

IMPACT ASSESSMENT OF NATIONAL SKILLS DEVELOPMENT STRATEGY II

A Technical Report on Learnership and Apprenticeship Population Databases in South Africa:

Patterns and Shifts in Skills Formation

Dean Janse van Rensburg, Mariette Visser, Angelique Wildschut,
Joan Roodt and Glenda Kruss

January 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.

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Education and Skills Development



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List of Acronyms

AGRISETA	Agricultural Sector Education and Training Authority
BANKSETA	Banking Sector Education and Training Authority
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
COTT	Central Organization for Trade Testing
CTFL	Clothing, Textiles, Footwear and Leather Sector Education and Training Authority
DHET	Department of Higher Education and Training
DoL	Department of Labour
EPWP	Expanded Public Works Programme
ESETA	Energy Sector Education and Training Authority
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FASSET	Financial and Accounting Services
FET	Further Education and Training
FIETA	Forest Industries Sector Education and Training Authority
FOODBEV	Food and Beverages Manufacturing Industry Sector Education and Training Authority
HET	Higher Education and Training
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
INDLELA	Institute for the National Development of Learnerships Employment Skills and Labour Assessments
INSETA	Insurance Sector Education and Training Authority
ISETT	Information Systems, Electronics and Telecommunications Technologies
ISOC	International Standard Occupational Code
JIPSA	Joint Initiative on Priority Skills Acquisition
LGSETA	Local Government Sector Education and Training Authority
MAPPP	Advertising, Publishing, Printing and Packaging
MERSETA	Manufacturing, Engineering and Related Services Education and Training Authority
MIS	Management Information System
MQA	Mining Qualifications Authority

NGOs	Non-governmental Organisations
NLRD	National Learner Record Database
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
OFO	Organising Framework for Occupations
PSETA	Public Services Sector Education and Training Authority
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SERVICES	Services Sector Education and Training Authority
SETA	Sector Education and Training Authority
SETAs	Sector Education and Training Authorities
SOC	Standard Occupational Categories
SPSS	Statistical Package for the Social Sciences
TETA	Transport Education and Training Authority
THETA	Tourism and Hospitality Education and Training Authority
W&RSETA	Wholesale and Retail Sector Education and Training Authority
WSP	Workplace Skills Plan
MTA	Manpower Training Act (1981)
MTA Section 13	Pertains to the registration of an apprentice who is formally indentured - has signed an apprenticeship contract with an employer.
MTA Section 28	Refers to a person who is not formally indentured - does not have a signed apprenticeship contract with an employer, but after gaining sufficient work experience can apply to write the trade test.
18.1 learner	Employed learner who is a permanent employee, undergoing further training (learnership) whilst employed.
18.2 learner	Unemployed learner who is undergoing training with an employer and training provider for the duration of the learnership.

Introduction

Assessing the impact of Learnership and Apprenticeship pathways in the period of NSDSII

At the end of the five year period of the National Skills Development Strategy (NSDS) II, the Department of Labour aims to assess the impact of its evolving set of policy interventions and mechanisms to promote the goals of skills development in South Africa.

Vocational and occupational certification via learnership and apprenticeship programmes is at the core of the new skills creation system, and the concern is to assess how effective these systems have been over the past five years. Policy concerns around a skills crisis – that South Africa is not producing enough of the right levels and kinds of skills to support global competitiveness and economic development - have intensified over the past five years, making the impact assessment by the Department of Labour very timely.

From the 1970s, there was widespread evidence of market failure in the national system for skills development. ‘Skills shortages’ were recognized as a critical constraint on firms’ responses to new technological challenges and hence to global competitiveness, prompting government attempts during the 1980s to create new systems of ‘manpower’ training to match the changing skills needs of the economy, but to maintain the racialised system of provision.

The debate shifted dramatically after 1994, around what new policies could best address the ‘skills crisis’ and at the same time, promote equity and widen access. Concern was not simply with skills shortages, but with addressing the changing nature of demand for high level skills, although it was increasingly recognized that in the South African context, a multi-level skills strategy is required (Kraak, 2005). The outcome was a state driven national skills development system that allocates a key role to new sectoral education and training authorities, SETAs, in partnership with employers and a range of public and private training providers.

A steady decline in the number of apprentices, growing concern about the quality of workplace training and the technical skills produced, and the limited reach of the apprenticeship system in terms of race, gender and sector, informed the development of the new more ‘modern’ system of learnerships, instituted from 2001 under NSDS I. Learnerships

became a key mechanism of the new skills creation system, with large scale investment via the National Skills Fund, largely supported by employer levies (DoL 2003).

The learnership system differed from the traditional apprenticeship system in that it operated across all sectors and all skills levels, not only intermediate level or artisanal skilling (NQF Level 4). The learnership system also included basic level skilling (NQF levels 1 to 3) and high level skills (NQF levels 5 to 8), incorporating traditional professional internship training programmes in fields such as accountancy. The learnership system aimed to provide a recognized occupational qualification achieved through structured institutional learning *and* applied competence developed through workplace experiential learning. The new system was intended to address the shortcomings of the traditional apprenticeship system in this regard, particularly the lack of structured workplace learning. A major difference is that the new system could both enhance skills upgrading for the employed (18.1 learners) as well as provide vocational education and training for the young unemployed (18.2 learners). Learners classified as 18.1 learners are individuals who were already employed at entry into, and registration for, the learnership programme, and are likely to be older, pursuing promotion and career advancement. Those classified as 18.2 learners were not in employment at the time of entry into the learnership programme, typically but not exclusively, young individuals who recently completed their schooling career, and are pursuing technical and vocational qualifications in order to prepare for entry to the labour market.

Shifting policy priorities have shaped the learnership system in complex ways over a concentrated, very short period of time. At the Growth and Development Summit of 2003, concern centred on the high rate of youth unemployment, in the context of shifts in the economy towards services and sectors that require more high-level skills. National skills targets were set, which drove SETA strategies to enroll large numbers of unemployed youth, defined as those under the age of 35. One unintended consequence was a SETA focus on achieving numerical targets rather than on the quality of skills developed. More significant was a shift in priorities, away from a demand-led formal labour market skills intervention to address critical and scarce skills, towards a stronger emphasis on learnerships as a youth employment creation mechanism (Grawitzky, 2006; Visser & Kruss, 2009).

The tension between these dual goals remains difficult to balance, and within a few years, the emphasis shifted back to a focus on addressing scarce labour market skills. Regulations

governing apprenticeships had remained in place with the introduction of learnerships, but the relationship between the two was not clearly defined. The apprenticeship system continued to decline in importance as a skills development mechanism through the 1990s and early 2000s. A period of economic growth in the mid 2000s made it evident that there was a critical shortage of artisanal skills that neither the new learnership nor the traditional apprenticeship system was addressing. With JIPSA as a catalyst, from 2006 attempts were made to revive the apprenticeship system as a specific mechanism to produce scarce and critical intermediate level skills, and to address the shortage of artisans.

The resultant shifts centred on a new policy landscape for national recognition of artisan qualifications, and agreement on the articulation of different learning pathways, legislatively enacted in a series of amendments to the Skills Development Act (2008). The new act uses the overarching concept of 'learning programmes' - agreements registered with a SETA - which could take the form of a learnership, an apprenticeship, a skills programme or any other prescribed learning programme that includes a structured work experience component.

The new skills development system has not yet had sufficient time to mature. Research has tended to focus on the market failures accompanying the implementation of new skills interventions in the context of an economy riven by racial inequalities and high unemployment (Akoojee et al 2005; Badroodien & McGrath 2005; Kraak 2008a, 2008b). At the general level, there are widespread failures caused by a lack of coordination between government departments and agencies responsible for education, skills development and industrial policy and economic development. Another abiding problem is that despite incentives, many firms remain reluctant to invest in training.

The new learnership system and the revived apprenticeship system are inserted into a complex and increasingly bureaucratized qualifications and quality assurance infrastructure. They are administered by the SETAs, which are in effect, a set of newly created institutions that have yet to develop capacity to drive skills development (Marock, 2008). The SETAs have suffered failures such as bureaucratic, rigid and inefficient management, low standards, a lack of information on student needs and firm demand, and in a few key sectors are plagued by corruption. Their capacity to conduct skills planning and demand forecasting to inform sectoral and national strategies is generally not strong enough.

While JIPSA initiatives have succeeded in increasing the number of artisans in training, the revived apprenticeship system continues to experience problems that impact on the quality of skills produced, such as the variable and often outdated quality of training and trade tests and the availability of workplace mentors and trade assessors.

Critical questions are thus raised about the impact of the learnership and the revived apprenticeship systems on the skills crisis in South Africa – and hence, on enhancing competitiveness and economic development. To what extent are these two skills development mechanisms achieving their goals of certification and upgrading at basic, intermediate and high skills levels in key sectors in a way that promotes equity and economic growth? To what extent are learnerships contributing both to skilling unemployed youth and to upskilling those in employment? How effective are apprenticeships as a learning pathway to meet the demand for artisanal skills?

The first step: mapping the learnership and apprenticeship pathway systems

This technical report contributes to address such critical questions, albeit in a limited manner, in that it is the first step – and but one component - in a larger study of the impact of learnerships and apprenticeships. It specifically focuses on describing the vocational education and training supply side, the patterns of registration and completion of the population of learnerships and apprenticeships, drawing on official government databases.

The larger study adopts a pathways conceptual approach. That is, it focuses on the pathways of (young) people in the transition from school to un/employment, various forms of further study, and into the labour market (Raffe 2003). The pathways approach focuses on the characteristics of individuals participating, their progress through, and the outcomes associated with, each of a range of contextually defined pathways. Such an approach allows an assessment of the extent to which vocational education and training system equip young people with the right kinds of skills that are required in the labour market through a range of mechanisms, whether apprenticeships, learnerships, other forms of traineeships, further or higher education (Dumbrell, 2003; Curtis, 2008; Marks, 2006; Figgis, 2001; Harris et al, 2006; McMillan et al, 2005).

The methodology of pathway studies is typically longitudinal surveys of a cohort, tracking their progress through the final years of schooling and into post-schooling 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 has been developed (HSRC, 2007). Such a methodology informs the current larger study, which will be covered in separate technical reports.

The present technical report focuses on the first step of the research process – the construction of the population databases. As will be explained below, it in fact provides a descriptive overview of six population cohorts at specific points in time. It provides an analysis of the characteristics of those who registered for and completed learnerships and apprenticeships in South Africa in key years of NSDSII. Such a population database allows us to map the size of and patterns within the learnership and apprenticeship pathway systems, to measure, in relation to basic, intermediate and high level skills in distinct sectors:

- the total number of qualifications produced in each pathway system
- who enters each pathway system (the demographic profile of the learnership/apprenticeship population)
- what does the system produce (the proportion of learners who register and complete the learnership programme or apprenticeship)

In short, the technical report can only contribute pieces to a very complex puzzle, but these are extremely significant pieces, in that they describe the broad contours of the population in each pathway system in South Africa in a systematic manner.

The population datasets

The National Skills Development Strategy 2005-2010 set the success indicator that 125 000 workers (indicator 2.8) and 125 000 unemployed people (indicator 4.1) should have entered skills development programmes by March 2010. These programmes include learnerships, apprenticeships, bursary grants, internship grants and study support. *This technical report only focuses on the contribution of learnerships and apprenticeships to reaching these targets, and it can only do so within the bounds of current data limitations.*

A comprehensive and centralized database of the population of learnerships and apprenticeships is not easily available. Each SETA maintains its own records, and SETAs use

a variety of data formats and fields. Until recently, SETAs reporting to the Department of Labour (and now to the Department of Higher Education and Training) only covered a limited set of aggregated indicators. The National Learner Record Database maintained by SAQA only keeps records of those who complete a qualification, and the database is governed by strict conditions of confidentiality so is not accessible for research purposes. None of these datasets are coordinated into a systematic database to monitor trends in the registration and completion of qualifications over each year of NSDSII. Hence, the technical report had to rely on the best datasets available under these conditions.

The technical report maps provision at two critical points of NSDSII: the first year, running from April 2005 to March 2006 and the final year, running from April 2009 to March 2010. From this point forward, 2005/6 data is referred to as “Year 1”, and 2009/10 data as “Year 5”. The datasets originate from three different institutional sources. As a result, in effect the report analyzes six distinct cohorts, each of which will be described below.

The Year 1 (2005/6) learnership population dataset was obtained from the “Employment and Learning Pathways of Learnership Participants in the NSDS Phase II” project conducted by the HSRC on behalf of the Department of Labour in 2006/07. This dataset was constructed by the HSRC based on submissions obtained from each SETA. SETAs at that time did not maintain reliable records of those who had completed the learnership qualification, so that this dataset contains an overview of learnership registrations only. The dataset is used to provide a baseline of learnership registrations at the beginning of the NSDSII period. The first cohort the report examines is thus **all those who registered for a learnership qualification in Year 1 (cohort 1)**.

The second institutional source is a dataset that contains an overview of trends for both Learnerships and Apprenticeships, and data for both registrations and completions, in Year 5 (2009/10). It was received from the Department of Higher Education and Training (DHET) who is now responsible for maintaining a centralized national database of quarterly submissions from each SETA, a process initiated by the Department of Labour (DoL). Four cohorts were constructed from this dataset:

- a cohort of **all those who registered for a learnership qualification in Year 5 (cohort 2)**
- a cohort of **all those who completed a learnership qualification in Year 5**, but may have registered in a previous year (the database did not record the start and end dates of each individual's programme) **(cohort 3)**
- a cohort of **all those who registered for an apprenticeship qualification in Year 5 (cohort 4)**
- a cohort of **all those who completed an apprenticeship qualification in Year 5**, but may have registered in a previous year **(cohort 5)**

It was thus possible to compare the registered learnership population in 2005/6 (cohort 1) with that in 2009/10 (cohort 2). It was only possible to map patterns of the cohorts that completed a learnership qualification in 2009/10 (cohort 3), registered for an apprenticeship in 2009/10 (cohort 4) or completed an apprenticeship qualification in 2009/10 (cohort 5).

The third institutional dataset was maintained by the Institute for the National Development of Learnerships Employment Skills and Labour Assessments, INDLELA, of the Department of Labour. The final cohort was constructed from this dataset: **all those who were assessed and certificated through INDLELA in Year 5, 2009/10 (cohort 6)**.

It is important to emphasise that these are six distinct cohorts. Where comparisons are made, they can only point to shifts in the system, and do not indicate the progression of individuals through a pathway system. However, taken together, analysis of these six cohorts provides the first opportunity to compare the contours of the learnership and apprenticeship pathway systems.

The technical report can potentially inform policy debate around the mechanisms for vocational education and training in general and for artisanal skilling in particular, in order to address the skills crisis.

The datasets: important technical considerations

This section highlights important technical considerations regarding data cleaning and analysis of the available datasets, in order to enhance their reliability and validity.

Year 1 learnership data required little additional modification, although a check was performed to remove any duplicate cases within the data. Duplicates were identified on the basis of participants' identity numbers and the name of the registered learnership qualification.

Year 5 datasets required extensive construction and cleaning. The data was received in the form of multiple spreadsheets per SETA per quarter. This information was merged into four combined data sources: one each for the cohort of registered learnership qualifications, the cohort of completed learnership qualifications, the registered apprenticeship qualifications cohort and the completed apprenticeship qualifications cohort.

Inconsistent capturing practices between and within the SETAs resulted in the need for basic data cleaning for several fields. Furthermore, missing information was frequent and often occurred in "blocks" where a SETA did not record pertinent information for a quarter.

In order to address duplication in Year 5 learnership data, checks were performed – identifying duplication on name, surname and learnership qualification description fields. The potential for duplicates remains if any of these three fields were captured inconsistently. A major problem was experienced where the total registrations differed from the headcount enrolments, suggesting that some individuals had registered for more than one learnership or apprenticeship in a single year. Additional scrutiny was applied to apprenticeship data, given the unlikelihood of multiple registrations and/or qualifications in one year. This data cleaning process is detailed in Appendices A1-A5. Table 1 below summarizes the removal of duplicates from the data.

Table 1: Data cleaning

	Learnership			Apprenticeship	
	Year 1	Year 5		Year 5	
	Registered	Registered	Completed	Registered	Completed
Original data	54,617	46,679	29,959	9,917	3,544
Duplicates removed	973	3,110	1,549	601	112
% of original removed	1.78%	6.66%	5.17%	6.06%	3.16%
Final number of cases	53,644	43,569	28,410	9,316	3,432

There are a number of other mechanisms that were adopted to deal with data inconsistencies or complexities, and these need to be born in mind when reading the tables in the report. The most important technical issues are:

- Where individual characteristics and patterns are discussed for those who completed qualifications, the characteristics are those recorded by the SETA at registration.
- Year 1 data included date of birth, age at commencement and identity numbers. However, these fields often did not correspond. Age was thus inferred from identity number to be consistent with the Year 5 database, but this information was supplemented with and assured against the other available information. Age was then calculated at the midpoint of the quarter in which the person registered.
- Race was not recorded systematically across SETAs in 2009/10, thus analysis can only reliably differentiate between “Black” and “White”. Those described as “Black” include persons of African, Indian and mixed descent.
- The DHET dataset for learnerships in 2009/10 had more missing data for race and gender which meant that comparison with the 2005 dataset had to be drawn with care.
- In general, the quality of the apprenticeship data was poorer and more incomplete than the learnership data, which reflects problems within the SETAs to report and manage apprenticeship qualifications. The cause may be external or internal to the SETAs themselves, but this anomaly requires further investigation.
- Information on NQF levels of apprenticeship qualifications was only available for a small number of individuals and a small number of SETAs, and thus not reported on in-depth. SETAs are not recording the NQF levels accurately, which may be due to lack of clear definitions or a lack of sufficient capacity.
- ISETT and INSETA appear to register the same participants for the same apprenticeship qualifications. When observing registration patterns within these qualifications the two should not be considered without reflection of the other.
- There was no Year 1 data available for PSETA which made comparison of learnership registrations impossible.

The DoL/DHET dataset was developed to improve on the fragmented and uncoordinated system of learnership data management found in 2006/7, and incorporated many recommendations from the HSRC research. The 2009/10 population dataset included a wider range of disaggregated indicators and provided a good research resource. However, these inconsistencies and ongoing data anomalies point to the need for better data management by each SETA as well as improved coordination and monitoring of submissions.

A few points of clarification are also required regarding the categories used in the data analysis:

- **Targets:** The targets reported are as set by NSDSII, and the individual SETA registration and completion targets are set by government through the relevant departments, in this case, the Department of Higher Education and Training (DHET).
- **Unemployed or Employed:** These categories are used by SETAs to denote the labour market status of the learner upon entry into the learnership or apprenticeship, in order to report against NSDSII targets. *Employed* learners are permanent employees who are undergoing further training whilst employed, referred to as *18.1 learners*, while *18.2 learners* are *unemployed* learners who are undergoing training with an employer and training provider for the duration of the learnership. 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 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 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:** Although a new Higher Education Qualifications Framework (HEQF) with more differentiated higher education levels (resulting in 10, instead of the previous 8 national qualification levels) was signed into effect as of June 2009, the report continues to use the levels as prescribed by the NQF during the period of NSDSII. This entails for instance, 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).

Structure of this report

Section One provides an overview of the shape and patterns of the learnership pathway system in the period of NSDSII. Specifically, this section will compare learnership registrations in 2005/6 and 2009/10 in terms of describing and contrasting the level of skilling and employment status of registrations, as well as the demographic profiles of cohorts 1 and

2. Patterns will be compared across the two periods in terms of race, gender, age, disability and geographic location. Section One will then go on to illustrate the demographic and registration patterns of cohort 3, learners who completed a learnership qualification in the 2009/10 year in terms of NQF level, employment status at registration, race, gender, age, disability and location.

Section Two provides an account of the shape and profile of apprenticeship qualification registration and completion. This section firstly considers the shape of the system against national targets set in an effort to increase artisanal skills. Secondly, it describes the characteristics of those registering (cohort 4) and completing (cohort 5) an apprenticeship in 2009/10 in terms of their location, employment status at registration, type of apprenticeship, NQF level, and demographics.

Section Three provides an account of the efficiency of the public trade test system for the certification of artisans, managed by the Institute for the National Development of Learnerships Employment Skills and Labour Assessments (INDLELA). The different routes to attaining artisanal status are identified. This section provides an overview of those who qualified as artisans by successfully completing a trade test through INDLELA over the past forty years. An analysis of cohort 6 is then presented, that is, all those candidates who registered at INDLELA to take the trade test in the period of 1 April 2009 until 31 March 2010, to provide an overview of the cohort of qualified artisans produced by the system in Year 5.

Section Four compares the size and shape of the learnership and apprenticeship pathways, relative to national targets and to key policy priorities. The identification of key trends and patterns raises critical questions that require further research and policy debate.

Section 1 Patterns in South African Learnerships

Section 1 provides an analysis of the contours of the learnership pathway system in the first (Year 1) and last (Year 5) year of the NSDSII. Data on three cohorts is presented in this section, as follows:

- Cohort 1: the population of learners **registered** for a learnership qualification within the time period 1 April 2005 to 31 March 2006 (Year 1),
- Cohort 2: the population of learners **registered** within the time period 1 April 2009 to 31 March 2010 (Year 5), and
- Cohort 3: the population of learners who **completed** their learnership qualifications within the time period 1 April 2009 to 31 March 2010. (Note that in this category, depending on the duration of the learnership qualification, learners could have registered within or before the specified time period)

The first data set was developed by the HSRC in 2006/07 with data received directly from the SETAs, while the last two sets have been obtained from the DHET, which requires each SETA to submit quarterly reports in a pre-defined format to facilitate the process of monitoring the targets set in the NSDSII.

Section 1.1 will focus on who enters the learnership system, by undertaking a comparison between cohort 1 and 2 to highlight the shifts in patterns of registration in terms of employment status, National Qualifications Framework (NQF) levels and sectors. Section 1.2 will examine and compare the demographic profile of these two cohorts, in Year 1 and Year 5. Section 1.3 will then shift to consider who exits the learnership system successfully, by analyzing the patterns and profile of the population of learners who completed their learnership qualification in Year 5, cohort 3.

1.1 Shifts in the Patterns of Registrations

This section of the report seeks to describe the size and patterns of the learnership pathway system across the period of NSDSII, comparing two critical years, Year 1, 2005/6, and Year 5, 2009/10.

1.1.1 Year 1 2005/6 Learnership Population

Table 2 below lists the number of learnership qualifications registered in Year 1. Registrations refer to the total number registered for a specific learnership programme, whereas the headcount refers to the total number of individuals registered. If all participants registered for a single qualification in a given year, the headcount would equal registrations. The data trends suggest that some participants register for more than one learnership qualification in a year, as the number of registrations exceeds the headcount of individuals. About 1% of the population registered for more than one learnership, which may be due to some short learnerships, or to changing learnership registration mid-year. The report uses the total registrations of 53 644 learners.

