marock, 2008) or further education and training and skills development. However, equipping young people for the workplace, or employability, is both relative and absolute (Brown et al, 2003). An individual may be employable because of their absolute skills, abilities and qualities – whether imparted through a university degree, a further education and training qualification, a learnership or apprenticeship qualification - but they may not succeed in obtaining employment because of relative conditions in the economy and labour market at a specific point in time (Simmons, 2009). A successful transition to the workplace is strongly dependent on the structure of the economy and the ways in which the labour market is organised. The context of high unemployment and critical skills shortages in South Africa – and the current context of global economic crisis - is a significant determinant of successful outcomes of the learnership and apprenticeship pathway systems, and there are distinct outcomes and levels of success associated with different sectors.

Nevertheless, without the requisite skills and abilities, there is little chance of a successful transition to the workplace for an individual – and for sustained economic development in South Africa. That is, education and training is a necessary but not sufficient condition, and it is critical to assess whether skills development programmes are achieving the desired impact. How many and who of the unemployed and the employed proceed to formal employment - or informal employment, or unemployment, or any combination of options - after completing a learnership or apprenticeship programme? Are there specific demographic profiles and patterns of social exclusion in general, and in terms of higher status skills levels and sectors?

The main means used in the international comparative literature to obtain such data is through surveys that measure the processes and outcomes of transition at the level of the individual (Raffe, 2008). Such micro-level data can then be aggregated to the national level in a number of ways, for different purposes.

This technical report presents the results of two micro-level surveys of participants in the learnership and apprenticeship systems in South Africa conducted in 2010, Year 5 of NSDSII. It provides primarily a descriptive analysis of main trends, and contributes an approach and methodology for tracking the process and outcomes of skills development programmes in South Africa.

1.1 A PATHWAYS APPROACH TO STUDYING SKILLS DEVELOPMENT IN SOUTH AFRICA

1.1.1 USING THE PATHWAYS APPROACH TO CONCEPTUALISE THE SURVEYS

The research project required a systematic framework and methodology for tracking individuals into, through and out of vocational education and training systems. A pathways approach was adopted, drawing first on the Australian model of pathways studies, augmented by the research literature on pathways and youth transitions more broadly. This literature provided conceptual and methodological guidance for the design of the empirical surveys.

The notion of pathways is used to describe the 'connection between an educational programme and its destinations, mediated by a set of institutional arrangements that include qualification systems, curriculum content, labour market arrangements and information and advice systems' (Sweet, 2009).

Such an approach allows an assessment of the extent to which vocational education and training systems equip young people with the right kinds of skills that are required in distinct sectors of the labour market through a range of mechanisms, whether apprenticeships, 'traineeships', further or higher education (Dumbrell, 2003; Curtis, 2008; Marks, 2006; Figgis, 2001; Harris et al, 2006; McMillan et al, 2005).

In particular, the conceptual work of David Raffe, initially developed through research on youth transitions in Scotland (Raffe, 1994) has been influential, for both the Australian research community and for OECD comparative work on youth transitions and vocational education and training since the 1990s. The concept of pathways has operated largely as a metaphor rather than a theoretical framework or rigorous tool for analysis, and has served to bridge policy with empirical research and theoretical debate. Raffe (2003) attempted to clarify three broad sets of meanings and uses of the concept evident in the empirical and policy literature, each associated with a set of theoretical debates, empirical research questions and policy issues.

One use of the framework concerns the relationships between different pathways and the institutional arrangements for their organization into a system, through policy mechanisms like national qualifications frameworks or credit transfers. This has led to a research and policy focus on 'pathways engineering', on the institutional arrangements and structured systems, but also, how policy can address the choices and decisions made by young people. Here the focus is particularly on career guidance as a key feature of effective transition systems. Related research focuses on different types of transitions to adulthood, beyond the labour market, related to creating new households and families. It also focuses on the mechanisms for young people to receive information and guidance to become more active in navigating their own pathways. Finally, it focuses on how pathways can be designed to enhance the active role of young people, for instance, policies that facilitate more flexible pathways. A theoretical debate between rational-action and non-rational or culturalist explanations of pathway choices is evident. This stream of research did not have a direct bearing on the current project or the design of the surveys.

A second use of the concept is to compare main types of pathways in a country or cross-nationally. Influenced by the OECD, the literature typically defines three types of post-compulsory schooling pathways to work or university study – general education pathways, school-based vocational pathways and apprenticeship-type vocational pathways – our current focus. The focus is to determine which of these pathway systems best support transitions to work and what the best mix of diverse pathways may be in a specific national context. The research literature in this regard may analyse labour market outcomes of different pathways, and the differences between the groups of young people they contain, based on characteristics such as gender or social class or educational achievement (Sweet, 2009).

Such literature is relevant to analysis of the labour market outcomes of the learnership pathway system in comparison with the apprenticeship pathway system in South Africa, and has influenced the approach to the research project as a whole. Analysts are arguing that a major constraint to skills development is that South Africa does not yet have a post-school, vocational education and training *system*. The pathways approach can provide an important measure of the extent of skills formation in relation to key

sectors and skills levels in the learnership and apprenticeship pathways as distinct strategies to address youth unemployment.

The third strand of research using the concept of pathways focuses on the link between pathways as structured opportunities, and the ways in which young people actively use them. In Australia for example, a distinction was drawn between the ideal pathways that policy makers intend, the institutions and formal structures that governments put in place to promote youth transitions, and the actual decisions and activities of young people, which may not correspond (ACER, 2001). As Raffe (2003) puts it, the concern of much of this research is to distinguish 'genuine pathways from official maps'. The complementary notions of individual 'itineraries' or 'navigations' or 'trajectories' are invoked to study the diversity of young people's needs and experiences, relative to the ideal 'pathways' or 'maps' created by official policy. As noted by Bynner & Chisholm (1998: 132)

> "…transitions data are products of individual choices and social imperatives in distinctive socio-cultural systems operating at particular points in historical time; they manifest features of the arrangements each country has developed for managing the transition from schooling to paid work".

This approach directly influenced the framework for the survey. We attempt to identify individual 'trajectories' to reflect the ways in which young people make simple or more complex sequences of 'transitions' to actually 'navigate' the learnership and apprenticeship pathway systems. For example, if the ideal is that an individual will finish school at NQF level 4, then proceed to a vocational or occupationally related learnership at a higher NQF level and then proceed to the workplace, how does this match with the actual experience of young people in real life? Or, if the 'official map' is for a young person to leave school and proceed to an apprenticeship for three years, take a trade test and then work as a skilled artisan, how does this match up with the experience of most apprentices, or groups of apprentices distinguished by race, gender, class or spatial location?

Raffe highlighted three typical criticisms of the pathways concept pertinent to the framework adopted for the study: that the concept assumes the linearity of transitions, tends to economism, and that it is premised on individualism and choice, ignoring social structures and inequality. Taking these into account informed the design of the survey, so that our research moves beyond the current 'state of the art' to take advantage of critical debate (see Dwyer and Wyn 1998 for example).

The first criticism is that the pathways approach assumes linearity of transition – a single, stable and permanent move from full time education to full time employment. This is related to the notion of official maps, which typically assume linearity and do not take into account the possibility of more complex trajectories. Raffe attributes this weakness to the limitations of available data, rather than being inherent in the concept of pathways. Indeed, some international research now attempts to overcome the data limitations to examine non-linear patterns (for example Lassnigg, 2005). The concepts of individual navigations, transitions, trajectories or itineraries are intended to address these limitations. Such debate informed the development of our current survey instruments. The challenge

was to find a way to gather data that could illustrate the complexity of transitions more systematically, to support a more nuanced and comprehensive analysis.

The second criticism, that the concept of pathways tends to be economistic – only focused on labour market and not family, household or lifestyle transitions – is likewise largely a limitation of the available data traditionally used for pathways analysis, and one beginning to be addressed by researchers. In South Africa, we do not yet have a base of data on labour market transitions in South Africa. Hence, it was decided that for the purposes of focus in the present study, family, household or lifestyle transitions would not be included. The awareness of this criticism influenced the design of the survey in that we extended the range of personal and household information gathered.

The third criticism, that using the concept of pathways may lead policy makers to ignore social structure – the ways in which gender, class or ethnicity may determine young people's actual navigations, rather than simply individual choice – Raffe argues, may be more valid, and needs to be foregrounded in research that uses pathways as an organizing and analytical concept. This is particularly so given that much policy tends to promote individual responsibility for employability and labour market transitions. Our approach has been strongly influenced by an acknowledgement of this potential weakness, and by the strong social structure of inequalities in South Africa.

1.1.2 DEVELOPING A PATHWAYS SURVEY

The methodology of pathway studies typically entails longitudinal surveys of a cohort, tracking their progress through the final years of schooling and into post-school education and training and the workplace. In the absence of such longitudinal national studies in South Africa, a methodology of constructing a population database and then tracking this cohort over time through telephonic surveys was developed (HSRC, 2007). Our initial research consisted of a survey tracing the transition through the learnership system and on to employment or progression in the workplace, in a very limited manner. It simply assessed the end point of those registered for a learnership in a single year - whether an individual had completed the programme, was in employment, had progressed in their employment conditions or remained unemployed after completing a learnership programme.

In designing the current project and the survey instruments, an attempt was made to draw on the pathways literature in the ways outlined above, in order to generate more nuanced data that reflects diverse and complex transitions into skills development programmes, and into the labour market. Are sector specific patterns of skills development and transition to the workplace identifiable? The 2007 study revealed racial differentiation, for example, associated with low and high skills learnership programmes, to some extent avoiding the criticism of the individualism typical of the pathways approach (Raffe, 2003). However, more complex analysis is required of the racialised and gendered or spatial patterns of individual participation and progression evident in practice, as a basis to assess the extent to which skills formation shifts or reproduces past patterns of inequality and social exclusion.

Directly linked to issues of exclusion, is the complex and multiple nature of transitions for individuals, or groups of individuals. A key insight from the Australian studies is that individual pathways are not linear, but may take multiple twists and turns, between studying, full or part-time work, and periods of unemployment (Harris & Rainey, 2006). Entry to the labour market is not necessarily a once-off - or permanent - occurrence. The changing nature of work, technology and occupational structures, and the decline of jobs in many economies, means that for many young people, there are likely to be periods of unemployment, of 'substandard' employment (in terms of the security and tenure of employment), more frequent changes of employer and more frequent changes of occupation, with a higher degree of mobility, than was the case in the past. Simmons (2009) summarised research that illuminates a pattern, particularly for those who are most socially disadvantaged, of 'interrupted transitions' and cyclical relocations between government schemes, formal education and training, unemployment and employment that is often insecure and low-paid. The high unemployment rates of South Africa, particularly youth unemployment, means that such mobility and instability is highly likely. Understanding the sequence of successes and failures in the process of transition to the workplace is significant for evaluating the impact and future success of learnerships and apprenticeships.

The challenge was to find a mechanism to measure such complex patterns of transition. Here the work of Robinson (2004) suggested a simple but effective technique, initially developed as a means of representing student progression through a higher education degree programme. Essentially, the technique provides a way of mapping individual patterns of enrolment, progress and completion by coding a student's status at the beginning and end of each year. The individual's progression trajectory over the course of the degree programme can then be represented as a series of codes. It is possible to tally the number of individuals in the university system with the same code series – and hence, obtain a nuanced analysis of a finite but large number of individual trajectories through a pathway system.

Tracking progress through a university degree is far simpler than tracking transitions from a learnership or apprenticeship programme to various forms of work, further study or unemployment. The technique was adapted for our purposes, and used to structure the survey instrument as well as analyse the data generated, to reflect patterns of individual trajectories through the learnership and apprenticeship pathways. The diagram below provides a matrix of possible options for an individual entering into an apprenticeship. For example, an individual may have a 'navigation' code of WUA – which means they worked, were unemployed and then entered the apprenticeship. However, other multiple navigations are possible. For example, a code of USUWUA will indicate someone who was unemployed, studied, unemployed, worked, again unemployed and then entered the apprenticeship. This method was employed in the survey analysis to capture transitions into, through and out of, the learnership and apprenticeship pathway systems.

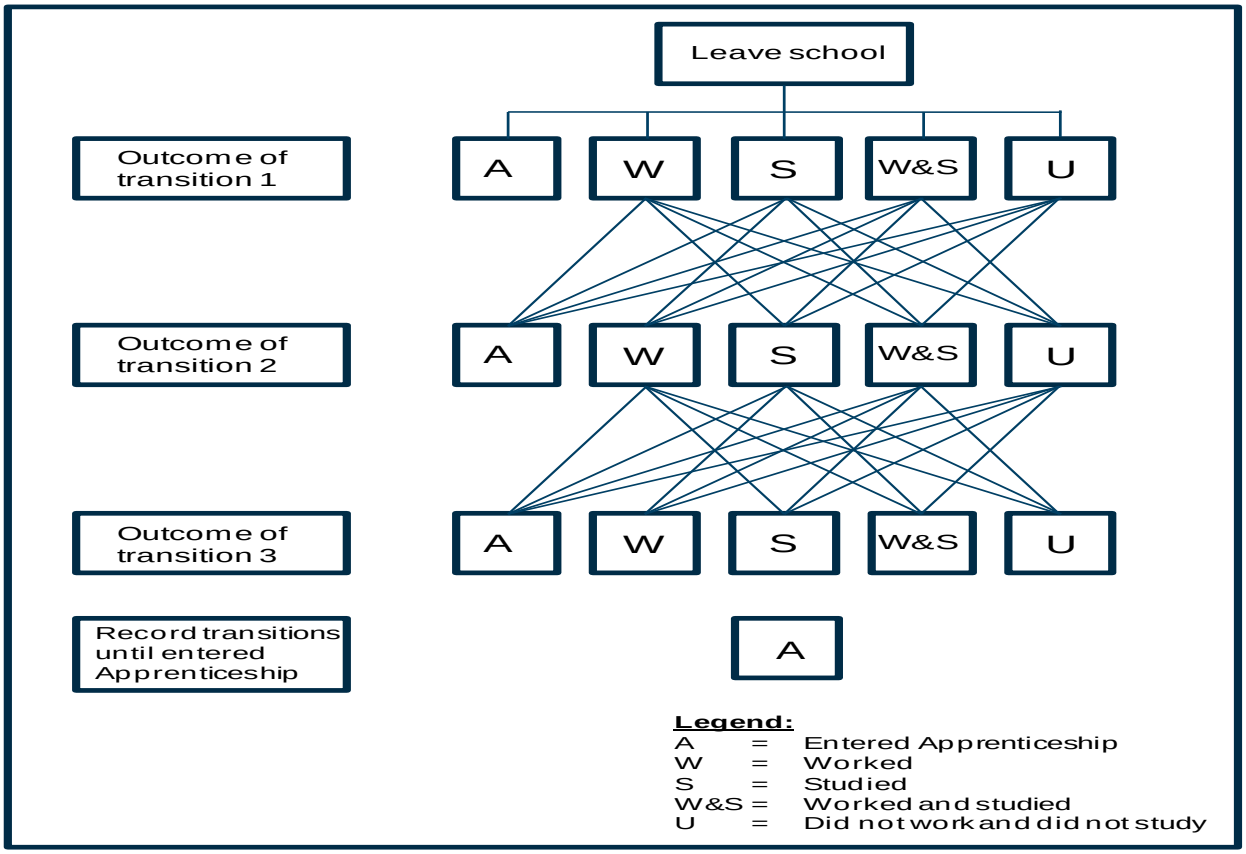


FIGURE 1.1: ILLUSTRATION OF POSSIBLE TRAJECTORIES INTO THE APPRENTICESHIP

Key: 1= Entered appreanticeship, 2= Worked, 3= Unemployed, 4= Studied, 5= Worked and studied

The technique provides a means of assessing not only absolute labour market outcomes but also, the match between official pathways and individual navigations, and how well the pathway system works for groups of individuals in relation to specific sectors or occupations and skills levels.

1.2 THE SURVEY DESIGN AND METHODOLOGY

The HSRC (2007) survey of the learnership system was conducted in the first year of NSDSII, that is, April 2005 – March 2005/6 (referred to as Year 1). The current surveys were conducted in the fifth and final year of NSDSII, that is, April 2009 to March 2010 (referred to as Year 5). The HSRC team developed a computer assisted telephonic interview (CATI) methodology, through the design of an interview tool in MS Access. The same CATI methodology was used for the two surveys in Year 5. More detailed methodological information specific to each survey is provided in Sections 2 and 3 below. Here, we provide a general overview of the design and methodology adopted.

1.2.1 THE CATI TOOL AND SURVEY ADMINISTRATION

The CATI methodology centres on a highly focused and relatively short interview, intended to last not more than 10 to 15 minutes. It relies on the design of an electronic questionnaire, which can be used by interviewers to record responses as they speak to each interviewee, with data automatically captured into an excel sheet. The successful implementation of the CATI methodology depends on three aspects: a large sample with good contact details, a focused instrument and well trained interviewers.

The instrument was designed using the 2007 questionnaire as a base, extended with reference to the conceptual framework discussed in Section 1.1 above. The instruments of the Australian longitudinal surveys of youth (ACER, 2010) provided useful ideas for formulating questions and structuring items. The draft instruments were each refined during a piloting process. The full questionnaire instruments are included in Appendix A and B.

To attain a large and representative sample requires reliable telephone contact details and names of possible respondents. Datasets of the telephone and email contact details and demographic details of the total population of learnership and apprenticeship participants were obtained from each participating SETA[2]. Details of the samples will be provided in Sections 2 and 3.

Training of telephonic interviewers who worked from a call centre setting, was critical. It was supported by a detailed training manual, a two-day training workshop, and telephonic assistance during the survey administration. The training sessions aimed to accomplish three goals: provide the interviewers with the background to the study and explain important key concepts; familiarize and train them on the use of the CATI tool; and practical hands-on training through role play and dummy calls. Each interviewer received a training manual to assist them in their task on an ongoing basis.

To increase the reliability and validity of the data, weekly monitoring was undertaken to ensureaccuracy and identify any data quality problems quickly. The monitoring process included weekly reports from the call centre on progress made and the submission of the data gathered during that week. The data gathering phase stretched over a total of almost 4 months. The data collection was staggered: first the learnership survey was conducted, and then the apprenticeship survey was rolled out separately.

1.2.2 DATASETS: TECHNICAL AND DEFINITIONAL CONSIDERATIONS

Again, detailed technical considerations appropriate for each survey will be discussed separately in the relevant sections below. There are some definitional issues that apply to both, and we thus outline them here. A number of mechanisms adopted to deal with data inconsistencies or complexities need to be

[2] The SETAs participating in both the learnership and apprenticeship surveys will be listed in the sample selection sections.

born in mind when reading the tables in the report. A few points of clarification are also required regarding the categories used in the data analysis.

Section 13 (time-based or competency based) and Section 28: The main difference between Section 13 and Section 28 apprenticeships is that a Section 13 apprentice is formally indentured and has signed an apprenticeship contract with an employer. A Section 28 apprentice does not have a signed apprenticeship contract with an employer, but after gaining sufficient work experience, has applied to write the trade test and be assessed as competent. The SETA and DHET datasets still differentiate between two modes of Section 13 apprenticeship training: the traditional time-based and the modern competency-based approach.

Unemployed (18.1) or Employed (18.2): These categories are used by SETAs to denote the labour market status of the learner upon entry into the learnership or apprenticeship programme, in order to report against NSDSII targets. These categories can be perceived as somewhat misleading in terms of the social group they refer to. For instance, a learner categorized as unemployed at entry – 18.2 - may refer to both a school-leaver preparing for the labour market, or to an older individual who has been unemployed for some time and may be struggling to find work. On the other hand, a learner categorized as employed - 18.1 - would be expected to be an (older) person interested in upgrading their skills or changing careers, already having some kind of working experience, but this is not exclusively the case.

NQF levels: A new Higher Education Qualifications Framework (HEQF) with more differentiated higher education levels was signed into effect as of June 2009, resulting in 10, instead of the previous 8 national qualification levels. The report continues to use the levels as prescribed by the NQF during the period of NSDSII. This entails that NQF level 4 is equivalent to grade 12, NQF level 5 is pre-degree certificates or diplomas, and the highest higher education qualification possible is at level 8 (Masters and Doctoral degrees).

Socio-Economic Status (SES): In order to investigate the impact that socio-economic status might have on the outcomes of respondents more comprehensively, we constructed an index (from variables p1 – p6)[3]. The method we used was Principal Component Analysis (PCA), which essentially calculates the correlation between variables, and reduces those relationships to a single component. Although PCA is not conventionally used on categorical variables as we have done, there is literature (Vyas & Kumaranayake, 2006) asserting that it is still the best method available, and its use in this way is accepted.

Racial categories: The analysis reflects the racial categories employed in the learnership and apprenticeship national population datasets. In most cases african, coloured and indian/asian categories were grouped together, and referred to as black.

[3] Refer to Appendices A and B for the complete learnership and apprenticeship survey questionnaires, where variables p1 – p6 can be found in the personal information section of each.

1.3 STRUCTURE OF THIS REPORT

Section two provides an overview of the types of trajectories and transitions into and through the apprenticeship pathway system into the labour market. As this is the first tracking study of its kind, this survey focused more strongly on an assessment of trajectories into apprenticeship programmes, rather than from the completed apprenticeship into the labour market.

Section three explores and describes the transitions and trajectories of individuals after completion of a learnership qualification. This section includes comparison with previously gathered data of the sample respondents in Year 1 of NSDSII, and has the potential to provide information about trajectories into and through learnership programmes, and out into the labour market.

Section four compares the trajectories identified in the learnership and apprenticeship pathway systems, and considers implications for their continued success and relevance within the current skills development context.

SECTION 2: TRANSITIONS AND TRAJECTORIES OF LEARNERS THROUGH THE APPRENTICESHIP SYSTEM

Artisanal skills development can occur through four main routes[4]: a learnership, an apprenticeship, a learner in possession of a national certificate vocational (NCV) obtained at a Further Education College registering for an internship or skills programme, and lastly, through recognition of prior learning (RPL). An apprenticeship represents but one route to an artisanal qualification. There is considerable room for research to consider all four routes, to present a comprehensive perspective on artisanal skills development, but that remains a task for the future. The present survey focused on a single, yet dominant route: the apprenticeship pathway system.

An apprenticeship is a non unit standard based registered qualification, which is governed by sections 13–29 of the *Manpower Training Act* No. 56 of 1981. An apprenticeship comprises the integration of workplace and institutional learning and culminates in a national qualification at the appropriate level

[44] This was gazetted by the Department of Labour's (DoL) Artisan Development Committee towards the end of December 2007.

(N1 – N6). It involves both on and off the job training. Most apprentices have a contract with their sponsoring firm, and work in that firm, learning while they do so, while the off the job component is supplied by learning providers (Mukora, 2009), typically private training companies, employers themselves or FET colleges.

2.1 THE APPRENTICESHIP PATHWAY SYSTEM

There is no systematic empirical study mapping pathways into and through the revived apprenticeship system and into the world of work. The survey will act as a significant baseline for future studies.

2.2 INSTRUMENT DESIGN AND LOGIC

Vickerstaff (2003: 270) identified two key aspects of international research into the apprenticeship experience as how learners "came to be doing apprenticeships in their particular trades; and the degree to which the apprenticeship represented an easy and smooth transition into the world of work". Research emphasizes the importance of investigating the entry into, and exit out of, an apprenticeship, and in this survey, we also investigate the "contemporary characteristics of apprentices[hip] patterns of participation" (Fuller & Unwin, 2003: 5).

Van Rensburg et al (2011) established the broad contours of the apprenticeship pathway system in South Africa in Year 5 of NSDS II (2009/10):

- The system comprised roughly 12 000 registered and completed apprenticeships, of which those still registered and pursuing an apprenticeship programme formed the majority.
- The majority of those registered for an apprenticeship qualification are black males, who are most likely young learners preparing for employment through formally indentured programmes (Section 13).

With these systemic characteristics as a starting point, the apprenticeship survey aimed to identify patterns of individual trajectories and transitions first, into the system, and second out of the apprenticeship system into the labour market (refer to Appendix A for the full instrument).

A limited number of theoretically possible trajectories were identified in order to frame the survey instrument. There are two levels of differentiation in terms of entry into an apprenticeship programme. An individual may have entered the apprenticeship programme as unemployed (18.1) or employed (18.2). Secondly, in terms of the apprenticeship route to certification, an individual could be classified as either involved in a section 13 or section 28 apprenticeship programme.

In terms of completion status, an individual could still be in progress, or could have completed, or could have stopped training without completing the apprenticeship qualification.

Once they completed or stopped the apprenticeship, an individual may have found employment, or gone on to further study and training, or they may remain unemployed. There may be complex combinations of these outcomes in an individual's life. The job may be stable and lead them on an occupational track, or they may go from a series of one short-term or casual jobs to another.

Our analysis will consider how groups of young people, distinguished by race, gender, social class or location may have different trajectories through the apprenticeship pathway system. We are interested in analysing for instance, if there are different outcomes and transitions for individuals depending on their socio-economic status or whether they entered as employed or unemployed or whether they are training for an occupation in specific industrial sectors. For example, if someone entered an apprenticeship as an unemployed motor mechanic, would it make a difference whether they completed the apprenticeship qualification, or would they find stable employment regardless, even if they terminated their apprenticeship? To take a second example, we are interested to know if the traditional route of young school leavers entering an apprenticeship straight from school to prepare for the labour market prevails, or whether there are more complex trajectories from employment or unemployment before the entry into an apprenticeship programme.

To meet these goals, the survey instrument has nine sections (see Appendix A):

- **Confirmation of details:** This section confirms the identity of the individual and the particulars of the apprenticeship programme.
- **Trajectory into the apprenticeship:** This section establishes how the individual came to enter the apprenticeship, and provides a set of possible transitions after leaving school. The person could have 1) entered the apprenticeship programme immediately, or 2) worked, or 3) been unemployed for a period, or 4) proceeded to study, more than likely in a private college or FET college, or 5) worked and studied part-time. The sequence can repeat multiple times. Once an individual's trajectory is traced to the point of entry or transition into the apprenticeship, this section establishes the labour market status of the individual, 18(1) or 18(2) and streams them to a relevant set of questions.
- **Labour market status at entry:** For each stream, the nature of the status at entry is established along a set of appropriate indicators. For those who were working, we ascertain the stability and security of employment: their occupation, weekly working hours, average monthly salary, employer/nature of firm/sector, occupational category, company size, sector, relationship to specific apprenticeship qualification, tenure, and job security. For those who were not working we ascertain how their time was spent, and their sources of support.
- **Apprenticeship Information:** This section assesses information on the apprenticeship qualification - the category of apprenticeship, the type of institution offering the formal component, and the reasons for entering the apprenticeship.
- **Perceptions of skills and competencies imparted:** This section assesses the respondents' perceptions of the competencies and skills acquired, or not, through the apprenticeship. Based on the category of apprenticeship and whether they have completed the qualification, respondents are filtered to the relevant section for one of six options. A person can be either:

Section 28 Completed, Section 28 Still pursuing**,** Section 28 Left without completing, Section 13 Completed**,** Section 13 Still pursuing**,** Section 13 Left without completing.

- **Taking the trade test:** In this section, questions are posed in relation to the trade test, based on the type of apprenticeship and the completion status of the individual.
- **Trajectory after the apprenticeship:** This section asks the person to describe their activities in the years since completing or leaving the apprenticeship programme. It starts off by setting the baseline year in which the individual completed or left the apprenticeship. It then asks about the first transition outcome after completing (or leaving) the apprenticeship programme, in terms of the four possible outcomes: 1) working, 2) studying, 3) working and studying and 4) unemployed.
- **Status after apprenticeship:** This section asks a set of questions on the nature of the labour market experience, but applies only to those individuals who completed or stopped the apprenticeship without completing. If the person is working, it assesses the following: occupation, weekly working hours, average monthly salary, employer/nature of firm/sector, occupational category, company size, sector, relationship to specific apprenticeship qualification, tenure and job security. If the person is studying it assesses whether there has been progression: name of the course, full-time or part-time, the nature of the institution, NQF level of studies, length of the course, year of enrolment, sources of course payment, sources of living expenses, and reasons for further study. If the person is working and studying at the same time, it assesses all of the above dimensions. If the person is not working it assesses how their time is spent, their sources of support, activities undertaken to find employment, problems finding employment and plans for the next few months.
- **Personal information:** In this section, where previously available, personal information is confirmed, and assessed where not previously available: race, gender, date of birth, national ID, disability status, where the individual grew up, where they registered for the apprenticeship, where they are now living (which allows us to assess migration patterns), their socio-economic status, type of dwelling/house where currently living, their parental education, their own highest qualification now, their marital status and dependents.