Table 2: Year 1 Population Registration and Headcount

Description	Number of Learners	%
Total Registrations	53,644	
Total Headcount	52,864	
Registered for 1 Learnership	52,264	98.87%
Registered for more than 1 Learnership	600	1.13%

Furthermore, a summary of key features of the Year 1 learnership population is provided in Table 3, which provides an overview to introduce the more detailed comparative discussion that follows in Section 1.2. In aggregate, it highlights that learnership registration in Year 1 is clearly dominated by black learners, of which the majority is men, and mainly young adults (an average age of 27). The majority of qualifications are registered at NQF level 4.

Table 3: Overview of Year 1 Learnership Population

SETA	Age	Gender	NQF level	Race	Total	
	Mean	F:M	Mode	%	% Black	
AGRISETA	29.39	1.07	1	74%	97%	3,179
BANKSETA	24.85	1.40	5	65%	92%	1,640
CETA	28.94	0.64	2	55%	97%	6,180
CHIETA	28.87	0.27	2	39%	83%	1,793
CTFL	28.40	2.98	2	100%	99%	633
ESETA	25.55	0.49	2	67%	88%	1,855
ETDP	30.09	7.04	4	71%	85%	589
FASSET	23.88	1.01	7	96%	46%	4,018
FIETA	27.15	0.32	1	34%	97%	348
FOODBEV	28.51	0.82	3	48%	97%	1,883
HWSETA	29.68	7.54	4	50%	85%	4,493
INSETA	23.39	1.32	3	45%	90%	755
ISSET	24.98	0.83	5	77%	97%	1,802
LGSETA	29.34	1.21	4	87%	100%	2,465
MAPPP	30.72	1.97	4	43%	100%	113
MERSETA	26.45	0.34	1 & 2	42%	91%	5,283
MQA	28.45	0.59	3	62%	89%	2,663
PSETA						0
SASETA	28.70	0.47	3	55%	98%	6,273
SERVICES	26.88	1.88	2	47%	71%	2,597
TETA	28.49	0.48	3	44%	88%	1,046
THETA	27.94	1.03	4	73%	74%	2,358
W&RSETA	26.87	1.36	2	76%	95%	1,678
Total	27.68	0.88	4	25%	88%	53,644

1.1.2 Year 5 2009/10 Learnership Population

A total of 43 569 learners registered for a learnership qualification between April 1st 2009 and March 31st 2010, with a headcount of 43 092 (Table 4). The 1% (463) of learners who was recorded as having enrolled for more than one learnership qualification could be due to the phenomenon of learnership hopping where the same learner jumped from one type of learnership qualification to another on the same NQF level.

Table 4: Year 5 Population of Registered Learnership Qualifications

Description	Number of Learners	%
Total Registrations	43,569	
Total Headcount	43,092	
Registered for 1 Learnership	42,629	98.93%
Registered for more than 1 Learnership	463	1.07%

Table 5 presents a summary of the Year 5 learnership population, to provide an overview of shifts in the learnership population from Year 1, but the data will be investigated in greater detail in Section 1.2.

Table 5: Summary of Year 5 Population of Registered Learnership Qualifications

SETA	Age	Employed	Gender	NQF		Race	Total
	Mean Age	% Employed	F:M	Mode	% Mode	% Black	
AGRISETA	32.77	100%	0.93	1	43%	98%	1,480
BANKSETA	25.87	29%	1.79	5	75%	92%	1,917
CETA	27.19	19%	0.93	3	55%	47%**	3,073
CHIETA	26.67	67%	0.20	2	36%	82%	1,351
CTFL	26.55	39%	1.85	2	100%	100%	795
ESETA	26.04	9%	0.65	2	57%	92%	618
ETDP	31.88	22%	5.52	4	68%	98%	1,668
FASSET	24.22	12%	1.18	7	93%	52%	4,274
FIETA	31.11	47%	1.66**	3	40%	93%	615
FOODBEV	29.86	47%	1.02	3	34%	95%	1,205
HWSETA	29.79	46%	4.60	4	71%	95%	3,490
INSETA	25.07	30%	1.38	4	59%	96%	870
ISSET	24.28	18%	1.14	4	48%	99%	1,650
LGSETA	35.07	77%	1.22	3	44%	83%	1,053
MAPPP	25.46	25%	0.53	4	68%	94%	338
MERSETA	29.46	45%	0.24	2	54%	89%	5,967
MQA	27.71	86%	0.52	3	47%	89%	4,706
PSETA	28.85	0%	1.78	4	87%	84%	148
SASETA	31.43	67%	0.87	3	85%	96%	1,278
SERVICES	29.15	51%	1.98	4	35%	88%	2,837
TETA	31.93	59%	0.37	3	41%	81%	1,138
THETA	29.02	78%	1.33	4	70%	89%	207
W&RSETA	25.30	25%	1.77	2	81%	97%	2,891
Total	28.19	44%	1.00	2	27%	85%	43,569

**High levels of missing data, see relevant section for detail

1.1.3 Contrasting Year 1 and Year 5 Population Data

We do not have information for each year between 2005/06 and 2009/10. Hence, the data does not describe trends across the three intermediate years, but indicates a shift over time.

Overall participation in the learnership system has fallen between the two periods - with a decrease of 10 075, from 53 644 in 2005 to 43 569 in 2009, or a 19% drop.

Table 6 below lists enrolment growth or decline per SETA. More than half, 12 of the SETAs, did increase from Year 1 registrations. Their growth in registrations could not offset the substantial decreases in ten SETAs, seven of whom registered 50% to 90% fewer learnerships in Year 5. CETA and SASETA alone dropped their absolute number of enrolments by 8 089.

Table 6: Participation Shifts across SETAs

SETA	N YR1	N YR 5	Change	%Change
MAPPP	113	338	225	199.12%
ETDP	589	1,668	1,079	183.19%
FIETA	348	615	267	76.72%
MQA	2,663	4,706	2,043	76.72%
W&RSETA	1678	2891	1213	72.29%
CTFL	633	795	162	25.59%
BANKSETA	1,640	1,917	277	16.89%
INSETA	755	870	115	15.23%
MERSETA	5,283	5,967	684	12.95%
SERVICES	2,597	2,837	240	9.24%
TETA	1,046	1,138	92	8.80%
FASSET	4,018	4,274	256	6.37%
ISETT	1,802	1,650	-152	-8.44%
HWSETA	4,493	3,490	-1003	-22.32%
CHIETA	1,793	1,351	-442	-24.65%
FOODBEV	1,883	1,205	-678	-36.01%
CETA	6,180	3,073	-3,107	-50.28%
AGRISETA	3,179	1,480	-1,699	-53.44%
LGSETA	2,465	1,053	-1,412	-57.28%
ESETA	1,855	618	-1,237	-66.68%
SASETA	6,273	1,278	-4,995	-79.63%
THETA	2,358	207	-2,151	-91.22%
PSETA		148		
Total	53,644	43,569	-10,075	-18.78%

Figure 1 below compares each SETA's share of total learnership registrations in Year 1 and Year 5. It highlights the SETAs that have had the most dramatic fluctuations and impact on the total population. SASETA (and CETA) had the largest decrease in the portfolio of registrations. Although THETA showed a marked relative fall, its share was not large enough to disturb the overall population to the extent which SASETA and CETA adjustments have. In contrast, MERSETA and MQA have increased their share of total registrations, as have FASSET and W&RSETA.

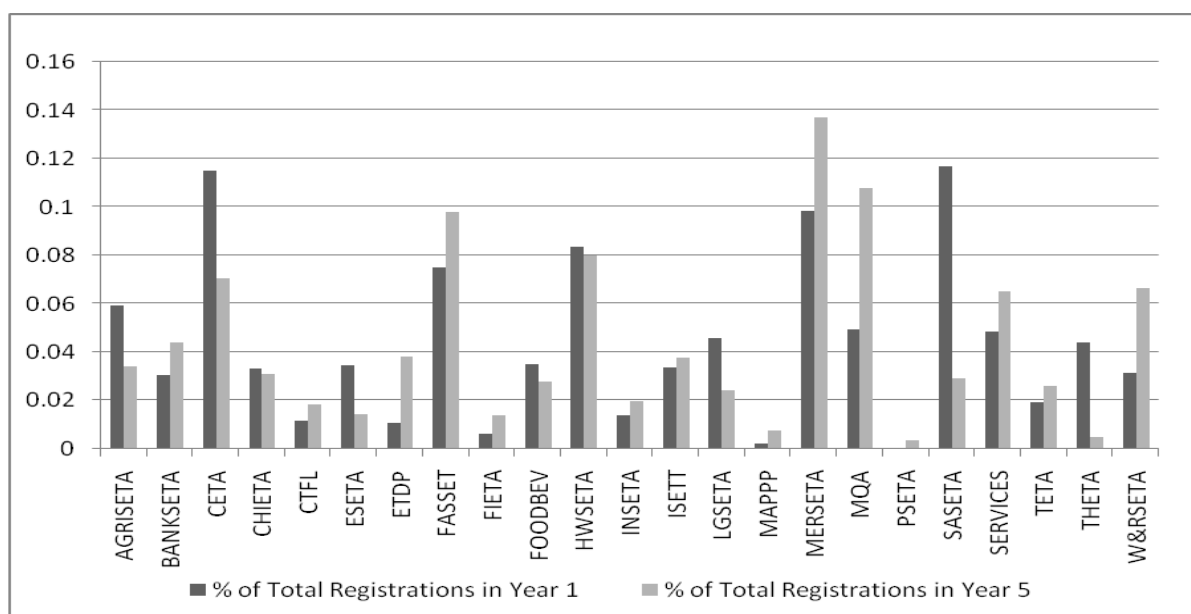


Figure 1: SETA Registrations across Time

It is a concern that participation in the learnership pathway is decreasing rather than increasing. Skills development has been highlighted as a priority for government strategy, and in view of the recent global economic turndown, it is even more imperative that the economy retain a qualified labour force in order to promote new economic activity and development. The reasons for the decline in registrations for learnership qualifications need to be investigated further, in general and in relation to the specific sectors with major shrinkages. We may investigate whether the shrinkage relates to shifting national priorities and targets, or to SETA capacities to implement and manage learnerships, or to industry specific dynamics, or to lack of buy-in to the learnership pathway system on the part of firms or young people.

1.1.4 Contrasting Year 1 and Year 5 NQF Levels

Learnership qualifications are intended to provide vocational education and training at basic, intermediate and high skills levels. The level of training was largely dependent upon the nature of each sector, as was evident in the population data trends. Participation was generally observed at higher levels in service orientated sectors – especially financial services – whereas participation in learnership training in the primary sector remained at lower skills levels.

These trends were reinforced by a fairly constant registration pattern across the NQF levels over the two periods (Figure 2 and Table 7). Missing data on NQF level was more common in the Year 5 dataset, and this needs to be born in mind when analyzing trends. Of note is that NQF Level 1 and NQF Level 4 registrations dropped disproportionately to the other levels.

The decline thus appears to be at basic and intermediate skills levels. It may be that these shifts can be explained by the large decline in AGRISETA and SASETA registrations. A high volume of NQF level 1 learnership qualifications were registered through AGRISETA, and similarly, many NQF level 3 and 4 learnership qualifications were registered through SASETA. However, substantial increases in NQF level 3 registrations from SERVICES (601), MQA (562), LGSETA (459) and MERSETA (352) ameliorated the 2 336 drop in SASETA level 3 registrations.

There was extremely low participation in NQF level 6 qualifications, and NQF level 5 and 7 qualifications were relatively low but have remained stable. NQF level 7 qualifications were almost entirely provided by and demanded from a single SETA. In both years, FASSET accounts for 99% of level 7 registrations. Furthermore, just more than three-quarters (76%) of FASSET's Year 5 learners were registered for the same qualification namely, Chartered Accountant: Auditing. Learnerships provided in the financial sector were thus the predominant source of high level skills qualifications during the two periods.

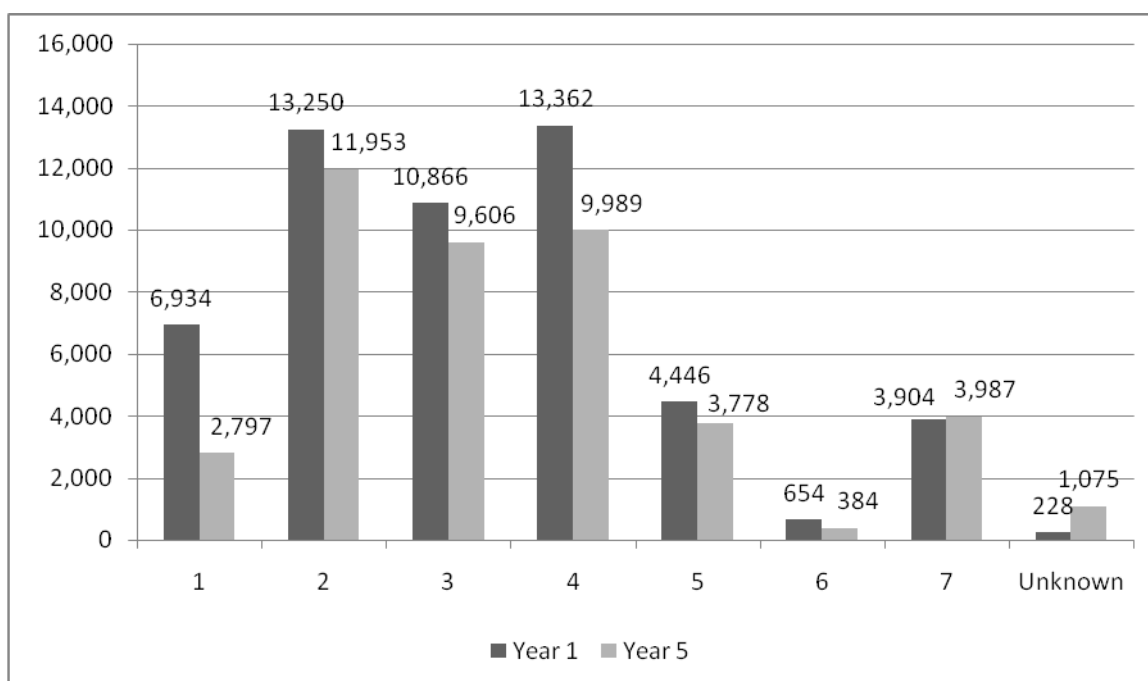


Figure 2: NQF Level of Learnership Qualifications across Time

Table 7: Shifts in Participation by NQF Level

NQF Level	Year 1	Year 5
1	6,934	2,797
2	13,250	11,953
3	10,866	9,606
4	13,362	9,989
5	4,446	3,778
6	654	384
7	3,904	3,987
Unknown	228	1,075
Total	52,769	43,569

Table 8 below reports the mode NQF level for each SETA in each period, as well as the portion of registrations at the mode level. Registrations at NQF levels 2 and 4 accounted for half of all learnership qualification registrations in both periods. While in Year 1, NQF level 2 learnership registrations almost equaled NQF level 4 registrations, in Year 5, NQF level 2 registrations increased while those at NQF level 4 declined. NQF level 2 had 27% of registrations in Year 5, an increase from 25% in Year 1, and conversely, for NQF level 4. The mode for the total population thus shifted from NQF level 4 in 2005 to NQF level 2 in 2009. This may be due largely to shifts in SASETA registrations. The decline in AGRISETA registrations is most prevalent in NQF level 1 registrations, which dropped from 74% to 43% of their total. The analysis thus indicates an overall shift towards registration at lower NQF levels.

Table 8: Shifts in Participation by SETA and NQF Level

SETA	NQF Level Yr 1		NQF Level Yr 5		SETA	NQF Level Yr 1		NQF Level Yr 5	
	Mode	%	Mode	%		Mode	%	Mode	%
AGRISETA	1	74%	1	43%	ISSET	5	77%	4	48%
BANKSETA	5	65%	5	75%	LGSETA	4	87%	3	44%
CETA	2	55%	3	55%	MAPPP	4	43%	4	68%
CHIETA	2	39%	2	36%	MERSETA	1 & 2	42%	2	54%
CTFL	2	100%	2	100%	MQA	3	62%	3	47%
ESETA	2	67%	2	57%	PSETA			4	87%
ETDP	4	71%	4	68%	SASET	3	55%	3	85%
FASSET	7	96%	7	93%	SERVICES	2	47%	4	35%
FIETA	1	34%	3	40%	TETA	3	44%	3	41%
FOODBEV	3	48%	3	34%	THETA	4	73%	4	70%
HWSETA	4	50%	4	71%	W&RSETA	2	76%	2	81%
INSETA	3	45%	4	59%	Total	4	25%	2	27%

1.1.5 Employment Status at Registration

The learnership pathway system caters for both the young unemployed to prepare them for the workplace, and for upskilling of those in employment. Over the first years of implementation over the period of NSDS I (2000-2005), there was a clear trend towards the promotion of learnerships as a means of occupational certification in order to address high youth unemployment. Thus, 79% of the 2005 (Year 1 of NSDSII) cohort was unemployed at registration.

There appears to be a shift in the opposite direction over the period of NSDSII. In Year 5, 44% of all those who registered for a learnership qualification were already employed, and 56% were unemployed (Table 9 and Figure 3). There are racial differences, in that 49.6% of white participants were employed at registration and hence, entering a learnership to pursue career progression, as opposed to a smaller proportion of black participants (45.3%). Detailed disaggregation of trends by race and other demographics are explored in subsequent sections.

Figure 3 below compares the proportion of employed and unemployed registrations per SETA in Year 1 and Year 5. There are three sets of patterns evident. A few SETA portfolios of learnership registration showed consistency in the employment status, for instance, BankSETA, CETA and HWSETA. Only four SETAs experienced a relative increase in the proportion of unemployed learners, namely CTFL, ESETA, ETDP and W&RSETA. The majority experienced a decline in registration of the unemployed in favour of growth in registrations of the employed, particularly AGRISSETA, LGSETA, MQA, SASSETA, Services and THETA. The proportion of employed learners is also variable across SETAs (Figure 3), ranging from 100% employed in AGRISSETA down to 0% employed in PSETA. Further investigation is required of how different SETA strategies can account for the increased focus on upskilling the employed.

Table 9: Shifts in Employment Patterns and Participation

	EMPLOYED		UNEMPLOYED		Total		Missing
Seta	Year 1	Year 5	Year 1	Year 5	Year 1	Year 5	Year 1
AGRISETA	637	1,480	2,481	0	3,179	1,480	1.92%
BANKSETA	400	560	1,240	1,357	1,640	1,917	0.00%
CETA	832	573	5,211	2,500	6,180	3,073	2.22%
CHIETA	855	905	938	446	1,793	1,351	0.00%
CTFL	339	310	293	485	633	795	0.16%
ESETA	393	58	1,458	560	1,855	618	0.22%
ETDP	178	361	124	1,307	589	1,668	48.73%
FASSET	258	527	3,760	3,747	4,018	4,274	0.00%
FIETA	109	287	239	328	348	615	0.00%
FOODBEV	751	567	1,132	638	1,883	1,205	0.00%
HWSETA	2,014	1,589	2,474	1,901	4,493	3,490	0.11%
INSETA	124	263	627	607	755	870	0.53%
ISSET	155	298	813	1,352	1,802	1,650	46.28%
LGSETA	231	814	2,234	239	2,465	1,053	0.00%
MAPPP	0	85	54	253	113	338	52.21%
MERSETA	1,905	2,710	3,378	3,257	5,283	5,967	0.00%
MQA	508	4,070	2,155	636	2,663	4,706	0.00%
PSETA		0		148		148	
SASETA	630	859	5,643	419	6,273	1,278	0.00%
SERVICES	385	1,445	2,057	1,392	2,597	2,837	5.97%
TETA	366	671	646	467	1,046	1,138	3.25%
THETA	559	162	1,323	45	2,358	207	20.19%
W&RSETA	788	714	879	2,177	1,678	2,891	0.66%
All	12,417	19,308	39,159	24,261	53,644	43,569	3.86%

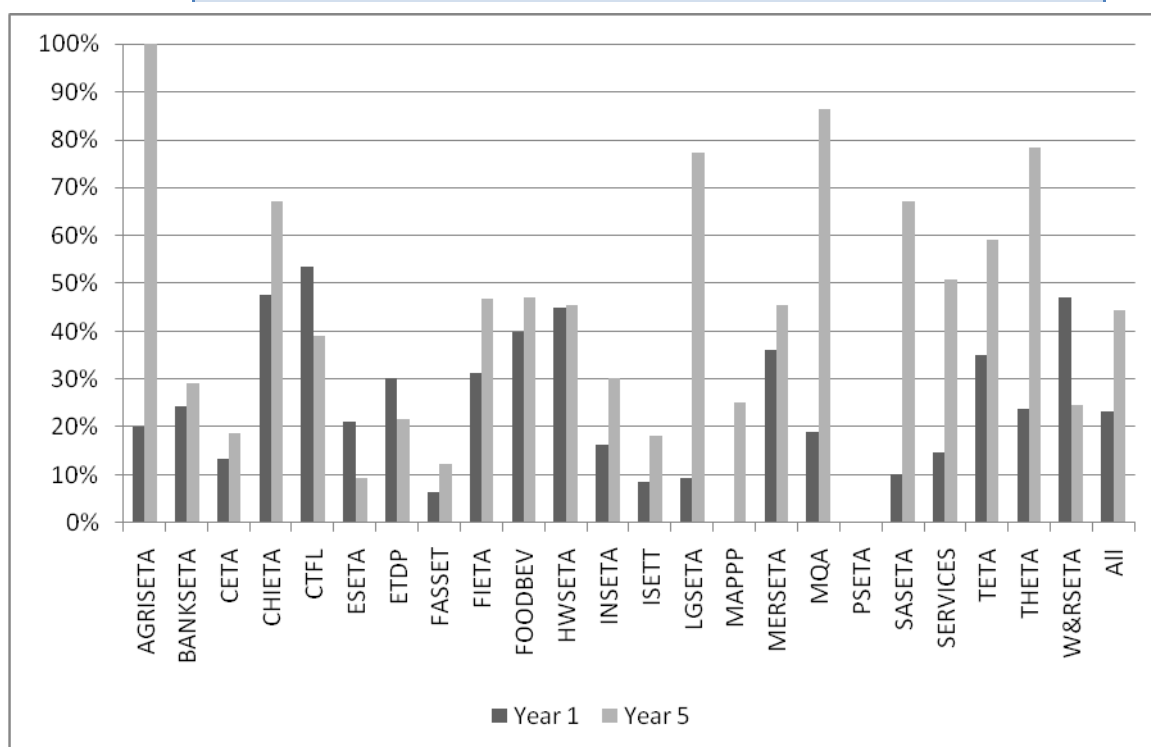


Figure 3: Percentage Employed of Learnership Qualifications Registered

1.2 Shifts in the Profile of Learnership Registration

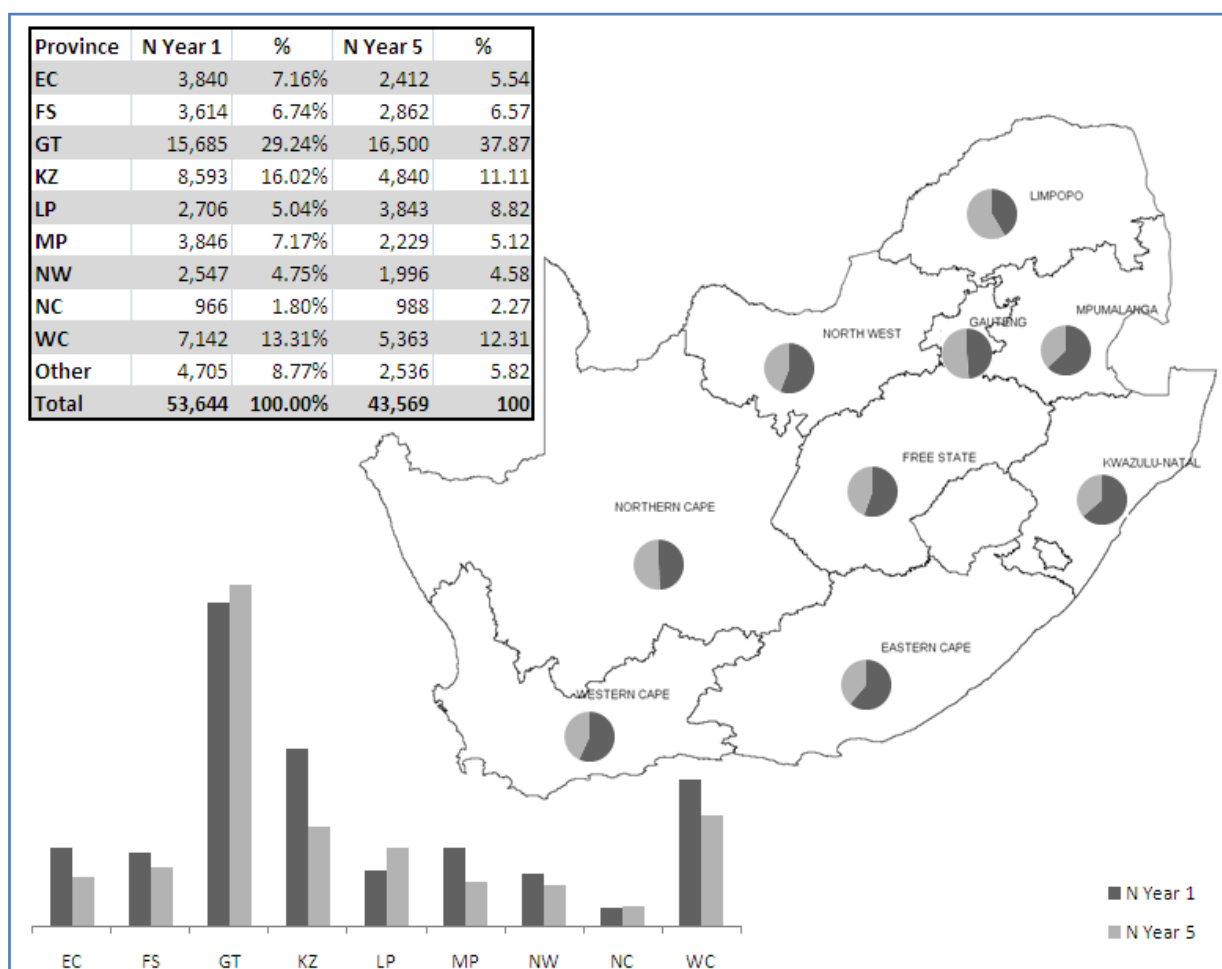
This section seeks to identify and contrast the profile of all those registered for a learnership qualification in Year 1 in comparison with Year 5. It will be useful to refer Tables 3 and 5 above, which summarized the demographic profile of each cohort.

1.2.1 Provincial Distribution of Registration

The distribution of registrations across provinces showed similar, and very distinctive, patterns in both years. The three provinces with the highest number of registrations are Gauteng, KwaZulu Natal and the Western Cape. The data furthermore suggests that the total number of registrations for all provinces except for Limpopo, Gauteng and the Northern Cape have shrunk. The main contributors to the overall growth of 42% in Limpopo were the mining, construction and forestry sectors. Registrations in Gauteng and the Northern Cape grew by 5% and 2% respectively. The figures for Mpumalanga and KwaZulu Natal reduced by almost a half, showing a decline of 42% and 44% respectively (Table 10 and Figure 4).

Table 10: Geographic and Racial Participation Patterns in Year 5

Province	N Year 1	%	N Year 5	%
EC	3 840	7.16%	2 412	5.54%
FS	3 614	6.74%	2 862	6.57%
GT	15 685	29.24%	16 500	37.87%
KZ	8 593	16.02%	4 840	11.11%
LP	2 706	5.04%	3 843	8.82%
MP	3 846	7.17%	2 229	5.12%
NW	2 547	4.75%	1 996	4.58%
NC	966	1.80%	988	2.27%
WC	7 142	13.31%	5 363	12.31%
Other	4 705	8.77%	2 536	5.82%
Total	53 644	100%	43 569	100%



1.2.2 Racial Profile of Learnership Registrations

1.2.2.1 Race and Registration

Due to the equity-styled approach to recording race, the Year 5 dataset does not reliably distinguish between the ethnic origins of “Black” learners (i.e. people of Indian, Coloured or African descent). Those categorized White accounted for 12% of registrations in Year 1 which remained consistent, 11% in Year 5, but note a much higher number of the “unknown” category in the 2009/10 dataset - those who were recorded as “other” or whose race was unknown or missing. The low absolute number of white, relative to black registrations, is striking, and should be born in mind in the analysis that follows.

Table 11: Racial Patterns and Shifts in Participation

Race		Number of Registrations	
		Year 1	Year 5
Black	African	38,209	47,071
	Coloured	6,897	
	Indian	1,965	36,969
White		6,314	4,693
Unknown		259	1,907
Total		53,644	43,569

1.2.2.2 Race and NQF Level

Racial disparities in society are reflected in the level of qualifications, which impacts on the goals of redress in skills development. There are substantial differences in opportunity between race groups, in that far more people from the white population group were registered at the higher NQF levels (Figure 5 and 6). At the same time, despite a general decline at all levels except NQF level 3, registrations at NQF level 7 increased very slightly for the black population group. There is a need to investigate this further, specifically to determine whether higher level skills are being imparted to all ethnic groups defined as black. For instance, in Year 1, those categorized as Indian accounted for 33% of black people who registered for NQF level 7 qualifications. Additionally, more than a quarter of black participants registered for learnerships on NQF level 2 (27% in Year 1 and 28% in Year 5), while more than a third of white learners registered on NQF level 7 (34% in Year 1 and 43% in Year 5).

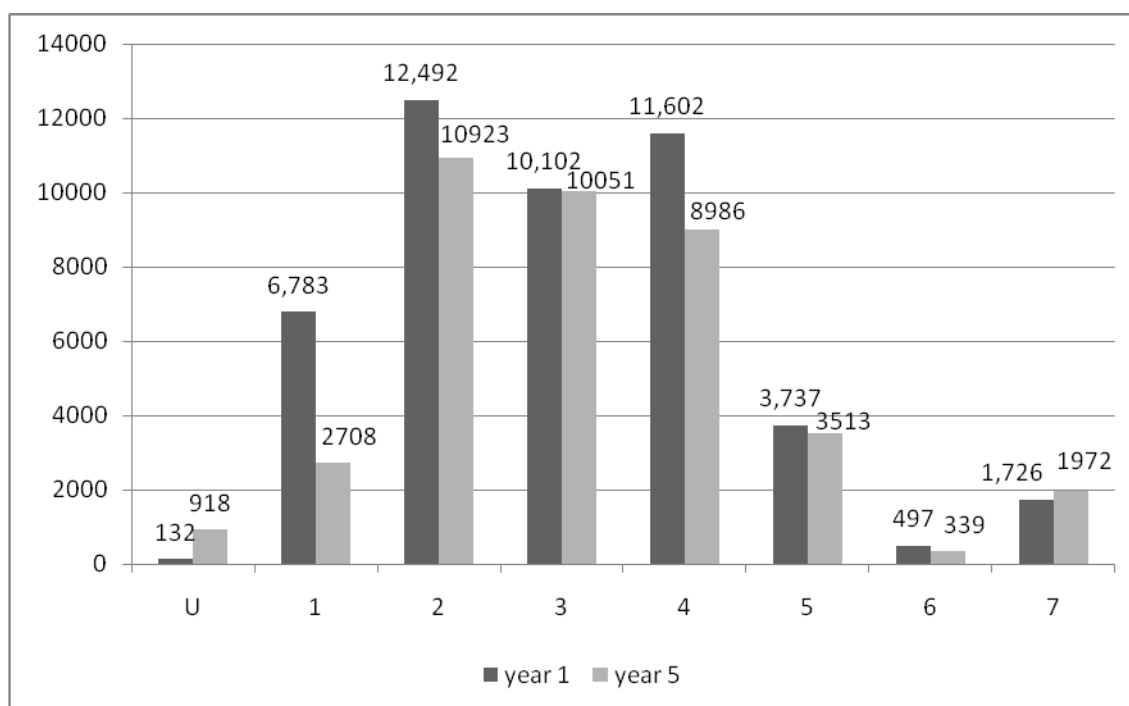


Figure 5: Black Registrations by NQF Level

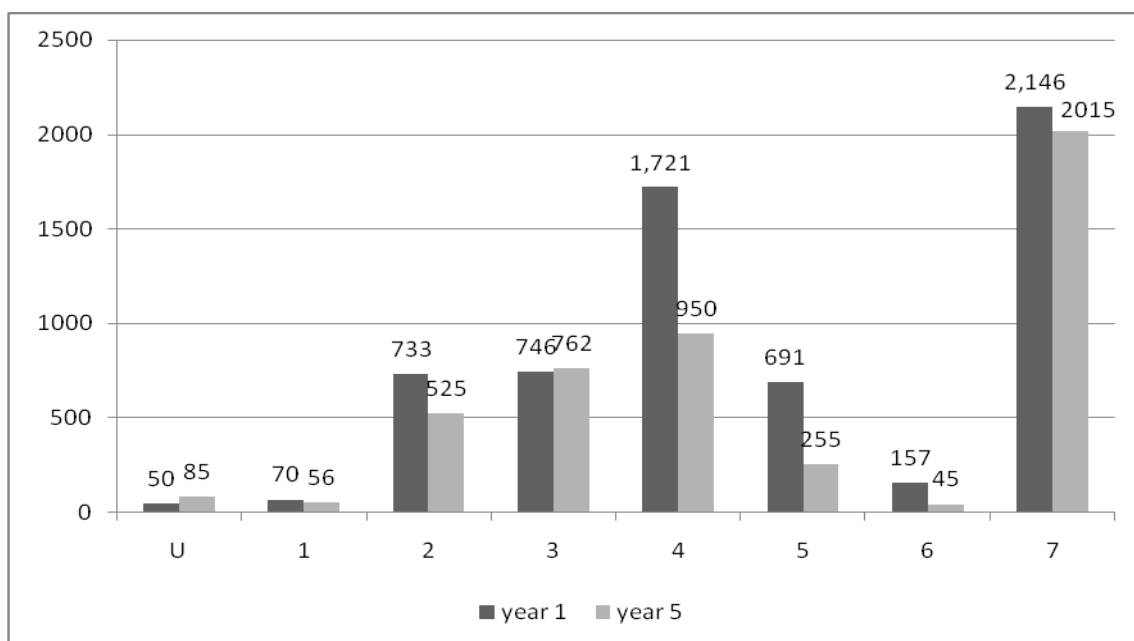


Figure 6: White Registrations by NQF Level

1.2.2.3 Race and Unemployment at entry

The overall increase of those who were employed at registration was noted. Table 12 and Figure 7 illustrate that in Year 5, as in Year 1, a higher proportion of the small total of white participants were employed at registration. However, the total number of black participants employed at registration has almost doubled, in contrast with the minimal increase in total registrations of employed white participants. Where race is unknown, 90% of learners were unemployed at registration.

Table 12: Shifts in Employment Status in Participants across Race

	Black	White	Unknown
Year 1			
Employed	10,164	2,165	88
Unemployed	35,317	3,752	90
Missing	1,590	397	81
Total	47,071	6,314	259
Year 5			
Employed	16,760	2,329	219
Unemployed	20,213	2,364	1,684
Total	36,973	4,693	1,903

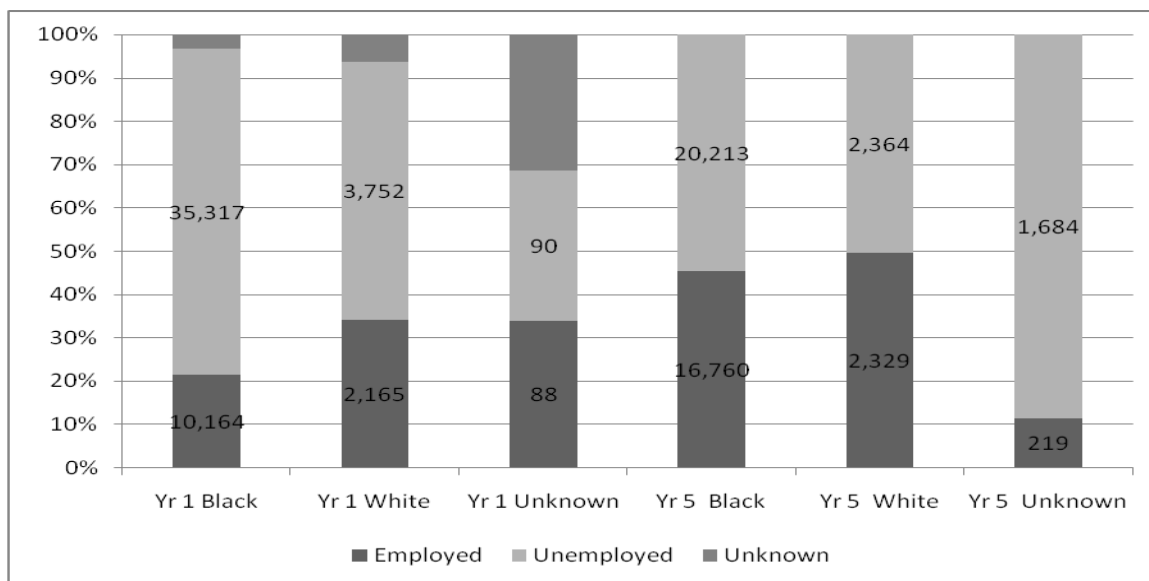


Figure 7: Race and Employment Status in Learnership Qualifications Registered

1.2.2.4 Race and SETA

There are few major differences between SETAs in terms of the racial profile of their registrations (Table 13). In Year 1, all SETAs registrations were more than 70% black, except for FASSET. FASSET enrolls primarily at NQF level 7 and increased its black registrations from 46% in Year 1 to 52% in Year 5. CHIETA, 14th largest in terms of number of registrations, had black enrolments lower than the population average.

In Year 5 only two SETAs, FASSET and CETA, had less than 80% black registrations. Note, however that 51% of CETA registrations did not have the race of participants recorded. LGSETA recorded a decrease in black registrations, from 100% to 83%, and a number of SETAs recorded a slight increase: ETDP, INSETA, SERVICES and THETA.

Table 13: Participation Shifts across Race and SETA

SETA	2005		2009		SETA	2005		2009	
	% Black	% Missing	% Black	% Missing		% Black	% Missing	% Black	% Missing
AGRISETA	97%	2%	98%	0%	ISETT	97%	0%	99%	0%
BANKSETA	92%	0%	92%	0%	LGSETA	100%	0%	83%	0%
CETA	97%	0%	47%	51%	MAPPP	100%	0%	94%	2%
CHIETA	83%	0%	82%	0%	MERSETA	91%	0%	89%	3%
CTFL	99%	0%	100%	0%	MQA	89%	0%	89%	0%
ESETA	88%	0%	92%	0%	PSETA			84%	16%
ETDP	85%	0%	98%	0%	SASETA	98%	0%	96%	0%
FASSET	46%	1%	52%	0%	SERVICES	71%	1%	88%	0%
FIETA	97%	0%	93%	3%	TETA	88%	6%	81%	6%
FOODBEV	97%	0%	95%	0%	THETA	74%	1%	89%	0%
HWSETA	85%	0%	95%	0%	W&RSETA	95%	0%	97%	0%
INSETA	90%	2%	96%	0%	Total	88%	0%	85%	4%

1.2.3 Learnerships and Gender

1.2.3.1 Female to Male Ratios

Overall, the data suggests a move towards more equal gender representation, slightly more than 50% of Year 5 registrations being female as opposed to 47% in Year 1 (Figure 8). This does not include, however, records that did not report gender, which is more substantial (1 000) in Year 5 than in Year 1 (112).

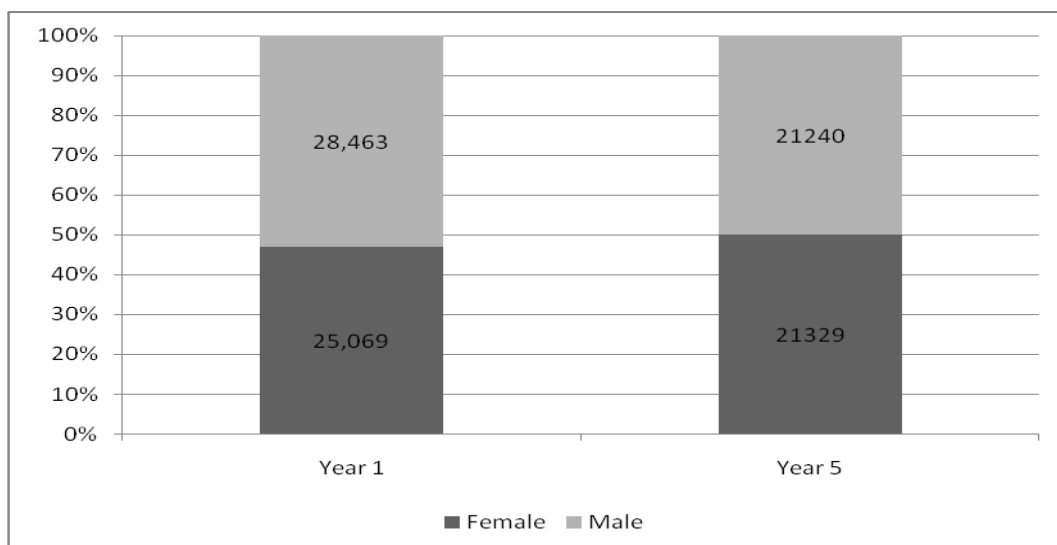


Figure 8: Shifts in Gender Composition of Registered Learnerships

A number of SETAs show quite high ratios, suggesting strong gender differentiation. The movement between Year 1 and Year 5 differs by SETA (Table 14). There is a substantial drop in the female to male ratio in HWSETA and ETDP SETA, and MAPPP shows a marked movement toward male enrollments.

Table 14: Participation Shifts and Gender Ratios

SETA	Gender Year 1		Gender Year 5		SETA	Gender Year 1		Gender Year 5	
	F:M	% missing	F:M	% missing		F:M	% missing	F:M	% missing
AGRISETA	1.07	2%	0.93	0%	ISSET	0.83	0%	1.14	0%
BANKSETA	1.4	0%	1.79	0%	LGSETA	1.21	0%	1.22	0%
CETA	0.64	0%	0.93	10%	MAPPP	1.97	0%	0.53	2%
CHIETA	0.27	0%	0.2	17%	MERSETA	0.34	0%	0.24	2%
CTFL	2.98	0%	1.85	0%	MQA	0.59	0%	0.52	0%
ESETA	0.49	0%	0.65	0%	PSETA			1.78	16%
ETDP	7.04	0%	5.52	0%	SASETA	0.47	0%	0.87	0%
FASSET	1.01	0%	1.18	0%	SERVICES	1.88	1%	1.98	0%
FIETA	0.32	0%	1.66	29%	TETA	0.48	1%	0.37	10%
FOODBEV	0.82	0%	1.02	0%	THETA	1.03	0%	1.33	1%
HWSETA	7.54	0%	4.6	0%	W&RSETA	1.36	0%	1.77	0%
INSETA	1.32	0%	1.38	0%	Total	0.88	0%	1	2%

1.2.3.2 Gender and Employment at registration

A stark difference appears in Year 5, where 38% of female registrations were employed on registration, as opposed to 51% of males (Table 15). The disparity between males and females was far less in Year 1, where 21% of females were employed on registration as opposed to 25% of males. This suggests that more unemployed women may be entering learnerships than unemployed males, a potentially significant policy issue.

Table 15: Participation Shifts across Employment and Gender

	Employed	Unemployed	Unknown	Total
Year 1				
Unknown	11	23	78	112
Female	5,360	18,551	1,158	25,069
Male	7,046	20,585	832	28,463
Total	12,417	39,159	2,068	53,644
Year 5				
Unknown	419	581		1,000
Female	8,112	13,217		21,329
Male	10,777	10,463		21,240
Total	19,308	24,261		43,569

1.2.3.3 Gender and Race

In Year 1, there was almost no disparity in gender distribution between the races. Female to male ratios between the different black race groups were similar, lying between 0.87 and 0.91. In Year 5, gender parity improved among black participants but declined among white participants (Table 16), suggesting that more white women are enrolling for learnerships.

Table 16: Gender Ratios and Participation Shifts across Race

	Year 1		Year 5	
	Unknown	F:M	Unknown	F:M
Black	34	0.88	398	1.05
White	12	0.87	75	0.72
Unknown	66	0.56	527	0.94
Total	112	0.88	1,000	1

1.2.3.4 Gender and NQF Level

In Year 1 female registrations were most frequent at NQF level 4, whereas the mode for male registrations was at NQF level 2 (Table 17). That being said, male registrations were more concentrated between NQF levels 2 and 4. Gender parity at NQF level 7 was marked. Year 5 shows a rise in female to male registrations overall, which is observed particularly at NQF levels 3, 4, 5 and 7. There was a drop in NQF level 1 registrations for both sexes, but more so

for females. In this regard, AGRISETA dropped its F: M ratio from 1.08 in Year 1 to 0.93 in Year 5.