2.3 Composition of apprenticeship survey sample

2.3.1 Sample frame and return targets

The selection of the SETAs to be included in the survey was based on the official 2009/10 learnerships and apprenticeships population dataset provided by DHET. Based on a preliminary analysis of the 2009/10 apprenticeship population dataset it was established that participation in apprenticeships is concentrated in six SETAs (MERSETA, CETA, TETA, ESETA, CHIETA and SERVICES SETA), which together represented over 88% of apprenticeship provision. These SETAs were contacted and requested to provide a contact dataset that could be used to compile the survey sample. Considerable difficulties were experienced with obtaining datasets from CETA. It was decided to proceed with the datasets

received from the remaining five SETAs (MERSETA, TETA, ESETA, CHIETA and SERVICES), which would still constitute over 80% of apprenticeship provision (see Table 2.1).

TABLE 2.1: 2009/10 APPRENTICESHIP QUALIFICATION PARTICIPATION BY SETA

SETA	Entered	%	Completed	%	Total
CTFL	2	0.02%	13	0.38%	15
ETDP	8	0.09%	0	0.00%	8
FIETA	14	0.15%	0	0.00%	14
INSETA/ISETT	37	0.40%	175	5.10%	212
SASETA	148	1.59%	0	0.00%	148
AGRISETA	175	1.88%	26	0.76%	201
LGSETA	223	2.39%	77	2.24%	300
MAPPP	247	2.65%	152	4.43%	399
FOODBEV	257	2.76%	121	3.53%	378
Subtotal	*1111*	*11.93%*	*564*	*16.43%*	*1675*
ESETA	272	2.92%	91	2.65%	363
CHIETA	416	4.47%	252	7.34%	668
CETA	435	4.67%	80	2.33%	515
TETA	1,159	12.44%	250	7.28%	1409
SERVICES	1,579	16.95%	157	4.57%	1736
MERSETA	4,344	46.63%	2038	59.38%	6382
Subtotal	*8,205 (7,770*)*	*88.07% (83.40%*)*	*2868 (2788*)*	*83.57% (81.24%*)*	*11073*
Grand total	***9,316***	***100%***	***3432***	***100.00%***	***12,748***

Source: Adapted from Janse Van Rensburg et al (2011)

Note:*Totals and percentages excluding CETA

Upon receiving population contact datasets from each SETA, discrepancies in comparison with the 2009/10 DHET apprenticeship population dataset were evident (see Table 2.2). The DHET figures in all but two instances (MERSETA and TETA) represented an undercount of apprenticeship participants. It might be possible that the time lag between receiving the consolidated population dataset from DHET and the data directly from the SETAs allowed for some moderation and updating by the SETAs.[5]

The sample target was set at 1 500 positive responses, which would form roughly 12% of the apprenticeship population in Year 5. On the premise that we could data received directly from the SETAs to be more accurate, we set targets proportionally according to these figures. Table 2.2 indicates that 99% of the overall target was achieved. We are confident that the survey sample is proportionally representative of the participation of these 5 SETAs in the apprenticeship system at this point in time.

[5] The reasons for the discrepancy need to be interrogated, as the DHET database is constructed directly through submissions from each SETA. This underscores the importance of continuous monitoring and evaluation of the quality and consistency of datasets across government departments, because large discrepancies severely impact on the ability to make accurate policy recommendations.

TABLE 2.2: RETURNS BY SETA

SETA	Population	Target	Returns	% of target
ESETA	362 (272)	53	53	100
CHIETA	695 (416)	103	103	100
TETA	1018 (1159)	150	139	92.7
MERSETA	3821 (4344)	565	562	99.5
SERVICES	4257 (1579)	629	626	99.5
Total	10153	1500	1483	99

Source: Directly requested from SETAs

Note: The DHET (2011) apprenticeship population figures are illustrated in brackets.

2.3.2 SAMPLE RETURNS AND REPRESENTIVITY

The distribution of the sample according to the type of apprenticeship and completion status had an impact on the way in which trends could be analysed. In line with the systemic characteristics of the apprenticeship pathway system, Table 2.3 indicates that the sample is dominated by individuals who are still pursuing an apprenticeship qualification (75%), and the majority of these are registered as section 13 apprentices. This means that the sample is best utilized to illustrate the trajectories and transitions of individuals entering and still participating in the apprenticeship system. It is less useful to illuminate trajectories out of the system and into the labour market, as here, we have a much smaller sample to work with.

TABLE 2.3: RETURNS BY TYPE AND STATUS OF APPRENTICESHIP

		Total
Section 13	**Still training/in progress**	620(42)
	Completed	156(11)
	Terminated	37(3)
Section 28	**Still pursuing**	137(9)
	Completed	494(34)
	Left without completing/cancelled contract	21(1)
Sub Total		1465(100)
Missing*		18
Total		1483

*Note: These are respondents that did not indicate their apprenticeship qualification completion status.

Table 2.4 illustrates the extent to which the sample reflects the survey population (SETA contact dataset) and the national apprenticeship population (DHET dataset). There is an almost equal spread (51/49) in terms of apprenticeship type in the sample. Section 13 apprentices are slightly underrepresented and section 28 apprentices slightly over-represented, in comparison with the survey population. The sample is less representative of the national population, which has closer to a 70/30 spread. On the positive side though, this means that the sample has the potential to illuminate navigations of individuals involved in both types of apprenticeship equally.

TABLE 2.4: RETURNS BY TYPE OF APPRENTICESHIP

Type	National Population*	Survey Population	Sample Returns

	Number	%	Number	%	Number	%
Section 13**	9528	74	5729	56	754	51
Section 28	3320	26	4424	44	729	49
Total	12748	100	10153	100	1483	100

*Source: Janse Van Rensburg et al (2011)
**Note: CBMT and Time-Based are included under Section 13.

The sample is not entirely representative of the racial composition of either the national or survey apprenticeship population (Table 2.5). Although the percentages are not directly in line with those in the national apprenticeship population, the majority of the sample returns are black apprentices (85%), which is also the situation in the survey population (74%) and national population (70%) (see Table 2.5). Race remains an important consideration in South Africa, and is reflected in our analysis of the survey findings. The main aspect to bear in mind is the over-representation of black participants and the under-representation of white participants.

TABLE 2.5: RETURNS BY RACE

Race	National Population		Survey Population		Sample Returns	
	Number	%	Number	%	Number	%
African	8985*	70*	5993	59	1122	76
Coloured			898	9	93	6
Indian/Asian			469	6	40	3
White	2863	23	2615	26	218	15
Unknown	900	7	178	2	10	1
Total	12748	100	10153	100	1483	100

Note: *African, coloured and indian/asian categories were grouped together in the population dataset, and referred to as black.

Table 2.6 highlights the continued dominance of males in the apprenticeship pathway system, but indicates greater sample representivity in terms of gender. The sample is in line with the gender composition of the survey population, only slightly over-represented by males and under-represented by females. The high unknown figure in the national population could have influenced the slight differences.

TABLE 2.6: RETURNS BY GENDER

Gender	National Population		Survey Population		Sample Returns	
	Number	%	Number	%	Number	%
Male	10035	79	8146	80	1230	83
Female	1904	15	1932	19	253	17
Unknown	809	6	75	1	0	0
Total	12748	100%	10153	100	1483	100

As 99% of the survey sample participants reported having no disabilities, a more robust analysis of the group of people indicating disabilities is inappropriate. Table 2.7 provides an illustration of the limited range of responses reported in the sample.

TABLE 2.7: RANGE OF DISABILITIES REPORTED

	Frequency	Percent
None	1470	99.1
Sight	3	.2
Hearing	1	.1
Communication	1	.1
Physical	5	.3
Intellectual	1	.1
Emotional	2	.1
Total	1483	100.0

Age has been used as a proxy to ascertain the focus of apprenticeships as a skills development mechanism (Janse Van Rensburg et al, 2011). In other words, the younger apprenticeship participants are, the more we assume the focus to be on pre-service skilling of youth, as opposed to the upskilling of those in employment. High levels of youth unemployment in South Africa particularly (Jones, 2011), but also internationally, make this a central concern.

TABLE 2.8: AVERAGE AGE OF APPRENTICESHIP SURVEY PARTICIPANTS

SETA	Mean	N
CHIETA	31.09	104
ESETA	25.66	53
MERSETA	25.84	562
SERVICES	31.54	619
TETA	27.35	139
Total	28.74	1477*

*Age information was missing for 6 participants.

The age range[6] of the survey population is 40 with a minimum of 18 years and a maximum of 58 years. The mean age of the survey sample is roughly 29 years (refer to Table 2.8). Given that the concept of an apprenticeship would traditionally imply a 'minor' learning the trade under a 'master' tradesmen, coupled with the dominance of Section 13 learners in the system, this 'somewhat high' average apprenticeship age is surprising. Apprentices in SERVICES and CHIETA are on average even older (around 31). Drilling down further reveals that almost a third of the sample (466 apprentices or 31%) is 23 to 26 years of age (Figure 2.1). Apprenticeship thus appears to be an option primarily for school leavers and older, rather than an alternative vocational route to the formal academic further education and training phase of schooling.

[6] The range refers to the difference between the largest and smallest values.

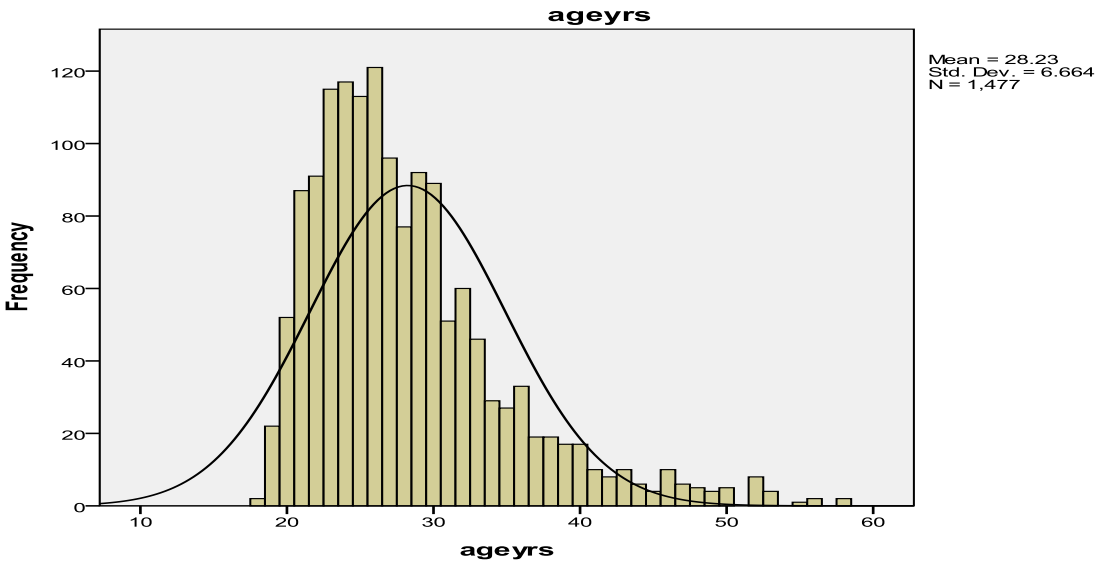


FIGURE 2.1: AGE DISTRIBUTION OF SAMPLE

A consideration of gender (in Figure 2.2), illustrates that male apprentices are likely to be older than female apprentices.

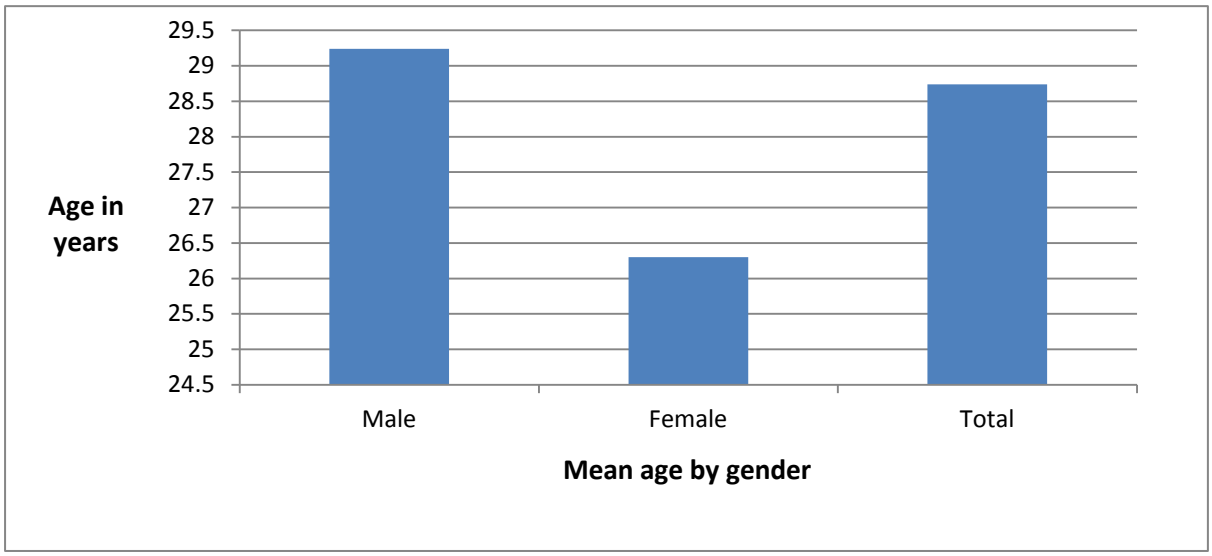


FIGURE 2.2: MEAN APPRENTICE AGE BY GENDER

The histogram (Figure 2.1) indicates that although the mean age of the sample is quite high, the age of apprenticeship survey participants peak at the mode (26 years), which is in line with the average age of apprentices in the national population. In the population dataset we noted a stark difference in mean disaggregated by race, with white apprentices being on average younger than learners of other races. This trend is confirmed in the survey sample, as indicated in Figure 2.3.

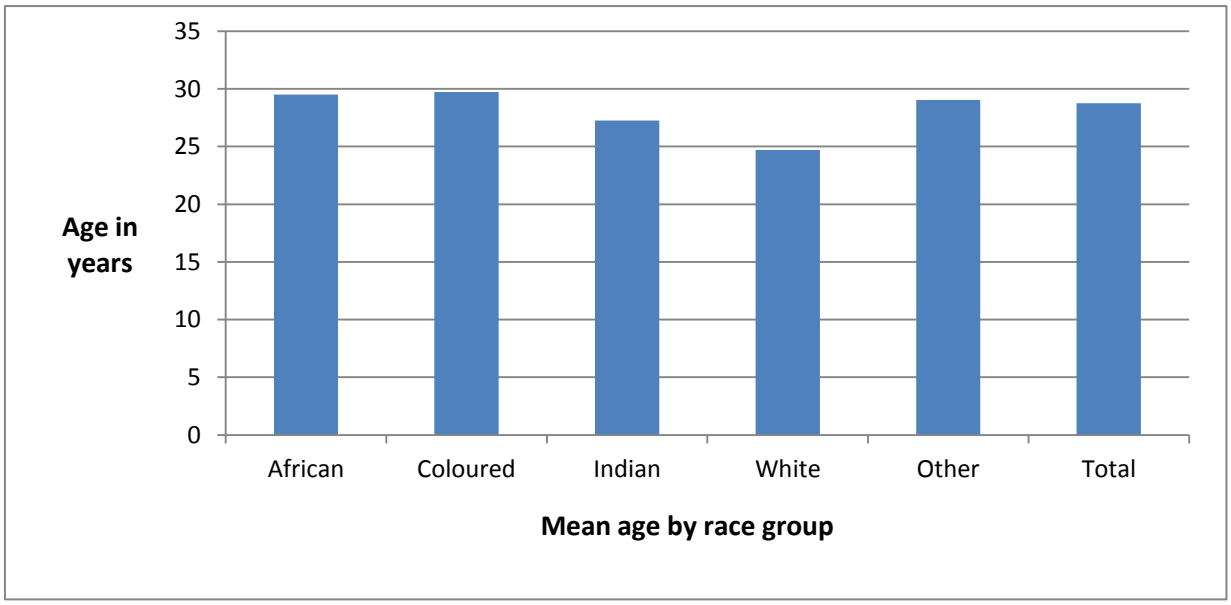


FIGURE 2.3: MEAN APPRENTICE AGE BY RACE

In general, aside from a modest racial imbalance, it can be assumed that the survey sample is broadly representative of and can be generalized to, the survey and national populations of apprentices, with a high degree of confidence.

2.4 INDIVIDUAL TRANSITIONS AND TRAJECTORIES INTO THE APPRENTICESHIP SYSTEM

2.4.1 TRANSITION INTO AN APPRENTICESHIP

Table 2.9 below highlights an important feature of the pathway system in South Africa - respondents are not likely to enter into an apprenticeship directly after school. Most individuals are likely to enter into the apprenticeship system after two or three transitions - roughly 85% of the sample. They are most likely to do one or two other activities (for instance work, or spend a period unemployed), before entering into an apprenticeship programme. The most complex trajectories into apprenticeship, reflected in the highest number of transitions, is six, but such complex transitions (five and six) are least likely, involving only roughly 2% of the sample.

TABLE 2.9: TOTAL POSSIBLE TRANSITIONS INTO THE SYSTEM

Transitions	N	% of sample
1	58	3.9
2	701	47.3
3	555	37.4
4	141	9.5
5	26	1.8
6	2	.1
Total	1483	100

Notably, only 4% of the sample moved into an apprenticeship straight after school. This suggests that apprenticeship is not the first choice activity of school leavers, but an option they come to after attempting one or two others. With an emphasis on the need for vocational systems in South Africa to increasingly provide opportunities for the young unemployed, it is useful to explore the characteristics of those participants that do enter immediately into an apprenticeship. Table 2.10 indicates that the majority of those entering the system straight after school (having a single transition), are white. This shows an over-representation of Whites in comparison to their proportional representation in the total sample (38%). Moreover, those white participants who had only one transition into the apprenticeship system comprised 14% of all the white participants in the sample, in comparison to only 2% of the african, 4% of the coloured, and 2.5% of the indian participants who had a single transition into the system. This suggests that the status of apprenticeship as a career option is still more strongly established for whites.

TABLE 2.10: TRANSITIONS INTO DISAGGREGATED BY RACE

	Transitions into						
Race	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
African	22(38)	509(73)	447(81)	121(86)	21(81)	2(100)	1122(76)
Coloured	4(7)	57(8)	27(5)	3(2)	2(8)	0(0)	93(6)
Indian	1(2)	18(3)	17(3)	3(2)	1(4)	0(0)	40(3)
White	31(53)	109(16)	63(11)	13(9)	2(8)	0(0)	218(15)
Other	0(0)	8(1)	1(0)	1(1)	0(0)	0(0)	10(1)
Total	58(100)	701(100)	555(100)	141(100)	26(100)	2(100)	1483(100)

Note: Person's Chi-square=99.006, p=0.000

Table 2.11 summarises the gender distribution for each number of transitions into the system. One might be tempted to assert that men have a smoother transition into the system, as they are over-represented in the group that has a single transition into the system, and dominate the group with two transitions into the system, although this is an under-representation of their proportion in the sample. It is difficult to identify a clear gendered trend from this table, but it does appear that gender has a significant impact on transition into the system (p=0.015).

TABLE 2.11: TRANSITIONS DISAGGREGATED BY GENDER

	Transition						
Gender	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Male	52 (89)	564 (80)	476 (86)	118 (84)	17 (65)	2 (100)	1229 (83)
Female	6 (10)	137 (20)	79 (14)	23 (16)	9 (35)	0 (0)	254 (17)
Total	58 (100)	701 (100)	555 (100)	141 (100)	26 (100)	2 (100)	1483 (100)

Note: Pearson's Chi-square=14.117, p=0.015

Table 2.12 provides a cumulative picture of the nature of these transitions, not simply the number of transitions or the characteristics of groups of participants with the same number of transitions. Here, we

consider the labour market status of each participant straight after leaving school and tabulate the numbers cumulatively for each transition. Analysis highlights the small group who entered the apprenticeship straight after school. This group included three individuals who entered the apprenticeship straight after school, terminated and then came back to pursue the same or another apprenticeship programme. The most complex transitions are found amongst those who studied immediately after school (see later Table 2.13). Those who worked and studied at the same time, were unemployed, or worked immediately after school are likely to have a maximum of four transitions.

TABLE 2.12: FINAL TRANSITION CUMULATIVE, BY STATUS AT ENTRY

Status after leaving school	1	2	3	4	5	6
Worked and studied		12	18	20	21	21
Entered Apprenticeship	58	58	61	61	61	61
Unemployed		31	100	129	139	139
Worked		311	395	431	436	436
Studied		347	740	814	824	826
Total	**58**	**759**	**1314**	**1455**	**1481**	**1483**
%	**3.9%**	**51%**	**89%**	**98%**	**99.9%**	**100%**

The data are depicted graphically in Figure 2.2 to better illustrate the movement of respondents after leaving school, and after each transition until entry into the apprenticeship. The main trend is that 56% of the survey population *studied* after leaving school. It indicates that movement from studying to entering the apprenticeship is the most substantial after the second or third transition. Movement into studying from work or unemployment is more likely to occur after the first or second transition. In other words, a small group of people were unemployed after leaving school, and a slightly larger number of people entered directly into an apprenticeship. The most likely first transition after school was into further study or work. After the second transition, a larger number of participants entered into further study, with some moving into work. The majority of participants studied or worked, with a sizeable amount of participants becoming unemployed at this stage.

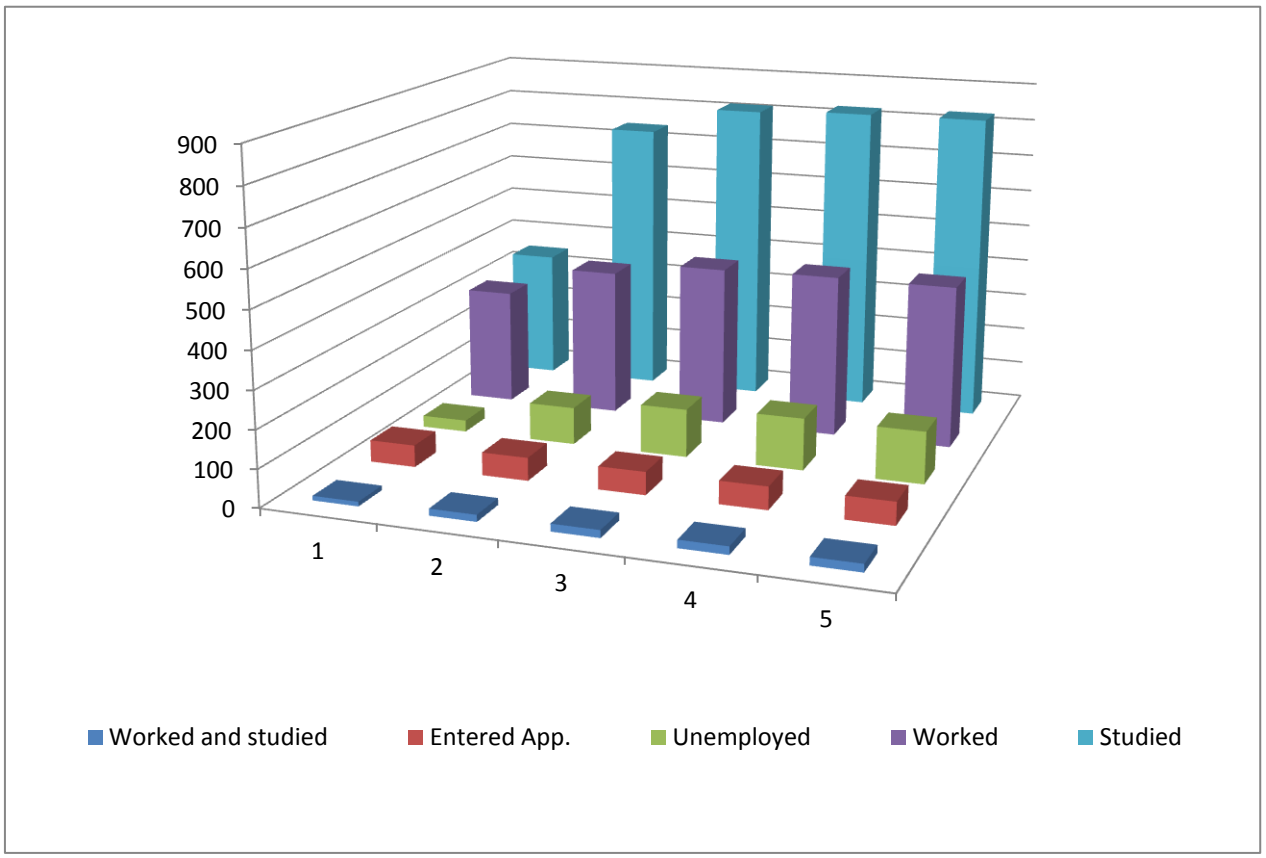


FIGURE 2.4: GRAPHICAL REPRESENTATION OF TRANSITIONS (CUMULATIVE)

Unfortunately we do not have information on the nature of these studies. What is significant, is that these studies were not seen to lead to a viable occupational path, as the individual subsequently decided to pursue an apprenticeship.

2.4.2 TRAJECTORIES INTO THE SYSTEM

Table 2.13 illustrates the different combinations of individual trajectories into the apprenticeship system using the analytical method suggested by Robinson (2004) to track each individual's progress. The trajectories are grouped according to the first transition after leaving school, with five initial options: A-entered the apprenticeship, W-worked, B-worked and studied, U-unemployed, S-studied.

This table confirms the striking trend that only 4.1% of the total sample entered an apprenticeship directly after school (A), less than one hundred individuals. Apprenticeship is clearly not a career option of choice for school leavers.

TABLE 2.13: POSSIBLE TRAJECTORIES INTO THE APPRENTICESHIP SYSTEM

1	2	3	4	5	6	N	%	1	2	3	4	5	6	N	%
W	A					316	21.3	**S**	A					345	23.3
W	S	A				51	3.4	**S**	W	A				333	22.5
W	S	W	A			20	1.3	**S**	U	A				52	3.5
W	U	A				14	0.9	**S**	W	U	A			22	1.5
W	B	A				13	0.9	**S**	U	W	A			16	1.1
W	U	W	A			5	0.3	**S**	W	S	A			12	0.8
W	U	S	A			4	0.3	**S**	U	S	A			11	0.7
W	B	W	A			3	0.2	**S**	B	A				9	0.6
W	S	B	A			2	0.1	**S**	B	W	A			7	0.5
W	S	W	U	A		2	0.1	**S**	W	S	W	A		5	0.3
W	U	W				1	0.1	**S**	W					2	0.1
W	A	S	A			1	0.1	**S**	W	U	S	A		2	0.1
W	U	B	A			1	0.1	**S**	W	B	A			2	0.1
W	S	U	W	A		1	0.1	**S**	A	W	A			1	0.1
W	S	W	S	A		1	0.1	**S**	U	S	U	A		1	0.1
W	U	W	S	A		1	0.1	**S**	A	U	A			1	0.1
Subtotal						***436***	***29.4***	**S**	U	B	A			1	0.1
U	A					33	2.2	**S**	U	S	W	A		1	0.1
U	W	A				39	2.6	**S**	W	U	W	A		1	0.1
U	S	A				27	1.8	**S**	U	W	S	W	A	1	0.1
U	S	W	A			18	1.2	**S**	W	S	W	S	A	1	0.1
U	W	S	A			7	0.5	***Subtotal***						***826***	***55.7***
U	W	S	W	A		3	0.2	**B**	A					12	0.8
U	S	U	A			2	0.1	**B**	W	A				4	0.3
U	W	U	A			2	0.1	**B**	W					1	0.1
U	B	A				1	0.1	**B**	U	A				1	0.1
U	W	B	A			1	0.1	**B**	S	W	A			1	0.1
U	S	A	U	A		1	0.1	**B**	W	U	A			1	0.1
U	S	U	S	A		1	0.1	**B**	S	W	U	A		1	0.1
U	S	U	W	A		1	0.1	***Subtotal***						***21***	***1.4***
U	S	W	S	A		1	0.1	**A**						58	3.9
U	W	B	W	A		1	0.1	**A**	W	A				3	0.2
U	W	U	W	A		1	0.1	***Subtotal***						***61***	***4.1***
Subtotal						***139***	***9.4***	***Total***						***1483***	***100***

*W-working *U-Unemployed *S-Studied *B-Both Worked and Studied *A- Apprenticeship

Participants are less likely to enter into an apprenticeship if they are unemployed for a period immediately after leaving school (U, 9.4% of the total sample). This suggests that the system is not, or is not perceived to be, offering opportunities to the unemployed on any significant scale, or that it is not attracting those who leave school without clear options for future employment or preparation for working life. It is noteworthy that this group of participants seems most likely to enter into the apprenticeship after working or studying (U-W-A or U-S-A or more complex combinations).