Table 17: Participation Shifts by NQF Level and Gender

	Year 1			Year 5		
	Female	Male	Unknown	Female	Male	Unknown
Unknown	62	165	1	359	474	242
1	3,382	3,480	72	884	1,719	194
2	5,460	7,780	10	5,486	6,328	139
3	4,203	6,658	5	3,980	5,290	336
4	7,046	6,297	19	5,867	4,041	81
5	2,566	1,875	5	2,351	1,425	2
6	398	256	0	231	152	1
7	1,952	1,952	0	2,171	1,811	5
Total	25,069	28,463	112	21,329	21,240	1,000

1.2.4 Age

Figure 12 below compares the age distribution of learnership registrations in Year 1 and 5. The shapes are very similar, especially in the left tail, and both distributions are skewed to the right. Overall, the average age increased slightly in Year 5, almost 2% from 27.7 to 28.2 years. In Year 1, males were on average 0.45 years older, whereas in Year 5 males were on average 0.33 years younger than females.

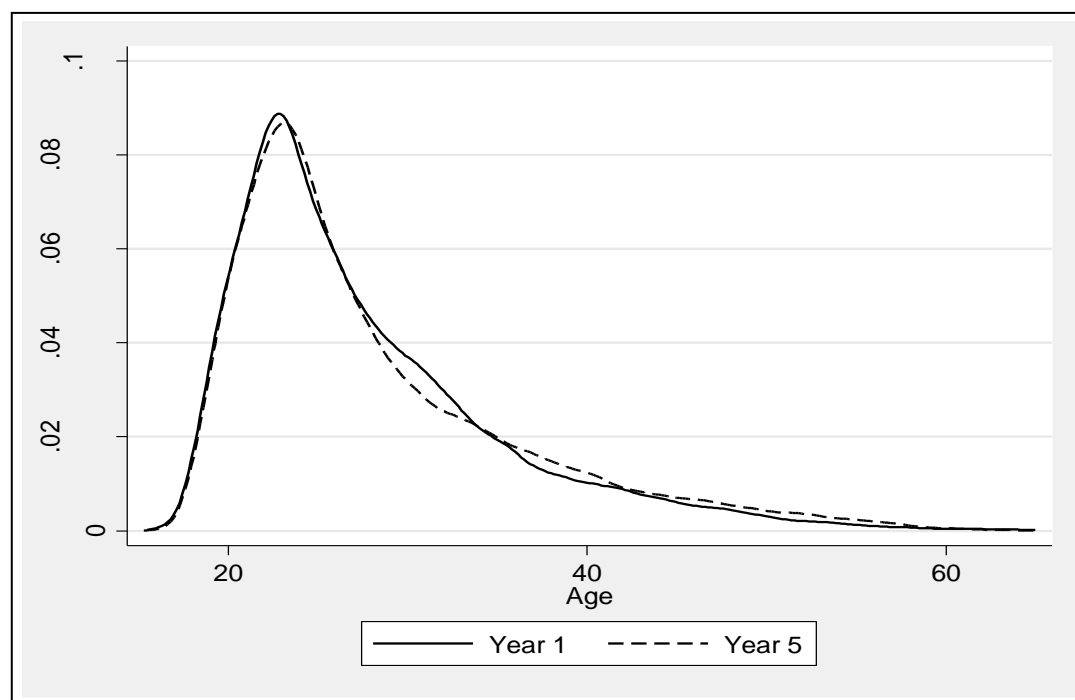


Figure 9: Age Distribution of Registered Learnership Qualifications

1.2.4.1 Age profile by SETA

Age shifts were variable by SETA (Table 18). Fourteen SETAs had a higher mean age in Year 5, with larger shifts in AgriSETA, FIETA and LGSETA. In Year 1, only ETDP and MAPP SETAs had an average age over 30, and in Year 5, MAPP's profile was younger, while AgriSETA, ETDP, FIETA, LGSETA, SASETA and TETA enrolled an average learner older than 30, suggesting a focus on upskilling. The SETAs with a younger average age below 25, suggesting a focus on preparing the young unemployed for the labour market, in Year 1 were BankSETA, FASSET, INSETA and ISETT, and in Year 5, FASSET and ISETT.

Table 18: Participation Shifts in Age Profile of SETAs

SETA	Age Year 1			Age Year 5		
	Mean	Std. Dev.	%missing	Mean Age	Std. Dev	% Missing
AGRISETA	29.39	8.75	0.00%	32.77	9.9	1%
BANKSETA	24.85	6.63	0.00%	25.87	6.71	0%
CETA	28.94	7.88	0.00%	27.19	6.58	9%
CHIETA	28.87	9.07	0.00%	26.67	6.97	17%
CTFL	28.40	8.44	0.16%	26.55	7.1	0%
ESETA	25.55	5.74	0.49%	26.04	5.62	0%
ETDP	30.09	8.87	0.34%	31.88	8.79	8%
FASSET	23.88	3.58	0.07%	24.22	3.25	3%
FIETA	27.15	7.53	0.00%	31.11	9.39	0%
FOODBEV	28.51	7.87	0.00%	29.86	8.29	0%
HWSETA	29.68	8.20	0.00%	29.79	8.55	0%
INSETA	23.39	5.61	0.00%	25.07	6.21	0%
ISETT	24.98	4.52	0.00%	24.28	4.45	2%
LGSETA	29.34	6.70	0.00%	35.07	9.18	1%
MAPP	30.72	8.76	0.00%	25.46	7.49	1%
MERSETA	26.45	7.57	0.02%	29.46	9.82	3%
MQA	28.45	8.43	0.00%	27.71	7	7%
PSETA				28.85	7.54	1%
SASETA	28.70	5.50	0.00%	31.43	7.28	0%
SERVICES	26.88	8.27	0.00%	29.15	8.73	0%
TETA	28.49	6.75	0.29%	31.93	10.31	0%
THETA	27.94	9.88	0.13%	29.02	6.28	6%
W&RSETA	26.87	6.67	0.00%	25.3	5.62	8%
Total	27.68	7.55	0.04%	28.19	8.12	4%

1.2.4.2 Age and Employment

It is to be expected that a higher rate of youth would be categorized as unemployed at the time of registration, as these are likely to be school-leavers.. What needs to be born in mind is

that the age of school-leaving in South Africa is likely to range from 18 to 20 or even 21. This pattern appears quite constant over time, as reflected in Figure 12 above. Younger participants are less likely to be employed at registration, with the average age of an employed participant being 32, almost 7 years higher than the average 25 year old unemployed participant (Table 19). There is a higher standard deviation in age for those employed at registration, which is not unexpected given the shape of the distribution in Figure 9 above. The pattern seems consistent from Year 1, although both unemployed and employed are slightly younger in Year 5, with the unemployed reflecting lower variation.

Table 19: Participation Shifts in Age and Employment Status

	Mean	Std. Dev.	Freq.
Year 1			
Employed	32.42	9.24	12410
Unemployed	26.27	6.21	39147
Unknown	26.00	7.80	2065
Total	27.68	7.55	53622
Year 5			
Employed	31.90	9.33	18328
Unemployed	25.31	5.55	23658
Total	28.19	8.12	41986

1.2.4.3 Age and Race

There are no significant racial differences in the age profile at registration. It would appear that white participants registered for a learnership at slightly younger ages (Table 20). The average age of white learners increased by less than 1% (0.25 years), and the average black age increased only slightly more, around 2% (0.62 years).

Table 20: Participation Shifts in Age and Race

	Year 1		Year 5	
	Mean	Std. Dev.	Mean	Std. Dev.
Black	27.77	7.24	28.39	8.11
White	26.86	9.38	27.11	8.59
Unknown	31.01	10.69	26.96	6.77
Total	27.68	7.55	28.19	8.12

1.2.4.4 Age and NQF Level

Age is fairly stable across the two periods except at NQF 1 levels and 6, where the average age increased substantially (Table 21). The small total number of registrations at NQF level 6 means that this shift is primarily accounted for by changes at NQF level 1. At NQF level 1 this is likely due to the decline in AGRISETA registrations, which seems to have disproportionately corresponded with the fall in younger registrations.

Table 21: Participation Shifts in Age by NQF Level

		Year 1		Year 5	
		Mean	Std. Dev.	Mean	Std. Dev.
NQF	1	27.52	7.97	34.87	11.38
	2	27.32	7.48	26.37	6.86
	3	28.53	7.52	29.3	8
	4	28.52	7.67	29.12	8.38
	5	27.52	8.13	27.14	7.58
	6	29.25	8.53	36.64	9.14
	7	23.76	3.38	24.17	3.07
Unknown		30.12	6.54	27.87	7.79
Total		27.68	7.55	28.19	8.12

1.2.5 Disability

Information on the disability status of the learners was only available in Year 5 data in which it was recorded that only 1.06% of the learners were living with a disability.

1.3 Patterns in Completed Learnership Qualifications

This sub-section describes the characteristics of a different cohort of learners from that described in Section 1.1. Cohort 3 discussed here includes only those learners who completed a learnership qualification in Year 5. This means that depending on the duration of the specific learnership qualification, the learner could have registered within or before 2009/10. The analysis draws on the SETA quarterly submission population database managed by DoL/DHET. The date of registration of these learnerships is not available. It would range considerably, taking into consideration the variable duration of learnership programmes, and individual variation. It is thus not possible to compare the two cohorts systematically, to consider completion rates of a cohort, for example. Nor was it possible to compare those who completed qualifications in Year 1, as the 2005 population database did not record completion status of the learnerships.

Sub-section 1.3 thus provides an overview of the qualifications the learnership pathway system produced in a single year, albeit a significant year, the last year of NSDSII.

1.3.1 Provincial Distribution

The geographical concentration of registrations is reflected in a similar concentration of completion. Gauteng accounted for 32% of all learnership qualifications in 2009/10, followed by Western Cape (13%) and KwaZulu Natal (13%), while the Northern Cape accounted for only 3% of completions (Figure 10). The disparity in the distribution of skills to service regional economies is a serious concern.

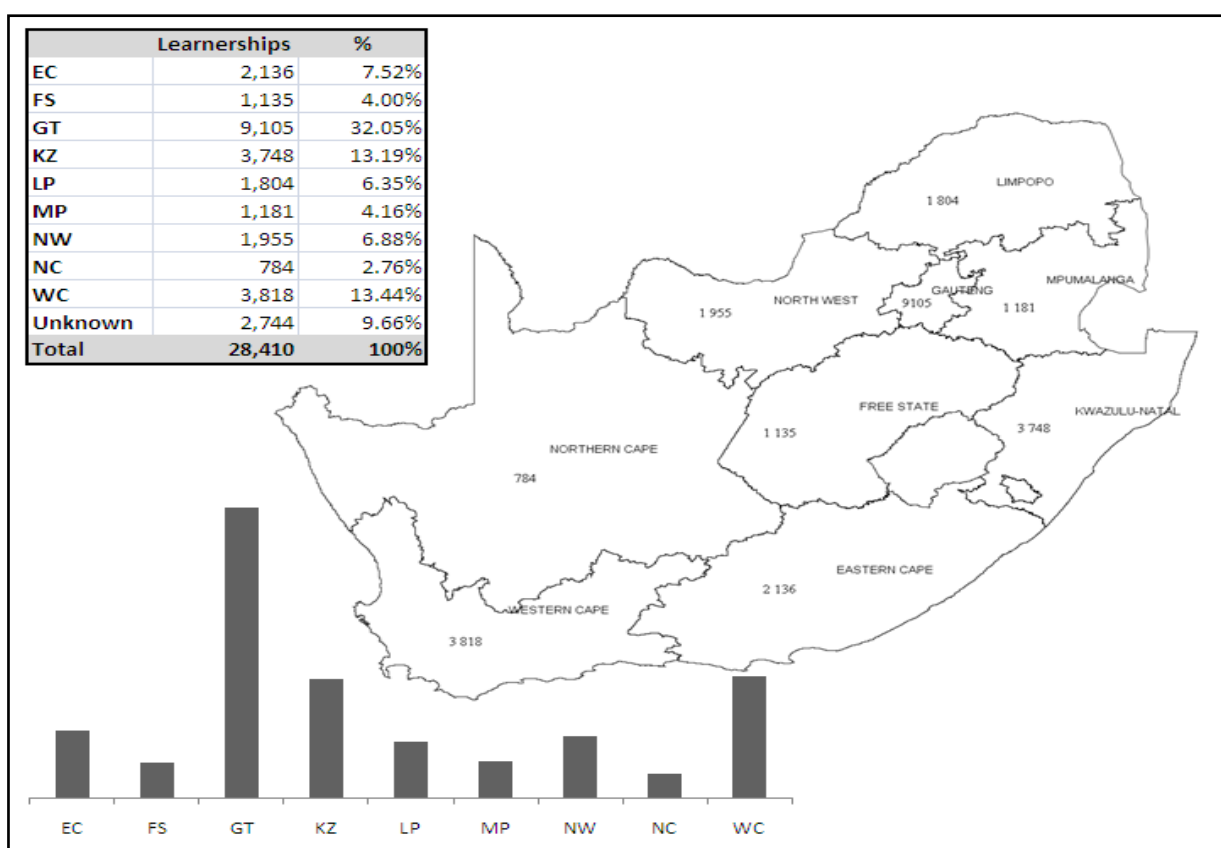


Figure 10: Geographic Distribution of Completed Learnerships

1.3.2 Completed Learnerships

Table 22 describes the completed learnership qualifications in Year 5. The data suggests that 27 666 individuals acquired in total 28 410 learnership qualifications suggesting that a learner could have completed more than one learnership qualification within Year 5. The data shows that 717 learners (2.5% of the population) completed more than one learnership qualification in Year 5. This figure could point to an error in the data. The SETAs could have accidentally included skills programmes in their reporting. It is possible to complete more than one skills

programme within a year which is different from a learnership, in that accumulation of skills programmes can lead to a learnership qualification. According to DHET officials a learner is not suppose to enroll for more than one learnership programme simultaneously. This figure seems unusual and further investigation is needed for clearer understanding of this occurrence.

Table 22: Year 5 Completed Learnership Qualification Population

Description	Number of Learners	% of Headcount
Total completions	28,410	
Total headcount	27,666	
Completed 1 learnership	26,949	97.41%
Completed more than 1 learnership	717	2.59%

Table 23 below provides a summary of key characteristics of those who completed learnerships in Year 5, for ease of reference in the discussion that follows.

Table 23: Summary of Completed Learnership Population Year 5

SETA	Age	Gender	NQF Level		Race	Total
	Mean	F:M	Mode	%	% Black	N
AGRISETA	32.99	0.71	1	37%	94%	1,039
BANKSETA	31.64	1.56	4	95%	93%	246
CETA	29.65	0.66*	4	50%	97%	236
CHIETA	27.92	0.17	2	44%	74%	491
CTFL	27.55	1.30*	2	100%	81%*	641
ESETA	27.01	0.20	2	20%	65%*	280
ETDP	33.15	4.18	5	45%	99%	1,485
FASSET	26.85	1.04	7	92%	47%	2,930
FIETA	26.43	0.54*	1	63%	75%*	221
FOODBEV	33.06	0.73	3	58%	97%	678
HWSETA	32.80	9.87	4	54%	77%	1,435
INSETA	25.04	1.10	4	52%	98%	523
ISSET	26.28	0.95	4	42%	99%	969
LGSETA	31.76	0.97	4	58%	93%	688
MAPPP	32.09	1.41	2	44%	97%	433
MERSETA	28.35	0.32	2	57%	86%	3,654
MQA	32.54	0.56	2	60%	95%	2,489
PSETA	34.46	1.52	3	100%	93%	58
SASETA	30.91	0.76	4	86%	99%	3,338
SERVICES	29.92	2.72	4	50%	97%	936
TETA	32.08	0.36*	3	33%	75%*	859
THETA	28.48	1.64	4	51%	97%	1,815
W&RETA	28.74	1.36	2	65%	97%	2,966
Total	29.83	0.96	4	32%	87%	28,410

*More than 10% missing

1.3.3 Patterns in Year 5 Completed Learnership Qualifications

1.3.3.1 Completion by SETA

Five SETAs namely MERSETA, SASETA, W&RSETA, FASSET and MQA stand out as those producing the most learnership qualifications (Table 24). These five SETAs accounted for 54% of completed learnerships in Year 5. Skills are thus predominantly being generated in Manufacturing, Safety and Security, Wholesale and Retail, Financial Services and Mining sectors. Some SETAs have very small programmes and do not contribute learnership qualification on any significant scale. PSETA only produces 58 qualifications per year, and FIETA, CETA, BANKSETA and ESETA certify less than 300 people per year. This implies that a few SETAs carry a larger burden in terms of skills development across primary, secondary and tertiary economic sectors. Investigation is required to determine why learnership participation in these niche sectors is higher, and why these SETAs are more successful. Is there a higher demand for skills development in those sectors or, are those SETAs more efficient and maintain better organized learnership programmes?

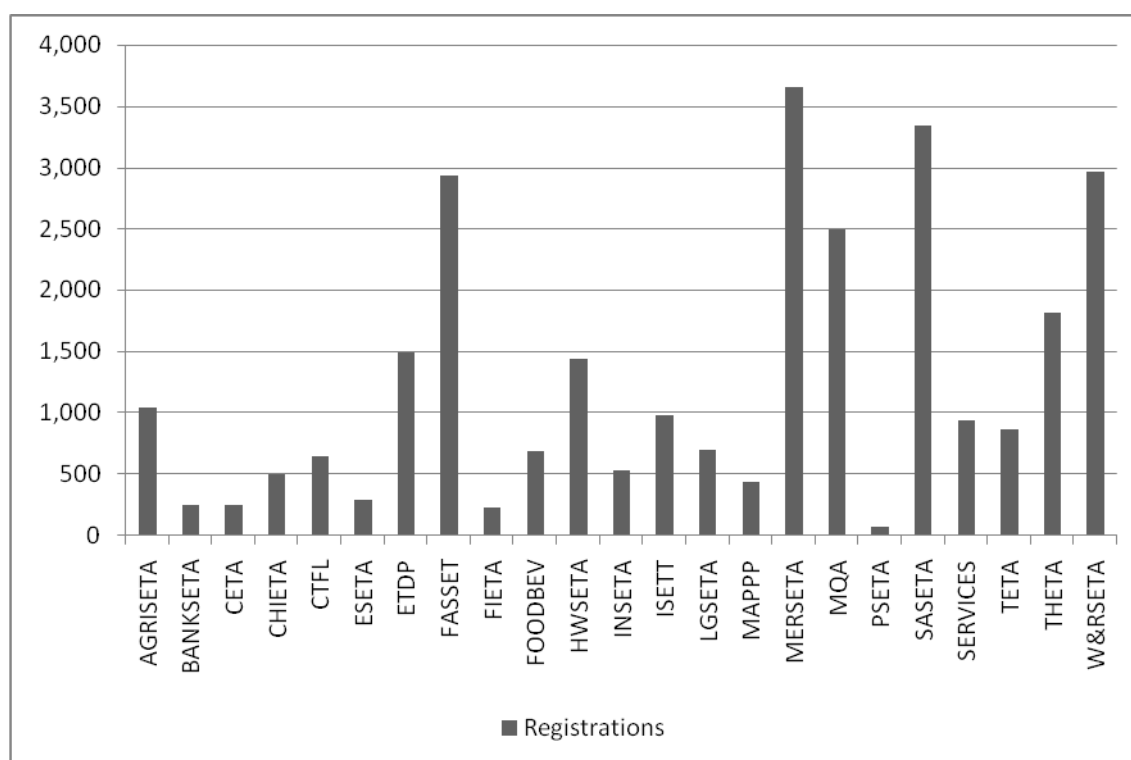


Figure 11: Completed Qualifications across SETAs

Table 24: Completed Learnership Qualifications across SETAs

SETA	Total	%	SETA	Total	%	SETA	Total	%
AGRISETA	1,039	3.66%	FIETA	221	0.78%	MQA	2,489	8.76%
BANKSETA	246	0.87%	FOODBEV	678	2.39%	PSETA	58	0.20%
CETA	236	0.83%	HWSETA	1,435	5.05%	SASETA	3,338	11.75%
CHIETA	491	1.73%	INSETA	523	1.84%	SERVICES	936	3.29%
CTFL	641	2.26%	ISETT	969	3.41%	TETA	859	3.02%
ESETA	280	0.99%	LGSETA	688	2.42%	THETA	1,815	6.39%
ETDP	1,485	5.23%	MAPPP	433	1.52%	W&RSETA	2,966	10.44%
FASSET	2,930	10.31%	MERSETA	3,654	12.86%			
Total							28,410	

1.3.3.2 Completion by NQF Level

In line with the pattern of registrations, learnerships were most often completed at NQF level 4 and then NQF level 2, with these levels accounting for 60% (16 972) of all completed learnership qualifications (Figure 12). Table 25 provides detailed data on the NQF levels produced by each SETA, reflecting the mode NQF level for each. NQF level 1 qualifications were provided primarily by AgriSETA and FIETA, NQF level 3 by FoodBev and TETA, and Level 5 by ETDP SETA. Except for three qualifications through FOODBEV, all Level 7 completions were registered with FASSET.