The majority of the sample entered into an apprenticeship after first studying (S, 55.7% of the total sample) or working (W, 29.4% of the total sample) after school. The group whose first transition from school was directly into working (W) could have made up to a total of five career changes before entering into an apprenticeship. However it was most likely that this group (W-A) would enter an apprenticeship as a second choice (W-A 21.3% of the total sample) or as a third choice after studying further, and then moving into an apprenticeship (W-S-A 3.4% of the total sample). A high 72% of this group (W-A) entered into an apprenticeship as their second transition, in contrast with 42% of the group that studied after school (S-A). It is likely that the job experience provided access to a career path that could be furthered by the apprenticeship. Unfortunately we do not have information on the link between the job and the subsequent apprenticeship to confirm this.

Participants that studied after leaving school (S) appear to have the most complicated set of navigations into the apprenticeship system, with the maximum number of transitions being 6. The least likely final transition of this group into the apprenticeship is from an unemployed position. This could mean that most of this group of individuals first actively tries to find a career or employment direction before entering into an apprenticeship.

The very small group that combined work with study immediately after school (B, 1.4% of the total sample) seems to have the least complicated set of possible trajectories. The majority of this group is likely to enter into an apprenticeship directly thereafter (B-A).

It is difficult to draw conclusions about which trajectories are more stable, or which first 'option' is likely to lead to a more complex set of non-linear navigations into the system. Individuals who first studied after leaving school dominate the sample (55.7%), hence, by virtue of having the most cases, the probability of exhibiting more complex trajectories is higher in comparison to those who started off from other positions. We do not have information on the length of time after leaving school and before entering an apprenticeship, but in the sections below, we can consider the age of apprentices as a proxy.

What is clear is that 96% of the sample has not had a linear transition into apprenticeship straight from school as a young 18 year old, as the ideal policy model assumes. The majority of individuals have a trajectory of work or study after leaving school, before entering into an apprenticeship. Contrary to expectations of a high propensity for zig-zag trajectories, we find a small proportion of the sample with multiple non-linear or cyclical navigations.

2.4.3 Most common trajectories into the apprenticeship system

Table 2.14 summarises the totals of the three most common trajectories into the apprenticeship system, as well as the group that entered straight after school, together accounting for 71% of the sample. Closer inspection of the profile of the group of individuals experiencing these four trajectories will provide insight into individual navigations into the apprenticeship pathway system, in contrast to the 'official maps'. Within a context of high youth unemployment, it is significant to identify which individuals chose to or were able to enter the system straight after school, for example. Is the

apprenticeship pathway system overcoming the disparity inherent in our historical context, and attracting those who were previously excluded on racial, gender or socio-economic grounds, or is there evidence that some trajectories are more attractive or accessible to some groups?

TABLE 2.14: MOST COMMON TRAJECTORIES INTO THE APPRENTICESHIP SYSTEM

Trajectory into Apprenticeship	Frequency	% of sample
S-A: Studied, entered apprenticeship	345	23.3
S-W-A: Studied, worked, entered apprenticeship	333	22.5
W-A: Worked, entered apprenticeship	316	21.3
A: Entered apprenticeship after school	58	3.9

Table 2.15 illustrates that the majority of those experiencing the S-A and A trajectories are section 13 apprentices. They have actively chosen the apprenticeship route, by entering into an indentured contract with an employer, preparing for an artisanal occupation. It is not surprising that in contrast, both those navigating S-W-A and W-A trajectories are primarily section 28 apprentices, those who have gained sufficient experience through working and apply to write the trade test. It is likely that after some years of work, it was recognized that they should pursue certification in order to be recognized as an artisan.

TABLE 2.15: MOST COMMON TRAJECTORIES DISAGGREGATED BY TYPE OF APPRENTICESHIP

Trajectory into apprenticeship	Section 13		Section 28		Total
	Num	% of trajectory	Num	% of trajectory	
S-A: studied, entered apprenticeship	233	67.7	111	32.2	345*
S-W-A: studied, worked, entered apprenticeship	150	45.2	182	54.8	333*
W-A: worked, entered apprenticeship	98	31.6	212	68.4	316**
A: entered apprenticeship after school	38	65.5	20	48.3	58

*Note: Total includes 1 respondent in this trajectory that did not indicate type of apprenticeship
**Note: Total includes 6 respondents in this trajectory that did not indicate type of apprenticeship

The majority of participants in all three of the most common trajectories are African, so disaggregation does not easily reflect clear racial distinctions (see Table 2.16). However, in terms of the four possible trajectories, African participants are least likely to enter an apprenticeship directly from school (A) or from working (W-A), and most likely to first study or study and work. Coloured participants are most likely to work first (W-A). From the other perspective, the majority of those who enter the apprenticeship directly from school (A) are white, and likewise, those who are working first (W-A) and likely to be Section 28 apprentices form a large group of the total white sample. 'Trajectory A' (those who entered the system straight after leaving school) represents a cohort of individuals one would assume to be an important target for apprenticeships in terms of the skilling of young new labour market entrants. This cohort is largely white apprentices (53% of individuals in this trajectory, representing 14% of all white participants). These trends reflect the influence of past racialised patterns of artisan preparation.

TABLE 2.16: MOST COMMON TRAJECTORY DISAGGREGATED BY RACE

	Race					Total
Trajectories	African	Coloured	Indian	White	Other	
S-A	282 (82)	16 (5)	3 (1)	41 (12)	2 (1)	345 (100)
S-W-A	273 (82)	14 (4)	10 (3)	34 (10)	1 (0)	333 (100)
W-A	186 (60)	40 (13)	14 (5)	66 (21)	4 (1)	316 (100)
A	22 (38)	4 (7)	1 (2)	31 (53)	0 (0)	58 (100)

Note: Person Chi-square= 122.085, p=0.000

There are clear gender patterns. Women are most likely to study first and then enter the apprenticeship (S-A), while the vast majority of those who enter apprenticeship directly after school (A) or after having worked (W-A) are male. This suggests that young women are being attracted to enter into an apprenticeship at a later point than young men.

TABLE 2.17: MOST COMMON TRAJECTORIES DISAGGREGATED BY GENDER

Trajectories	Male	Female	Total
S-A: studied - entered apprenticeship	242(70)	102(30)	345(100)
S-W-A: studied, worked, entered apprenticeship	290(87)	42(13)	333(100)
W-A: Worked, entered apprenticeship	286(92)	24(8)	316(100)
A: Apprenticeship straight after school	52(90)	6(10)	58(100)
Total	870(83)	174(17)	1052(100)

Note: Pearson's Chi-square= 65.061, p=0.00

Participants responded to several items regarding their socio-economic status (SES), or their "standing in society", in terms of parental education and type of work, housing, schooling, urban/rural location and access to transportation. These items were coded into a series of binary variables in order to perform principal component analysis. Principal component analysis identifies the components within multidimensional data. The first component was then extracted as an index for participants' level of socio-economic status (Filmer & Pritchett, 2001).

Consideration of the average socio-economic status (SES) score[7] clearly indicates that those that enter into the apprenticeship straight after school (A) are likely to have a higher average SES in comparison to the three most common trajectories (Table 2.18). These are more likely to be Section 13 apprentices, as are those who studied first (S-A), the group with the second highest SES. We know that the majority of the apprenticeship (A) group is white participants, and thus, it appears that race and SES are indeed highly related and unfortunately continue to impact on the likelihood of specific trajectories for an individual. The most complex common trajectory, S-W-A is pursued by those with the lowest SES score, although this is very close to the SES score of those who worked before the apprenticeship (W-A), suggesting both these trajectories are pursued by those who have fewer opportunities for further study upon leaving school.

TABLE 2.18: SES MEAN SCORE DISAGGREGATED BY MOST COMMON TRAJECTORIES

[7] The minimum SES score is -2.88, and the maximum score is 10.15.

Trajectories	Mean	N	Std. Deviation
S-A: Studied, entered apprenticeship	3.37	345	2.76
S-W-A: studied, worked, entered apprenticeship	2.59	333	2.31
W-A: Worked, entered apprenticeship	2.61	316	2.36
A: Apprenticeship straight after school	4.04	58	3.05
Total	2.93	1052	2.56

2.4.4 Apprenticeships ensuring greater access?

The analysis of transitions and trajectories into the apprenticeship system highlights the following trends in terms of the ways in which gender, race or class may determine young people's actual navigations:

- Trajectories from school before entry into the system are most likely to consist of two or three transitions, with a maximum number of six transitions for an individual.
- A cumulative comparison of the number of transitions before an individual enters into an apprenticeship indicates that the system stabilizes at four transitions – the majority of the sample had entered the apprenticeship at that point.
- A very small proportion of the sample enters an apprenticeship straight from school, as is the ideal model.
- Black participants form the majority of the sample, but are relatively under-represented in the most direct trajectories into the system (A and W-A), while white participants are over-represented in these less complicated trajectories.
- Similarly, although men dominate apprenticeships, disaggregation by gender indicates an over-representation of males in the most direct trajectory, which suggests that they have less complicated transitions into the system.
- Those whose first transition was studying experienced the highest number of transitions and manifested the most complicated trajectories. It is also found that participants are least likely to enter into an apprenticeship from an unemployed position.
- The three most common trajectories are S-A, S-W-A and W-A, in that order.
- Those first studying and then entering the apprenticeship (S-A)and those who enter the apprenticeship after school (A), are most likely to enter into a section 13 apprenticeship, while participants that enter into an apprenticeship from a working position (W-A) are most likely to enter into a section 28 apprenticeship.
- Those with more complex trajectories (S-W-A) have the lowest SES scores.
- Race and socio-economic status is highly related, and continue to impact on the propensity for specific trajectories into the apprenticeship system.

During the period of NSDSII, the apprenticeship system has contributed to widening access for the previously disadvantaged. Analysis of the survey data points to ongoing racial and gendered disparities in terms of the ways in which individuals access the system. Those who experience linear trajectories

are more likely to be white, male and with a higher SES. African, female and those with a lower SES are more likely to have zig-zag patterns of entry into the system. Further in-depth qualitative research is required to investigate why these trends are evident. They might reflect a 'tradition', or family influence, given the historical dominance of white participants in artisanal trades, and the remnants of job restrictions under apartheid.

More black people are entering the apprenticeship system than in the past, but they are doing so in more complicated ways, suggesting that it is not the option of first choice for school leavers. However, the non-linear trajectories are less complicated than expected, in that they are typically characterized by one or two transitions after school, and the number of participants experiencing non-linear trajectories is lower than might have been expected.

2.5 TRANSITIONS AND TRAJECTORIES OUT OF THE APPRENTICESHIP SYSTEM

In this section we will be concerned with questions such as how many and which individuals remain unemployed, how many and who continue with other forms of education and training, and how many and who end up employed and appropriately employed, after participation in an apprenticeship? There may have only been a short period of time since an individual completed the apprenticeship, and the time of the survey. There is thus a much smaller number of cases who have completed the apprenticeship and are navigating a route out of the system and into the labour market, or who left the programme without completing – 693 participants. It is thus more difficult to generalize from their experience.

The maximum number of transitions out of the apprenticeship and into the labour market is five (Table 2.19). However, 91% of the sub-sample had a single transition – that is, they had completed or terminated the apprenticeship and were still involved in the same activity at the time of the survey.

TABLE 2.19: POSSIBLE TRANSITIONS OUT OF APPRENTICESHIP SYSTEM

Transitions	N	% of trajectories out	% of sample
1	627	90.5	42.3
2	56	8.1	3.8
3	9	1.3	.6
5	1	0.1	.1
Total	693	100	46.7

Disaggregation by race indicates that there are no differences in the racial dispersion of sets of participants with different numbers of transitions (Table 2.20). Likewise, the trends reflect the proportional gender split perfectly (Table 2.21).

TABLE 2.20: TRANSITIONS OUT OF THE APPRENTICESHIP SYSTEM, DISAGGREGATED BY RACE

	Transitions

Race	1	2	3	5	Total
African	487 (78)	42 (75)	5 (56)	1 (100)	535 (77)
Coloured	37(6)	8(14)	2(22)	0(0)	47(7)
Indian	14(2)	0(0)	0(0)	0(0)	14(2)
White	85(14)	5(9)	2(22)	0(0)	92(13)
Other	4(1)	1(2)	0(0)	0(0)	5(1)
Total	627(100)	56(100)	9(100)	1(100)	693(100)

*Note: Totals may add up to more than 100% due to rounding.

In terms of race and gender then, there is not a significant difference between those who have an uncomplicated trajectory and the small minority who have a zig-zag trajectory into the labour market.

TABLE 2.21: TRANSITIONS OUT OF THE APPRENTICESHIP SYSTEM, DISAGGREGATED BY GENDER

	Transitions				
Gender	1	2	3	5	Total
Male	518(83)	47(84)	7(78)	1(100)	573(83)
Female	109(17)	9(16)	2(22)	0(0)	120(17)
Total	627(100)	56(100)	9(100)	1(100)	693(100)

Table 2.22 and Figure 2.3 illustrate that the first transition after participation in an apprenticeship is most likely to be into employment or unemployment. The most likely point to enter into employment appears to be directly after participation in an apprenticeship, with the likelihood lowering after each transition. Of note is that the most substantial movement after the first transition is to become unemployed once again. The least likely first transition would be to work and study at the same time, or to pursue further studies full time. The very small numbers of individuals who worked and studied, at the same time immediately after the apprenticeship are all still engaged in that activity, and experienced the simplest transition out of the system.

TABLE 2.22: STATUS AFTER AN APPRENTICESHIP BY TRANSITION (CUMULATIVE)

Labour market status after apprenticeship	Transitions			
	1	2	3	5
Worked and studied	6	6	6	6
Studied	11	15	16	16
Unemployed	126	161	165	165
Worked	484	501	505	506

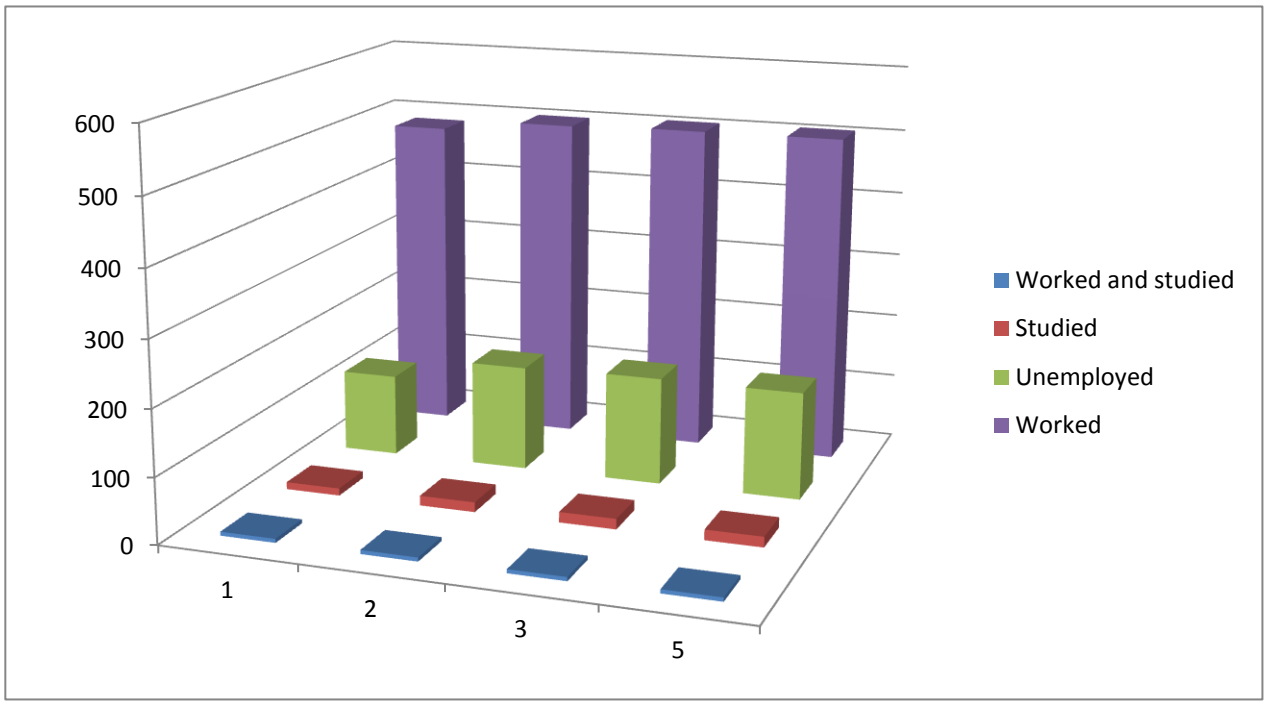


FIGURE 2.5: STATUS AFTER APPRENTICESHIP BY TRANSITION (CUMULATIVE)

It might seem surprising that some individuals pursue further studies, whether full time or part time, after participation in an apprenticeship. Bear in mind that some participants might not have completed their apprenticeship, and terminated. Studying something else, or continuing to work and study, might be these participants' only available option. It may also be the case that some apprentices pursue another related trade qualification to make themselves more marketable. The actual navigations of a group of participants are influenced by their structural placement and are different to what might have been expected in the 'officially mapped' trajectories available to them.

TABLE 2.23: TRAJECTORIES OUT OF APPRENTICESHIP SYSTEM

Transition out of Apprenticeship System					N	% of trajectories out	% of sample
1	2	3	4	5			
W					484	69.8%	32.6%
W	B				1	0.1%	0.1%
W	U				14	2.0%	0.9%
W	S				2	0.3%	0.1%
W	U	W			2	0.3%	0.1%
W	S	W			2	0.3%	0.1%
W	U	W	U	W	1	0.1%	0.1%
Subtotal					***506***	***73.0%***	***34.1%***
B					6	0.9%	0.4%
Subtotal					***6***	***0.9%***	***0.4%***
U					126	18.2%	8.5%
U	W				33	4.8%	2.2%

U	B		1	0.1%	0.1%
U	S		1	0.1%	0.1%
U	W	U	3	0.4%	0.2%
U	S	U	1	0.1%	0.1%
Subtotal			***165***	***23.8%***	***11.1%***
S			11	1.6%	0.7%
S	W		4	0.6%	0.3%
S	B	W	1	0.1%	0.1%
Subtotal			***16***	***2.3%***	***1.1%***
Total			***693***	***100.0%***	***46.7%***

Table 2.23 provides a comprehensive summary of all the possible sets and combinations of trajectories out of the apprenticeship system. The important trend, which supports our earlier assessment, is that the largest single group is those who experience a single transition into employment (70% of the sub-sample). Furthermore, a total of 76% of participants who completed an apprenticeship end up in employment. Only a few individuals experienced a zig-zag trajectory that ended in employment, and some 2% moved to other or further study after completion (11).

Almost a quarter, 24% of those that completed the apprenticeship was still unemployed at the time of the survey. Although this does not seem like a large proportion, with widespread assertions that there is a critical need and shortage of artisans, this should not be the case. It may simply represent a lag in finding employment, as these artisans had completed the qualification within the 2009/10 year.

Table 2.24 illustrates the three most common trajectories out of the apprenticeship system: working, unemployed and unemployed then working. What this again highlights is that after participation in an apprenticeship roughly 70% of participants move directly into employment and do not experience a subsequent transition. The majority of participants that left the system experience a smooth and linear transition into work.

TABLE 2.24: THREE MOST COMMON TRAJECTORIES AFTER THE APPRENTICESHIP SYSTEM

Trajectories	Frequency	% of trajectories after	% of sample
W: worked	484	69.8	32.6
U: unemployed	126	18.2	8.5
U-W: unemployed, worked	33	4.8	2.2

We would like to know whether certain participants are more likely to find work than others. Table 2.25 indicates that most of those who complete the apprenticeship are section 28 apprentices. This is anomalous, in that the majority of apprentices in the sample and national population are registered section 13 apprentices. Whether this is a positive, or negative, trend depends on whether the profile of the group, which is considered in detail in section 2.5.1.

TABLE 2.25: THREE MOST COMMON TRAJECTORIES DISAGGREGATED BY TYPE OF APPRENTICESHIP

Trajectories	Type of apprenticeship						Total	
	Section	%	of	Section	%	of	Num	% of trajectories

	13	trajectory	28	trajectory		out of
W: worked	83	17.1	401	82.9	484	69.8
U: unemployed	46	36.5	80	63.5	126	18.2
U-W: unemployed, worked	5	15.1	28	84.8	33	4.8
Total	150	21.6	543	78.4	693	100

2.5.1 The employed

The majority of those who leave the apprenticeship system end up in employment, and the majority of these found employment straight after leaving the system. In order to assess whether it is the apprenticeship qualification that has assisted individuals to obtain employment, we need to ascertain who completed and who left the apprenticeship programme. Table 2.26 indicates that the majority of individuals that left the system completed the qualification (92%), with only a minority who terminated their participation (only 8%). We can thus be confident that the positive labour market outcomes reflect in the main, those of qualified artisans after completing the apprenticeship qualification.

Table 2.26: Completion status by type

Completion status		Frequency
Section 13	Completed	156(22)
	Terminated	37(5)
Section 28	Completed	494(70)
	Terminated	21(3)
Total		708(100)

Note: *The total includes all individuals that indicated that they transitioned out of the apprenticeship system, including 15 individuals that did not complete the transitions out of section.

Table 2.27 indicates that 73% of those that were employed immediately (W) were section 28 apprentices who had completed the qualification. In other words, 73% of those who were still employed after their final transition were Section 28 apprentices who had successfully completed their apprenticeship qualification. Section 28 apprentices who had completed their apprenticeship qualifications also formed the majority of unemployed after their final transition, but this was a substantially lower proportion (54%) than they formed of those that were employed. This is also an under-representation of their proportion in the sample (68%).

To make the point more clearly, Section 28 apprentices who completed their qualification were over-represented in the group of individuals who were still employed, while they were under-represented in all other groups (working and studying, unemployed, and studying). These individuals were least likely to be studying after their final transition. On the other hand, Section 13 apprentices who had completed their qualification, were over-represented in the group of individuals who were: working and studying (by 17%), studying only (by 6%), unemployed (by 5%), after their final transition, while they were under-represented in the working group. These individuals are thus least likely to be employed after their final transition.

This raises questions about whether section 13 apprentices are taking longer to complete their programme, and whether those with section 28 apprenticeship qualifications are more ready, or perceived to be more ready, for the labour market.

TABLE 2.27: FINAL TRANSITION BY APPRENTICESHIP TYPE

		Final Transition				
Type of apprenticeship		**Working**	**Working and studying**	**Unemployed**	**Studying**	**Total**
Section 13	**Completed**	102 (20)	3(38)	38(26)	4(27)	147(21)
	Terminated	13(2)	0	19(13)	2(13)	34(5)
Section 28	**Completed**	382(73)	4(50)	78(54)	7(47)	471(68)
	Terminated	12(2)	1(13)	6(4)	1(7)	20(3)
Total		523(100)	8(100)	144(100)	15(100)	672*(100)

Note: * The total includes all individuals that indicated that they transitioned out of the apprenticeship system, but excludes 15 individuals that did not answer the transitions section and 6 individuals that started the section, but did not complete it.

Investigation of the nature of employment after apprenticeship is key to understand whether the systems' success in ensuring a transition into employment for the majority of participants will address unemployment temporarily or in a more substantive manner. This is particularly significant given the overall rise in casual and part-time work in South Africa over the past two decades, in the context of a new labour law dispensation (Leibbrandt et al 2010). Table 2.28 below indicates that just over half of the employed found permanent employment (56%), while 40% were in less stable contract or temporary jobs, although only a minority was in the unstable type of casual employment (4.2%).

TABLE 2.28: NATURE OF EMPLOYMENT

	Frequency	Percent of total sample	Valid Percent
Contract/Temporary	189	12.7	39.8
Permanent	266	17.9	56.0
Casual	20	1.3	4.2
Total	**475**	**32.0**	**100**
No response	48	3.2	
Total employed	**523**	**35.1**	

Tables 2.29-30 illustrate that the majority of the employed are absorbed by the private sector and large firms. Government is also a significant employer. There are very few who are self-employed, or working in micro-enterprises, which is unlikely so soon after completion of the qualification.

TABLE 2.29: TYPE OF EMPLOYER

	Frequency	Percent	Valid Percent
Private sector/enterprise	331	62.0	73.9
Self employed	27	5.1	6.0
Parastatal	31	5.8	6.9
Government	59	11.0	13.2
Total employed	448	83.9	100.0

No response	86	16.1
Total	1483	100.0

TABLE 2.30: SIZE OF COMPANY

Size of company	Frequency	Percent	Valid Percent
No response	86	16.1	
Large (150+)	236	44.2	52.4
Medium (50-149)	63	11.8	14.0
Small (11-49)	89	16.7	20.2
Micro (1-10)	60	11.2	13.4
Total employed	448	83.9	100.0
Total	534	100.0	

A different measure of the nature of employment outcomes was obtained from the participants themselves, by eliciting their perceptions of the extent to which the apprenticeship assisted in increasing their employability. We are aware that this may not square with reality, and that employability may be a function of other factors, but in all areas assessed, respondents agreed that participation positively impacted on their employability (Table 2.31).

TABLE 2.31: PERCEPTIONS ON WHETHER APPRENTICESHIP ASSISTED IN VARIOUS WAYS

	Yes	No
Access the job you want?	1380	103
	93.1%	6.9%
Be promoted?	861	622
	58.1%	41.9%
Manage more responsibilities in the workplace?	1373	110
	92.6%	7.4%
Earn more money?	1247	236
	84.1%	15.9%
Start your own small business?	1088	395
	73.4%	26.6%

In particular, 93% of employed participants perceived that the apprenticeship qualification was an important factor to obtain adequate employment ('the job you want'), and to equip them to manage more responsibility in the workplace. The fact that so many agreed that the apprenticeship assisted them to start their own business does not square with the small number that were self employed, and seems to represent an aspiration, that they could start their own business with the skills and capacities developed. The least positive outcome was promotion in the workplace, which raises questions about the propensity for upskilling and upgrading in the workplace, beyond initial labour market entry.

TABLE 2.32: PERCEPTIONS ON REQUIREMENTS FOR, AND APPROPRIATENESS OF, EMPLOYMENT

	Yes	No	Total
Did you require any certification for this job?	335 (70.2%)	142 (29.8%)	477* (100%)
Is your job related to your qualification?	424 (89.6%)	49 (10.4%)	473** (100%)

*Note: 79 respondents did not answer this question.

**Note: 83 respondents did not answer this question.

Significantly, 70% of employed participants claimed that they required certification for their current job, while a high 90% claimed that they were employed in a job related to their apprenticeship qualification (Table 2.32). For those 49 people who indicated that their current job is not related to their apprenticeship, the largest proportion stated that this was due to their apprenticeship qualification not being recognized by the industry (20%) and that they needed a salary while looking for related work (20%) (Table 2.33).

TABLE 2.33: PERCEPTIONS ON WHY THEY ARE NOT EMPLOYED IN A JOB RELATED TO THEIR QUALIFICATION

	Frequency	Valid Percent
Apprenticeship not recognized by industry	7	20.0
No demand for people with this type of app qualification	3	8.6
No demand for people with this level of app qualification	3	8.6
No related work in this area	4	11.4
Not interested in work related to this apprenticeship	3	8.6
Needed a salary regardless of type of work	2	5.7
Needed a salary while looking for related work	7	20.0
Sub Total	49	82.9
Other	6	17.1
Total	35	100.0

Taken together, the perceptual data suggests that for the majority of participants, the apprenticeship qualification appears to have facilitated a smooth transition into the labour market.

2.5.2 THE UNEMPLOYED

A sizeable proportion of those who completed the apprenticeship were unemployed (21%). This group is likely to be slightly older, with a mean age of 30 years. The over-representation of African participants in

this group stands out (89% in comparison to 77% of those leaving the system). Women are also slightly over-represented in this category (19% in comparison to 17% of those leaving the system) (Table 2.34).

TABLE 2.34: CROSSTAB OF RACE AND GENDER FOR UNEMPLOYED

Race	Male	Female	Total
African	103(80.5)	25(19.5)	128(100)
Coloured	6(85.7)	1(14.3)	7(100)
Indian	1(100)	0	1(100)
White	5(100)	0	5(100)
Other	1(33.3)	2(66.7)	3(100)
Total	116(80.6)	28(19.4)	144(100)

The majority of the group of those unemployed after the apprenticeship were in occupations related to the SERVICES SETA (an over-representation of their proportion in the sample), followed by MERSETA (an under-representation of their proportion in the sample). Further research is required that drills down to the nature of their apprenticeship relative to sectoral labour market demand, or enquires about the quality of the training programme provided (see the case studies conducted for this study for such an attempt).

TABLE 2.35: UNEMPLOYED DISAGGREGATED BY SETA

SETA	Frequency	Percent	% of sample
CHIETA	11	7.6	6.95
ESETA	1	.7	3.57
MERSETA	42	29.2	37.90
SERVICES	85	59.0	42.21
TETA	5	3.5	9.37
Total	144	100.0	100

The majority of the unemployed are section 28 apprentices, but section 28 apprenticeships are in fact under-represented in this group, in comparison to their proportion of all participants leaving the system. This raises further questions about the labour market value of Section 13 apprenticeship qualifications, and suggests that some employers may not be offering Section 13 trainees full-time employment on qualification.

TABLE 2.36: UNEMPLOYED DISAGGREGATED BY TYPE OF APPRENTICESHIP

Type of apprenticeship	Frequency	Percent	Valid Percent	Cumulative Percent
Section 13	51	35.4	35.4	35.4
Section 28	93	64.6	64.6	100.0
Total	144	100.0	100.0	

Those who were unemployed were asked to explain how they spend their time while unemployed. It appears that most spend their time either looking for work or doing some kind of casual work for

payment in kind (Table 2.37). The majority of the unemployed group survived, by receiving support in the form of cash, food, and/or clothing from family or friends, or by paid causal work (Table 2.38).

TABLE 2.37: WHAT UNEMPLOYED PARTICIPANTS DO WITH THEIR TIME

Doing unpaid volunteer or other community work	29
Casual work for payment in kind	37
Looking for work	108
Doing nothing	17
Taking care of home/family full-time	11
Not able to work due to ill health or disability:	1

TABLE 2.38: UNEMPLOYED PARTICIPANTS' SOURCES OF SUPPORT FOR SURVIVAL

Casual work for pay	45
Casual work for payment in kind	27
Child support grant	7
Foster care grant	0
Pension in family	1
Cash/food/clothing from family/friends	73
Disability grant/pension	0
Other: Specify	8

The majority of this group are actively seeking employment through formal mechanisms - by registering with recruitment companies or answering job advertisements on the internet - and through personal networks of friends or relatives.

TABLE 2.39: WHICH ACTIVITIES UNEMPLOYED PARTICIPANTS ENGAGE IN, IN TRYING TO FIND EMPLOYMENT

Inquired about jobs or registered with a private recruitment company	75
Inquired about jobs or registered at a Labour Centre/ DoL employment office	54
Made enquiries at workplaces	59
Answered job advertisements in newspapers	40
Answered job advertisements on the internet	75
Answered job advertisements heard on the radio	24
Contacted friends or relatives about a job	74
Written or phoned an employer about a job	39
Advertised for work on the internet	49
Checked workplace notice boards	38
Asked training institution or another organisation for advice	2
Other	4

Table 2.40 illustrates that these individuals perceive that the major problems they face in attempting to find employment are related to the state of the economy and the labour market (63 indicated they cannot access a job because there are not enough jobs available). A sizeable group (44) indicated that their problems relate to skills and training, in that they do not have sufficient work experience. This is worrying given that the concept of an apprenticeship is premised on the provision of a quality workplace experience.

TABLE 2.40: UNEMPLOYED PARTICIPANTS' PERCEPTIONS ON WHY THEY STRUGGLE TO FIND EMPLOYMENT

Labour market status	
Because there aren't enough jobs available	63
Because there aren't suitable jobs available	17
Because my apprenticeship is not related to a job in a scarce skills sector	9
Personal/Demographics related	
Because of being male/female	9
Because of your racial or ethnic background	11
Because of a health problem/ disability	2
Because employers think you are too young	4
Because of problems with childcare	2
Skills/Training related	
Because your level of education is not sufficient	27
Because employers don't value the apprenticeship qualification	17
Because employers don't want people with skills in my field	7
Because you don't have sufficient work experience	44
Because you feel that you need more training	32
Because you feel that you need different training	22
Resources related	
Because you don't have any information on how or where to find work	17
Because you don't have transport	15
Because you don't have money to respond to job advertisements	17

It is encouraging to note that only a small proportion of participants are totally despondent and will not continue looking for a job in the next few months, with the majority prepared to continue looking for employment. A sizeable group also considers enrolling for further education and training as an option in the face of unemployment. This group is thus likely to access the labour market should suitable employment become available.

TABLE 2.41: WHAT UNEMPLOYED PARTICIPANTS ARE PLANNING TO DO IN THE NEXT FEW MONTHS

Keep on looking for any job	**101**
Keep looking for a job in related field	**90**
Give up looking for a job	**4**
Consider self-employment options	**34**
Enrol for further education and training	**56**

2.5.3 THOSE THAT CONTINUE TO STUDY

A very small group of participants was studying full-time or part-time after completion of the apprenticeship qualification – only 23 people in total (Table 2.42). The main question we would like to have addressed is whether such study constitutes an aim to advance further in a chosen field, or an avenue to improve employability in the face of difficulties in finding work opportunities, or merely as a way in which an individual can be seen to be involved in gainful activity.

TABLE 2.42: PARTICIPANTS WHO WERE STUDYING AFTER COMPLETING AN APPRENTICESHIP

	Frequency	Valid Percent
Working and studying	8	34.8
Studying	15	65.2
Total	23	100.0

Unfortunately this group is too small to be able to answer such questions meaningfully. Nevertheless, indications are that further study is primarily related to advancement on the basis of an artisanal qualification.

Table 2.43 below indicates firstly, that the majority of studies were pursued at NQF level 4 and above. As apprenticeship qualifications are pegged at the intermediate level (NQF 3 and 4), further study at higher levels indicates the aim to improve and advance skills. Secondly, this is corroborated by perceptual data. Most are prepared to pursue part-time studies, which require considerable commitment, and most have entered formal institutions, whether FET colleges for N3, universities of technology of occupational diploma or universities for degree level study.

TABLE 2.43: NQF LEVEL OF STUDIES

	Full-time	Part-time	Total
St1/Gr 3 (NQF 0 (ABET 1)	1(14.3)	1(7.7)	2(10)
N1 (NQF 2)	0	2(15.4)	2(10)
Matric (NQF4)	0	1(7.7)	1(5)
N3 (NQF 4)	2(28.6)	3(23.1)	5(25)
Diplomas/Occupational certificate (NQF 5)	2(28.6)	3(23.1)	5(25)
First degree/Higher diplomas (NQF 6)	2(28.6)	3(23.1)	5(25)
Total	7(100)	13(100)	20(100)*

Note: 3 respondents did not answer this question.

Table 2.44 further shows, that the top three reasons motivating further study for these participants are related to skills improvement, and to advancement through further qualifications. This group thus appears to be more ambitious and aspiring to career advancement, rather than studying as an alternative to unemployment.

TABLE 2.44: TOP THREE REASONS FOR PURSUING FURTHER STUDIES

	First	Second	Third	Total
Employment gain	1	1	2	4
Formal qualification gain	3	2	0	5
Higher salary	0	2	2	4
Learning field change (employment related)	0	1	1	2
Learning field change (interest related)	2	0	1	3
Need series of qualifications	2	0	2	4
Promotion / Advancement pursuit	3	3	0	6
Skills improvement	7	3	1	11

To prepare for work in a sector with scarce skills	1	2	0	3
Other (Please specify)	0	0	1	1

2.6 APPRENTICESHIPS MAKING A DIFFERENCE?

This section attempts to assess the impact of apprenticeships more systematically, by considering increased employment and employability, spatial and SES shifts.

2.6.1 EMPLOYABILITY

Here we compare the labour market status of participants at entry into the system with their labour market status after participation in an apprenticeship. Bear in mind that only 9.4% of those who entered the apprenticeship were considered unemployed at the time, although many were young people who had not yet entered the labour market. The diagram below charts the rate of unemployment (in percentages on the vertical axis) per age group (on the horizontal axis). The lines represent the percentage of a specific age cohort that is unemployed, disaggregated by whether they were unemployed at entry (18.2), unemployed after their first transition, or unemployed after their final transition, in comparison with the national unemployment rate.

In general, employment has increased slightly with a slight decrease in unemployment. Figure 2.6 below shows firstly that the unemployment rate declines as age rises. The unemployment rate in the sample is below that of the South African population. For those that enter as unemployed (18.2), the unemployment rate is highest in the 20 – 24 age group, declining slightly between 25 – 29, and thereafter very low for each age group. For those that are unemployed after their first and after their final transition, the rate is very similar, although it appears that the unemployment rate for the former peaks at the 25 – 29 age cohort, whereas the latter peaks at the 30 – 34 age cohort. In other words, the rate of unemployment after the first transition is highest for the 25 – 29 age cohort, whereas the rate of unemployment after the final transition is highest in the older 30 -34 age cohort.

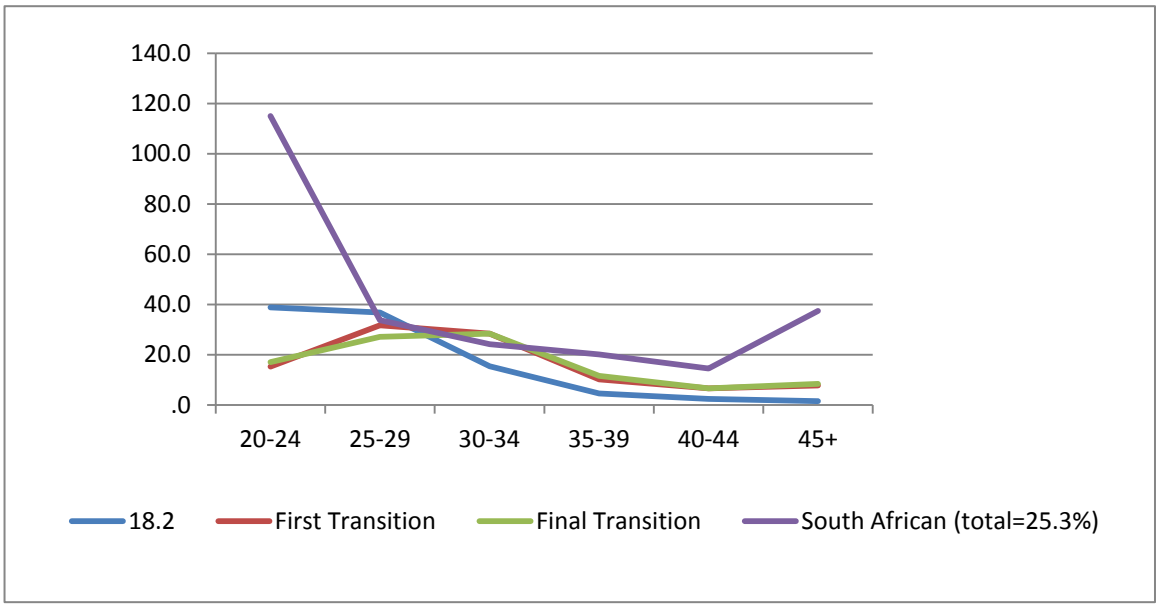


FIGURE 2.6: UNEMPLOYMENT RATE BY AGE GROUP

Note: The group 20 – 24 includes a few participants that were 20.

From a slightly different perspective, Table 2.45 below indicates the labour market status of participants at key points in the apprenticeship pathway: at entry, after first transition and after their final transition. Thus, whereas the graph established a clear decline in the rate of unemployment for all the apprenticeship participants, Table 2.45 aims to ascertain where this occurred.

TABLE 2.45: IMPACT OF PARTICIPATION IN APPRENTICESHIP ON LABOUR MARKET STATUS

Labour market status	First Transition		First and only Transition		Final Transition	
	Employed at entry	Unemployed at entry	Employed at entry	Unemployed at entry	Employed at entry	Unemployed at entry
Working	315(79)	191(65)	240(82)	161(67)	333(84)	193(65)
Working & Studying	4(1)	2(1)	4(1)	2(1)	6(2)	2(1)
Unemployed	73(18)	92(31)	45(15)	70(29)	56(14)	88(30)
Studying	6(2)	10(3)	3(1)	8(3)	3(1)	12(4)
Total	398(100)	295(100)	292(100)	241(100)	398(100)	295(100)
Pearson Chi Square	19.361	P=0.000	19.053	P=0.000	37.288	P=0.000

The data suggests that the high employment rate after participation in an apprenticeship is largely due to an increase in the employment rate of those that started off employed at entry. In other words, 79% of those participants who entered into the apprenticeship as employed made their first transition into work, and when we look at the same group of individuals after their final transition, the proportion has

risen to 84% in employment. When we do the same comparison for those participants who started their trajectory into an apprenticeship as unemployed, we find that a lower 65% made a first transition into work, and this proportion remains constant even after the final transition. Thus, there is a higher propensity for those who enter as employed to be employed after their final transition, in comparison to those who start their journey as unemployed. The differences between groups are also shown in this table, to be statistically significant.

The trend is supported anecdotally by data that assessed how participants gained access to a job after completion of the apprenticeship qualification. The majority indicated that they found employment prior to or during the period of the apprenticeship - particularly with the company that employed him/her prior to their enrolment in the qualification (36%). A third, 34% found employment after completing or leaving the apprenticeship.

TABLE 2.46: HOW EMPLOYED PARTICIPANTS GAINED ACCESS TO EMPLOYMENT

	Frequency	Percent
I was employed by this employer prior to enrolling for the apprenticeship	167	36.0
I am working at the company at which I did my work-based training	86	18.5
I found a job at another company during my apprenticeship	53	11.4
I found a job some time after I completed / cancelled my apprenticeship	158	34.1
Total	464	100.0

The trend may be related to the role socio-economic status plays in employment and life trajectories. Table 2.47 below indicates that participants who are working and studying are likely to have the highest average SES score in comparison to any of the other groups. Those that were studying after the first transition out of the system were likely to have the lowest average SES, which is unexpected (one would have expected this for unemployed participants). However, those who were unemployed as their final or only transition outcome, indeed, had the lowest SES score, and those who were working and studying, or studying, had the highest SES scores at their final or only transition. It is difficult to draw conclusions from these trends. The average SES score after the first transition, suggests that individuals studying at that point, would have the lowest scores in comparison to the other three groups. The average SES score after the final transition on the other hand, suggests that individuals that are unemployed at this point, is likely to have the lowest scores in comparison to the other three groups.

TABLE 2.47: SES SCORE BY TRANSITION

	First transition	Only transition	Final transition
Worked	2.9936	2.4787	2.6203
Worked and Studied	3.6977	3.2975	3.4135
Unemployed	2.4370	2.4518	2.4300
Studied	2.0426	2.6769	2.6368

The less tangible employability benefits of participation in an apprenticeship were assessed by asking participants whether specific skills areas typically associated with employability had been developed

(Table 4.48). An overwhelming majority of respondents (both the employed and unemployed) claimed that participation further developed their technical and teamwork skills, and their self confidence. They were also confident that it had improved their language skills. Of concern however, is that only two thirds perceived a positive impact on their numeracy skills, and even worse in a knowledge economy, only 27% had developed their computer skills.

TABLE 2.48: PERCEPTIONS ON SKILLS DEVELOPED

Skills	Yes	No
Technical	1430	53
	96.4%	3.6%
Computer	392	1091
	26.4%	73.6%
Numeracy	994	489
	67.0%	33.0%
Language	1226	257
	82.7%	17.3%
Teamwork	1394	89
	94.0%	6.0%
Self-confidence	1357	126
	91.5%	8.5%

2.6.2 LOCATION AND MIGRATION

As an illustration of the extent to which participation in an apprenticeship is likely to impact on spatial inequalities, Table 2.49 indicates a net migration into the more urban and better resourced provinces such as the Western Cape and Gauteng, and out of the less resourced and more rural provinces such as Limpopo and the Eastern Cape. The net migration into Gauteng comprises the largest movement into a province, while the net migration out of Limpopo represents the largest movement out of a province.

TABLE 2.49: GEOGRAPHIC SPREAD OF APPRENTICESHIP PARTICIPANTS

Province	Where Grew up	Where Registered	Where Living now	Net Migration
EC	190	117	130	Out (60)
FS	83	71	57	Out (26)
GP	289	646	597	Into (308)
KZ	438	421	412	Out (26)
LM	258	72	106	Out (152)
MP	83	44	55	Out (28)
NC	16	5	11	Out (5)
NW	48	20	27	Out (21)
WC	72	85	86	Into (14)
Missing	6	2	2	
Total	1483	1483	1483	

Note: Missing values include where respondents refused to answer this question and in the case of the 'grew up' variables includes 4 cases where a foreign country was indicated.

The data indicates that there are very few apprenticeship opportunities in some regions, including the Western Cape, and in fact, that there are sizable concentrations of apprenticeship training and employment opportunities only in Gauteng and KwaZulu Natal.

2.6.2 Link between SES and outcome

Assessing the impact of the apprenticeship system requires a consideration of increased employment, but also whether participants have succeeded in overcoming the disparities inherent in South Africa. A consideration of race and SES indicates a continued relationship between the two. Whites are likely to have the highest mean and Africans likely to have the lowest SES.

Table 2.50: SES score disaggregated by race

Race	Mean
African	2.0760
Coloured	2.8107
Indian	3.4503
White	4.9573
Other	4.0770

We also examined whether there were relationships between the socio-economic status of participants and their income potential and labour market outcomes. If the apprenticeship has been successful, there would be no relationship between SES and these variables. However, if the apprenticeship has not been successful in mitigating the impact of an individual's social and economic background, there would be a positive and linear relationship between SES and income (with income rising as SES rises). Figure 2.7 below shows a very erratic trend, which does not indicate a clearly positive or negative relationship between SES and income. This suggests that other factors, including the apprenticeship training, are more determinate of the eventual income of apprenticeship participants. This trend is positive, suggesting shifts in the impact of historical disadvantage on eventual income.

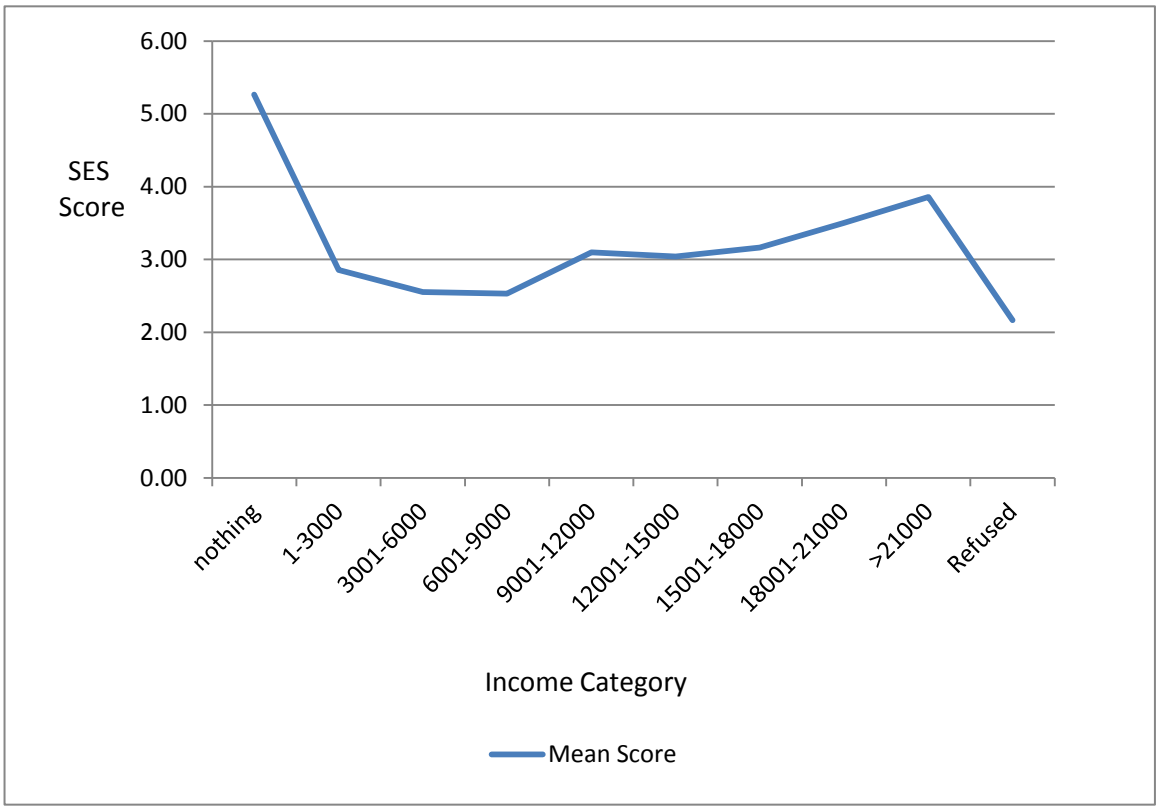


FIGURE 2.7: RELATIONSHIP BETWEEN SES AND INCOME

2.6.3 APPRENTICESHIPS AND THE LABOUR MARKET

In sum, when considering the apprenticeship pathway system as a whole the following labour market trends are evident:

- Trajectories into the system appear to be more complicated than trajectories out into the labour market (but this is most probably a function of the larger number of cases).
- Trajectories out of the system predominantly take the form of a single transition into work, with the majority of this group being those who completed their apprenticeship qualification.
- Those who are unemployed after completing the apprenticeship qualification are more likely to be older, African and female
- The majority of those who are .employed at the final transition started off in employment, and are most likely to be section 28 apprentices.
- Participants perceive that the system as a whole has impacted positively on their employability and skills.
- Participation in an apprenticeship appears to have intervened so that SES has less of an impact on the labour market outcome of participants, although there is a link between race and SES, which seems to have a higher impact at entry into the system.

- Unfortunately the absolute number of qualified artisans produced through the apprenticeship pathway system per year has not yet grown significantly to meet the projected demand.

SECTION 3: TRANSITIONS AND TRAJECTORIES OF LEARNERS AFTER COMPLETING A LEARNERSHIP QUALIFICATION

3.1 THE LEARNERSHIP PATHWAY SYSTEM

Learnerships were introduced in South Africa as part of a new skills development dispensation, intended to address the limitations of the traditional apprenticeship system. A learnership is a work-based learning programme that leads to a nationally recognised qualification directly related to an occupation, for example an accountant, construction worker, health care worker, IT technician or motor mechanic or community care. The learnership pathway system is comprehensive - it includes qualifications at the basic skills (NQF levels 1-3), intermediate skills (NQF level 4) and high skills (NQF levels 5 – 8) levels, and it aims to enhance skills upgrading for the employed (18.1 learners) as well as provide vocational education and training for the young unemployed (18.2 learners). The aim is to provide a recognized occupational qualification achieved through structured institutional learning and applied competence developed through workplace experiential learning. Learners have to attend classes at a college or training centre to complete the classroom-based learning, and they also have to complete on-the-job training in a workplace, whether a firm, government department or small business.

In 2007, the HSRC conducted a baseline study of the learnership population as well as a survey of learnership participants. In the first year of NSDSII, 2005/6, a total of 53 644 learnership registrations, and a total headcount of 52 864 learners was recorded. Those who registered for learnerships in Year 1 were predominately black, the majority men, and mainly young adults (with an average age of 27). The majority of qualifications were registered at NQF level 4, with the largest sectors related to SASETA, CETA and MerSETA.

A survey of this Year 1 learnership population yielded a sample of approximately 7 000 participants. A strong trend identified was that, increasingly over time, a larger proportion of the learnership system catered for the 'young' new entrants to the labour market. Many of those were school leavers who already had a NQF level 4 qualification in the form of matriculation, but who were prepared to seek vocational certification at lower NQF levels in order to enhance their employability (Visser & Kruss 2009). Racially differentiated patterns of enrolment and completion of programmes were evident at the basic, intermediate and high skills level, as well as racialised patterns of participation in distinct economic sectors. Qualitative data gathered through interviews showed that progress through and out of the system was not automatic nor linear, and for some individuals, particularly at the lower NQF levels, their skills development trajectory followed a 'zig-zag' trajectory, from periods of training to unemployment, back to training, on to work, back to unemployment and so on.

This section reports the results of a survey of the same cohort of 7 000 learnership participants registered in Year 1, to investigate their individual transitions and trajectories over time. What has been

the impact of the learnership qualification on employment outcomes, by Year 5 of NSDSII, three years later?

As we have done in relation to the apprenticeship pathway system in section two above, our analysis will consider how groups of young people, distinguished by race, gender, social class or spatial location may have different trajectories through the learnership pathway system, into and through the labour market.

3.2 INSTRUMENT DESIGN AND LOGIC

The logic of the instrument was the same as that for the apprenticeship survey, but the range of possible transitions specific to the learnership pathway system informed the detailed design, and the focus of the instrument was more strongly on outcomes after completion of the qualification (Appendix B). Learners may have entered the learnership programme as an unemployed 18(2) learner, or as an employed 18(1) learner. Then, they may have completed the learnership qualification, or they may have terminated (dropped out) without completing it, or they may have been registered for a number of years. Once they completed or dropped out, they may have found a job, or gone on to further study or training or experienced an extended period of unemployment. In order to record individual trajectories, the instrument consists of four sections:

- **An introduction:** This section confirms the identity of the learner and the learnership programme, the status of the learner at the time of the previous survey in 2007, and whether they have completed a learnership since that date. It then establishes the person's current labour market status: working, working and studying, studying and not working, not working or studying. The person is then streamed to one of four tabs that explores each of these options further. The same core set of items is packaged as appropriate for each labour market and educational outcome.
- **Current labour market and educational outcomes:** For each tab, the nature of the current outcome is established along a set of indicators (nature of work, nature of studying, nature of working and studying, nature of not working). Each set of outcomes then has a section that focuses on the skills outcomes of the learnership, and the opportunity to use these skills – or not, as the case may be.
- **Transition dynamics:** This section asks the person to think back to describe their activities in the years since the learnership progamme. It starts off by setting a baseline year, in which the learnership was completed. It then asks about the first transition outcome after completing (or leaving) the learnership programme, in terms of the same four outcomes (worked, worked and studied, studied, unemployed). Those who have had relatively stable individual 'navigations' or 'trajectories' will have fewer shifts between unemployment and the labour market or further education and training;

conversely, there are those who will have complex multiple navigations backwards and forwards.

- **Personal information or transitions in other domains:** The 2007 learnership survey had limited personal information, which is confirmed in this survey. We also gather more in depth and extensive personal information.

3.3 Composition of learnership survey sample

3.3.1 The sampling frame and target sample

The sample population of approximately 7 000 learners was surveyed between June to September 2007, from a cohort of 42 000 learners, who registered in Year 1 of NSDS II (HSRC 2007). The target sample for the Year 5 survey was set at 2 500 learners, and the realised sample was 2 524 learners. The data thus provides the first opportunity to systematically track the patterns of progression and outcomes of the learnership system over an extended period of time. The analysis contributes significantly to the field, as until now we have only been able to examine trends and patterns at a specific point in time, but not longitudinally.

3.3.2 Sample returns and representivity

Participants were randomly sampled from the cohort of learners surveyed in 2007. This section will detail the extent to which the realised Year 5 sample of 2 524 is representative of the Year 1 population cohort of 53 644 learnership participants.

Table 3.1: Racial representation of sample

	Year 1 Population		Sample		Representation
	N	%	N	%	n/N
African	38,209	71.23	2,175	86.17	5.69%
Coloured	6,897	12.86	117	4.64	1.70%
Indian	1,965	3.66	45	1.78	2.29%
White	6,314	11.77	187	7.41	2.96%
Unknown	259	0.48	0	0	0.00%
Total	53,644	100	2,524	100	4.71%

The final column in Table 3.1 reflects the representation of each race group in the sample as a percentage of the population demographic. For the sample to be perfectly race-representative, these figures should all be equal to the overall percentage that the total sample comprises of the Year 1 population (4.71%). African participants are thus over-represented in the sample, while coloured, indian and white participants are under-represented. Table 3.2 shows overall gender representivity, with female participants very slightly over-represented and male participants very slightly under-represented. Under and over representation in terms of gender is minimal.

Table 3.2: Gender representation of sample

	Year 1 Population	Sample	Representation

	N	%	N	%	n/N
Female	25,069	46.73	1,237	49.01	4.93%
Male	28,463	53.06	1287	50.99	4.52%
Unknown	112	0.21	0	0	0.00%
Total	53,644	100	2524	100	4.71%

Table 3.3 depicts the representation of the SETAs among those participants sampled. W&R SETA is the most accurately represented in the sample, while INSETA is most over-represented and THETA not represented at all. While ISETT SETA is not represented, the *Populations Technical Report* (Van Rensburg et al, 2011) observed a crossover of ISETT and INSETA registrations. If this is accounted for, representivity of these two SETAs combined is a potential 3.75%. This would imply that FIETA is the most over-represented SETA.