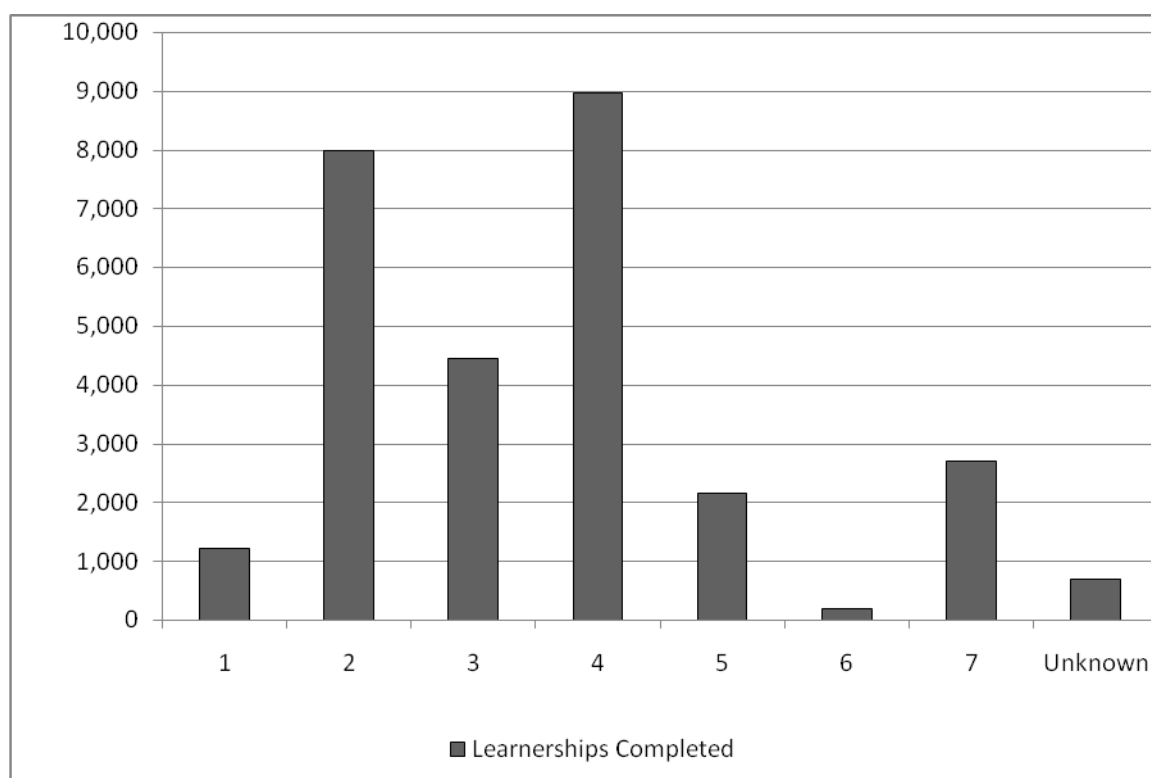


Figure 12: NQF Level of Completed Learnerships

Table 25: Patterns in Completed Learnerships across Skill Level

SETA

	NQF 1	NQF 2	NQF 3	NQF 4	NQF 5	NQF 6	NQF 7	Missing	Mode	% Mode	Total
AGRISETA	382	279	219	80	79	0	0	0	1	36.77%	1,039
BANKSETA	0	1	0	234	11	0	0	0	4	95.12%	246
CETA	2	45	69	119	0	0	0	1	4	50.42%	236
CHIETA	15	217	139	110	0	0	0	10	2	44.20%	491
CTFL	0	641	0	0	0	0	0	0	2	100.00	641
ESETA	0	55	49	15	0	0	0	161	2	19.64%	280
ETDP	54	0	155	601	674	1	0	0	5	45.39%	1,485
FASSET	0	169	1	62	0	0	2,698	0	7	92.08%	2,930
FIETA	140	81	0	0	0	0	0	0	1	63.35%	221
FOODBEV	47	32	396	145	55	0	3	0	3	58.41%	678
HWSETA	1	0	65	772	219	81	0	297	4	53.80%	1,435
INSETA	0	83	0	271	169	0	0	0	4	51.82%	523
ISSET	0	75	78	409	407	0	0	0	4	42.21%	969
LGSETA	0	187	2	398	2	13	0	86	4	57.85%	688
MAPPP	0	191	0	142	100	0	0	0	2	44.11%	433
MERSETA	410	2,079	866	269	30	0	0	0	2	56.90%	3,654
MQA	0	1,496	987	6	0	0	0	0	2	60.10%	2,489
PSETA	0	0	58	0	0	0	0	0	3	100.00	58
SASETA	0	0	226	2,858	254	0	0	0	4	85.62%	3,338
SERVICES	109	143	207	466	10	0	0	1	4	49.79%	936
TETA	60	0	284	271	1	95	0	148	3	33.06%	859
THETA	1	300	497	919	98	0	0	0	4	50.63%	1,815
W&RSETA	0	1,921	166	830	49	0	0	0	2	64.77%	2,966
Total	1,221	7,995	4,464	8,977	2,158	190	2,701	704	4	31.60%	28,410

1.3.3.3 Employment Status at Entry

Overall, most of those who completed a learnership qualification were recorded as unemployed at the time of registration, with approximately 36% employed at entry, but this is quite variable across SETAs (Table 26). Note that a higher proportion of Year 5 learners were employed at registration. As explained above, these are different cohorts, so it is not possible to ascertain completion rates. However, the difference points to the need to investigate whether those who were unemployed at registration are more likely to complete their programme.

A number of SETAs (PSETA, BANKSETA, MAPPP) cater for 100% either employed or unemployed (Figure 13). Of particular interest is AGRISSETA, a SETA with a higher

participation rate and a large number of completed learnerships, all who were employed at registration. The largest portion of those who completed qualifications with FASSET, SASETA and Services was unemployed at registration. A number of SETAs balance provision of qualifications for both the unemployed and employed.

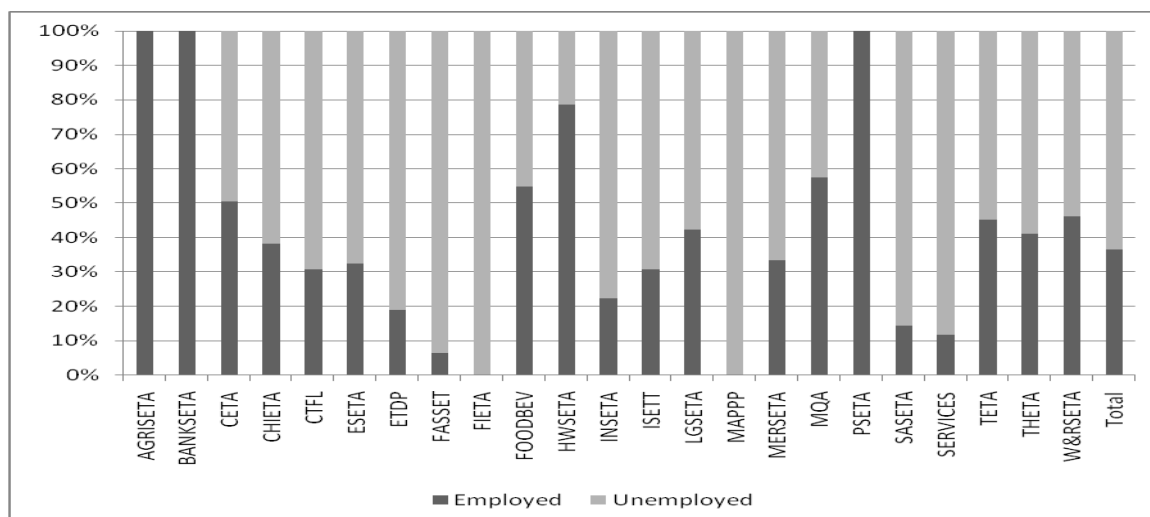


Figure 13: Employment Status in Completed Learnerships

Table 26: Patterns in Completed Learnerships by SETA and Employment Status at Entry

SETA	Employed	Unemployed	Total	%Employed
AGRISETA	1,039	0	1,039	100.00%
BANKSETA	246	0	246	100.00%
CETA	119	117	236	50.42%
CHIETA	188	303	491	38.29%
CTFL	197	444	641	30.73%
ESETA	91	189	280	32.50%
ETDP	283	1,202	1,485	19.06%
FASSET	191	2,739	2,930	6.52%
FIETA	0	221	221	0.00%
FOODBEV	371	307	678	54.72%
HWSETA	1,129	306	1,435	78.68%
INSETA	117	406	523	22.37%
ISETT	297	672	969	30.65%
LGSETA	291	397	688	42.30%
MAPPP	0	433	433	0.00%
MERSETA	1,222	2,432	3,654	33.44%
MQA	1,428	1,061	2,489	57.37%
PSETA	58	0	58	100.00%
SASETA	480	2,858	3,338	14.38%
SERVICES	111	825	936	11.86%
TETA	388	471	859	45.17%
THETA	748	1,067	1,815	41.21%
W&RSETA	1,369	1,597	2,966	46.16%
Total	10,363	18,047	28,410	36.48%

1.4 Learnership population trends: A summary

In concluding Section One, the main patterns and trends in the learnership population in the period of NSDSII are summarized.

The main shifts in participation from Year 1 to Year 5 are as follows:

- An overall decrease of 19% in the number of registrations from Year 1 to Year 5 was recorded.
- Similar proportions of NQF level registrations across the two years were recorded except for a significant reduction in NQF level 1 registrations (from 13% of registrations in Year 1 to 6% of registrations in Year 2).
- Overall a shift in predominantly NQF level 4 registrations in Year 1 to NQF level 2 learnerships in Year 5 was recorded.
- Learnerships on high skills levels were mainly produced by BANKSETA (Year1 and Year 5), FASSET (Year1 and Year 5) and ISETT (Year 1), while intermediate skills were mostly produced by ETDP SETA (Year1 and Year 5), HWSETA (Year1 and Year 5), INSETA (Year 5), ISETT (Year 5), LGSETA (Year 1), MAPPP SETA (Year1 and Year 5), PSETA (Year 5), SERVICES (Year 5), THETA (Year1 and Year 5).
- Those unemployed on registration accounted for more than three quarters (76%) of registrations in Year 1, while the figure shifted in Year 5 to an almost equal spread (44% employed and 56% unemployed at entry).
- On the whole there was a 55% increase in the registration of employed learners and a 38% decrease in unemployed learners. The employed-to-unemployed ratios in Year 1 and Year 5 were 1:3.2 and 1:1.3 respectively, which means that in general more unemployed learners registered for a learnership but that the gap between the number of employed and unemployed learners narrowed from Year 1 to Year 5. This is a significant shift in emphasis across the system, bearing in mind the high numbers of youth not in employment or education and training.

There were few shifts in the demographic profile of learnership participants from Year 1 to Year 5, but key trends that have implications for equity in skills development were evident:

- A similar concentrated pattern in the provincial distribution of learnership registrations in both years was noted, with the highest number of registrations in

Gauteng and the lowest number recorded in poorer and more rural provinces. Registrations in Limpopo increased by 50%, while those in Mpumalanga and KwaZulu Natal almost halved.

- The average age in both Year 1 and Year 5 was calculated at 28 years which denotes similar age cohorts for both years.
- The white-to-black ratio slightly changed from 1:7.5 in year 1 to 1:7.9 in Year 5 which means that the gap between white and black learners slightly increased, with more black learners registering in Year 5.
- Black participants accounted for 88% of the total enrolments in Year 1 and 85% in Year 5. More than 70% of all SETAs' registered a majority of black learnerships, except for FASSET which registered mostly white learners in Year 1. Black participation in FASSET increased from 46% in Year 1 to 52% in Year 5.
- Substantial differences in the NQF level of learnerships by race group were noted. More than 80% of black learners (87% in Year 1 and 83% in Year 5) while more or less 50% of white learners (52% in year 1 and 49% in Year 5) registered for learnerships at or below NQF level 4.
- The white-to-black ratio of those employed at registration increased from 1:7 in Year 1 to 1:9 in Year 5 while the ratio for those unemployed at registration stayed constant at 1:9.
- The data suggests an overall move to more equal gender representation although there was a move to enrolling more white female learners.
- In Year 1 the employed-to-unemployed at entry ratio was recorded at 1:3 for both male and female participants, while the data suggests a more favourable picture for male participants in Year 5. In Year 5 the ratio was 1:2 and 1:1 for female and male registrants respectively.
- Similar patterns across the two years in NQF level registration by male and female learners were recorded. In both years more than a quarter of the males registered for a learnership on NQF level 2 while more than a quarter of females registered for a learnership on NQF level 4.
- Although, in total, equal numbers of male and female learners registered in both years, SETAs showed different trends. Sectors where female registrations dominated

were: CTFL, EDTP SETA, BANKSETA, HWSETA, SERVICES, W&RSETA, and PSETA. Sectors where male participants dominated were: TETA, MQA, MERSETA, FIETA, ESETA, CETA, and CHIETA. Interestingly, registrations in SASETA changed from predominantly males in Year 1 to almost an equal distribution in Year 5 and registrations in MAPPP SETA changed from largely female participants in Year 1 to mostly male registrants in Year 5.

- A small portion of 1% was recorded as persons living with a disability in Year 5.

Three main trends are evident with regard to completion of learnerships in Year 5: a concentration within a few SETAs, a demographic profile that reflects registrations for the most part, and evidence that in 2009/10, the learnership pathway system continued to provide education and training opportunities primarily for the unemployed.

- Five SETAs, namely MERSETA, SASETA, W&RSETA, FASSET and MQA stand out as those producing the most learnership qualifications. These five SETAs account for 54% of completed learnerships in Year 5.
- The data reflects the same provincial concentration as for learnership registration: Gauteng (32%), KwaZulu Natal (13%) and the Western Cape (13%) produced the most and the Northern Cape (3%) the fewest qualifications.
- The mean age of learners who completed the qualification was 30 years and the mean age by SETA ranged from 25 years for INSETA to 34 years for PSETA.
- Similar to the pattern observed for registration, the highest number of completions was on NQF level 4 (32%) and on NQF level 2 (28%).
- Interestingly, although not comparable, race and gender patterns in registration in Year 5 correspond to patterns in completion in Year 5.
- Two in every three qualifications (64%) were awarded to learners who were unemployed at registration, reflecting the predominance of learners unemployed at registration in previous years.

Section 2 Patterns in South African Apprenticeships

This section of the report will focus on the analysis of cohort 4 (those who registered for an apprenticeship qualification in 2009/10) and cohort 5 (those who completed an apprenticeship qualification in 2009/10).

Decline and revival of apprenticeships in South Africa

It is important to ground discussion of the apprenticeship population datasets for Year 5 in a reflection on the history of the apprenticeship as a skills formation pathway in South Africa (refer to Introduction). In the absence of a baseline dataset for Year 1, this will assist understanding why the analysis highlights certain patterns of participation as either a perpetuation of or a departure from apprenticeship participation patterns in the past. It is important to monitor these shifts within the framework of the success indicators and targets set by all SETAs, to achieve the priorities of greater economic development and historical redress, within the context of widespread youth unemployment.

An apprenticeship traditionally provided the training for skilled manual workers, firstly associated primarily with artisanal trades, but later also associated with manufacturing. In South Africa (as is similar to the case in other countries) this pathway system was deeply gendered and racialised, and firmly dominated by white males. However, as of the 1980s apprenticeships reached their low point “when employers ceased to offer them in the number previously offered due to recession, the removal of support and the commercialization and privatization of the state-owned enterprises” (Mukora; 2009: 220).

The end of the apartheid era was imminent, and the discriminatory nature of apprenticeship provision was also recognized, and thus the pressure rose for another system of provision. After 1994, skills training policies in South Africa focused on creating an institutional environment that would facilitate expanded investment in education and training. This entailed the development of an environment of intermediary institutions and regulatory mechanisms that linked training activities at the enterprise level with the sectoral level - the learnerships. Thus, as the Introduction has argued, the learnership pathway system came into being in an effort to address the inequalities and inconsistencies of the traditional apprenticeship pathway associated with the old apartheid training regime. Learnerships were

deemed as the most important innovation in the intermediate skills development arena in the post-apartheid South Africa.

However, in the face of continued and increasing shortages in artisanal skills, recognized as a key constraint for further economic development in the country, it became clear that the learnership system alone was inefficient in satisfying the need for artisanal skills. The National Master Scarce Skills List of 2006 reflected a shortage of more than 40 000 artisans in 2006/7, whereas Joint Initiative on Priority Skills Acquisition (JIPSA) research put the estimate higher at 50 000. Thus the target was set to produce 50 000 individuals with priority artisanal skills by 2010. The 2007 and 2008 National Master Scarce Skills list reflected a further increase in demand to more than 60 000 artisans in engineering and construction related skills. This clearly indicates the massive shortages experienced in South Africa in terms of the provision of artisanal skills.

The Joint Initiative on Priority Skills Acquisition (JIPSA), formed in March 2006, promoted the expansion of intermediate artisan and technical skills as imperative for the growing economy (Mukora, 2009). Furthermore, JIPSA “had to recognize and deal with the legacy of skills underdevelopment amongst the majority of South Africa’s citizens, caused by the systematic denial of opportunities to black South Africans to acquire skills under apartheid...” (Presidency, 2010: 3). It became clear that the apprenticeship pathway had many valuable attributes, and in many respects was very successful in providing sufficient numbers of qualified and competent artisans. The policy call then arose for the revival of the apprenticeship system as one of the key pathways for the provision of artisanal skills.

One of JIPSA’s priorities and achievements in terms of increasing artisanal skills was the establishment of a national benchmark for all artisan qualifications, and thus the “recognition of four learning pathways to artisan status through FET college programmes, apprenticeships, learnerships and recognition of learning through experience” (Presidency, 2010: 30).

Apprenticeship is therefore only one, but arguably a very important, learning pathway to artisanal skills, out of a total of four. JIPSA’s estimate was that an average of 10 000 artisans should be trained annually to reach the target of 50 000 in training or qualified in the priority areas by 2010. Available data on artisan development puts the contribution of apprenticeships as one of the four learning pathways at roughly 55% during the period 2006–2009 (Elliot,

2009). In order to maintain this level of training, there should be at least 5 500 individuals in apprenticeship training and qualifying in 2009/10.

In the absence of trend data which would make a concise and comprehensive analysis of the proportional contribution of apprenticeships to developing artisanal skills possible, the data below is presented as an indication of the current state of the art in terms of meeting these targets. This could assist in assessing whether apprenticeships comprise a reasonable enough percentage to justify increasing prioritization of the acquisition of artisanal skills through this specific pathway system.

Toner (2003) in Elliot (2009: 16) also notes that “the principle reason for the shortage of artisans lies in the decline of the apprenticeship training system and emerging evidence that, as in other parts of the world, learnerships (traineeships) have focused on operator and process (machine minding) occupations and not on artisan or trades/craft occupations, i.e. intermediate level skills”. This indicates the importance of not only reflecting the total number of apprenticeships, but also whether the focus is on training in the priority sectors and occupations identified.

Given this background, Section 2 will highlight the apprenticeship participation patterns observed in terms of total registrations and completions against national targets, the profile of registrations and completions, and the sectors most active in contributing to priority artisanal skills development through apprenticeships.

2.1 Size of the Apprenticeship Pathway System in Year 5: Total registrations and completions

2.1.1 Apprenticeship Registrations

This section will describe the characteristics of cohort 4, learners that registered for an apprenticeship in 2009/ 2010. No comparable apprenticeship data is available for Year 1 of NSDSII. This database provides the opportunity for one of the first systematic disaggregated descriptions of the total population of the apprenticeship pathway system¹, albeit for a single year.

¹ Mukora (2008) and Elliot (2006) studies, provided very valuable trend data and analysis of apprenticeships, but only for MERSETA.

Cleaning of data removed 601 duplicate cases within the data. ESETA registered 51% of those removed. All 37 apprenticeships registered with ISETT were removed as duplicates². INSETA and ISETT are thus referred to as one entity so that the pool of SETAs covered in Section 2 is 22. Only 15 of the 22 SETAs registered apprenticeship qualifications in 2009/10 (Table 28).

From a total of 9 316 Apprenticeship registrations in Year 5, the total headcount was 9 261 apprentices (Table 27)³. This represents a 26% decline from the apprenticeship registration figure of 12 661 in 2008 (in Elliot, 2009).

Table 27: Population of Registered Apprenticeships in Year 5

Description	Number of Apprentices	% of Headcount
Total Registrations	9,316	
Total Headcount	9,261	
Registered for 1 Apprenticeship	9,210	99.45%
Registered for more than 1 Apprenticeship	51 ⁴	0.55%

Table 28: Apprenticeship Qualifications Participation by SETA

Seta	Total	%	Seta	Total	%
AGRISETA	175	1.88%	INSETA/ISETT	37	0.40%
CETA	435	4.67%	LGSETA	223	2.39%
CHIETA	416	4.47%	MAPPP	247	2.65%
CTFL	2	0.02%	MERSETA	4,344	46.63%
ESETA	272	2.92%	SASETA	148	1.59%
ETDP	8	0.09%	SERVICES	1,579	16.95%
FIETA	14	0.15%	TETA	1,159	12.44%
FOODBEV	257	2.76%			
Total			9,316	100%	

Table 29 provides a summary of the apprenticeships registered in 2009/10, against national targets, to introduce the more detailed discussion later. From this table it is clear that MERSETA, SERVICES and TETA are the top three SETAs registering apprenticeships, accounting for 76% of all apprenticeship registrations in Year 5. On the other end of the spectrum, CTFL, ETDP and INSETA/ISETT registered the smallest number of apprenticeships in 2009/10.

² 37 learners registered for an apprenticeship, three records appearing for each; two registered with INSETA one with ISETT. These cases were identical in every field except SETA.

³ Extensive cleaning was done to verify multiple registrations, given how unlikely this would be in actuality.

⁴⁴ It is legally impossible for a person to do more than one apprenticeship at a time, so this can be assigned to data error.

**Table 29: Summary of Registered Apprenticeships
SETA**

	Target	Achieved	% Achieved	Employed Target	Achieved	% Achieved	Unemployed Target	Achieved	% Achieved
AGRISETA	50	175	350%	10	13	130%	40	162	405%
CETA	2484	435	18%	1684	131	8%	800	304	38%
CHIETA	1100	416	38%	800	250	31%	300	166	55%
CTFL	20	2	10%	20	0	0%	0	2	NA
ESETA	300	272	91%	200	266	133%	100	6	6%
ETDP	0	8	NA	0	0	NA	0	8	NA
FIETA	120	14	12%	60	6	10%	60	8	13%
FOODBEV	42	257	612%	0	66	NA	42	191	455%
INSETA/ISETT	0	37	NA	0	0	NA	0	37	NA
LGSETA	2500	223	9%	2500	0	0%	0	223	NA
MAPPP	320	247	77%	300	113	38%	20	134	670%
MERSETA	2084	4344	208%	0	0	NA	2084	4344	208%
SASETA	700	148	21%	400	46	12%	300	102	34%
SERVICES	320	1579	493%	300	679	226%	20	900	4500%
TETA	400	1159	290%	200	91	46%	200	1068	534%
Total	10540	9316	88%	6474	1661	26%	4066	7655	188%

Overall, in terms of apprenticeship registrations, SETAs are faring quite well, reaching 88% of their registration target overall. At this point in time SETAs are catering mainly for the young unemployed, most typically school leavers or young people preparing for labour market entry, achieving 188% of the target for this category of registration in total. SETAs are not succeeding in attracting those individuals who are already in employment (most likely older individuals), only reaching 26% of the total target. Furthermore, based on the more specific targets set for each SETA, it is evident that SERVICES (4500%), MAPPP (670%) and TETA (534%) are the three most successful SETAs, all overachieving their registration targets, as well as their specific targets for employed and unemployed learners.