TABLE 3.3: REPRESENTATION OF SETAS IN SAMPLE

	Year 1 Population		Sample		Representation
	N	%	N	%	n/N
AGRISETA	3,179	5.93	30	1.19	0.94%
BANKSETA	1,640	3.06	124	4.91	7.56%
CETA	6,180	11.52	256	10.14	4.14%
CHIETA	1,793	3.34	113	4.48	6.30%
CTFL SETA	633	1.18	20	0.79	3.16%
ESETA	1,855	3.46	140	5.55	7.55%
ETDP SETA	589	1.1	36	1.43	6.11%
FASSET	4,018	7.49	96	3.8	2.39%
FIETA	348	0.65	37	1.47	10.63%
FOODBEV	1,883	3.51	20	0.79	1.06%
HWSETA	4,493	8.38	254	10.06	5.65%
INSETA	755	1.41	96	3.8	12.72%
ISETT SETA	1,802	3.36	0	0	0.00%
LGSETA	2,465	4.6	172	6.81	6.98%
MAPPP-SETA	113	0.21	11	0.44	9.73%
MERSETA	5,283	9.85	356	14.1	6.74%
MQA	2,663	4.96	88	3.49	3.30%
SASETA	6,273	11.69	357	14.14	5.69%
SERVICES	2,597	4.84	171	6.77	6.58%
TETA	1,046	1.95	65	2.58	6.21%
THETA	2,358	4.4	0	0	0.00%
W&RSETA	1,678	3.13	82	3.25	4.89%
Total	53,644	100	2524	100	4.71%

Representation at the various NQF skills levels reflects the population well, although level 6 and 7 are respectively over- and under- represented. Level 6 is less of a concern, as level 6 learnership participants form only 1.2% of the population, while level 7 forms a more substantial proportion of the sample (7.3%).

TABLE 3.4: REPRESENTATION OF NQF LEVEL IN SAMPLE

NQF level	Year 1 Population		Sample		Representation
	N	%	N	%	n/N
1	6,934	12.93	218	8.64	3.14%

2	13,250	24.7	718	28.45	5.42%
3	10,866	20.26	514	20.36	4.73%
4	13,362	24.91	749	29.68	5.61%
5	4,446	8.29	163	6.46	3.67%
6	654	1.22	65	2.58	9.94%
7	3,904	7.28	86	3.41	2.20%
Unknown	228	0.43	11	0.44	4.82%
Total	53,644	100	2,524	100	4.71%

The geographic patterns of the Year 1 learnership population are quite well represented in this survey sample, although Limpopo (only 5% of population) is slightly over-represented, and Western Cape slightly under-represented.

TABLE 3.5: PROVINCIAL DISPERSION OF SAMPLE AND POPULATION

	2007 Survey Population		**2010 Survey Sample**		**Representation**
	N	%	N	%	n/N
EC	3,840	7.16	224	8.87	5.83%
FS	3614	6.74	137	5.43	3.79%
GP	15685	29.24	905	35.86	5.77%
KZN	8593	16.02	451	17.87	5.25%
LM	2,706	5.04	221	8.76	8.17%
MP	3846	7.17	184	7.29	4.78%
NC	966	1.8	56	2.22	5.80%
NW	2547	4.75	136	5.39	5.34%
WC	7,142	13.31	174	6.89	2.44%
Unknown	4705	8.77	36	1.43	0.77%
Total	53,644	100	2,524	100	4.71%

Although 18.2 learners (unemployed) (69% of 2007 sample, 78% in 2010 sample) are over-represented, this increases our power to estimate the impact of learnership participation, particularly on employment outcomes. This could be used as a proxy for estimating employment generating potential.

In general, the realized sample can be generalized as a fair representation of the Year 1 population, bearing in mind the over-representation of Africans and 18.2 learners.

3.4 LEARNERSHIP PROGRESS AND COMPLETION

Year 1 participants were classified as having completed, discontinued, or as still continuing their learnership programme. As a starting point for analysis of the Year 5 cohort, each participant's progress towards a learnership qualification was confirmed. Such analysis illustrates the value of longitudinal studies, as only 257 participants, roughly 4% of the survey sample of 6 819, had

completed the learnership by the time of the 2007 survey, just over a year since they first registered in Year 1. In the two and a half years since 2007, those who:

- Completed, may have completed another learnership
- Discontinued, may have completed the same or another learnership
- Were still registered, may have completed the same and/or subsequent learnerships or discontinued their learnership

Analysis of the Year 5 cohort revealed that 2 162 participants completed the learnership qualification for which they had registered in 2005. Only 361 participants had terminated their learnership prior to qualifying. This translates into a high completion rate of 86% for the 2010 sample. Given the high proportion of young adults under the age of 35 in the Year 5 sample (2 523), an overall average completion rate of 86% is an indicator of extremely positive outcomes of the learnership pathway system. Further disaggregation indicates no major difference in completion rates across different age groups, with only approximately 3% difference between the highest (87.5% in the 21 – 24 age group) and lowest (84.01% in the 30 – 34 age group).

TABLE 3.6: % COMPLETION ACROSS AGE GROUPS

	21-24	25-29	30-34	35-39	40-44	45+	Total
Completed	133	811	557	337	152	172	2162
Terminated	19	136	106	50	22	28	361
Total	152	947	663	387	174	200	2523
% Completed	87.50%	85.64%	84.01%	87.08%	87.36%	86.00%	85.69%
% of Sample	6.02%	37.53%	26.28%	15.34%	6.90%	7.93%	100%

Men form the slight majority of the sample, at 51%, but there is little gender difference in completion rates - 86.4% of women as opposed to 85% of men. Analysis by race suggests that indian, coloured and white participants, although very small total numbers, complete at a higher rate than their african counterparts, and that those who terminated their participation without completing the learnership qualification are slightly more likely to be African (Table 3.7).

TABLE 3.7: RACE AND LEARNERSHIP COMPLETION

	Completed	Terminated	Total	% Completed
African*	1,848	327	2,175	85.00%
Coloured	102	15	117	95.73%
Indian	42	3	45	93.33%
White	170	16	186	91.40%
Total	2162	361	2523	85.72%

Note: 1 African participant reported him/her self as registered

Any difference in completion rates between SETAs is difficult to interpret, given the low representation of some sectors in the sample. Also, the completion rates reported in Table 3.8 can only be used as a

rough measure, because sampling was random and not proportional to each SETA's registration. There does appear to be lower completion rate in CETA, with only 66% of the participants completing their qualification in comparison to completion rates between 70% and 95% for the majority of SETAs. Such data can be useful to highlight potential sectoral blockages, for further in-depth investigation.

TABLE 3.8: SETA COMPLETION RATES

SETA	Completed	Terminated	Total	% Completed
AgriSETA	25	5	30	83.33%
BankSETA	118	6	124	95.16%
CETA	169	87	256	66.02%
CHIETA	107	6	113	94.69%
CTFL SETA	16	4	20	80.00%
ESETA	110	30	140	78.57%
ETDP SETA	36	0	36	100.00%
FASSET*	78	17	95	82.11%
FIETA	34	3	37	91.89%
FoodBev	17	3	20	85.00%
HWSETA	231	23	254	90.94%
INSETA	89	7	96	92.71%
LGSETA	163	9	172	94.77%
MAPPP-SETA	9	2	11	81.82%
MQA	78	10	88	88.64%
SASETA	330	27	357	92.44%
SERVICES	145	26	171	84.80%
TETA	53	12	65	81.54%
W&RSETA	57	25	82	69.51%
merSETA	297	59	356	83.43%
Total	2,162	361	2,523	85.69%

Note: *1 FASSET participant reported him/her self as registered

Thus, there is not a great deal of wastage in the system, as only a small proportion dropped out without completing the qualification. This stands in contrast to high drop-out rates from higher education institutions. The fact that the learnership is accompanied by a stipend may be an influential factor. What we do not have is a measure of efficiency, of whether participants completed the learnership qualification in the required number of years.

3.5 INDIVIDUAL TRANSITIONS AND TRAJECTORIES OF LEARNERSHIP PARTICIPANTS

This section seeks to determine the patterns of individual navigations and trajectories through the learnership system and into the labour market. Vocational and occupational training are intended to address structural issues in the South African labour market by means of skilling and upskilling the

labour force to meet the needs of the economy. Hence, we can measure the success of the system not only in terms of absolute employment outcomes, but also in terms of the nature of entry into the labour market, as well as the type of employment and level of earnings received after participation.

There are four primary transitions that a learnership participant can make out of the system on completion of the qualification:

- Enter the labour market and find employment without experiencing unemployment, frictional or structural
- Enter the labour market and find employment, but continue to up-skill by means of continued studies
- Not enter the labour market but continue/return to studying
- Cannot or do not find employment, becoming unemployed either temporarily or permanently

The discussion below analyses the trajectories of groups of learnership participants in terms of these four primary transitions. Note that the primary transition is categorized in comparison with an individual's status as recorded in the 2007 survey. For simplicity, a transition within each outcome is not reported, that is, should a person change from one field of study to another this will be reflected as one transition rather than two.

TABLE 3.9: NUMBER OF TRANSITIONS EXPERIENCED BY PARTICIPANTS

Number of Transitions	N	%
1	1939	77.22%
2	452	18.00%
3	92	3.66%
4	23	0.92%
5	4	0.16%
6	1	0.04%

Contrary to expectations of a high likelihood for complex navigations, and similar to what was found in the apprenticeship survey, the majority of learnership participants made a single transition out of the system. A high 77% of participants experienced a single transition out of the learnership system, and less than 30 people experienced highly complex transitions (Table 3.9).

Figure 3.1 describes what these transitions are - how many individuals were working, working and studying, unemployed or studying after each transition. The largest movement of individuals occurred between the first and second transition, and by a third transition, the vast majority reached their final

outcome, with the majority of these being employed. A substantial second transition was into further study - individuals completed the learnership, were unemployed or worked, and then decided to obtain further qualifications.

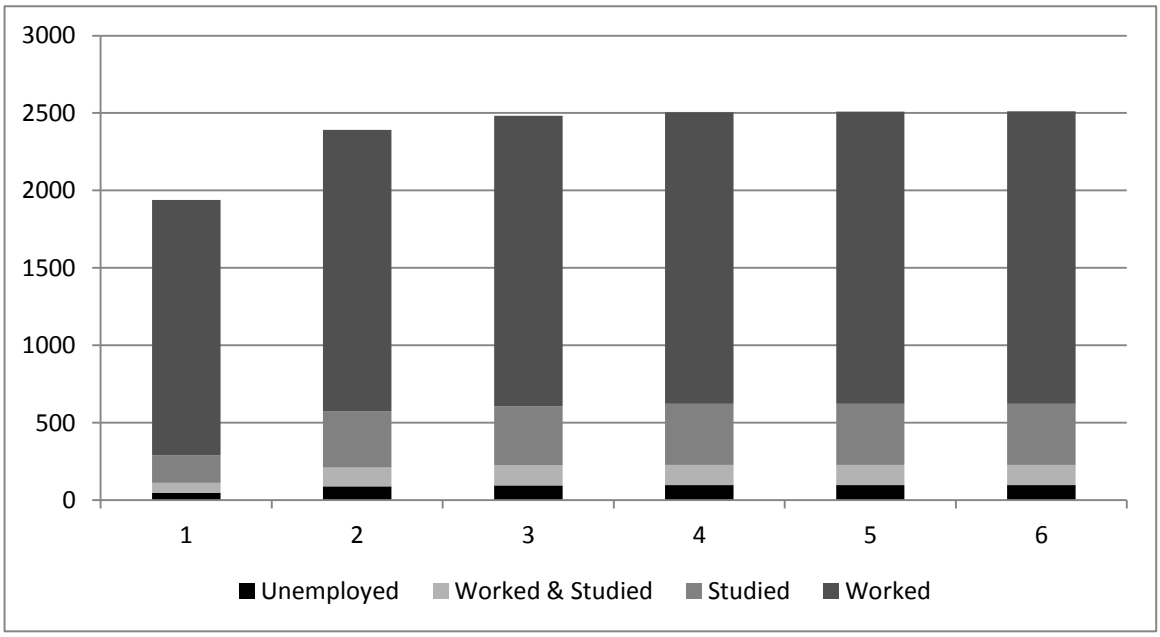


FIGURE 3.1: CUMULATIVE TRANSITIONS OF PARTICIPANTS

The first transition after participation in a skills development system is significant, as it might influence a participants' trajectory. Similarly the final transition is important as it indicates the outcome of learnership participation. Table 3.10 reflects the first transition of survey participants disaggregated by labour market outcome. A high 82% reported that they were employed after their first transition, straight after completion of the learnership, and a very low 4% reported that they were unemployed. A small group of 13% was studying further in some way, and only 4% reported that they were studying and working simultaneously.

TABLE 3.10: FIRST TRANSITION OF LEARNERSHIP PARTICIPANTS

Transition 1	Acronym	N	%
Worked	W	1976	78.29%
Studied	S	339	13.43%
Unemployed	U	104	4.12%
Both Worked & Studied	B	92	3.65%
No Response		13	0.52%
Total Respondents		2511*	100.00%

*Note: This excludes 13 respondents who did not complete the relevant section.

Completion of a learnership qualification is thus extremely likely to result in employment, a strong indicator of positive impact.

The question then is whether labour market transition was straightforward and lasting. Table 3.11 describes the final transition in participants' trajectories. For example, column 1 shows that immediately after leaving the learnership, 1 650 participants entered the work place, 64 worked and studied, 48 became unemployed and 177 studied further. It shows that 1 650 participants had a first transition into employment, and these were still employed in Dec 2010. A total of 1 976 had a first transition into employment (Table 3.10), which means that 326 individuals had more complex trajectories after an initial period of employment. Two thirds, 66% of the sample had a stable employment trajectory, and a very simple transition into the labour market.

TABLE 3.11: CUMULATIVE[8] FINAL TRANSITIONS

	Transitions					
	1	2	3	4	5	6
Worked	1650	1818	1878	1885	1889	1890
Worked & Studied	64	121	129	131	131	131
Unemployed	48	89	95	96	96	96
Studied	177	363	381	394	394	394
Total	1939	2393	2486	2510	2515	2517

Table 3.11 also illustrates participants' final outcome disaggregated by their labour market status at each point. As it represents a cumulative picture, it corresponds with the information presented in Table 3.9, where those that had only one transition after completion equaled 1 939 participants, and those that had 2 transitions equaled 2393, and so on. Table 3.12, while also disaggregating transitions by labour market status, shows the dispersion at each transition. It shows how all participants move between the four different labour market outcomes, for each transition, and thus at any point in time should equal the total sample. Essentially this shows the movements of those prior to final transition, particularly the movement after the second transition, into studying further and away from full time employment, confirming the trends identified.

TABLE 3.12: TABLE OF CUMULATIVE TRANSITIONS

Transitional Cumulative	**Transition**					
	1	2	3	4	5	6
Worked	1976	1851	1894	1886	1889	1890
Worked & Studied	92	152	136	132	131	131
Unemployed	104	105	96	97	96	96
Studied	339	403	385	396	395	394
Total	2511	2511	2511	2511	2511	2511

In summary, several noteworthy patterns emerge:

- Transition out of the learnership stabilizes very quickly. The vast majority of individuals had experienced their final outcome at the time of the survey, after four 'transitions' or

[8] An increase based on successive addition.

changes in labour market destination. A tiny number of seven participants experienced 5 or 6 transitions.

- Learnership participants transitioned quickly into employment, and most remained in employment.
- If participants did not enter employment, they were most likely to study further, to increase their options of employability.
- Participants who were studying (full time or while working), are likely to do so after their second transition, that is, after trying another activity first.

Table 3.13 allows us to drill down further by providing a summary of the set of trajectories of participants, grouped by their first labour market outcome after participation in the learnership.

TABLE 3.13: PARTICIPANT TRAJECTORIES AFTER LEARNERSHIP

Transition						N		Transition						N	%
1	2	3	4	5	6			1	2	3	4	5	6		
W						1,650	65.71	**U**						48	1.91
W	S					168	6.69	**U**	W					29	1.15
W	B					52	2.07	**U**	S					16	0.64
W	U					31	1.23	**U**	W	S				3	0.12
W	B	W				24	0.96	**U**	B					2	0.08
W	S	W				23	0.92	**U**	B	S				2	0.08
W	S	W	S			10	0.4	**U**	W	B	U	W		1	0.04
W	U	W				4	0.16	**U**	W	B	S			1	0.04
W	B	W	B			2	0.08	**U**	B	W				1	0.04
W	U	S				2	0.08	**U**	S	W				1	0.04
W	S	W	S	W		2	0.08	***Subtotal***						***104***	***4.14%***
W	S	U				2	0.08	**S**						177	7.05
W	B	U				1	0.04	**S**	W					122	4.86
W	U	W	B	W		1	0.04	**S**	U					10	0.4
W	U	W	U			1	0.04	**S**	W	S				6	0.24
W	U	S	W	S	W	1	0.04	**S**	U	W				4	0.16
W	S	B				1	0.04	**S**	W	B				3	0.12
W	S	U	S			1	0.04	**S**	W	B	W			3	0.12
Subtotal						***1,976***	***78.69%***	**S**	W	U				3	0.12
B						64	2.55	**S**	W	S	W			3	0.12
B	W					17	0.68	**S**	B					3	0.12
B	W	B				4	0.16	**S**	U	S				3	0.12
B	W	W				2	0.08	**S**	W	B	S			1	0.04

B	W	S			2	0.08	**S**	B	W	1	0.04
B	S				2	0.08	***Subtotal***			***339***	***13.50%***
B	W	B	W		1	0.04	***Total***			***2,511***	***100%***
Subtotal					***92***	***3.66%***					

Table 3.13 reiterates that the most likely first transition after completion of a learnership qualification is into work - W - (79% of sample) of whom 86% end up as employed. Those participants whose first transition after leaving/completing the learnership qualification was into working and studying at the same time – B - do not experience unemployment in their trajectory. This group only represents roughly 4% of the sample. They appear to be preparing themselves on a specific career path, working and studying further for an extended period.

Those participants whose first transition after completion of a learnership was to a period of unemployment - U - also represent only 4% of the sample. Less than half of these participants remained unemployed, moving on to employment or to study towards further. This is a difficult trend to analyse, as most individuals will not find work directly after completing the learnership, and might be unemployed for a few months. The fact that the group is so small is a positive indication that those with learnership qualifications are accessing jobs quite rapidly, quickly enough that they do not count themselves as unemployed.

A quite sizeable group of participants moved on to study further directly after completion - S. This is also a difficult trend to analyse. Does it indicate an increased need for certification because of the difficulties in finding employment, or does it indicate a need for increased educational achievement to enhance employment prospects and career mobility, or does it indicate progression to the next level of qualification towards an occupation? In order to assess whether this trend indicates upward progress, we would need to ascertain the nature of further study - is at a higher level, in complementary fields and so on, than the participants' current qualification? Data to address these questions is explored below in Section 3.5.2.

Two main trends are evident in the trajectories of learnership participants. Firstly, participants move quickly into employment and remain in employment, and secondly, if participants do not enter employment, they are next most likely to study. We explore these two main trajectories of these groups of individuals in more depth – those who are employed after their final transition, and those who are studying after their final transition.

3.5.1 Enter the labour market and find employment

This group refers to those individuals who indicated that they are working or employed as their final outcome (a total of 1890 individuals). The majority of these individuals found work in large, private companies. Only 3% found or created self employment. The majority (65%) found employment in the private sector, followed by those in government, representing 29% of the respondents. An additional 3% are reported as working for parastatals. In total, 97% of this group is reported as employed in the formal sector, only 3% in the informal sector.

TABLE 3.14: SECTORAL CLASSIFICATION OF EMPLOYERS OF LEARNERSHIP PARTICIPANTS

Classification	Working	Percentage
Private sector	1194	65%
Self employed	54	3%
Parastatal	58	3%
Government	523	29%
Total	1829*	100%

*Note: 61 of the total of 1890 individuals that were employed after their final transition, did not answer this question.

Likewise, the majority were employed in large companies, 77% of the working respondents. Moderate sized business accounted for 12%, followed by 7% in small and 4% in micro firms.

TABLE 3.15: SIZE OF COMPANIES PARTICIPANTS EMPLOYED AT

Company size	Working	Percentage
Large 150+	1408	77%
Medium 50-149	215	12%
Small 11-49	134	7%
Micro 1-10	72	4%
Total	1829	100.00%

We can conclude that learnership participants are primarily being absorbed by the formal sector and secondly, by large private and governmental organizations. Table 3.16 below indicates that the largest proportion is employed in the community, social and personal services sector. The second largest group (15% of the sample) is employed in the financial intermediation, insurance sector. These are likely to be participants registered with FASSET, BankSETA and ISETT, whose learnerships are at higher skills levels and related to established occupations and well established occupational training and certification pathways. The lowest numbers are employed in the agriculture, hunting, forestry and fishing sector.

TABLE 3.16: ECONOMIC SECTOR WHERE PARTICIPANTS ARE EMPLOYED

Economic sector company falls under	Working	Working & Studying	Total	Percent
Agriculture, hunting, forestry & fishing	25	1	26	1.33%
Mining & Quarrying	56	2	58	2.98%
Manufacturing	178	4	182	9.34%
Electricity, gas and water	158	10	168	8.62%
Construction	77	9	86	4.41%
Wholesale and retail trade	110	8	118	6.05%
Transport, storage and communication	86	9	95	4.87%
Financial intermediation, insurance	260	37	297	15.24%
Community, social and personal services	701	39	740	37.97%

Private households with employed people	48	0	48	2.46%
Unsure	60	1	61	3.13%
Other	68	2	70	3.59%
Total	1827	122	1949	100

Disaggregation by occupational category confirms that the majority is employed in community and personal services (Table 3.17), with sizable groups of professionals, technicians and trade workers, and clerical and administration occupations. We need to bear in mind that these occupational categories are a mixture of self-reporting and the interviewer's interpretation and categorization of the occupation indicated by the respondent. Nevertheless, aside from community and personal service which is difficult to categorise, and labourers, most of the employment is in occupational categories that require intermediate and high level skills.

Of note is that 90% reported that they are employed in permanent positions, with very few of these finding casual employment. Considering a sectoral perspective, it seems that contracts are more likely in the community and personal service occupations.

TABLE 3.17: OCCUPATIONAL CATEGORY IN WHICH PARTICIPANTS ARE EMPLOYED

Occupational category	Contract	Permanent	Casual	Total
Labourer	20	56	7	83
Machinery operators & Driver	33	168	6	207
Sales worker	19	86	10	115
Clerical and administration	33	230	7	270
Community and Personal service	47	475	9	531
Technicians and trades Worker	30	258	4	292
Professional	35	340	4	379
Manager	6	76	1	83
Total	223	1,689	48	1,960

Taken together, these trends suggest that learnership participation facilitates transition into stable employment opportunities for the majority of participants.

An evaluation of perceptual data is useful to gain a sense whether participants feel that they have benefitted from participation in the learnership. Participants were asked whether they felt that participation in the learnership has resulted in skills acquisition. Most were positive about 'soft' or generic skills such as team work and self confidence, but again, as with the apprenticeship, the low evaluation of computer and numeracy skills is a concern.

TABLE 3.18: PERCEIVED SKILLS ENHANCEMENT FROM LEARNERSHIP PARTICIPATION

What skills were developed:	Yes	No
Technical	1791	733
	70.96%	29.04%
Computer	1017	1507
	40.29%	59.71%

Numeracy	1466	1058
	58.08%	41.92%
Language	1742	782
	69.02%	30.98%
Teamwork	2070	454
	82.01%	17.99%
Self-confidence	1858	666
	73.61%	26.39%
Any of the above	2325	199
	92.12%	7.88%

Just over half of the 2 021 employed participants, 52% (1041) were employed at the same work place as their experiential training. This indicates the importance of ensuring appropriate work experience placements, but conversely, highlights that roughly half of employers who train are not employing the skilled talent that they have nurtured.

While 61% (1236) of the 2 021 participants reported that their current employment was directly related to the learnership qualification, conversely 53% (1077) reported that no qualification was necessary for their current job. This means that having a learnership qualification may serve as an indication of employability to employers, rather than a capability for specific skills required in a sectoral labour market.

The perceptions of participants provide a perspective that also suggests a less positive impact than the employment rates may suggest. Perceptions were measured in terms of four indicators essentially related to improving the employability of the participant: the belief that participation improved employment access, promotion, responsibility and earnings. More than a quarter, 28% of participants reported no positive employability outcomes from participation at all (Table 3.19). While 65% believed that the learnership had helped them to access the job they wanted, very few rated other benefits highly. In particular, learnership was not seen to lead to progression in employment – very few were promoted or earned more money after the learnership qualification. The learnership qualification was assisting in accessing the labour market, but not necessarily in the acquisition of skills that would allow for meaningful work or career advancement.

TABLE 3.19: PERCEIVED IMPACT OF LEARNERSHIP PARTICIPATION ON OUTCOMES FOR THE EMPLOYED

Learnership helped to:	Yes	No
Access the job you want	1309	712
	64.77%	35.23%
Be promoted	489	1532
	24.20%	75.80%
Manage more responsibilities in the workplace	1171	850
	57.94%	42.06%
Earn more money	714	1307
	35.33%	64.67%
Any of the above	1459	562

72.19%	27.81%

It may be that participation in the learnership programme assists in matching participants to firms in terms of skills generation and networking. Nevertheless, 77% of those who completed a learnership were employed at December 2010, in contrast with 66% of those who did not complete (Table 3.20 indicates a statistically significant relationship). Unemployment rates are very similar between those who completed and those who terminated, at 3.8% and 4.2% respectively. It appears as though the difference in the employment outcomes between the two groups lies in that those who did not complete their learnership programme have moved to another form of studying or skills development programme. We turn to examine this group next.

TABLE 3.20: EMPLOYMENT STATUS AND LEARNERSHIP COMPLETION

	Employed	Working and Study	Unemployed	Studying	Total
Completed	1,655	115	81	301	2,152
	76.91%	5.34%	3.76%	13.99%	
Terminated	235	15	15	93	358
	65.64%	4.19%	4.19%	25.98%	
Total	1,890	130	96	394	2,511

*Pearson Chi-Squared = 34.2190, P = 0.000

3.5.2 RETURNING TO LEARNING - CONTINUED STUDIES

We found the other most likely trajectory after participation in the learnership system is continued study, either after a first transition into employment, or directly after completing the qualification. Participants who return to "studying" without concurrent employment are the second largest distinct group – comprising 15.69% of the sample. The primary issue pertaining to this group is *why is it that they have returned to studying*? To illuminate why, this section will detail the attributes of these participants as well as the nature of their further studies.

Table 3.21 below indicates that the majority (65.81%) of those who are currently studying are involved in programmes concentrated between NQF level 1-3. This casts serious doubt on the extent to which these studies are an indication of pursuit of higher level advancement, as opposed to a certification exercise to enhance employability and labour market access. It stands in contrast to the strong trend towards advancement after completing the apprenticeship qualification.

TABLE 3.21: NQF LEVEL OF STUDIES

NQF Level	Studying
1	53 (24.42%)
2	149 (20.84%)
3	105 (20.55%)
4	66 (8.88%)
5	13 (7.98%)
6	3 (4.62%)
7	3 (3.49%)
Unknown	2 (18.18%)

Total	394 (100%)

Pearson chi2 (28) = 146.2733 Pr = 0.000

To get closer to an answer, in Table 3.22, we compare the NQF level of the highest qualification achieved prior to the learnership (as measured in the 2007 survey) for those whose current status was studying further. Astonishingly, roughly 90% of these individuals had qualifications at NQF level 4 and above. Why are these individuals prepared to pursue lower level qualifications? It appears that such further study is primarily motivated by a desire for occupational certification rather than a means of career or academic advancement. This is in line with previous findings (Visser & Kruss, 2007) but a serious indication of problems in articulation and progression in the post-school system.

TABLE 3.22: HIGHEST QUALIFICATION BEFORE PARTICIPATION IN THE LEARNERSHIP

Highest Qualification (Prior Survey)	Final Transition (Present Survey)	Total
NQF Level	**Studied**	
Basic Office Management	0	1
NQF 0 (ABET 1 (Std 1	0	1
NQF 0 (ABET 3 (Std 5	1	7
NQF 1 (ABET 4 (Std 7	2	17
NQF 2 (N1)	1	8
NQF 2 (Std 8 / Gr10)	8	46
NQF 3 (N2)	3	19
NQF 3 (Std 9 / Gr11)	33	118
NQF 4 (Matric)	256	1,706
NQF 4 (N3)	18	77
NQF 5 (Diplomas / Occupational Certificates	54	345
NQF 6 (First degrees	13	123
NQF 7 (Honours / Masters)	2	29
None	1	1
Not applicable	2	6
Total	394	2,524

Pearson chi2 (60) = 100.8938 Pr = 0.001

Unfortunately, data on the specific qualifications was poor, with only 5% (20 participants) indicating the name of the qualification, and only 4 participants providing information on whether they were involved in full/part-time study, the type of institution and their motivation for further study. Thus, the information that follows can only be used as indicative, to highlight fairly anecdotal trends. What does stand out from list of courses provided as that these are all highly technical and primarily related to artisanal occupations. It may be that participants are prepared to 'go back' to the beginning, to study at a lower level to enter more high value, scarce skills occupations.

TABLE 3.23: COURSES STUDYING PARTICIPANTS ARE INVOLVED IN

Course Name	N	%
BSOCSCI	1	0.05
BTECH ELECTRICAL	1	0.05
BUSINESS ADMINISTRATION	1	0.05
CIVIL ENGINEERING	2	0.05
COMPUTER LITERACY	1	0.05
COMPUTER SCIENCE	1	0.05
ELECTRICAL ENGINEERING	1	0.05
ELECTRICIAN	1	0.05
HUMAN RESOURCES	1	0.05
INFORMATION TECHNOLOGY	1	0.05
INSTALLATION RULES	2	0.1
INSTRUMENTATION	1	0.05
MECHANICAL DIPLOMA	1	0.05
MECHANICAL FITTING	1	0.05
TEXTILE QUALITY MANAGEMENT	1	0.05
WIRE INSPECTION	1	0.05
WIRE MAN'S LICENSE	2	0.1
TOTAL	20	1

Evaluating the sectoral distribution it is clear that the majority of those engaged in further study are found to be in CETA, the construction related sector (23%), which had the lowest completion rate in the sample (Table 3.8 above). This suggests that some of these participants may not have completed the learnership, and have moved on to other forms of certification.

TABLE 3.24: SECTORAL DISPERSION OF THOSE WHO ARE ENGAGED IN FURTHER STUDY

SETA	Freq.	Percent
AgriSETA	7	1.78
BankSETA	7	1.78
CETA	92	23.35
CHIETA	4	1.02
CTFL SETA	4	1.02
ESETA	25	6.35
ETDP SETA	5	1.27
FASSET	4	1.02
FIETA	6	1.52
FoodBev	4	1.02
HWSETA	22	5.58
INSETA	9	2.28
LGSETA	15	3.81
MAPPP-SETA	2	0.51
MQA	12	3.05
SASETA	56	14.21
SERVICES	18	4.57
TETA	13	3.30
W&RSETA	18	4.57
merSETA	71	18.02
Total	394	100.00

The other two noteworthy sectors in terms of sizable groups of those in further training appear to be MERSETA (18%), the manufacturing sector, and SASETA (14%), the safety and security sector. The data points to the need for further in depth study of certification and career paths in these sectors. In the absence of more comprehensive information, two vignettes are enclosed in the boxes below to illustrate the characteristics of individuals that might typically take this trajectory through the learnerships pathway system.

The first individual is an African male, 30 years of age, involved in a learnership through ESETA. He is from a humble background, living in an informal dwelling in a backyard. He is single, but lists on adult as a dependent. He uses public transport and his female guardian is listed as not working outside of the home. His SES score falls in the bottom 2% of the sample.
He attended school in a rural area, growing up in central KwaZulu-Natal, having now migrated to live in Gauteng. His highest qualification prior to learnership was Matric. He completed his learnership and received a National Certificate in Electrical Engineering (Electrical Construction) at NQF Level 2. He perceives participation in the learnership to have imparted technical, computer, numeracy, language and literacy, teamwork skills and self-confidence. He has worked at three different jobs since 2006 until he decided to study again in 2010.
He is now studying towards a Diploma in Education at NQF level 5 (a 3 year qualification) at a university, while still working part time. He is studying further because he feels that this qualification will enable him to find work in an area of scarce skills, and also to gain a higher level of formal qualification. He is being supported by his parents in terms of his study expenses.

The second individual is a 28 year old African female, involved in a learnership through SASETA. She grew up in Durban and attended school in an urban area. She still lives in KwaZulu-Natal. She reports her father and mother's highest education to be grade 3. Neither parent worked outside the home, and she uses public transport. She lives in a house on a separate stand, and is single with two child dependents. Her SES score falls in the bottom 50% of the sample – slightly below the sample median (SES score -0.71, median -0.70).
Her highest qualification prior to entering the learnership was Matric (NQF level 4). She participated in and completed the General Security officer's qualification at NQF level 3. She feels that participation in the learnership benefitted her skills acquisition in various areas (technical, computer, numeracy, language and literacy, teamwork skills and self-confidence)
She is now involved in studying towards an electrical related qualification at a University of Technology (a 3 years course). She indicates that her studies are supported by her parents, and that she covers her own living expenses, although she does not indicate how. She indicates that she is pursuing further education for employment gain, the need for a formal qualification, and in pursuit of advancement. Her trajectory up to this point zig-zags between working and then studying (worked in 2006, studied 2007, worked 2008 and studied 2010).

The majority of those who are studying (95%), are African, and proportionately, this is higher than the representation of Africans in the sample overall (86%). More specifically, African females (58%) dominate this more complex trajectory, which is particularly significant, as the overall sample is

dominated by African males. This suggests a racialised and gendered pattern in the demand for education and training post-learnership qualification. It could reflect higher aspirations amongst African participants - or that African participants perceive that further occupational certification or educational achievement will overcome barriers to entry into the labour market. It may be that they struggled to access the labour market, or decided to continue studying due to poorer performance within their learnership training.

TABLE 3.25: RACE AND GENDER OF THOSE WHO ARE STUDYING AFTER THEIR FINAL TRANSITION

	Female	Male	Total
African	218	158	376
Coloured	4	9	13
Indian	0	1	1
White	1	3	4
Total	223	171	394

While performance scores and information regarding cognitive abilities and productivity are not available, this group does appear to exhibit a lower completion rate of learnerships than the sample overall. In fact only 76% of this group completed their learnership qualification, as opposed to the 86% completion rate of the total sample, which suggests that they are seeking alternative routes to the labour market.

To further investigate whether the continued studying is a means to increase mobility, or a means of seeking further certification (Visser & Kruss, 2009) in the face of not being able to find employment, we evaluate the NQF levels from a different perspective. Figure 3.2 indicates that this group who was studying further was typically registered for lower NQF level learnership qualifications – at levels 1, 2 or 3 - than the total sample – at levels 2, 3 or 4. This suggests that further study – or training - is primarily a means towards certification to enhance employability and labour market access, or to advance from low level qualifications and lower status employment.

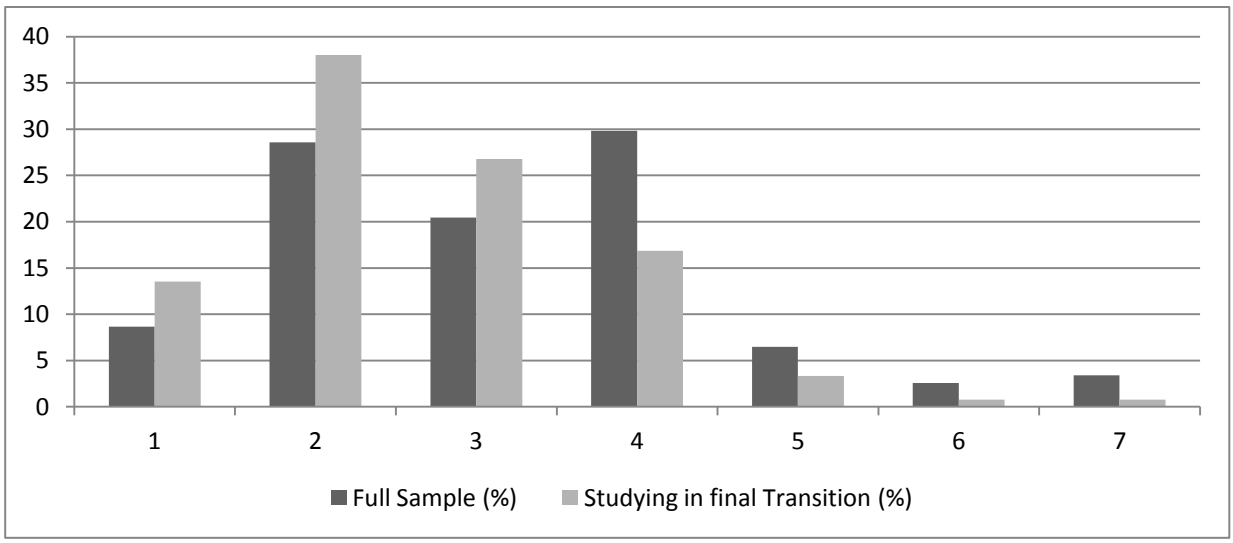


FIGURE 3.2: PERCENTAGE OF PARTICIPANTS ACROSS NQF LEVEL

The role that the level of education and training plays in terms of employment is clearly captured by the data in Table 3.25. There is a significant relationship between the unemployment rate and NQF level, with the unemployment rate decreasing with an increase in NQF level. In other words, the higher the NQF level of the qualification, the lower the likelihood of being unemployed. More education and training at lower NQF levels is thus unlikely to improve these individuals' employability.

TABLE 3.26: THE RELATIONSHIP BETWEEN NQF LEVEL OF STUDIES AND EMPLOYMENT

NQF Level	Final Transition				Total	% Employed	Unemployment Rate
	Working	Working & Studying	Unemployed	Studying			
1	144	2	18	53	217	67.28%	10.98%
	66.36%	0.92%	8.29%	24.42%			
2	498	38	30	149	715	74.97%	5.30%
	69.65%	5.31%	4.20%	20.84%			
3	373	18	15	105	511	76.52%	3.69%
	72.99%	3.52%	2.94%	20.55%			
4	612	42	23	66	743	88.02%	3.40%
	82.37%	5.65%	3.10%	8.88%			
5	132	12	6	13	163	88.34%	4.00%
	80.98%	7.36%	3.68%	7.98%			
6	57	3	2	3	65	92.31%	3.23%
	87.69%	4.62%	3.08%	4.62%			
7	66	16	1	3	86	95.35%	1.20%
	76.74%	18.60%	1.16%	3.49%			
Unknown	8	0	1	2	11	72.73%	11.11%
	72.73%	0.00%	9.09%	18.18%			
Total	1 890	131	96	394	2511	80.49%	4.53%
	75.27%	5.22%	3.82%	15.69%			

Pearson chi-squared = 141.4975 Pr = 0.000

The trajectory of these individuals may be determined by a lack of access to quality education in earlier years, which resulted in racialised inequalities in educational attainment. The pattern may reflect that those with lower educational attainment wish to further their qualifications, or are struggling to find employment due to low educational attainment. This is a familiar South African pattern, where study becomes a means of continuing with some 'productive' activity in the absence of work. Further evidence to support this explanation is the fact that this group has a much lower SES score than those who are working or are simultaneously working and studying. Only the unemployed group appears to have lower SES scores (Table 3.27).

TABLE 3.27: SES SCORE BY TRAJECTORY AND OUTCOME

Labour market status	First Transition	First and only Transition	Final Transition
Working	0.1031	0.1650	0.1185
Working & Studying	1.0207	1.1805	0.7964
Unemployed	-0.6797	-0.8606	-0.7280
Studying	-0.6646	-0.7967	-0.6524

*Note: This table uses the unadjusted SES scores.

Exploring the trend further, Figure 3.3 below illustrates the age profile of the participants grouped by their final outcome. There appears to be a distinct difference between those that are working and studying, unemployed, studying only and employed, but our primary interest is the difference between those studying and those working.

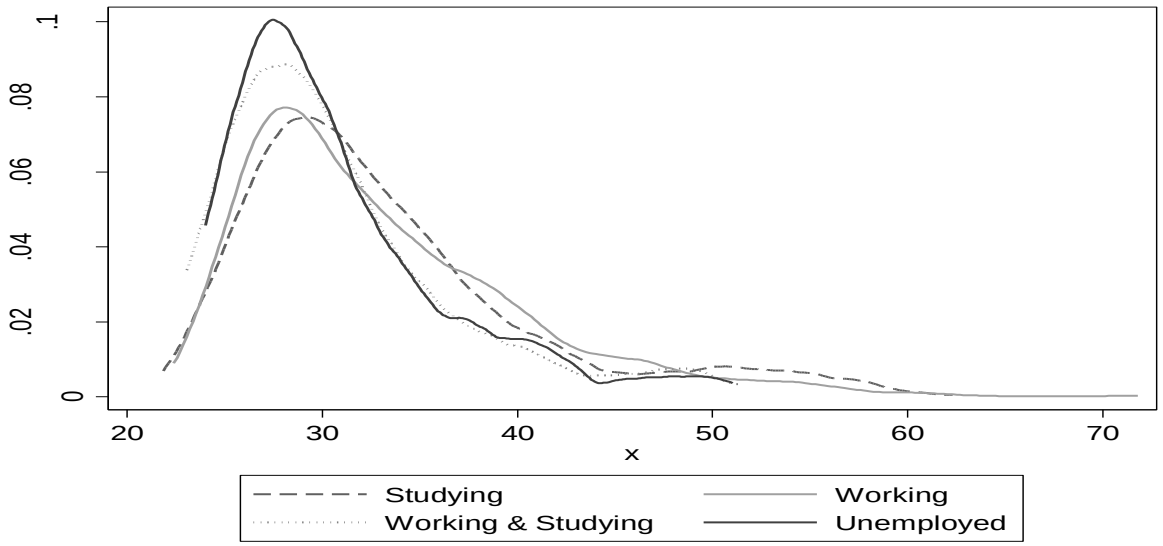


FIGURE 3.3: AGE PROFILE BY FINAL TRANSITION OUTCOME

Interpretation of the trends should bear the variable size of the four groups in mind. Participants who are unemployed and those who are working and studying are concentrated more tightly around a younger age, whereas those who are studying and those who are working are distributed over a higher age range. Those that are studying or working only are grouped very similarly, although the studying group is perhaps slightly older. This could imply that older participants who do not enter employment pursue additional education and training, as opposed to slightly younger participants who perhaps do not have access to continued studies and thus find themselves unemployed or working simultaneously in order to afford additional certification.

In summary, the demand for additional education and training derives from slightly older, African and female participants, who have a low SES score, also evident in a pattern of low existing educational attainment. Based on this analysis, it would appear that the trajectory of continued full time study after participation in a learnership reflects individual's perception that further certification will better place them for employment. This perception is misplaced, as the certification is pursued in the main at NQF levels lower than matric, or the existing learnership qualificaiton. The existence of this trajectory illustrates that the learnership pathway system might not be assisting a smooth transition into work for a substantial proportion of individuals.

3.6 Assessing the impact of participation on labour market outcomes

This section is somewhat different to the previous sections, which aimed to look more systematically at the possible sets of individual navigations and identify the main trajectories after participation in a learnership. This section now tries to measure the impact of completing a learnership, by comparing participants' entry information with their exit information.

Those who entered as 18.2 (unemployed) learners, form the majority of the sample, approximately 78%. The trajectories of this group are thus of particular interest. If skills development by means of participation in a learnership programme has the desired effect, participants who were unemployed prior to their learnership should exhibit similar labour market trajectories to those employed prior to participation. The learnership programme would ideally instill the requisite, scarce and critical skills such that unemployment is avoided.

Table 3.28: Impact of learnership participation on employment trajectory of unemployed vs. employed participants

Labour market	1st Transition		First & Only Transition		Final Transition	
status	18.1	18.2	18.1	18.2	18.1	18.2
Worked	469 (86%)	1480 (77%)	417 (89%)	1214 (84%)	447 (82%)	1422 (74%)
Worked & Studied	26 (5%)	66 (3%)	21 (4.5%)	43 (3%)	32 (6%)	97 (5%)
Unemployed	15 (3%)	88 (5%)	9 (2%)	38 (3%)	14 (3%)	79 (4%)
Studied	38 (7%)	299 (16%)	21 (4.5%)	156 (11%)	55 (10%)	335 (17%)
Total	548	1933	468	1451	548	1933
PearsonChiSquared	32.7386	P = 0.000	19.4471	P =0.000	21.3102	P = 0.000

*Note: Percentages may not all add up to 100% due to rounding.

Table 3.28 describes how first transitions, first and only transitions and final labour market transitions differ between the two groups, 18.1 and 18.2 learnership participants.

A high 89% of the 18.1 group (those employed on entry to the learnership) experienced a single transition into employment, whereas a slightly lower 84% of the 18.2 group experienced the simple trajectory into employment. This does not indicate that learnership programmes do not impart the necessary skills to meet labour market demand as readily for 18.2 learners, but it does imply potentially more complex trajectories to employment.

A marked propensity for 18.2 learners to continue pursuing further certification is evident at all three points in a trajectory, whether the first transition (16% compared to 7% for 18.1 learners), the first and only transition (11% compared to 4.5% for 18.1 learners), and the final outcome (17% compared to 10% for 18.1 learners).

Where participants work and study simultaneously, there is little difference between the groups, although 18.1 participants are slightly more likely to work and study simultaneously. The proportion of participants who indicated that they were unemployed, is low in each group with a slightly higher proportion of 18.2 learners indicating that they remain unemployed after completing the learnership.

Although, the table indicates that these differences between groups are statistically it does not illustrate a higher propensity for those that enter as unemployed to be employed after their final transition. Those that enter as employed continue to form the overwhelming majority of those individuals employed at entry (86%), after first and only transition (89%), and after the final transition (82%).

Table 3.22 describes the racial composition of those employed and unemployed at entry and at final outcome, showing that substantial racial disparities between 18(1) and 18 (2) participants continue to impact. White participants have a higher representation in the employed groups before and after, with higher African representation in the unemployed groups. It is a concern that African participants still form a large majority of those that were unemployed at the time of the survey, 96%, an over-representation in terms of their proportion in the sample.

TABLE 3.29: RACE AND EMPLOYMENT

Race	Employed at entry	Unemployed at entry	Employed Final Transition	Unemployed Final Transition	Total
African	427	1720	1698	92	2147
	77.36%	88.57%	84.02%	95.83%	86.09%
Coloured	34	82	102	1	116
	6.16%	4.22%	5.05%	1.04%	4.65%
Indian	15	30	42	1	45
	2.72%	1.54%	2.08%	1.04%	1.80%
White	76	110	179	2	186
	13.77%	5.66%	8.86%	2.08%	7.46%
Total	552	1942	2021	96	2494*

Note: *18.1 and 18.2 informtion is missing for 30 participants

Table 3.30 analyses the percentage of labour force participants - those employed or employed and studying - at key transition points in the system for each SETA (at registration, 1st transition, 1st and only transition and final transition). Due to the small number of participants in some SETAs, strong conclusions cannot be drawn for every sector.

MAPPP, SASETA and BANKSETA had the highest proportion of 18.2 participants in the sample on registration. Excluding those studying and not part of the workforce, every SETA illustrates above 90% employment as their final outcome, (except MAPPP with only 11 participants). This is a significant increase from 22% employed on registration. Even including those studying, less than 20% of the sample

is unemployed, as opposed to the 25% unemployment rate of the labour force across South Africa, using the 'narrow definition' of unemployment (National Treasury, 2011).

TABLE 3.30: SETA PROFILE OF EMPLOYED PARTICIPANTS

SETA	18.1 Employed	Employed 1st transition	Employed 1st & only transition	Employed final transition
AgriSETA	20.00%	92.00%	95.24%	95.65%
BankSETA	6.45%	97.37%	97.92%	95.73%
CETA	12.11%	87.27%	94.02%	93.90%
CHIETA	45.13%	98.17%	98.96%	97.25%
CTFL SETA	70.00%	100.00%	100.00%	100.00%
ESETA	18.57%	92.56%	96.84%	92.17%
ETDP SETA	50.00%	100.00%	100.00%	100.00%
FASSET	19.79%	100.00%	100.00%	98.91%
FIETA	35.14%	89.66%	92.31%	90.32%
FoodBev	25.00%	94.12%	92.86%	93.75%
HWSETA	44.88%	91.70%	93.53%	91.81%
INSETA	16.67%	96.67%	98.53%	96.55%
LGSETA	10.47%	99.35%	100.00%	99.36%
MAPPP-SETA	0.00%	90.91%	100.00%	77.78%
MQA	10.23%	98.68%	100.00%	100.00%
SASETA	1.40%	97.38%	99.21%	97.67%
SERVICES	12.73%	98.09%	97.67%	96.73%
TETA	29.03%	94.34%	97.30%	90.38%
W&RSETA	46.34%	93.06%	94.44%	90.63%
merSETA	36.52%	93.65%	96.46%	94.39%

Total	22.13%	95.21%	97.28%	95.45%

3.6.1 Shifting unemployment rates

The first major conclusion is thus that the learnership pathway system had a positive impact on the rate of unemployment for this sample. Figure 3.4 below describes the unemployment rate by age, grouped by the key transition points, relative to the national trend. The series represented by "South Africa" is adapted from National Treasury 2011, measuring the estimated unemployment rate in the third quarter of 2010 from the quarterly labour force survey. This line demonstrates the high unemployment rates experienced by younger South Africans, which declines as age increases. Section 18.2 represents the portion of the sample unemployed at registration for the learnership qualification by their age in December 2010 – thus comparing the same groups. The 'First transition' line indicates the unemployment rate by age for those who were unemployed at their first transition, immediately after completing the learnership, and the 'Dec-10' line illustrates the same rate of unemployment by age group for those who were still unemployed at December 2010.

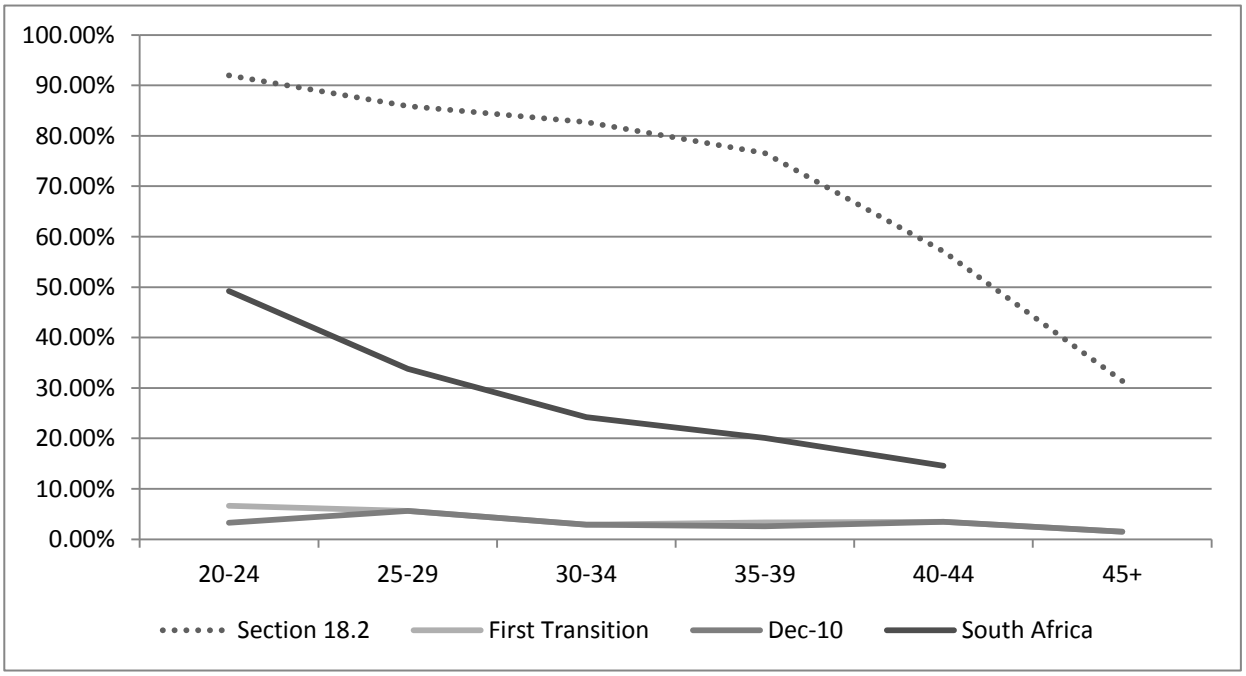


Figure 3.4: Unemployment rate by age bracket (age at december 2010)

It is evident that unemployment rates after the first transition and final outcomes in December 2010 are very low, far below the national age-norm – whereas prior to the learnership, unemployment rates were far higher than the national age norm. These participants have thus successfully shifted from a disproportionately unemployed sample to one which is employed at a much higher rate than the South African population.

3.6.2 Shifts in location - Migration

Industrial and skills development agglomeration is closely related to spatial location, so it is useful to evaluate how participation in learnerships relates to the movement of individuals over time. We assessed where individual participants grew up, where they were based in 2007 and again in 2010. Table 3.31 indicates a net migration away from the Eastern Cape, Free State, Limpopo and North West Province, provinces known for poverty and high unemployment rates. KwaZulu Natal, Mpumalanga and the Northern Cape experience fairly static, or mixed net migration over the three time points. Gauteng and the Western Cape, the two most affluent provinces indicate a net migration inward. In particular, Gauteng is increasingly a concentration point for employment over time.

TABLE 3.31: GEOGRAPHIC SPREAD OF PARTICIPANTS OVER TIME

Provinces	Where Grew up	2007	2010	Net migration*
EC	302	224	209	-93
FS	156	137	142	-14
GP	561	905	961	+400
KZN	455	451	413	-42
LM	356	221	199	-157
MP	205	184	223	+18
NC	57	56	57	0
NW	157	136	123	-34
WC	119	174	184	+65
Total	2368	2488	2511	

*Note: The reader should note that more people answered for every column (where grew up, 2007, 2010), so the net migration column gives an indication of net movement, although numbers are also a reflection of more people answering.

3.6.3 IMPACT ON PERCEPTION OF SKILLS

While labour market outcomes, measured by employment status and income level, give an indication of the impact of a pathway system, they do not capture the mechanism by which learnerships can improve those outcomes. These mechanisms act through skills development. Skills were described by six broad categories which encompass generic skills across the industrial sectors: technical, computer, numeracy, language, teamwork and 'self-confidence'.

TABLE 3.32: PERCEIVED SKILLS ENHANCEMENT FROM LEARNERSHIP PARTICIPATION

What skills were developed:	Yes	No

Technical	1791	733
	70.96%	29.04%
Computer	1017	1507
	40.29%	59.71%
Numeracy	1466	1058
	58.08%	41.92%
Language	1742	782
	69.02%	30.98%
Teamwork	2070	454
	82.01%	17.99%
Self-confidence	1858	666
	73.61%	26.39%

It is evident that participants in the main viewed their participation in the learnership as having a positive impact on their skills, particularly the 'soft' skills of team-work and self-confidence (Table 3.32). Given the fact that employees participating in the present knowledge and technology intensive labour market need to be technically proficient in the use of computers, it is worrying that 60% do not feel any enhancement in their computer skills after participation in the learnership. It is also worrying that perceived numeracy skills enhancement is low in comparison to the other skills. Such data assists with identification of areas of skills development that need to be strengthened, if learnerships are to provide the 'right kind of skills' and to become a qualification that is more valued by participants and employers.