2.1.2 Apprenticeship Completion

Only 13 SETAs are recorded as producing completed apprenticeships, as opposed to the 15 registering apprentices in Year 5. There were 3 432 completed apprenticeships from a headcount of 3 413 apprentices in Year 5 (Table 30). Extensive cleaning was done to verify that multiple completions were in fact unique. This overall figure represents roughly a 24%

decline in apprenticeship completions if compared to the 2008 apprenticeship completion figure of 4 460 (cited in Elliot, 2009).

Table 30: Population of Completed Apprenticeships in Year 5

Description	Number of Apprentices	% of Headcount
Total Completed Apprenticeships	3432	
Total Headcount	3413	
Completed 1 Apprenticeship	3394	99.44%
Completed 2 Apprenticeships	19	0.56%

Table 31 provides a summary of those completing apprenticeships in Year 5. This reflects both those categorized as Section 13 and Section 28 apprenticeships (see Section 2.2.2 below). It illustrates that unfortunately SETAs are only achieving roughly half of their apprenticeship completion targets. However this is due largely to severe underachievement on the completion targets for employed learners (13% of total targets). SETAs slightly over-achieved the completion targets for those who entered an apprenticeship categorized as unemployed, typically young school leavers, which is very encouraging. INSETA/ISETT, MERSETA and FOODBEV are the three most successful SETAs in terms of reaching their targets for completed apprenticeships.

Table 31: Summary of Completed Apprenticeships

SETA	Target	Achieved	% Achieved	Employed Target	Achieved	% Achieved	Unemployed Target	Achieved	% Achieved
AGRISETA	25	26	104%	5	23	460%	20	3	15%
CETA	1224	80	7%	824	10	1%	400	70	18%
CHIETA	550	252	46%	400	114	29%	150	138	92%
CTFL	10	13	130%	10	12	120%	0	1	NA
ESETA	140	91	65%	100	91	91%	40	0	0%
FOODBEV	60	121	202%	20	14	70%	40	107	268%
INSETA/ISETT	21	175	833%	0	0	NA	21	175	833%
LGSETA	1250	77	6%	1250	3	0%	0	74	NA
MAPPP	210	152	72%	200	130	65%	10	22	220%
MERSETA	805	2038	253%	0	0	NA	805	2038	253%
SASETA	1775	0	0%	850	0	0%	925	0	0%
SERVICES	210	157	75%	200	75	38%	10	82	820%
TETA	200	250	125%	100	46	46%	100	204	204%
Total	6688	3432	51%	4027	518	13%	2661	2914	110%

2.1.3 Targets for Registered and Completed Apprenticeships

Overall, the decline in both registrations and completions would be in line with forecasts by Elliot (2009) and others (Presidency, 2008), expecting a decline in artisan development in 2009/10. What is encouraging is the 88% achievement of apprenticeship registration targets, and although completion targets are not met as well (only 51%), overachievement (110%) on reaching the completion targets for unemployed learners was noted. And although these figures represent a distinct drop from 2008 figures, there has been a substantial improvement from 2006/7 figures.

With this broad sense of the degree to which apprenticeships as one of four learning pathways contribute to the national output of artisanal skills, it is possible to consider if the contribution is relevant to the needs and priorities of South Africa. Before moving on to a more in-depth consideration of the profile of those doing apprenticeships, what kind of apprenticeships they do, where they are located, and the extent to which apprenticeships contribute to the priority artisanal skills as identified and prioritized by JIPSA will be considered.

Table 32 indicates that apprenticeship registrations in the priority artisanal skills areas comprise roughly 78% of overall apprenticeship registrations. Considering apprenticeship completions in the priority artisanal skills areas (Table 33), indicates that these comprise roughly 77% of completed apprenticeships.

Table 32: Registered Apprenticeships in JIPSA priority areas

Learning Programme	Count
Automotive Electrician	79
Boilermakers (incl. plater-boilermakers)	463
Carpenters and joiners	48
Diesel mechanics	511
Earth-moving equipment mechanics	121
Electrician (light and heavy current)	1916
Fitter (incl. fitter-machinist)	1223
Fitter and turner	306
Instrument mechanic/mechanic	183
Millwrights and mechatronics	590
Motor Mechanics	676
Sheet metal trades workers	21
Toolmakers and patternmakers (incl. tool, jog and dye making)	135
Turners (incl. turning and machining)	140
Welders (incl. welding-plating)	709
Sub Total	7121
Other	1980
Missing	215
Grand Total	9316

Table 33: Completed Apprenticeships in JIPSA priority areas

Learning Programme	Count
Automotive Electrician	43
Boilermakers (incl. plater-boilermakers)	243
Carpenters and joiners	17
Diesel mechanics	138
Earth-moving equipment mechanics	71
Electrician (light and heavy current)	541
Fitter (incl. fitter-machinist)	483
Fitter and turner	206
Instrument mechanic/mechanic	115
Millwrights and mechatronics	256
Motor Mechanics	282
Sheet metal trades workers	2
Toolmakers and patternmakers (incl. tool, jog and dye making)	53
Turners (incl. turning and machining)	5
Welders (incl. welding-plating)	186
Sub Total	2641
Other	691
Missing	100
Grand Total	3432

It is encouraging to find that artisanal skills development through apprenticeships at present is very focused and aligned with national priorities and economic development needs.

As JIPSA no longer operates, and the patterns of increased artisanal skills development between 2006/7 and 2009/10 could be attributed largely to JIPSA strategic prioritization and support, it is unclear whether maintaining development at these rates can realistically be expected. It remains to be seen how this will impact on the trajectory of national economic development into the future.

2.2 Profile of apprenticeship registrations and completions

2.2.1 Profile of registrations: Where do apprentices register?

Similar to learnership qualifications, Gauteng (39%) registered the most apprenticeships, followed by KwaZulu Natal (18%). Overall, these two provinces accounted for 56% of all registrations in 2009/10. Figure 14 describes the provincial concentration of apprenticeship registrations.

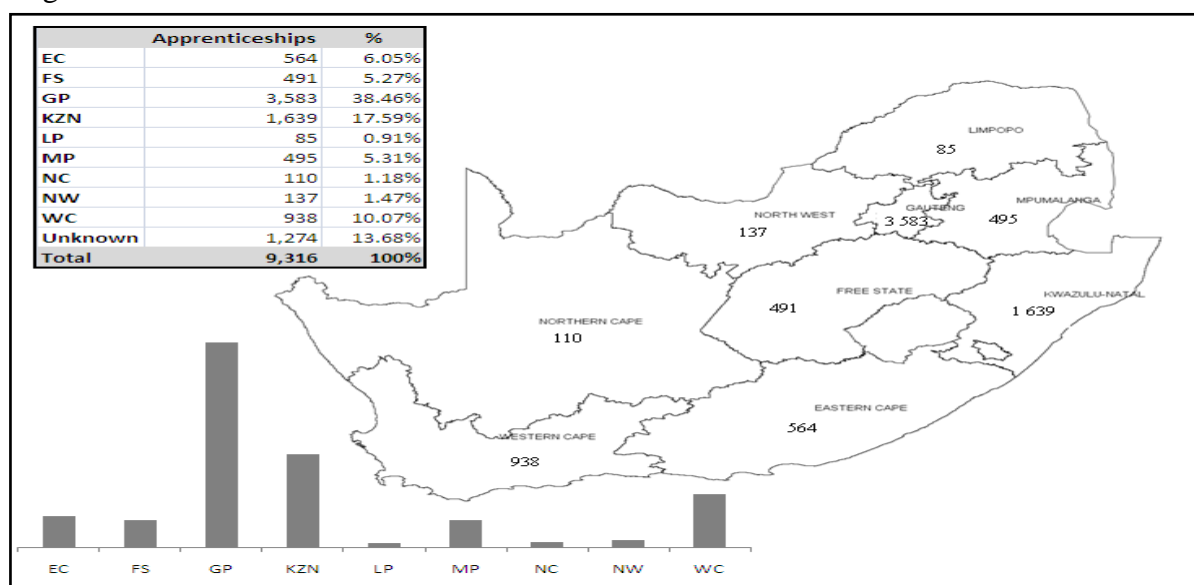


Figure 14: Provincial Distribution of Registered Apprenticeships

2.2.2 Profile of registrations: Apprenticeship type and employment status

The SETA submission data records the labour market status (employed or unemployed) at registration, as well as the apprenticeship category under which an apprentice registers. In terms of the Manpower Training Act (1981) MTA section 13 pertains to the registration of an apprentice who is formally indentured (has signed an apprenticeship contract with an employer). MTA section 28 refers to a person who is not formally indentured (does not have a signed apprenticeship contract with an employer, but after gaining sufficient work experience can apply to write the trade test).

Table 34 below indicates that the majority (68%) of apprenticeship registrations are classified as section 13, unemployed learners. This is to be expected, as the majority of section 13 learners are typically young school-leavers, embarking on an apprenticeship training programme after completing grade 12, and not yet entering into employment. What the table below also illustrates is the almost equal spread of employed and unemployed learners registering as section 28 learners. This reflects the nature of this type of apprentice, which is expected to be a person later on in life, having sufficient work experience to register for the trade test.

Table 34: Type and Labour market status, of Apprentices at registration

	EMPLOYED	UNEMPLOYED	Total
SECTION 13	752	6,293	7,045
SECTION 28	909	1,362	2,271
Total	1,661	7,655	9,316

Considering provision across SETAs, Table 35 below indicates, in line with the national picture, that apprenticeship registrations were predominantly composed of unemployed section 13 learners. Notable exceptions are CHIETA (60% being employed, 92% being Section 28 learners) and ESETA (98% being employed, 74% being Section 28) and INSETA/ISSETT (100% unemployed learners, all registered as section 28).

Table 35: Registered Apprenticeships Employment and Type by SETA

SETA	Employed	Unemployed	Section 13	Section 28	Total
AGRISETA	13	162	175	0	175
CETA	131	304	345	90	435
CHIETA	250	166	35	381	416
CTFL	0	2	2	0	2
ESETA	266	6	71	201	272
ETDP	0	8	8	0	8
FIETA	6	8	14	0	14
FOODBEV	66	191	190	67	257
INSETA/ISSETT	0	37	0	37	37
LGSETA	0	223	204	19	223
MAPPP	113	134	227	20	247
MERSETA	0	4344	4344	0	4,344
SASETA	46	102	102	46	148
SERVICES	679	900	832	747	1,579
TETA	91	1068	496	663	1,159
Total	1,661	7,655	7045	2271	9,316

Having established that the majority of apprentices are registered as section 13 and unemployed at entry, the following section will detail their demographic characteristics (race, gender, age, disability status).

2.2.3 Profile of registration: Who are registered apprentices?

Table 37 below indicates clearly that the racial transformation of the system has occurred much faster than the gender transformation, as men still very clearly outnumber women in apprenticeship registrations, while black learners are clearly the majority of registrations at 72%. The average age of registered apprentices in 2009/10 is now roughly 26. This is surprising, given that the concept of an apprenticeship would traditionally imply a ‘minor’ learning the trade under a ‘master’ tradesmen.

Table 36: Profile of Registered Apprenticeship Population Year 5

Seta	Age		Gender		Race		Total		
	Mean	Std.Dev.	Unknown	F:M	Unknown	Black	Unknown	N	%
AGRISETA	23.99	3.96	0.00%	0.14	0.00%	65.14%	0%	175	1.88%
CETA	29.17	9.02	12.87%	0.22	31.49%	63.22%	24%	435	4.67%
CHIETA	28.35	7.57	1.44%	0.08	25.48%	65.87%	24%	416	4.47%
CTFL	23.71	0.47	0.00%	0.00	0.00%	100.00%	0%	2	0.02%
ESETA	29.60	7.15	1.10%	0.01	2.94%	38.24%	7%	272	2.92%
ETDP	25.39	5.29	0.00%	3.00	0.00%	100.00%	0%	8	0.09%
FIETA	29.30	12.00	0.00%	0.17	0.00%	71.43%	0%	14	0.15%
FOODBEV	28.72	8.09	0.39%	0.22	0.39%	81.32%	0%	257	2.76%
INSETA/ISETT	23.86	2.39	0.00%	2.36	0.00%	100.00%	0%	37	0.40%
LGSETA	25.11	4.48	0.00%	0.27	0.00%	87.89%	0%	223	2.39%
MAPPP	27.09	6.62	0.00%	0.02	0.00%	78.14%	0%	247	2.65%
MERSETA	24.52	4.74	0.76%	0.15	2.19%	71.73%	4%	4,344	46.63%
SASETA	26.95	5.57	0.00%	0.41	0.00%	98.65%	0%	148	1.59%
SERVICES	29.04	8.96	0.51%	0.32	1.14%	69.66%	2%	1,579	16.95%
TETA	26.56	5.93	6.56%	0.28	15.53%	77.48%	15%	1,159	12.44%
Total	26.29	6.68	1.96%	0.19	5.85%	71.73%	6%	9,316	100%

2.2.3.1 Race

A significant shift from the past, where apprenticeship was a white dominated pathway system, is evident – 72% of apprentices are black and 22% white with 6% unknown. However, there continues to be a larger proportion of white apprentices, relative to their presence in the total population. Moreover, whites continue to occupy a large proportion of registrations in some sectors (ESETA, SERVICES and AGRISSETA). Typically, there is little variation in racial composition per province. KwaZulu Natal stands out with more than 80%

black registrations, which accounts for almost 20% of all black registrations. Limpopo and North West have a low proportion of black apprenticeship registrations, but also, low total numbers.

Overall SETAs vary in racial composition, with between 100% and 38% black registrations. ESETA stands out as the only SETA with a white majority (Figure 15).

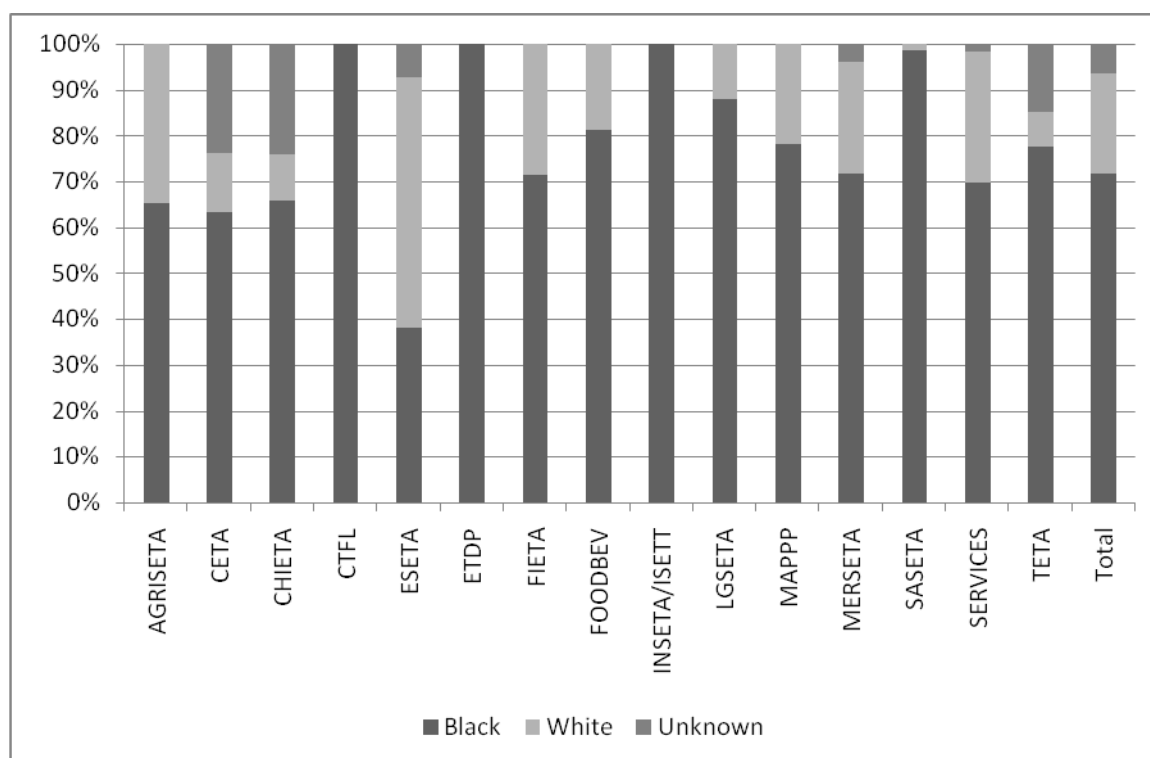


Figure 15: SETA Composition in Terms of Racial Classification in Registered Apprenticeships

An important consideration is whether the data indicates certain patterns of participation for specific races. Thus, Table 37 below illustrates the count of each race group based on type (section 13 or 28) and labour market status at entry (employed or unemployed). It indicates a higher likelihood for a black learner to enter as unemployed, relative to a white learner.

Table 37: Race, Employment and Indenture of Apprenticeships

	Black	White	Unknown	Total
13 Employed	311	386	55	752
13 Unemployed	4,722	1,357	214	6,293
28 Employed	676	221	12	909
28 Unemployed	973	81	308	1,362
Total	6,682	2,045	589	9,316

2.2.3.2 Gender

Registered apprenticeships reflect the traditional profile, and are predominantly male (79%) (see Figure 16). There are 0.2 female apprentices registering for every male. Only in ETDP and INSETA/SETT⁵ do female apprentices outnumber males, in the education and IT sectors. Twelve SETAs have female to male ratios below 0.27 (SASETA being 0.41).

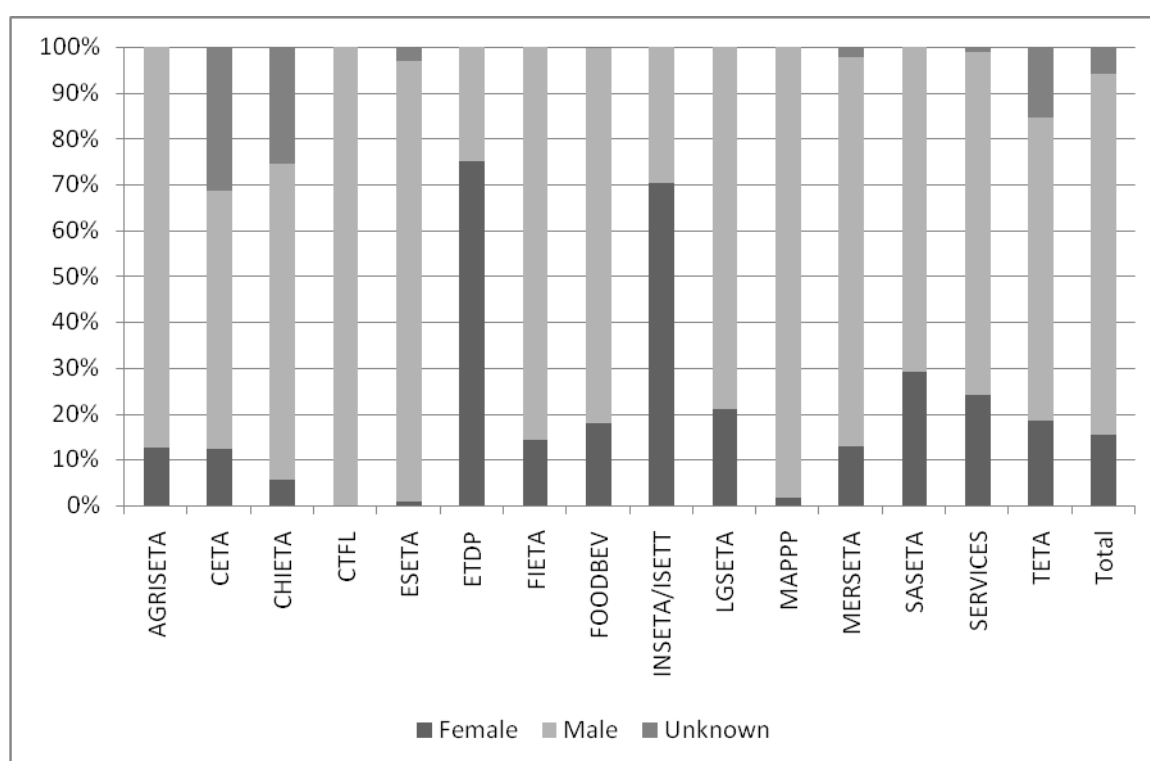


Figure 16: Seta Gender Composition in Registered Apprenticeships

A very small difference is apparent in the female to male ratio of those listed as employed and unemployed at registration. A slightly larger disparity however exists between section 13 and 28 apprentices. Section 13 and those unemployed seem to have very similar ratios, and generally those employed (and section 28) include more male apprentices for every female than the unemployed (and section 13).

Table 38: Gender Ratios, Employment and Indenture of Apprenticeships

	F:M	Female	Male	Unknown	Total
Employed	0.19	247	1,326	88	1,661
Unemployed	0.20	1,180	6,018	457	7,655
Section 13	0.20	1,145	5,668	232	7,045
Section 28	0.17	282	1,676	313	2,271
Total	0.19	1,427	7,344	545	9,316

⁵ Refer to page 14, where the reason for the combination of data for these two SETAs are outlined)

White apprentice registrations are more disproportionately male, but both race groups have a substantial disparity between female to male ratios. It is however, noteworthy, that white females are especially poorly represented in apprenticeship registrations. This begs the question of whether an apprenticeship is viewed as a viable qualification for white females, and if not, why?