3.6.4 Continued impact of socio-economic status

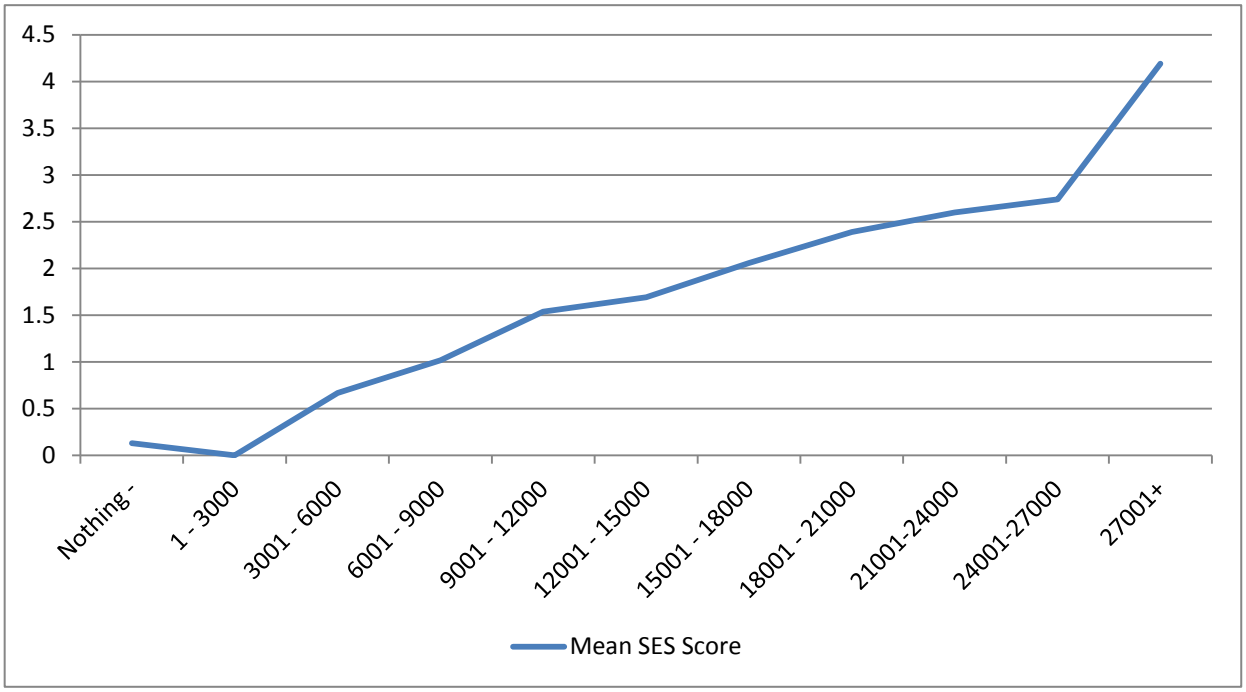
A sample that consists predominantly of 18.2 African participants does not provide enough differentiation for clear interpretation. However, analysis of the sample does indicate a relationship between SES and trajectory outcomes. Those working and studying as their final destination have the highest mean SES, followed by those working, those studying and lastly those unemployed. The same pattern is observed after the first transition and where a single transition is observed. In other words, those with a higher average SES score are most likely to be working and studying or working only, while those having a lower average SES would be more likely to be unemployed or studying only, in an attempt to prepare themselves for employment more effectively (Table 3.33).

Table 3.33: SES score by trajectory and outcome

Labour market status	First Transition	First and only Transition	Final Transition
Working	0.1031	0.1650	0.1185
Working & Studying	1.0207	1.1805	0.7964
Unemployed	-0.6797	-0.8606	-0.7280
Studying	-0.6646	-0.7967	-0.6524

*Note: This table uses the unadjusted SES scores.

There is a definite positive relationship between the average SES score and income bracket, as shown in Figure 3.5. The first category of earnings, "Nothing" should be viewed with caution, as it reflects the responses of only seven participants. Based on the trend line, it appears that unfortunately learnership participation has not yet intervened to ameliorate the impact of socio-economic status on earnings potential. In other words, the higher an individual ranks in terms of his or her socio-economic status, the higher the income of that particular person is likely to be. If participation in the learnership programme was more successful, there would have been a weaker, or no, relationship between one's SES and income.



*Note: Index was adjusted to have zero minimum.

FIGURE 3.5: SOCIO-ECONOMIC STATUS AND INCOME DETERMINATION

3.6.5 LEARNERSHIPS: A POSITIVE IMPACT ON UNEMPLOYMENT

To sum up the main argument of section 3: learnership participation has positively impacted on labour market outcomes and in aggregate, most individuals have a straightforward trajectory that mirrors the policy ideal. African learnership participants still complete at a significantly lower rate than other race groups, and SES continues to be closely related to earnings potential. Those who have more complex trajectories tend to be Africa, female, older, with lower SES and prior educational attainment. There are signs that access to the labour market is moving away from the former race-based to a class-based form of discrimination, but the close link between race and SES still confounds clearer assessment. It appears that participation in a learnership programme is not yet sufficiently intervening to deter intergenerational, socio-economic inequity, although it has positively impacted on employability and access to the labour market.

SECTION 4: CONSIDERING THE LEARNERSHIP AND APPRENTICESHIP PATHWAYS

In this concluding section, we compare the learnership and apprenticeship pathway systems, based on analysis at the micro-level of the trajectories and outcomes of significant samples of individuals over time.

4.1 LEARNERSHIP AND APPRENTICESHIP SYSTEMS LEAD TO EMPLOYMENT

As a focus, we wanted to determine how well the two pathway systems support transitions to work. What is quite clear from the analysis in Sections two and three is that there is a link between employment outcomes and the successful completion of a learnership or apprenticeship qualification. We found overall that both systems decrease the unemployment rate of participants, although the learnership system appears to have a more significant impact (refer to Figures 2.6 and 3.4).

The majority of apprenticeship participants that leave the system experienced a smooth transition directly into employment (70%) with an overall 76% finding employment after more complex trajectories. The high overall employment rate of apprenticeship participants derives from an increase in the employment rate of those that initially started off as employed (and these are most likely to be section 28 apprentices). School leavers who were more likely to be section 13 apprentices were still completing their apprenticeship programme in 2010. Participants perceived the system as impacting positively on their overall employability and skills.

Similarly, 77% of those who completed a learnership were employed as their final outcome, the majority immediately after completing the learnership. However, the perceived impact on skills is less positive than was found amongst apprenticeship participants.

Both learnership and apprenticeship participants are primarily absorbed in the first instance by the formal sector and secondly, by large private and governmental organizations, with the largest proportion being found in the community, social and personal services sector. The majority of these positions are found to be permanent.

4.2 HIGH LIKELIHOOD FOR UNCOMPLICATED TRANSITIONS

The 2007 learnership survey identified strongly racialised patterns of enrolment and completion of programmes at the basic, intermediate and high skills level, and between economic sectors. Progress through and out of the system was not automatic, nor linear, and for many individuals, their skills development trajectory followed a 'zig-zag' pattern of progression (Visser & Kruss, 2009). The 2010 study established that entry into the apprenticeship system is not linear or simple, and is characterized by a number of 'zig-zag' transitions that highlight that it is not highly valued as a first choice for occupational certification by young school leavers. However, progression through and out of the apprenticeship system appears to be less complicated and tending to linearity.

Surprisingly, our examination indicated the high likelihood of a single transition into work after leaving both the apprenticeship and learnership pathway systems, indicating a relatively seamless link. This trend related in the main to individuals who completed their qualification, and points to the importance of gaining the qualification to ensure employment, as opposed to just participating in the system. Our analysis highlights that the two qualifications enhance employability for the majority – but not all – participants, and it allows us to identify who has more complex trajectories and where the link between learnership, apprenticeship and the workplace is problematic, in terms of sectors, occupations and skills levels.

4.3 CONTINUED PATTERNS OF INEQUALITY

We acknowledged that more complex analysis of the racialised, gendered and socio-economic, patterns of individual participation and progression was required. In the main it appears that skills formation through the learnership and apprenticeship pathway systems has not yet significantly shifted past patterns of inequality and social exclusion.

Our analysis of both pathway systems illustrated the continued impact of these variables on access to the labour market and on the nature of trajectories. The trends proved to be in line with assertions that we are likely to find a pattern, particularly for those who are most socially disadvantaged, of 'interrupted transitions' and cyclical relocations (Simmons, 2009).

There has been a definite increase in access to vocational training and skills development for previously disadvantaged individuals in both the learnership and apprenticeship pathway

systems. However their participation in these two skills development pathway systems is proportionately greater than their participation in higher education pathway systems.
Moreover, the nature of trajectories through each pathway system is still very much influenced by past patterns of inequality, with those who are African and female more likely to experience complex trajectories to the labour market.

Although there are signs that access to the labour market is moving away from former race-based to a class-based form of discrimination, the close intersection between race and SES still confounds clearer assessments. African learnership participants still complete at a significantly lower rate than other race groups, and SES continues to be closely related to earnings potential.

Participation in the apprenticeship system appears to have intervened so that SES has less of an impact on the outcome of the final transition of participants. In other words, the relationship between SES and the propensity of employment after participation in an apprenticeship is not linear as one might expect. In general, the apprenticeship pathway system seems more successful in impacting positively on the prospects of previously employed individuals, in comparison to new entrants into the labour market. This points to the need to consider how the Section 13 apprenticeship functions as a vehicle for the production of artisanal skills and ensuring employment.

4.4 IN CONCLUSION

In conclusion, our analysis of the variables that impact on the propensity for certain individuals and groups to experience particular trajectories will be invaluable to academics and policy makers alike. An understanding of the actual ways in which individuals participate in the system allows one to be able to evaluate the appropriateness of the current structural or institutional arrangements leading to qualifications and into the labour market - or not. Learnerships and apprenticeships do provide a means for unemployed youth to access stable jobs in the formal labour market, but the nature of that employment in terms of skills levels, sectors and progression requires further research.

We are confident that the analysis in this report assists in illustrating how the ideal pathways that policy makers intend may not correspond to the actual decisions and activities of significant groups of young people (ACER, 2001). In South Africa, these are likely to be those who are most vulnerable and in need of certification. Indeed, those who have more complex trajectories into the workplace are more likely to be African, female, of lower SES and educational levels, and concentrated in geographical locations with the highest poverty levels and least economic opportunity. Tracking transitions and trajectories offers the potential for better targeted policy interventions – an issue that will be discussed in detail in the synthesis report.

Finally, this kind of analysis brings us closer to our intention to comment on the best mix of diverse pathways in South Africa, informed by accurate information of 'genuine pathways', as distinguished from 'official maps' (Raffe, 2003).

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APPENDIX A: APPRENTICESHIP SURVEY QUESTIONNAIRE

Apprenticeship Survey

2011

CONTACT DETAILS AND CONSENT

(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 the Department of Labour (DoL). They indicated that you are registered or have been registered for an apprenticeship. Is your name XXX and have you or are you registered for an apprenticeship?

Registered for an apprenticeship [Registered] Yes / No

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

Unique ID: [UniqueID]		**Cell phone:**		
First name: [FirstName]		**TelNum1:**		
Middle name: [MiddleName]		**TelNum2:**		
Surname: [Surname]		**TelNum3:**		

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

1. Please understand that your participation is voluntary,

2. Your answers remain confidential and

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

Consent: [Consent] Yes / No

Call comment: [CallComment]

Tell us about your apprenticeship participation up to now

According to the database you have been registered or are registered for the following qualification. Please confirm?

The first column provides the information as on the database; please enter updated information in the second column if applicable.

SETA: [SETA]		
Apprenticeship: [AppQualification]		
Type: [Type]		

TRAJECTORY INTO THE APPRENTICESHIP

Now we would like you to think back to describe your activities in the years since leaving school.

1.1 What is your highest level of schooling? [t1-1]

Lower than Std 7 / Gr9 (NQF 1 (ABET 4))	1
Std 7 / Gr9 (NQF 1 (ABET 4))	2
N1 (NQF 2)	3

Std 8 / Gr10 (NQF 2)	4
N2 (NQF 3)	5
Std 9 / Gr11 (NQF 3)	6
Matric (NQF 4)	7
N3 (NQF 4)	8

1.2 What year did you leave school? [t1-2] YYYY

TRANSITION 1

1.3 What did you do straight after leaving school? [t1-3-1]

Entered Apprenticeship	1
Worked	2
Unemployed	3
Studied	4
Worked & Studied	5

TRANSITION 2

What did you do next, straight after *[TRANSITION 1]*?

[t1-3-2]
[t1-3-3]
[t1-3-4]
[t1-3-5]
[t1-3-6]

Entered Apprenticeship	1
Worked	2
Unemployed	3
Studied	4
Worked & Studied	5

1.4 In which year did you decide to pursue an apprenticeship qualification? [t1-4] YYYY

1.5 At the time of deciding to pursue an apprenticeship qualification, what were you doing? [t1-5]

Working	1
Not working	2

LABOUR MARKET STATUS AT ENTRY

IF WORKING:

Tell us about your employment activities AT THE TIME of deciding to pursue an apprenticeship qualification:

2.1 What was your occupation at that time? [w2-1]

2.2 Weekly working hours: [w2-2]

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

2.3 Average monthly salary (before deductions): [w2-3]

Nothing, work to gain experience	1
R 1 – R 3 000	2
R 3 001 – R 6 000	3
R 6 001 – R 9 000	4
R 9 001 – R 12 000	5
R 12 001 – R 15 000	6
R 15 001 – R 18 000	7
R 18 001 – R 21 000	8
R 21 001 – R 24 000	9
R 24 001 – R 27 000	10
R 27 001 – R 30 000	11
R 30 001 or more	12
Refused	13

2.4 Nature of employment [w2-4]

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

2.5 Occupational category: [w2-5]

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

2.6 About your employer: [w2-6]

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

2.7 Company size: [w2-7]

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

2.8 Sector employed in: [w2-8]

Formal	1
Informal	2

2.9 In which economic sector did the company that you

Agriculture, hunting, forestry and fishing	1
Mining and quarrying	2
Manufacturing	3

worked for fall: [w2-9]	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

2.10 Was that job in any way related to your apprenticeship now? [w2-10]

Yes	1
No	2

IF NOT WORKING:

3. What were you doing with YOUR TIME? (Read through each option. May select more than one option)

3.1	Doing unpaid volunteer or other community work:	Yes	1	[nw3-1]
		No	2	
3.2	Casual work for payment in kind:	Yes	1	[nw3-2]
		No	2	
3.3	Looking for work:	Yes	1	[nw3-3]
		No	2	
3.4	Doing nothing:	Yes	1	[nw3-4]
		No	2	
3.5	Taking care of home/family full-time:	Yes	1	[nw3-5]
		No	2	
3.6	Not able to work due to ill health or disability:	Yes	1	[nw3-6]
		No	2	

4. What were your SOURCES OF SUPPORT for survival? (Read through each option. May select more than one option)

4.1	Casual work for pay:	Yes	1	[nw4-1]
		No	2	
4.2	Casual work for payment in kind:	Yes	1	[nw4-2]
		No	2	
4.3	Child support grant:	Yes	1	[nw4-3]
		No	2	
4.4	Foster care grant:	Yes	1	[nw4-4]
		No	2	
4.5	Pension in family:	Yes	1	[nw4-5]
		No	2	
4.6	Cash/food/clothing from family/friends:	Yes	1	[nw4-6]
		No	2	
4.7	Disability grant/pension:	Yes	1	[nw4-7]
		No	2	
4.8	Other: (Specify (4.9))	Yes	1	[nw4-8]
		No	2	Specify - [nw4-8Spec]

APPRENTICESHIP INFORMATION

Would you please provide us with more information on, and history of, your apprenticeship participation?

1. In which category of apprenticeship? [a1]

Section 28	1
Time-based	2
Competency Based Modular Training	3

2. At which kind of institution did you enter the apprenticeship? [a2]

A government department or agency (e.g. INDLELA, SETA, etc.)	1
An employer in the private sector	2
At my employer where I worked prior to the apprenticeship	3
A professional association	4
A private training college	5
A public Further Education and Training college	6
Other	7

[a2Spec] Please specify:

3. Top three reasons for entering in the apprenticeship? [a3-1], [a3-2], [a3-3], [a3Spec]

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

Please specify:

PERCEPTIONS OF SKILLS AND COMPETENCIES IMPARTED

Questions 4 and 5 below will be asked of all respondents. However, for COMPLETED / CANCELLED the questions will be in the past tense, and for the IN PROGRESS it will assess perceptions for the future.

How did/will participation in the apprenticeship impact on your life?

4. Do you think that participation in the apprenticeship will, or has improved your work-related skills?

(Read through each option.)

Technical skills	Yes	1	[a4-1]
	No	2	
Computer skills	Yes	1	[a4-2]
	No	2	
Numeracy skills	Yes	1	[a4-3]

	No	2	
Language and literacy skills	Yes	1	[a4-4]
	No	2	
Ability to work in teams	Yes	1	[a4-5]
	No	2	
Enhance your self-confidence	Yes	1	[a4-6]
	No	2	

5. Do you think that participation in the apprenticeship will or has helped you to:
(Read through each option.)

Access the job you want?	Yes	1	[a5-1]
	No	2	
Be promoted?	Yes	1	[a5-2]
	No	2	
Manage more responsibilities in the workplace?	Yes	1	[a5-3]
	No	2	
Earn more money?	Yes	1	[a5-4]
	No	2	
Start your own small business?	Yes	1	[a5-5]
	No	2	

6. What is the completion status of your apprenticeship qualification? [a6]

Section 13, Still training/in progress	1
Section 13, Completed	2
Section 13, left without completing/cancelled contract	3
Section 28, Still pursuing	4
Section 28, Completed	5
Section 28, left without completing/cancelled contract	6

Once this section has been completed, we will need a button taking the interviewers to the relevant questions on taking the trade test (In progress, Completed, Left without completing).

TAKING THE TRADE TEST

SECTION 28: REGISTERED, COMPLETED OR CANCELLED - If you have completed, are still pursuing or left without completing the apprenticeship qualification:

1. How long did you work in your specific trade before you decided to apply for the trade test the first time? [s28_tt1]

Less than 4 years	1
4 years	2
5 years	3
6 years	4

More than 6 years	5

2. How many times have you taken the trade test? [s28_tt2]

Not yet just registered	1
Once	2
Twice	3
Three times	4
Four times	5
More than four times	6

3. Have you passed the trade test? [s28_tt3]

Yes	1
No	2
Not applicable	3

4. How would you rate the difficulty of the trade test on a scale of 1-4? [s28_tt4]

(Where 1 = not at all difficult, and 4 = extremely difficult and 5 = not applicable.)

1	2	3	4	5

5. Do you think it is important to pass the trade test? [s28_tt5]

Yes	1
No	2

6. If 'Yes', please provide the top three reasons why you think it is important?

[s28_tt6-1]
[s28_tt6-2]
[s28_tt6-3]
[s28_tt6Spec]

Employment gain	1
Formal qualification gain	2
Higher salary	3
Promotion / Advancement pursuit	4
Skills improvement	5
Other (Please specify)	6

7. If you have passed the trade test please provide the top three reasons that enabled you to pass the trade test?

[s28_tt7-1]
[s28_tt7-2]
[s28_tt7-3]
[s28_tt7Spec]

Good theoretical education	1
Good workplace experience	2
Good practical training	3
A good link between all three	4
Other (please specify)	5
Not applicable	6

8. Did you receive certification for the

Yes	1

completed apprenticeship?
[s28_tt8]

No	2
Not applicable	3

9. At which trade test centre did you do the trade test? [s28_tt9]

Olifantsfontein	1
Other centre	2
Not applicable	3

10. If you have stopped pursuing the apprenticeship, what were the three most important reasons for leaving the apprenticeship without completing? (May only select three reasons.) [s28_tt10-1], [s28_tt10-2], [s28_tt10-3], [s28_tt10Spec]

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

SECTION 13: IN PROGRESS - If you are still busy with your formal apprenticeship training:

1. In which year of apprenticeship training are you now? [s13_tt1]

First year	1
Second year	2
Third year	3
Fourth year	4

2. Have you registered for the trade test yet? [s13_tt2]

Yes	1
No	2

3. Do you think it is important to pass the trade test? [s13_tt3]

Yes	1
No	2

4. If 'Yes', please provide the top three reasons why?
[s13_tt4-1]
[s13_tt4-2]
[s13_tt4-3]
[s13_tt4Spec]

Employment gain	1
Formal qualification gain	2
Higher salary	3
Promotion / Advancement pursuit	4
Skills improvement	5
Other (Please specify)	6

SECTION 13: COMPLETED - If you have completed your apprenticeship:

5. How long were you in training before you were allowed to register for the trade test? [s13_tt5]

Less than 1 year	1
One year	2
Two years	3
Three years	4
Four years	5
More than four years	6

---

6. How many times did you have to do the trade test before you passed? [s13_tt6]

Passed the first time	1
Twice	2
Three times	3
Four times	4
More than four times	5

---

7. How would you rate the difficulty of the trade test on a scale of 1-4? [s13_tt7]

(Where 1 = not at all difficult, and 4 = extremely difficult.)

1	2	3	4

---

8. Do you think it is important to pass the trade test?

[s13_tt8]

Yes	1
No	2

---

9. If 'Yes', please provide the top three reasons why?

[s13_tt9-1]
[s13_tt9-2]
[s13_tt9-3]
[s13_tt9Spec]

Employment gain	1
Formal qualification gain	2
Higher salary	3
Promotion / Advancement pursuit	4
Skills improvement	5
Other (Please specify)	6

---

10. Top three reasons enabling you to pass the trade test?

[s13_tt10-1]
[s13_tt10-2]
[s13_tt10-3]
[s13_tt10Spec]

Good theoretical education	1
Good workplace experience	2
Good practical training	3
A good link between all three	4
Other (please specify)	5

---

11. Did you receive certification for the completed

Yes	1

apprenticeship? [s13_tt11]

No	2

12. At which trade test centre did you do the trade test? [s13_tt12]

Olifantsfontein	1
Other centre	2

SECTION 13: CANCELLED - If you left without completing the apprenticeship

13. In which year did you stop the apprenticeship? [s13_tt13]

First year	1
Second year	2
Third year	3
Fourth year	4

14. Did you ever register for a trade test? [s13_tt14]

Yes	1
No	2

15. Do you think it is important to pass the trade test?

[s13_tt15]

Yes	1
No	2

16. If 'Yes', please provide the top three reasons why?

[s13_tt16-1]
[s13_tt16-2]
[s13_tt16-3]
[s13_tt16Spec]

Employment gain	1
Formal qualification gain	2
Higher salary	3
Promotion / Advancement pursuit	4
Skills improvement	5
Other (Please specify)	6

17. What were the three most important reasons for leaving the apprenticeship without completing? (May only select three reasons.)

[s13_tt17-1], [s13_tt17-2], [s13_tt17-3], [s13_tt17Spec]

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

Once this section has been completed, we will need a button taking the interviewers to the relevant sections. Those respondents IN PROGRESS have to proceed directly to the Personal Information section. COMPLETED and CANCELLED respondents proceed to the next 2 sections on Trajectory After the apprenticeship, and Status After the apprenticeship.

TRAJECTORY AFTER THE APPRENTICESHIP

Now we would like you to think back to describe your activities in the years since completing or stopping the apprenticeship?

1. What year did you complete or leave the apprenticeship? [aat1] YYYY

TRANSITION 1

2.1 What did you do straight after completing or leaving the apprenticeship? [aat2-1]

Worked	1
Worked and studied	2
Unemployed	3
Studied	4

TRANSITION 2

2.2 What did you do next, straight after *[TRANSITION 1]*?

[aat2-2]
[aat2-3]
[aat2-4]
[aat2-5]
[aat2-6]

Worked	1
Worked and studied	2
Unemployed	3
Studied	4

3. What are you currently doing? [aat3]

Working	1
Working and studying	2
Not working and not studying	3
Studying	4

STATUS AFTER APPRENTICESHIP

If WORKING:

1. **What is your occupation?** [aaw1]

2. Did you require any certification for this job? [aaw2]

Yes	1
No	2

3. Is the job related to your apprenticeship? [aaw3]

Yes	1
No	2

4. If not, why not?

[aaw4], [aaw4Spec]

Apprenticeship qualification not recognised by industry	1
No demand for people with this type of apprenticeship qualification	2
No demand for people with this level of apprenticeship qualification	3
No related work in this area	4
Not enough work experience	5
Not interested in work related to this apprenticeship	6
Needed a salary regardless of type of work	7
Needed a salary while looking for related work	8
Other (Please specify)	9

5. How did you get access to a job after the apprenticeship? [aaw5]

I was employed by this employer prior to enrolling for the apprenticeship	1
I am working at the company at which I did my work-based training	2
I found a job at another company during my apprenticeship	3
I found a job some time after I completed / cancelled my apprenticeship	4

6. If you found this job some time after your apprenticeship, how long before you started this job?

[aaw6]

Up to 1 month	1
Between 1 and 3 months	2
From 3 to 6 months	3
> 6 months	4

7. Weekly working hours: [aaw7]

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

8. Average monthly salary (before deductions): [aaw8]

Nothing, work to gain experience	1
R 1 – R 3 000	2
R 3 001 – R 6 000	3
R 6 001 – R 9 000	4
R 9 001 – R 12 000	5
R 12 001 – R 15 000	6
R 15 001 – R 18 000	7
R 18 001 – R 21 000	8
R 21 001 – R 24 000	9
R 24 001 – R 27 000	10
R 27 001 – R 30 000	11
R 30 001 or more	12
Refused	13

9. Nature of employment: [aaw9]

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

10.	**Occupational category:** [aaw10]	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
11.	**About your employer:** [aaw11]	Private sector/ Enterprise	1
		Self Employed	2
		Parastatal	3
		Government	4
12.	**Company size:** [aaw12]	LARGE (150+)	1
		MEDIUM (50-149)	2
		SMALL (11-49)	3
		MICRO (1-10)	4

IF STUDYING

1.	**What is the name of the course or programme?** [aas1]		
2.	**Are you studying full-time or part-time?** [aas2]	Full-time	1
		Part-time	2
3.	**At which institution are you studying?** [aas3]	University	1
		University of Technology	2
		Public FET College	3
		Private FET College	4
		Training provider	5
		Other	6
4.	**What is the NQF level of your studies?** [aas4]	Not applicable	1
		Std 1 / Gr3 (NQF 0 (ABET 1))	2
		Std 3 / Gr5 (NQF 0 (ABET 2))	3
		Std 5 / Gr7 (NQF 0 (ABET 3))	4
		Std 7 / Gr9 (NQF 1 (ABET 4))	5
		N1 (NQF 2)	6
		Std 8 / Gr10 (NQF 2)	7
		N2 (NQF 3)	8
		Std 9 / Gr11 (NQF 3)	9
		Matric (NQF 4)	10

N3 (NQF 4)	11
Diplomas / Occupational certificate (NQF 5)	12
First degrees / Higher diplomas (NQF 6)	13
Honours / Master's degree (NQF 7)	14
Doctorates (NQF 8)	15

5. How long is the course? [aas5]

Up to one month	1
More than 1 month, up to 6 months	2
More than 6 months, less than 1 year	3
1 year	4
2 years	5
3 years	6
4 or more years	7

6. What year did you enrol for the course or programme? [aas6]

7. How do you pay for your course? (May select more than one option.)

Self	1	[aas7-1]
Parents	2	[aas7-2]
Employer	3	[aas7-3]
NSFAS	4	[aas7-4]
Loan	5	[aas7-5]
Bursary	6	[aas7-6]
Other (Please specify)	7	[aas7-7], [aas7Spec]

8. How do you pay for your day to day living expenses? (May select more than one option.)

Parents	1	[aas8-1]
Bursary	2	[aas8-2]
Piece work	3	[aas8-3]
Social grant	4	[aas8-4]
Casual Work	5	[aas8-5]
Other (Please specify)	6	[aas8-6], [aas8Spec]

9. Please provide the top three reasons why you decided to pursue further studies:

[aas9-1]
[aas9-2]
[aas9-3]
[aas9Spec]

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
To prepare for work in a sector with scarce skills	9
Other (Please specify)	10

IF NOT WORKING AND NOT STUDYING

1. What are you doing with YOUR TIME? (Read through each option. May select more than one option)

1.1	Doing unpaid volunteer or other community work:	Yes	1	[aau1-1]
		No	2	
1.2	Casual work for payment in kind:	Yes	1	[aau1-2]
		No	2	
1.3	Looking for work:	Yes	1	[aau1-3]
		No	2	
1.4	Doing nothing:	Yes	1	[aau1-4]
		No	2	
1.5	Taking care of home/family full-time:	Yes	1	[aau1-5]
		No	2	
1.6	Not able to work due to ill health or disability:	Yes	1	[aau1-6]
		No	2	

2. What are your SOURCES OF SUPPORT for survival? (Read through each option. May select more than one option)

2.1	Casual work for pay:	Yes	1	[aau2-1]
		No	2	
2.2	Casual work for payment in kind:	Yes	1	[aau2-2]
		No	2	
2.3	Child support grant:	Yes	1	[aau2-3]
		No	2	
2.4	Foster care grant:	Yes	1	[aau2-4]
		No	2	
2.5	Pension in family:	Yes	1	[aau2-5]
		No	2	
2.6	Cash/food/clothing from family/friends:	Yes	1	[aau2-6]
		No	2	
2.7	Disability grant/pension:	Yes	1	[aau2-7]
		No	2	
2.8	Other: (Specify (2.9))	Yes	1	[aau2-8], [aau2Spec]
		No	2	

3. Which of these activities have you ever done, to try and get a job: (Please read each option out loud and select the appropriate boxes?)