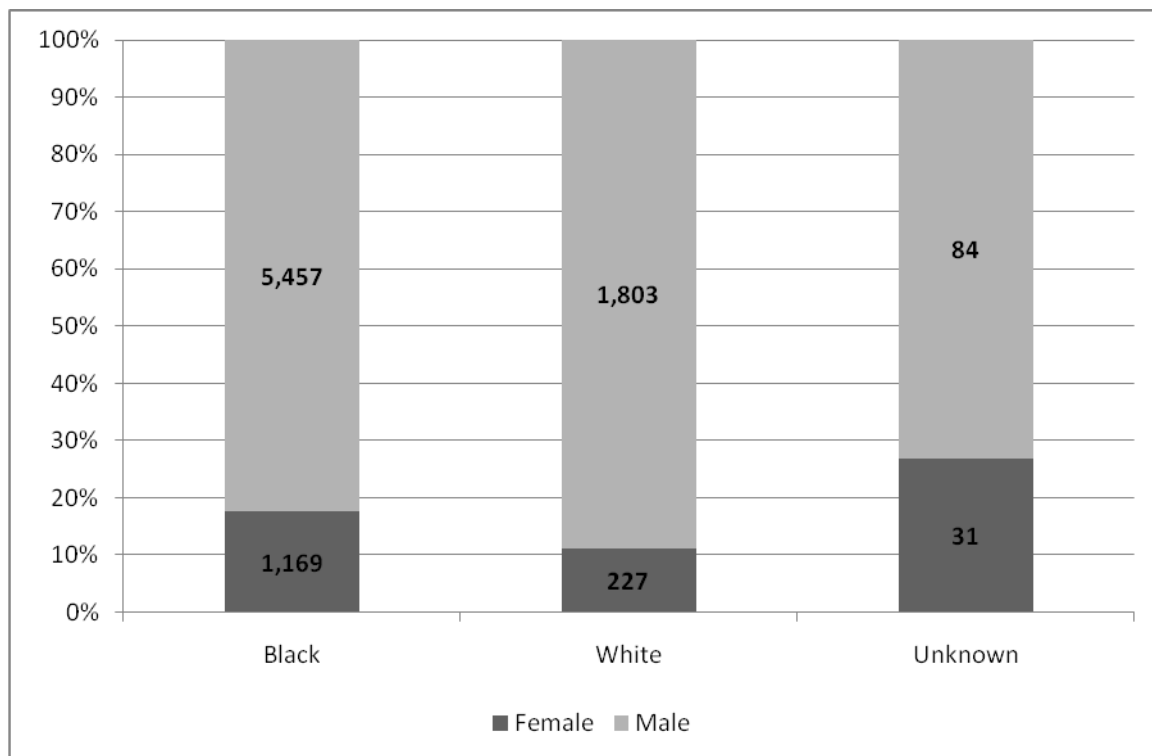


Figure 17: Race and Gender in Registered Apprenticeships

2.2.3.3 Age

Figure 18 below depicts the age distribution of apprenticeship registrations by SETA. Overall, the average age per SETA is grouped tightly around the mid 20s. AGRISSETA is depicted as an example of a SETA with a younger average age, and ESETA with the oldest average age. The widened right tail indicates a sudden slowdown in the drop-off of registrations in the early 30s, particularly in ESETA.

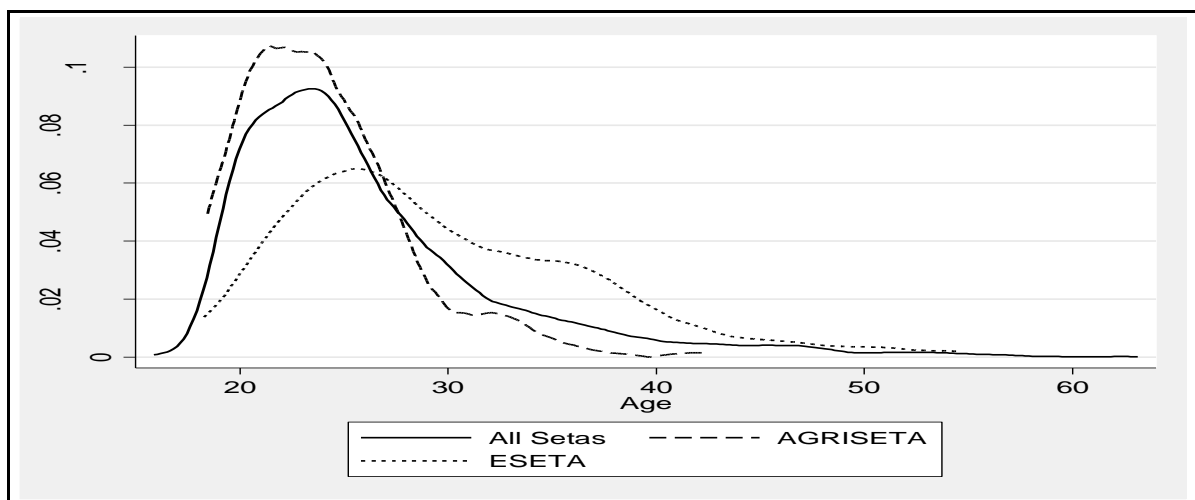


Figure 18: Age Profile of Registered Apprenticeships

The following figure (Figure 19) describes the age distribution by race group, and it is very interesting to note the stark difference in mean, with white apprentices being younger and very few registering at higher ages. The figure also illustrates that the age of apprentices peaks at about 23, but because there are many older individuals as well, the average age is 26. We would expect those that register as a Section 13 apprentice to be found on the left part of the curve, with the Section 28 apprentices to be found on the right side.

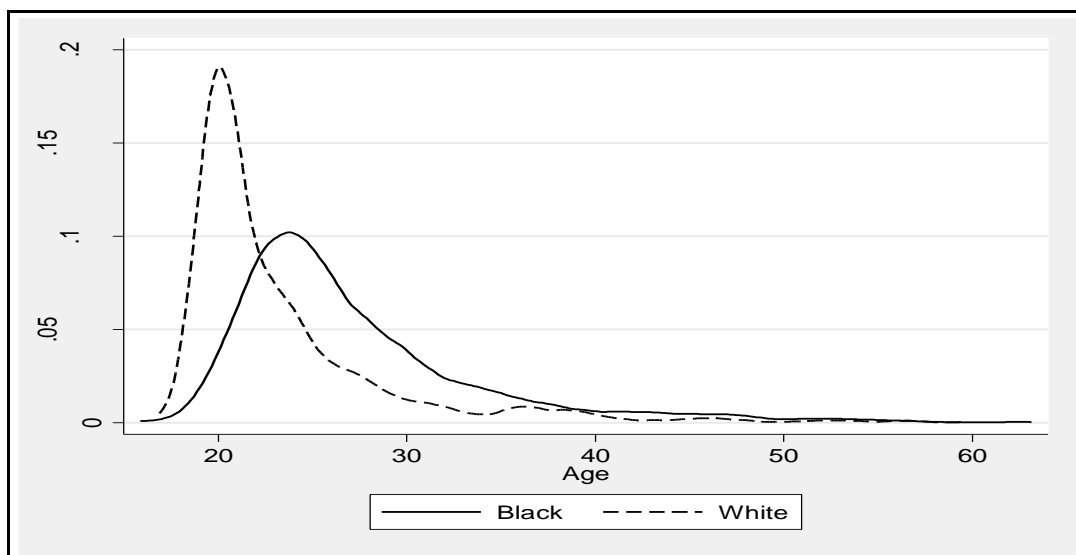


Figure 19: Racial Age Distribution of Registered Apprenticeships

2.2.3.4 Disability Status

A very small total number of 135 persons living with a disability registered for apprenticeships (Table 39). Only MERSETA, SERVICES and TETA registered apprentices

who are recorded as PWD. TETA accounted for 68% of all PWD apprentices. Race and gender information for PWD apprentices is largely unknown.

Table 39: Participation of Persons with Disability in Apprenticeship Qualifications

Seta	None	PWD	Unknown	%PWD	Total
AGRISETA	175	0	0	0.00%	175
CETA	196	0	239	0.00%	435
CHIETA	416	0	0	0.00%	416
CTFL	2	0	0	0.00%	2
ESETA	0	0	272	0.00%	272
ETDP	8	0	0	0.00%	8
FIETA	14	0	0	0.00%	14
FOODBEV	257	0	0	0.00%	257
INSETA	37	0	0	0.00%	37
LGSETA	223	0	0	0.00%	223
MAPPP	247	0	0	0.00%	247
MERSETA	3,648	29	667	0.67%	4,344
SASETA	132	0	16	0.00%	148
SERVICES	1,565	14	0	0.89%	1,579
TETA	622	92	445	7.94%	1,159
Total	7,542	135	1,639	1.45%	9,316

2.2.4 Profile of Completion: Where do apprentices complete?

As may be expected, Gauteng produced the most qualified apprentices, with 39% of the total completed (Figure 20). KwaZulu Natal and Western Cape followed with 20% and 13% respectively. These three provinces together accounted for 72% of completed apprenticeships.

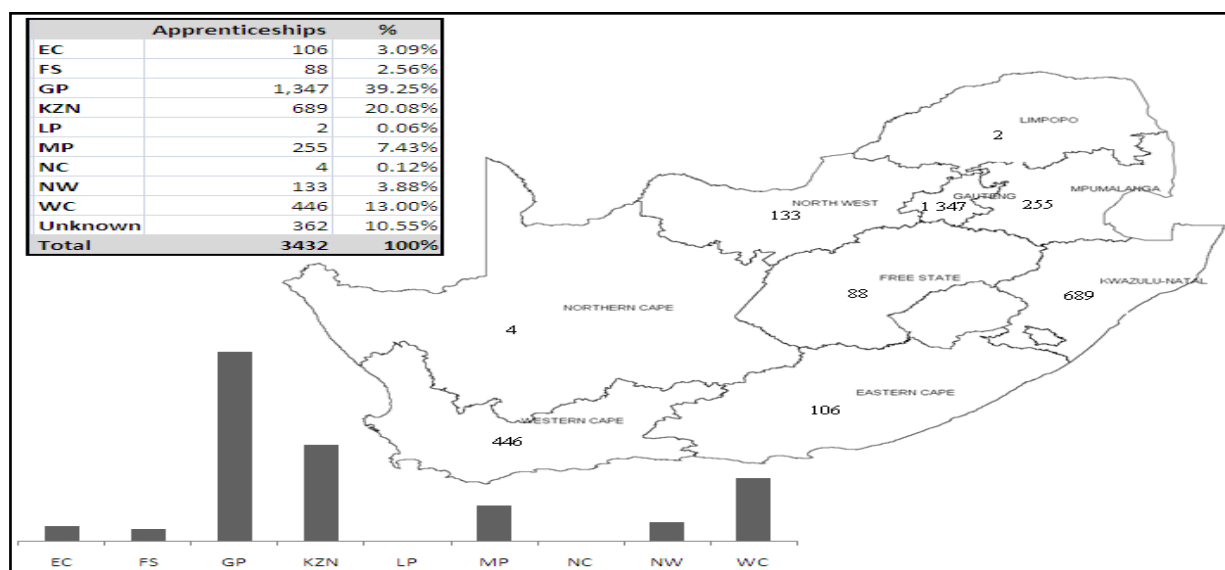


Figure 20: Geographic Distribution of Completed Apprenticeships

2.2.5 Profile of apprenticeship completion: Type and employment status

While overall 72% of completed apprenticeships were categorized as section 13, this pattern is not consistent across the SETAs, and is particularly influenced by the large number of MERSETA section 13 apprenticeships (Table 40). The majority of SETAs (9 out of 12) reflect more section 28 apprentices completing than section 13. As mentioned above, MERSETA alone accounts for 59% of all completed apprenticeships in Year 5, and all 59% (2 038) were registered as section 13.

Table 40: Employment and Type of Completed Apprenticeships

SETA	Section 13	Section 28	% Section 28	% Section 13	Total
AGRISETA	3	23	11.54%	88.46%	26
CETA	1	79	1.25%	98.75%	80
CHIETA	25	227	9.92%	90.08%	252
CTFL	4	9	30.77%	69.23%	13
ESETA	2	89	2.20%	97.80%	91
FOODBEV	107	14	88.43%	11.57%	121
ISSETT	0	175	0.00%	100.00%	175
LGSETA	74	3	96.10%	3.90%	77
MAPPP	120	32	78.95%	21.05%	152
MERSETA	2,038	0	100.00%	0.00%	2,038
SERVICES	76	81	48.41%	51.59%	157
TETA	33	217	13.20%	86.80%	250
Total	2,483	949	72.35%	27.65%	3,432

It is also important to consider the employment status at registration of those who completed apprenticeships (Table 41). The fact 100% of those completing through MERSETA were unemployed at entry accounts for a large portion of the unemployed category. Four SETAs had in excess of 80% of those who completed recorded as employed at entry to the apprenticeship – AGRISSETA, CTFL, ESETA and MAPP - but their total numbers were low.

Table 41: Employment Status of Completed Apprenticeships

Seta	Employed	Unemployed	% Employed	Total
AGRISETA	23	3	88.46%	26
CETA	10	70	12.50%	80
CHIETA	114	138	45.24%	252
CTFL	12	1	92.31%	13
ESETA	91	0	100.00%	91
FOODBEV	14	107	11.57%	121
ISSETT	0	175	0.00%	175
LGSETA	3	74	3.90%	77
MAPPP	130	22	85.53%	152
MERSETA	0	2,038	0.00%	2,038
SERVICES	75	82	47.77%	157
TETA	46	204	18.40%	250
Total	518	2,914	15.09%	3,432

2.2.6 Profile of apprenticeship completion: Who?

Table 42 presents an overview of the demographic profile of those learners who completed apprenticeship qualifications. It indicates that the majority of learners completing apprenticeship qualifications are men, with an average age of 27, consistent with the total population, with a slightly smaller majority being black. The remainder of the section will go into much more detail in terms of each characteristic.

Table 42: Summary of Completed Apprenticeships in Year 5

Seta	Age		Gender	Race		Total	
	Mean	F:M	Unknown	Black	Unknown	N	%
AGRISETA	26.95	0.04	0.00%	15.38%	0.00%	26	0.76%
CETA	36.13	0.00	87.50%	7.50%	87.50%	80	2.33%
CHIETA	30.40	0.13	13.10%	69.84%	13.49%	252	7.34%
CTFL	27.15	0.18	0.00%	46.15%	0.00%	13	0.38%
ESETA	27.71	0.17	0.00%	76.92%	10.99%	91	2.65%
FOODBEV	28.33	0.05	0.00%	84.30%	0.00%	121	3.53%
ISSETT	24.49	1.24	0.00%	100.00%	0.00%	175	5.10%
LGSETA	31.21*	0.17	0.00%	85.71%	0.00%	77	2.24%
MAPPP	30.20	0.02	0.00%	69.08%	0.00%	152	4.43%
MERSETA	27.15	0.10	1.72%	71.93%	3.14%	2038	59.38%
SERVICES	27.72	2.55	0.64%	37.58%	5.10%	157	4.57%
TETA	30.95	0.15	50.00%	27.20%	50.00%	250	7.28%
Total	27.96	0.18	7.69%	67.10%	9.06%	3432	100%

*More than 10% missing

2.2.6.1 Race

Those who completed an apprenticeship in Year 5 are predominantly black, with slightly more than two thirds (24%) being white (Table 43). AGRISETA, SERVICES and CTFL reflected higher levels than the proportions evident in the total population of white apprenticeship qualifications. This again emphasizes the point made above that whites continue to form sizeable proportions within specific sectors.

Table 43: Completed Apprenticeships and Race

SETA	Black	White	Unknown	% Black	% White	Total
AGRISETA	4	22	0	15.38%	84.62%	26
CETA	6	4	70	7.50%	5.00%	80
CHIETA	176	42	34	69.84%	16.67%	252
CTFL	6	7	0	46.15%	53.85%	13
ESETA	70	11	10	76.92%	12.09%	91
FOODBEV	102	19	0	84.30%	15.70%	121
ISSETT	175	0	0	100.00%	0.00%	175
LGSETA	66	11	0	85.71%	14.29%	77
MAPPP	105	47	0	69.08%	30.92%	152
MERSETA	1,466	508	64	71.93%	24.93%	2,038
SERVICES	59	90	8	37.58%	57.32%	157
TETA	68	57	125	27.20%	22.80%	250
Total	2,303	818	311	67.10%	23.83%	3,432

Further considering the racial patterns in terms of those who complete apprenticeships, (Figure 21) shows that a larger proportion of white than black learners were employed at entry. However, both groups (black and white) had less than 20% of their completed apprenticeships employed at entry.

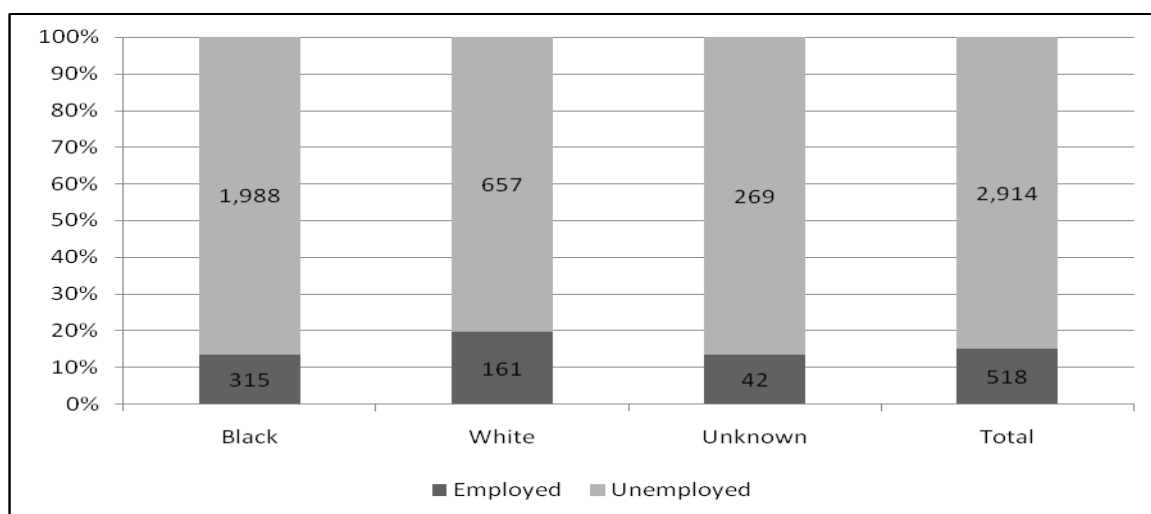


Figure 21: Completed Apprenticeships by race and employment status

2.2.6.2 Gender

Considering the group of learners who have completed their apprenticeships in terms of gender trends, showed that overall, 78% of those completing an apprenticeship in Year 5 were male, with only 14% being female (Figure 22). Apprentices registered with SERVICES and ISETT were the only cases where females outnumbered males.

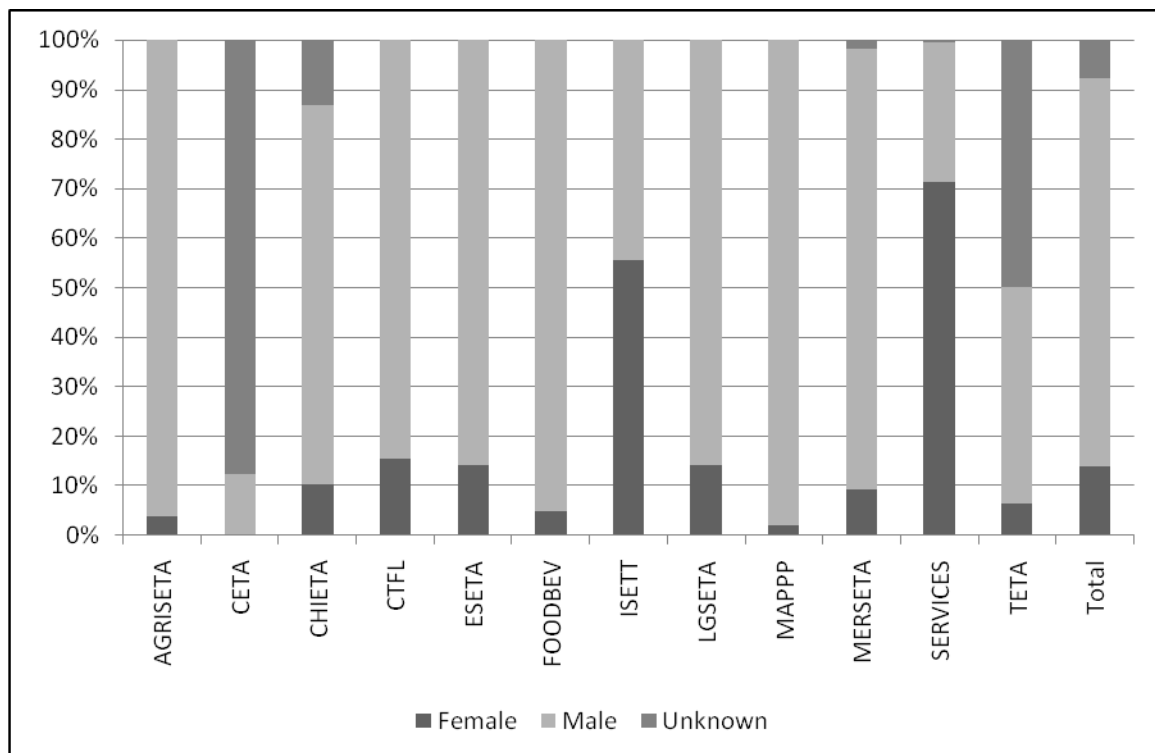


Figure 22: Completed Apprenticeships by Gender and SETA

2.2.6.3 Age

Age profiles of apprenticeship qualifications vary substantially between SETAs. Figure 23 below provides a distribution of the age profile of all those who completed an apprenticeship in year 5, as well as the SETA with the youngest average age (ISETT) and the oldest average age (CETA). Once again this distribution is around a young mean (27.96), with skewness to the right.

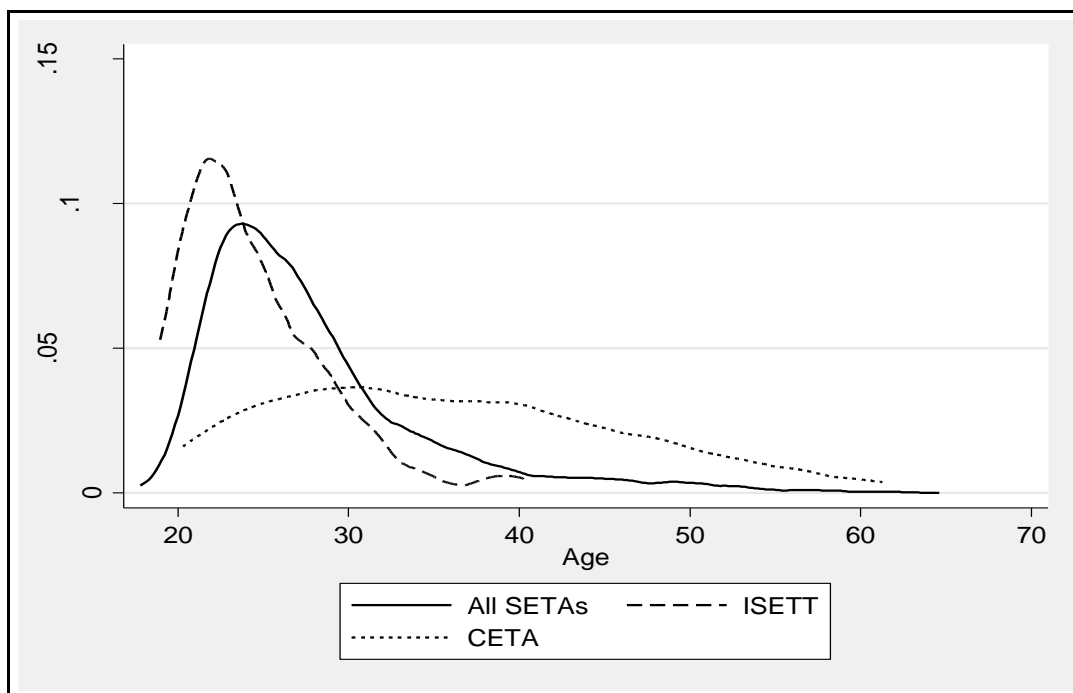


Figure 23: Age Distribution of Completed Apprenticeships

Black apprentices who completed in Year 5 were grouped around a higher mean age than white apprentices (Figure 24). Those reflected as white are sharply grouped around a younger age mean, whereas black apprentices are spread more widely across older age groups.