3.01	Inquired about jobs or registered with a private recruitment company	Yes	1	[aau3-1]
		No	2	
3.02	Inquired about jobs or registered at a Labour Centre/ DoL employment office	Yes	1	[aau3-2]
		No	2	
3.03	Made enquiries at workplaces	Yes	1	[aau3-3]
		No	2	
3.04	Answered job advertisements in newspapers	Yes	1	[aau3-4]
		No	2	
3.05	Answered job advertisements on the internet	Yes	1	[aau3-5]
		No	2	
3.06	Answered job advertisements heard on the radio	Yes	1	[aau3-6]

		No	2	
3.07	Contacted friends or relatives about a job	Yes	1	[aau3-7]
		No	2	
3.08	Written or phoned an employer about a job	Yes	1	[aau3-8]
		No	2	
3.09	Advertised for work on the internet	Yes	1	[aau3-9]
		No	2	
3.10	Checked workplace notice boards	Yes	1	[aau3-10]
		No	2	
3.11	Asked training institution or another organisation for advice	Yes	1	[aau3-11]
		No	2	
3.12	Other (Specify)	Yes	1	[aau3-12], [aau3Spec]
		No	2	

Problems finding a job

4. Since you completed or stopped the apprenticeship, have you had any of these problems finding a job? (Read through each option.)

Labour market related	4.1	Because there aren't enough jobs available	Yes	1	[aau4-1]
			No	2	
	4.2	Because there aren't suitable jobs available	Yes	1	[aau4-2]
			No	2	
	4.3	Because my apprenticeship is not related to a job in a scarce skills sector	Yes	1	[aau4-3]
			No	2	
Personal/Demographics related	4.4	Because of being male/female	Yes	1	[aau4-4]
			No	2	
	4.5	Because of your racial or ethnic background	Yes	1	[aau4-5]
			No	2	
	4.6	Because of a health problem/ disability	Yes	1	[aau4-6]
			No	2	
	4.7	Because employers think you are too young	Yes	1	[aau4-7]
			No	2	
	4.8	Because of problems with childcare	Yes	1	[aau4-8]
			No	2	
Skills/Training related	4.9	Because your level of education is not sufficient	Yes	1	[aau4-9]
			No	2	
	4.10	Because employers don't value the apprenticeship qualification	Yes	1	[aau4-10]
			No	2	
	4.11	Because employers don't want people with skills in my field	Yes	1	[aau4-11]
			No	2	
	4.12	Because you don't have sufficient work experience	Yes	1	[aau4-12]
			No	2	
	4.13	Because you feel that you need more training	Yes	1	[aau4-13]
			No	2	

	4.14	Because you feel that you need different training	Yes	1	[aau4-14]
			No	2	
Resources related	4.15	Because you don't have any information on how or where to find work	Yes	1	[aau4-15]
			No	2	
	4.16	Because you don't have transport	Yes	1	[aau4-16]
			No	2	
	4.17	Because you don't have money to respond to job advertisements	Yes	1	[aau4-17]
			No	2	

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

5.1	**Keep on looking for any job:**	Yes	1	[aau5-1]
		No	2	
5.2	**Keep looking for a job in related field:**	Yes	1	[aau5-2]
		No	2	
5.3	**Give up looking for a job:**	Yes	1	[aau5-3]
		No	2	
5.4	**Consider self-employment options:**	Yes	1	[aau5-4]
		No	2	
5.5	**Enrol for further education and training:**	Yes	1	[aau5-5]
		No	2	

PERSONAL INFORMATION

The following section contains questions on personal information.

The [race], [gender], [disability], province where the learner [grew up] and [registered] for the apprenticeship [birth date] and [highest qualification] fields are pre- populated. Please verify and if incomplete please fill in the gaps.

Race: [Race]		
	African	1
	Coloured	2
	Indian	3
	White	4
	Other	5

Gender: [Gender]		
	Male	1
	Female	2

Birth date : [DateOfBirth] yyyy/mm/dd

Learner ID : [LrnrID]

Are you a person living with a disability? [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 prosthesis)	5
Intellectual (serious difficulties in learning)	6
Emotional (behavioural, psychological)	7

Please provide the province where you:

1.	grew up:	[p1]
2.	registered for the apprenticeship:	[p2]
3.	are living now:	[p3]

Please use the following codes:

Eastern Cape	EC	Mpumalanga	MP
Free State	FS	Northern Cape	NC
Gauteng	GP	North West	NW
Kwa-Zulu Natal	KZ	Western Cape	WC
Limpopo	LM		

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4. What is your current highest qualification? [p4]

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

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5. In the family in which you were raised, what is your male guardian's highest qualification? [p5]

Not applicable	1	Std 9 / Gr11 (NQF 3)	9
Std 1 / Gr3 (NQF 0 (ABET 1))	2	Matric (NQF 4)	10
Std 3 / Gr5 (NQF 0 (ABET 2))	3	N3 (NQF 4)	11
Std 5 / Gr7 (NQF 0 (ABET 3))	4	Diplomas / Occupational certificate (NQF 5)	12
Std 7 / Gr9 (NQF 1 (ABET 4))	5	First degrees / Higher diplomas (NQF 6)	13
N1 (NQF 2)	6	Honours / Master's degree (NQF 7)	14
Std 8 / Gr10 (NQF 2)	7	Doctorates (NQF 8)	15
N2 (NQF 3)	8	Do not know	16

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6. In the family in which you were raised, what is your female guardian's highest qualification? [p6]

Not applicable	1	Std 9 / Gr11 (NQF 3)	9
Std 1 / Gr3 (NQF 0 (ABET 1))	2	Matric (NQF 4)	10

Std 3 / Gr5 (NQF 0 (ABET 2))	3	N3 (NQF 4)	11
Std 5 / Gr7 (NQF 0 (ABET 3))	4	Diplomas / Occupational certificate (NQF 5)	12
Std 7 / Gr9 (NQF 1 (ABET 4))	5	First degrees / Higher diplomas (NQF 6)	13
N1 (NQF 2)	6	Honours / Master's degree (NQF 7)	14
Std 8 / Gr10 (NQF 2)	7	Doctorates (NQF 8)	15
N2 (NQF 3)	8	Do not know	16

7. In the family in which you were raised, what work did your male guardian do? [p7]

Didn't work outside the home	1
Labourer	2
Machinery operators and driver	3
Sales worker	4
Clerical and administrative worker	5
Community and personal service worker	6
Technicians and trades worker	7
Professional	8
Manager	9

8. In the family in which you were raised, what work did your female guardian do? [p8]

Didn't work outside the home	1
Labourer	2
Machinery operators and driver	3
Sales worker	4
Clerical and administrative worker	5
Community and personal service worker	6
Technicians and trades worker	7
Professional	8
Manager	9

9. What type of transport do you usually make use of? [p9]

Public	1
Private, not own	2
Private - own	3

10. Please tell me about your living arrangements: What kind of dwelling do you live in? [p10], [p10Spec]

House on a separate stand	1
Structure made of traditional materials	2
Flat	3
Town / cluster / semi-detached house	4
Informal dwelling in back yard	5
Informal dwelling NOT in back yard	6
Room on a shared property	7
Caravan or tent	8
Other (please specify):	9

11. What is your relationship status? [p11]

Single	1
Married	2
Divorced	3
Separated	4
Life partner	5

12. Do you have any dependents? [p12]

Yes	1
No	2

13a. If yes, how many children? [p13a]

13b. If yes, how many adults? [p13b]

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX B: LEARNERSHIP SURVEY QUESTIONNAIRE

Learnership Study

2010

CONTACT DETAILS, CONSENT AND LEARNERSHIP HISTORY

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

Good day, my name is XXXX and I was given your name by one of the SETAs. You participated in a survey conducted by the Human Sciences Research Council for the Department of Labour in 2007. Is your name XXX and can you remember being interviewed about your learnership programme?

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

[Remember] **1.** Yes/No

Learner name:	
Middle name:	
Surname:	

LTel code:		
LTel Num:		
LCell Num:		
LWTel code:		
LWTel Num:		
WPTel Code:		
WPTel Num:		
WP Cell:		
ETel Code:		
ETel Num:		
ECell Num:		
TPTel Num:		
TPCell Num:		

I work for the HSRC and we have been asked by the Department of Labour to study the impact of the learnership system in South Africa. Would you be prepared to answer some questions about what you have been doing since the learnership?

1. Please understand that your participation is voluntary,

2. Your answers remain confidential and

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

[Consent] **2.** **Consent:** Yes / No

Thank you, at our last interview, you had completed / had terminated / were still registered for a learnership with:

(Please verify the populated fields.)

Pre-populated information

SETA:	
NQF Level:	
Learnership:	
Completion status	

3. Since the time we interviewed you, have you completed another learnership?
[3_CompLrnrship]

Yes	1
No	2

4. Did you receive a certificate for your completed learnership(s)?
[4_Certificate]

Yes	1
No	2

LEARNERSHIP HISTORY

The following 2 questions should only be addressed to learners who were still registered at the time of the survey in 2007.

5. Since the time we interviewed you, have you completed the learnership or have you terminated without completing? [5_RegLrn]

Completed	1
Terminated	2

6. If terminated, what were the two most important reasons for termination? (May only select two reasons.)

[6_Reason1Term], [6_Reason2Term]

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

CURRENT SITUATION

7. At this point in time what are you doing? [7_CurSit]

Working?	1	Go to Tab
Working and studying?	2	Go to Tab
Studying and not working?	3	Go to Tab
Not working and not studying?	4	Go to Tab

WORKING NOW

Tell us about your employment activities in your current job:

1. Did you require a specific qualification to get this job? [w1]

Yes	1
No	2

2. Is your current employer the same employer where you did your workplace training for the learnership? [w2]

Yes	1
No	2

3. Is your job related to your learnership qualification? [w3]

Yes	1
No	2

4. What activities did you do to get your current job: **(Not necessary to go through the list. Please select the appropriate boxes?)**

4.01	Inquired about jobs or registered with a private recruitment company	Yes	1	[w401]
		No	2	

4.02	Inquired about jobs or registered at a Labour Centre/ DoL employment office	Yes	1	[w402]
		No	2	
4.03	Made enquiries at workplaces	Yes		[w403]
		No		
4.04	Answered job advertisements in newspapers	Yes	1	[w404]
		No	2	
4.05	Answered job advertisements on the internet	Yes	1	[w405]
		No	2	
4.06	Answered job advertisements heard on the radio	Yes	1	[w406]
		No	2	
4.07	Contacted friends or relatives about a job	Yes	1	[w407]
		No	2	
4.08	Written or phoned an employer about a job	Yes	1	[w408]
		No	2	
4.09	Advertised for work on the internet	Yes	1	[w409]
		No	2	
4.10	Checked workplace notice boards	Yes	1	[w410]
		No	2	
4.11	Asked training institution or another organisation for advice	Yes	1	[w411]
		No	2	
4.12	Other (Specify - 4.13) [w413]	Yes	1	[w412]
		No	2	

5. Weekly working hours: [w5]

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

6. Nature of employment: [w6]

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

7. Average monthly salary (before deductions) [w7]

Nothing, work to gain experience	1
R 1 – R 3 000	2
R 3 001 – R 6 000	3
R 6 001 – R 9 000	4
R 9 001 – R 12 000	5
R 12 001 – R 15 000	6
R 15 001 – R 18 000	7
R 18 001 – R 21 000	8
R 21 001 – R 24 000	9
R 24 001 – R 27 000	10
R 27 001 – R 30 000	11
R 30 001 or more	12
Refused	13

8. Occupational category: [w8]

Labourer	1

Machinery operators and driver	2
Sales worker	3
Clerical and administrative worker	4
Community and personal service worker	5
Technicians and trades worker	6
Professional	7
Manager	8

9. About your employer: [w9]

Private sector enterprise	1
Self Employed	2
Parastatal	3
Government	4

10. Company size: [w10]

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

11. Sector employed in: [w11]

Formal	1
Informal	2

12. In which economic sector does the company that you work for fall: [w12]

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

IMPACT

13. Did participation in the learnership help you to:

(Read through each option.)

13.01	Access the job you want?	Yes	1	[w1301]
		No	2	
13.02	Be promoted?	Yes	1	[w1302]
		No	2	
13.03	Manage more responsibilities in the workplace?	Yes	1	[w1303]
		No	2	
13.04	Earn more money?	Yes	1	[w1304]
		No	2	

14. Did participation in the learnership give you the skills you need to do your job?	14.01	Technical skills	Yes	1	[w1401]
			No	2	
(Read through each option.)	14.02	Computer skills	Yes	1	[w1402]
			No	2	
	14.03	Numeracy skills	Yes	1	[w1403]
			No	2	
	14.04	Language and literacy skills	Yes	1	[w1404]
			No	2	
	14.05	Ability to work in teams	Yes	1	[w1405]
			No	2	
	14.06	Enhance your self-confidence	Yes	1	[w1406]
			No	2	

WORKING AND STUDYING NOW

Tell us about your employment activities in your current job:

1. Did you require a specific qualification to get this job? [w1]	Yes	1	
	No	2	
2. Is your current employer the same employer where you did your workplace training for the learnership? [w2]	Yes	1	
	No	2	
3. Is your job related to your learnership qualification? [w3]	Yes	1	
	No	2	

4. What activities did you do to get your current job: (Not necessary to go through the list. Please select the appropriate boxes?)

4.01	Inquired about jobs or registered with a private recruitment company.	Yes	1	[w401]
		No	2	
4.02	Inquired about jobs or registered at a Labour Centre/ DoL employment office	Yes	1	[w402]
		No	2	
4.03	Made enquiries at workplaces	Yes		[w403]
		No		
4.04	Answered job advertisements in newspapers:	Yes	1	[w404]
		No	2	
4.05	Answered job advertisements on the internet	Yes	1	[w405]
		No	2	
4.06	Answered job advertisements heard on the radio	Yes	1	[w406]
		No	2	
4.07	Contacted friends or relatives about a job	Yes	1	[w407]

		No	2	
4.08	Written or phoned an employer about a job	Yes	1	[w408]
		No	2	
4.09	Advertised for work on the internet	Yes	1	[w409]
		No	2	
4.10	Checked workplace notice boards	Yes	1	[w410]
		No	2	
4.11	Asked training institution or another organisation for advice	Yes	1	[w411]
		No	2	
4.12	Other (Specify - 4.13) [w413]	Yes	1	[w412]
		No	2	

5. Weekly working hours: [w5]

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

6. Nature of employment: [w6]

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

7. Average monthly salary (before deductions) [w7]

Nothing, work to gain experience	1
R 1 – R 3 000	2
R 3 001 – R 6 000	3
R 6 001 – R 9 000	4
R 9 001 – R 12 000	5
R 12 001 – R 15 000	6
R 15 001 – R 18 000	7
R 18 001 – R 21 000	8
R 21 001 – R 24 000	9
R 24 001 – R 27 000	10
R 27 001 – R 30 000	11
R 30 001 or more	12
Refused	13

8. Occupational category: [w8]

Labourer	1
Machinery operators and driver	2
Sales worker	3
Clerical and administrative worker	4
Community and personal service worker	5
Technicians and trades worker	6
Professional	7
Manager	8

9. About your employer: [w9]

Private sector enterprise	1
Self Employed	2
Parastatal	3
Government	4

10. Company size: [w10]	LARGE (150+)	1	
	MEDIUM (50-149)	2	
	SMALL (11-49)	3	
	MICRO (1-10)	4	
11. Sector employed in: [w11]	Formal	1	
	Informal	2	
12. In which economic sector does the company that you work for fall: [w12]	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	

IMPACT

13. Did participation in the learnership help you to: (Read through each option.)	13.1	Access the job you want?	Yes	1	[w1301]
			No	2	
	13.2	Be promoted?	Yes	1	[w1302]
			No	2	
	13.3	Manage more responsibilities in the workplace?	Yes	1	[w1303]
			No	2	
	13.4	Earn more money?	Yes	1	[w1304]
			No	2	

14. Did participation in the learnership give you the skills you need to do your job? (Read through each option.)	14.1	Technical skills	Yes	1	[w1401]
			No	2	
	14.2	Computer skills	Yes	1	[w1402]
			No	2	
	14.3	Numeracy skills	Yes	1	[w1403]
			No	2	
	14.4	Language and literacy skills	Yes	1	[w1404]
			No	2	
	14.5	Ability to work in teams	Yes	1	[w1405]
			No	2	
	14.6	Enhance your self-confidence	Yes	1	[w1406]
			No	2	

Tell us about your current studies:

15. What is the name of the course or programme? [s1]

16. Are you studying full time or part time? [s2]

Full-time	1
Part-time	2

17. How long is the course? [s3]

Up to one month	1
More than 1 month, up to 6 months	2
More than 6 months, less than 1 year	3
1 year	4
2 years	5
3 years	6
4 or more years	7

18. How do you pay for your course? (May select more than one option.)

18.1	Self	1	[s401]
18.2	Parents	2	[s402]
18.3	Employer	3	[s403]
18.4	NSFAS	4	[s404]
18.5	Loan	5	[s405]
18.6	Bursary	6	[s406]
18.7	Other	7	[s407]
18.8	Specify		[s408]

19. What is the NQF level of your studies? [s6]

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

20. At which institution are you studying? [s7]

University	1
University of Technology	2

Public FET College	3
Private FET College	4
Training provider (Learnership)	5
Other	6

21.	**Please provide the top three reasons why you decided to pursue further studies:**	21.01	Employment gain	1	[s801]
		21.02	Formal qualification gain	2	[s802]
		21.03	Higher salary	3	[s803]
		21.04	Learning field change (employment related)	4	
		21.05	Learning field change (interest related)	5	
		21.06	Need series of qualifications	6	
		21.07	Promotion / Advancement pursuit	7	
		21.08	Skills improvement	8	
		21.09	To prepare for work in a sector with scarce skills	9	
		21.10	Other	10	
		21.11	Specify		[s804]

STUDYING NOW

Tell us about your current studies:

1. What is the name of the course or programme? [s1]

2. Are you studying full time or part time? [s2]

Full-time	1
Part-time	2

3. How long is the course? [s3]

Up to one month	1
More than 1 month, up to 6 months	2
More than 6 months, less than 1 year	3
1 year	4
2 years	5
3 years	6
4 or more years	7

4. How do you pay for your course? (May select more than one option.)

4.01	Self	1	[s401]
4.02	Parents	2	[s402]
4.03	Employer	3	[s403]
4.04	NSFAS	4	[s404]
4.05	Loan	5	[s405]
4.06	Bursary	6	[s406]
4.07	Other	7	[s407]
4.08	Specify		[s408]

5. How do you pay for your day to day living expenses? (May select more than one option.)

5.01	Parents	1	[s501]
5.02	Bursary	2	[s502]
5.03	Piece work	3	[s503]
5.04	Social grant	4	[s504]
5.05	Casual Work	5	[s505]
5.06	Other	6	[s506]
5.07	Specify		[s507]

6. What is the NQF level of your studies? [s6]

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

7. At which institution are you studying? [s7]

University	1
University of Technology	2

Public FET College	3	
Private FET College	4	
Training provider (Learnership)	5	
Other	6	

8. Please provide the top three reasons why you decided to pursue further studies:

Employment gain	1	[s801]
Formal qualification gain	2	[s802]
Higher salary	3	[s803]
Learning field change (employment related)	4	
Learning field change (interest related)	5	
Need series of qualifications	6	
Promotion / Advancement pursuit	7	
Skills improvement	8	
To prepare for work in a sector with scarce skills	9	
Other	10	
Specify:		[s804]

IMPACT

9. Did participation in the learnership improve your work-related skills?

(Read through each option.)

9.01	Technical skills	Yes	1	[w1401]
		No	2	
9.02	Computer skills	Yes	1	[w1402]
		No	2	
9.03	Numeracy skills	Yes	1	[w1403]
		No	2	
9.04	Language and literacy skills	Yes	1	[w1404]
		No	2	
9.05	Ability to work in teams	Yes	1	[w1405]
		No	2	
9.06	Enhance your self-confidence	Yes	1	[w1406]
		No	2	

NOT WORKING AND NOT STUDYING NOW

1. What are you doing with YOUR TIME? (Read through each option. May select more than one option)

1.1	Doing unpaid volunteer or other community work:	Yes	1	[n101]
		No	2	
1.2	Casual work for payment in kind:	Yes	1	[n102]
		No	2	
1.3	Looking for work:	Yes	1	[n103]
		No	2	
1.4	Doing nothing:	Yes	1	[n104]
		No	2	
1.5	Taking care of home full-time:	Yes	1	[n105]
		No	2	
1.6	Not able to work due to ill health or disability:	Yes	1	[n106]
		No	2	

---

2. What are your SOURCES OF SUPPORT for survival? (Read through each option. May select more than one option)

2.1	Casual work for pay:	Yes	1	[n201]
		No	2	
2.2	Casual work for payment in kind:	Yes	1	[n202]
		No	2	
2.3	Child support grant:	Yes	1	[n203]
		No	2	
2.4	Foster care grant:	Yes	1	[n204]
		No	2	
2.5	Pension in family:	Yes	1	[n205]
		No	2	
2.6	Cash/food/clothing from family/friends:	Yes	1	[n206]
		No	2	
2.7	Disability grant/pension:	Yes	1	[n207]
		No	2	
2.8	Other: (Specify (2.9))	Yes	1	[n208]
		No	2	

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3. Which of these activities have you ever done, to try and get a job: (Please read each option out loud and select the appropriate boxes?)

3.01	Inquired about jobs or registered with a private recruitment company.	Yes	1	[w401]
		No	2	
3.02	Inquired about jobs or registered at a Labour Centre/ DoL employment office	Yes	1	[w402]
		No	2	
3.03	Made enquiries at workplaces	Yes	1	[w403]
		No	2	
3.04	Answered job advertisements in newspapers:	Yes	1	[w404]
		No	2	
3.05	Answered job advertisements on the internet	Yes	1	[w405]
		No	2	
3.06	Answered job advertisements heard on the radio	Yes	1	[w406]
		No	2	
3.07	Contacted friends or relatives about a job	Yes	1	[w407]

		No	2	
3.08	Written or phoned an employer about a job	Yes	1	[w408]
		No	2	
3.09	Advertised for work on the internet	Yes	1	[w409]
		No	2	
3.10	Checked workplace notice boards	Yes	1	[w410]
		No	2	
3.11	Asked training institution or another organisation for advice	Yes	1	[w411]
		No	2	
3.12	Other (Specify (3.13))	Yes	1	[w412]
		No	2	Specify: [w413]

IMPACT

4. Did participation in the learnership improve your work-related skills?

(Read through each option.)

4.1	Technical skills	Yes	1	[w1401]
		No	2	
4.2	Computer skills	Yes	1	[w1402]
		No	2	
4.3	Numeracy skills	Yes	1	[w1403]
		No	2	
4.4	Language and literacy skills	Yes	1	[w1404]
		No	2	
4.5	Ability to work in teams	Yes	1	[w1405]
		No	2	
4.6	Enhance your self-confidence	Yes	1	[w1406]
		No	2	

Problems finding a job

5. Since you completed or terminated the learnership, have you had any of these problems finding a job? (Read through each option.)

Labour market related	5.01	Because there aren't enough jobs available	Yes	1	[n501]
			No	2	
	5.02	Because there aren't suitable jobs available	Yes	1	[n502]
			No	2	
	5.03	Because my learnership is not related to a job in a scarce skills sector	Yes	1	[n503]
			No	2	
Personal/Demographics related	5.04	Because of being male/female	Yes	1	[n504]
			No	2	
	5.05	Because of your racial or ethnic background	Yes	1	[n505]
			No	2	
	5.06	Because of a health problem/ disability	Yes	1	[n506]
			No	2	
	5.07	Because employers think you are too young	Yes	1	[n507]
			No	2	
	5.08	Because of problems with childcare	Yes	1	[n508]
			No	2	
[illegible]	5.09	Because your level of education is not sufficient	Yes	1	[n509]

			No	2	
	5.10	Because employers don't value the learnership qualification	Yes	1	[n510]
			No	2	
	5.11	Because employers don't want people with skills in my field	Yes	1	[n511]
			No	2	
	5.12	Because you don't have sufficient work experience	Yes	1	[n512]
			No	2	
Resources related	5.13	Because you don't have any information on how or where to find work	Yes	1	[n513]
			No	2	
	5.14	Because you don't have transport	Yes	1	[n514]
			No	2	
	5.15	Because you don't have money to respond to job advertisements	Yes	1	[n515]
			No	2	

TRAJECTORY TO CURRENT SITUATION

Now we would like you to think back to describe your activities in the years since the learnership progamme.

1. What year did you complete the learnership? [t_year] ____

TRANSITION 1

2. What did you do straight after completing (or leaving) the learnership programme? [t1], [t1_date]

Worked	1
Worked and studied	2
Unemployed	3
Studied	4

TRANSITION 2

3. What did you do next, straight after *[TRANSITION 1]*?

[t2], [t2_date]
[t3], [t3_date]
[t4], [t4_date]
[t5], [t5_date]
[t6], [t6_date]
[t7], [t7_date]

Worked	1
Worked and studied	2
Unemployed	3
Studied	4

Will make provision for 8 transitions - ***(Remember to add the date (year) for each transition.)***

PERSONAL INFORMATION

The following section contains questions on personal information.

The [race], [gender], [disability], province where the learner [grew up] and [registered] for the learnership, [birth date] and [highest qualification] fields are pre- populated. Please verify and if incomplete please fill in the gaps.

Race: [Race]

African	1
Coloured	2
Indian	3
White	4
Other	5

Gender: [Gender]

Male	1
Female	2

Birth date : [BirthDate] yyyy/mm/dd

Learner ID : [LearnerID]

Are you a person living with a disability? [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 prosthesis)	5
Intellectual (serious difficulties in learning)	6
Emotional (behavioural, psychological)	7

Please provide the province where you:

1.

[GrewUp_Prov] grew up:	
[Lrnrship_Prov] registered for the learnership:	
[p1] are living now:	

Please use the following codes:

Eastern Cape	EC	Mpumalanga	MP
Free State	FS	Northern Cape	NC
Gauteng	GP	North West	NW
Kwa-Zulu Natal	KZ	Western Cape	WC
Limpopo	LM		

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2. What is your current highest qualification? [p2]

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

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3. How would you describe the area where the school you last attended is situated? [p3]

Urban	1
Urban/Rural	2
Rural	3

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4. In the family in which you were raised, what is your male guardian's highest qualification? [p4]

Not applicable	1	Std 9 / Gr11 (NQF 3)	9
Std 1 / Gr3 (NQF 0 (ABET 1))	2	Matric (NQF 4)	10
Std 3 / Gr5 (NQF 0 (ABET 2))	3	N3 (NQF 4)	11
Std 5 / Gr7 (NQF 0 (ABET 3))	4	Diplomas / Occupational certificate (NQF 5)	12
Std 7 / Gr9 (NQF 1 (ABET 4))	5	First degrees / Higher diplomas (NQF 6)	13
N1 (NQF 2)	6	Honours / Master's degree (NQF 7)	14
Std 8 / Gr10 (NQF 2)	7	Doctorates (NQF 8)	15
N2 (NQF 3)	8	Do not know	16

5. In the family in which you were raised, what is your female guardian's highest qualification? [p5]

Not applicable	1	Std 9 / Gr11 (NQF 3)	9
Std 1 / Gr3 (NQF 0 (ABET 1))	2	Matric (NQF 4)	10
Std 3 / Gr5 (NQF 0 (ABET 2))	3	N3 (NQF 4)	11
Std 5 / Gr7 (NQF 0 (ABET 3))	4	Diplomas / Occupational certificate (NQF 5)	12
Std 7 / Gr9 (NQF 1 (ABET 4))	5	First degrees / Higher diplomas (NQF 6)	13
N1 (NQF 2)	6	Honours / Master's degree (NQF 7)	14
Std 8 / Gr10 (NQF 2)	7	Doctorates (NQF 8)	15
N2 (NQF 3)	8	Do not know	16

6. In the family in which you were raised, what work did your male guardian do? [p6]

Didn't work outside the home	1
Labourer	2
Machinery operators and driver	3
Sales worker	4
Clerical and administrative worker	5
Community and personal service worker	6
Technicians and trades worker	7
Professional	8
Manager	9

7. In the family in which you were raised, what work did your female guardian do? [p7]

Didn't work outside the home	1
Labourer	2
Machinery operators and driver	3
Sales worker	4
Clerical and administrative worker	5
Community and personal service worker	6
Technicians and trades worker	7
Professional	8
Manager	9

8. What type of transport do you usually make use of? [p8]

Public	1
Private, not own	2
Private - own	3

9. Please tell me about your living arrangements: What kind of dwelling do you live in? [p9]

House on a separate stand	1
Structure made of traditional materials	2
Flat	3
Town / cluster / semi-detached house	4
Informal dwelling in back yard	5
Informal dwelling NOT in back yard	6
Room on a shared property	7
Caravan or tent	8
Other (please specify):	9

Specify: [p9s]

10. What is your relationship status? [p10]

Single	1
Married	2
Divorced	3
Separated	4
Life partner	5

11. Do you have any dependents? [p11]

Yes	1
No	2

12a. If yes, how many children? [p12a]

12b. If yes, how many adults? [p12b]

THANK YOU FOR YOUR CO-OPERATION.