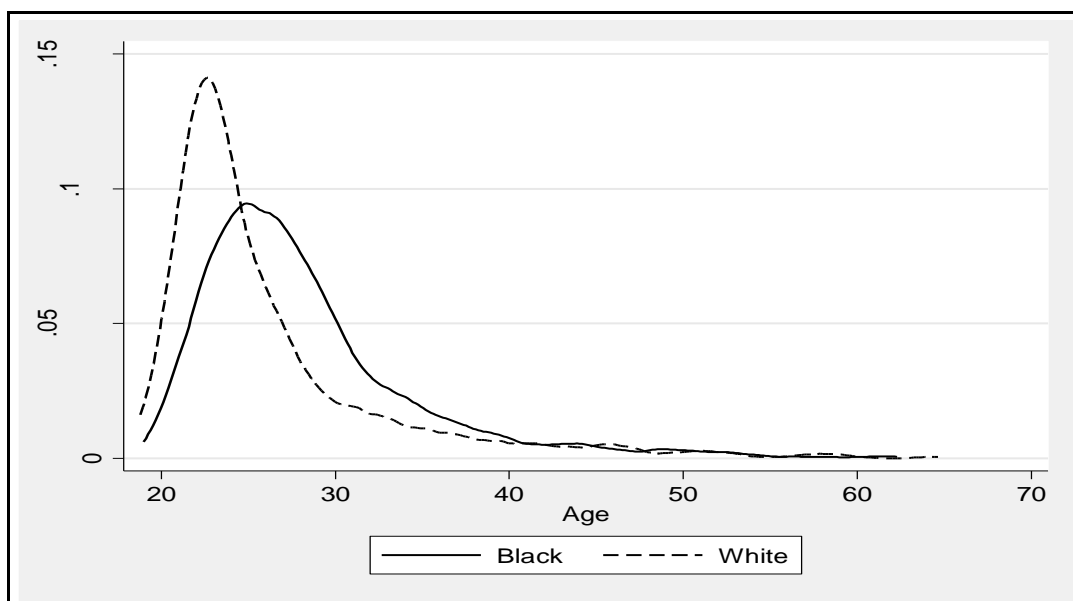


Figure 24: Age Distribution by Race in Completed Apprenticeships

2.2.6.4 Disability Status

Although an important indicator, it was not possible to report in detail due to evidence that some of the data was not reliable.

2.3 Apprenticeship population trends: Summative remarks

Overall, the decline in both registration and completion of apprenticeships is in line with forecasts by Elliot (2009) and others (Presidency, 2008) of a decline in artisan development in 2009/10. However, these figures represent a substantial improvement in artisan skills development since 2006.

Another encouraging trend is SETA achievement of 88% of apprenticeship registration targets. Overall, completion targets are not met as well (only 51%), although they are met more effectively (110%) for unemployed learners. The apprenticeship system, similar to findings by others with regard to the learnership system (Visser & Kruss, 2009), thus seems more successful in providing vocational education and training for the young unemployed, rather than enhancing skills upgrading for the employed. Within the context of high youth unemployment, this seems a satisfactory outcome.

The last important trend to highlight is the fact that the overwhelming majority of training and development in artisanal skills through apprenticeships is in the JIPSA priority areas, clearly aligned to the skills needs of South Africa. This is an important finding. However, as others have also indicated, there is a need for an investigation of the quality of these skills. As asserted in the Introduction, while JIPSA initiatives have succeeded in increasing the number of artisans in training, the revived apprenticeship system continues to experience problems that impact on the quality of skills produced, such as the variable and often outdated quality of training and trade tests and the availability of workplace mentors and trade assessors.

One of the research questions posed for the larger project in the Introduction was *how effective are apprenticeships as a learning pathway to meet the demand for artisanal skills?* It is encouraging that it appears that skills development in relevant occupational fields is being prioritized in apprenticeships training. Of course, this population cohort data presents only a partial picture of artisanal skills training, as it would be important to assess the contribution of learnerships – alongside FET colleges and RPL - to these priority skills areas as well. If the total artisan related training during the period 2005-2010 was estimated at roughly 37 800 (Elliot, 2009), it follows that the contribution of apprenticeships to the development of priority artisanal skills represents roughly a quarter of training.

In concluding this section, the main patterns and trends of the two apprenticeship Year 5 population cohorts are summarized in terms of the goals set in the introduction to this technical report:

- *Establish the total number of qualifications produced in each pathway system:* The apprenticeship pathway system in Year 5 comprised roughly 12 000 registered and completed apprenticeships. Although this represents a decline of the size of the system since 2008, it remains a substantial increase of the size of the system since the start of NSDSII.
- *Establish who enters each pathway system (the demographic profile of the learnership/apprenticeship population):* The majority of both registered and completed apprenticeships are comprised of black men, who are most likely young learners preparing for employment through indentured programmes (Section 13).
- *Establish what the system produces (the proportion of learners who register and complete the learnership programme or apprenticeship):* The apprenticeship system, as measured in Year 5, is more successful in terms of meeting its registration targets (achieving 88% of their overall registration target), than meeting its completion targets (achieving only 51% of their overall completion target).

Section 3 Patterns in Artisanal certification

Section 3 complements and extends the analysis of apprenticeships in Section 2, by focusing on artisanal development. One of the blockages in the efficiency of the artisanal pathway system concerns the final certification of artisans – the trade test required at the end point of formal learning programmes. This section focuses on an under-researched issue, that impacts on the provision of scarce and critical artisanal skills. It traces the size and demographic profile of cohort 6, those who have undergone the final stage of artisanal skills development through trade test certification by INDLELA in Year 5 of NSDSII.

Section 3.1 provides a brief introduction to the Institute for the National Development of Learnerships Employment Skills and Labour Assessments (INDLELA) and the system of trade tests. Section 3.2 sets out a concise description of the different routes to artisanal status. Section 3.3 provides a longitudinal overview of the artisanal system, analyzing patterns of artisan certification through INDLELA between 1970 and 2010. Sections 3.4 and 3.5 present an analysis of cohort 6, identifying patterns amongst all those candidates who registered to take the trade test in Year 5. Section 3 thus provides systematic insight into the certification of artisans through INDLELA, data trends which have not been widely available to date.

3.1 Background to INDLELA

INDLELA is the main public accreditation institution for the mandatory trade test. It was formerly known as the Central Organization for Trade Testing (COTT). INDLELA has well-situated offices across the country that were placed at central nodes for convenient registration of candidates. These offices are referred to as *inspectories*.

In the past, INDLELA was the only national centre where apprentices could take the trade test and qualify as artisans. Since 2000, the accreditation system has been decentralized, and private trade test centres were established. Private providers acquire trade testing status by applying for accreditation through the SETA offering a specific trade (Parliamentary Monitoring Group 2010).

It has been reported that the existing decentralized trade test centres are unable to cope adequately with the current numbers of apprentices seeking to complete their trade tests and qualify as artisans. The waiting period for trade testing in some trade centres is reportedly around 12 to 18 months (NECSA 2011).

The trend to decentralization had the unfortunate effect of inconsistencies in the provision of quality standardized trade tests. Hence, DHET recently established the National Artisanal Monitoring Body from March 2011, to bring all trade testing under a common quality review mechanism, linked to the Quality Council for Trades and Occupations (QCTO) (DHET 2011).

3.2 Paths to artisanal status

The definition of an artisan and the range of routes to attaining artisanal status are outlined, to illustrate the complexity of the current system.

The Artisan Development Coordinating Committee proposed the definition of an artisan that currently prevails:

Artisan will mean a person that has been *certificated as competent* by a relevant Education and Training Quality Assurance body for a *qualification* registered on the National Qualifications Framework for a *Trade* listed by the Minister of Labour in the Skills Development Act as amended, which trade has a designation at occupation level on the Organising Framework for Occupations and the person is registered with the Registrar for Artisans as an Artisan for such a Trade (Endorsed by the Artisan Development Coordinating Committee on 29th June 2007).

The artisanal routes are continuously refined by ongoing discussions between SETA Coordination, Department of Labour, DHET and stakeholder groupings that make up members of the Artisan Development Coordination Committee. Currently, a learner who seeks to become an artisan may apply to take the trade test after completion of the appropriate theoretical and workplace training via one of four routes: a learnership, apprenticeship or internship/skills programme, or through recognition of prior learning. In all cases, registration as an artisan is contingent upon passing the trade test.

3.2.1 Apprenticeship route

A learner may register as an apprentice with a SETA on an NQF registered artisan trade qualification and spend between two and four years on a single apprenticeship contract linked to a competency based modular learning programme that ends in a trade test. This route has one entry and one exit point. Certification occurs at the end of the single contract period. Registration as an artisan occurs after successful completion of a trade test.

3.2.2 Learnership Route

A learner may register for a learnership programme with a SETA on an NQF registered artisan trade qualification and spend between two and four years on multi-year learnership contracts linked to a competency based modular learning programme that ends in a trade test. The learner must complete the highest NQF level qualification required before attempting to take the trade test. This pathway has multi-entry and multi-exit points. Certification occurs at the end of each completed contract period. However, registration as an artisan only occurs after successful completion of a trade test.

3.2.3 Internship / Skills Programme Route

A learner may have a relevant trade related National Certificate: Vocational (NCV) qualification and register on an internship or skills programme with a SETA on an NQF registered artisan trade qualification. They are required to spend a pre-determined period of time in the workplace on a single internship or skills programme contract that ends in a trade test. This pathway has two entry and two exit points. Certification occurs at the end of the NCV and at the end of the internship or skills programme. As with the learnership route, registration as an artisan occurs only after successful completion of a trade test.

3.2.4 Recognition of Prior Learning (RPL)

Finally, a learner may register with the National Institute for Artisan Development as a Recognition of Prior Learning (RPL) candidate, on an NQF registered artisan trade qualification. They are required to spend a pre-determined period of time on a single RPL contract that ends in a trade test. The RPL contract will guide the learner in the compilation of a portfolio of evidence that is assessed prior to undergoing the trade test. Certification occurs at the successful assessment and moderation of the portfolio of evidence. Registration as an artisan occurs after successful completion of a trade test.

All artisans qualify at NQF level 4. Some trades take three years, others four years and some five years to complete, while RPL apprentices (registered under section 28) may take short courses over a number of years.

The provision of four qualification routes illustrates the complexity of integrating datasets. An individual may be recorded as having completed a learnership or apprenticeship on the DHET/DoL databases, and subsequently recorded as applying for or passing the trade test on

the INDLELA database. However, we have no way of aligning the two datasets to determine individual or cohort progression.

3.3 An overview of artisanal certification from 1970 to 2010

What is possible is to provide a longitudinal overview - over the past four decades - of the aggregate national supply of artisans certificated through COTT and then INDLELA.

3.3.1. A decline in total production of artisans

Research on skills demand suggested that at least 12 500 artisans should be produced each year over the period 2008 to 2012 to meet the needs of key industrial sectors (JIPSA, 2007). According to consolidated figures from the Sector Skills Plans, for the period August 2006 to 2009 SETAs planned to produce a total of 13 683 artisans per year. Consolidated figures for August 2007 to 2010 showed a planned increase to produce 33 221 artisans per year (DoL, 2007).

The trend data in Figure 25 presents the actual number of artisans who qualified through COTT / INDLELA since 1970. A dramatic decline in the production of artisans is apparent. From the year 1970 there was a steady increase in registration and successful certification, which reached a peak in 1985. Thereafter, the number of registrations declined rapidly over a few years, steadied out and then again declined rapidly after 1994, particularly in the year 1996, with the introduction of new skills development systems. Registration and certification have fluctuated since, with a gradual increase but still, a total of less than 10 000 per year, which is below the target set.

Unfortunately, no trend data in terms of race, gender, age, or field of qualification is available on a longitudinal basis, although records of demographic information are kept on the INDLELA internal registration system.

3.3.2 An average 50% pass rate

At the peak capacity of the system, 1985, trade tests were arranged for 26 500 people, of whom 52% (or 13 500) completed and passed the trade test. The highest pass rates were achieved in 1988 (61%), 1996 (60%) and 2001 (61%) as illustrated in Figure 26, but in 1996 and 2001 the total numbers registered for the trade test had declined significantly.

The mean pass rate over the four decades was calculated at 50.4%. That is, on average, one in every two people for whom a trade test has been arranged, passed the test. Over the time

period of 2000 to 2006, INDLELA together with SETAs accounted for the qualification of an amount of 8 000 artisans annually (DoL, 2007). If we use this total to calculate a rough proportion, it means that INDLELA was responsible for qualifying between 34% and 48% of the total artisans who qualified between 2000 and 2006. Significantly, the private trade testing centres, not the public centres, accounted for more than half of the total certification. It is thus possible that the current targets may have been achieved through certification at private trade test centres in conjunction with INDLELA, but there is no centralized database that records such information in a publicly accessible manner.

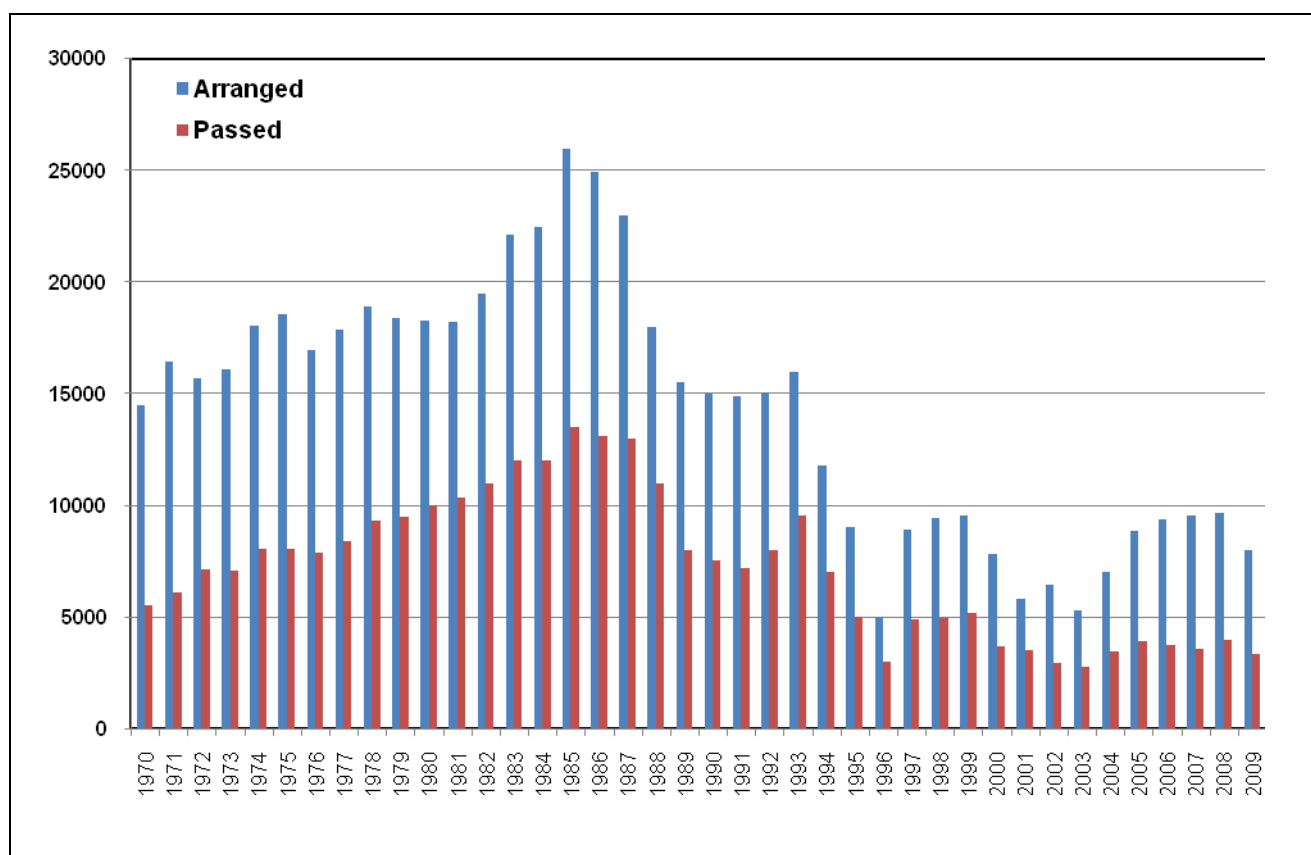


Figure 25: Number of people for who trade test dates were arranged and who passed from 1970 to 2009. Source: INDLELA

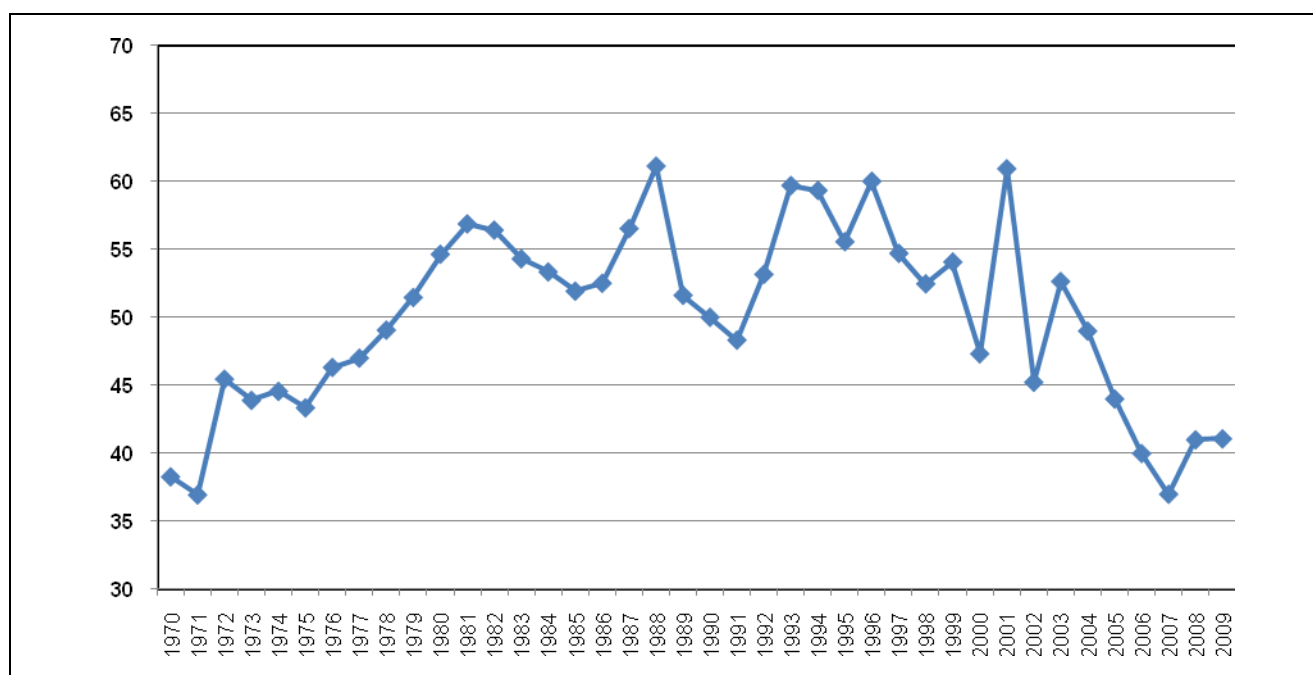


Figure 26: Percentages of people who passed the trade test at INDLELA from 1970 to 2009. Source: INDLELA

The Sub-directorate: Assessment within INDLELA provided a number of possible reasons for the low pass rates of artisans:

- Candidates are not screened effectively according to the prescriptions provided in the Manpower Training Act no 56 of 1981.
- The experience and skills of candidates are insufficient.
- Some training centres / providers lack the requisite quality of instructors, training officers, equipment or facilities, and do not prepare their apprentices sufficiently for the trade test.

3.3.3. An inefficient system?

Table 44 below provides aggregate figures received from INDLELA for Year 5 of NSDSII, 2009/10, the same period as the database analysed in section 3.4 below. It provides an overview of the number of tests that were arranged relative to the actual testing of candidates conducted (tested column), and the proportion that passed. It is important to note that the figures depicted in column 'Arranged' in Table 44 refer to the number of *arrangements of tests* and not the actual number of persons or headcounts. That is, as many as 6 appointments could have been arranged for the same candidate (as will be illustrated in Table 45 below). Thus, 9 449 trade test arrangements were made, of which only 8 014 were taken up. There is

a degree of wastage in the system, in that 1 432 appointments for testing were booked but not kept.

Table 44: Number of appointments arranged, met and passed from 1 April 2009 to 31 March 2010

Sections	Arranged	Absent	Tested	Passed	Pass%
Automotive engineering	1 666	321	1 345	499	37%
Electrical engineering	2 360	330	2 030	977	48%
Mechanical engineering	1 111	145	966	227	23%
Services / Manufacturing and Process	972	146	826	360	44%
Physical Planning and Construction	3 337	490	2 847	1 258	44%
Total	9 446	1 432	8 014	3 321	41%

Source: INDLELA

This process of 8 014 tests yielded 3 321 certified artisans in the year. The figure represents approximately 10% of the target of artisans to meet labour market demand. It highlights inefficiency in the trade test system, in that only approximately one third of appointments result in artisanal certification.

3.4 Trends in the INDLELA data for Year 5 of NSDSIII

The analysis in this section was conducted on cohort 6, a dataset for 2009/10 year specifically provided by INDLELA.

3.4.1 INDLELA population database of 2009/10

The HSRC received a database from INDLELA consisting of all people who undertook a trade test at INDLELA within the time period of 1 April 2009 to 31 March 2010. It is not a centralized database and therefore does not capture data on all the privatized centres that conduct trade tests. The dataset works with actual headcounts – those who took or passed a trade test. Thus, the total population we work with in the sections that follow is smaller than the aggregate of 9 446 of those for whom tests were arranged, as reflected in Table 44.

The data went through a rigorous process of cleaning. It was cleaned by removing either duplicated records or records for which the date for the trade test fell outside the date range of 1 April 2009 to 31 March 2010. The ID numbers and names of candidates, as well as registration dates for trade tests were used to determine the final headcount total.

The *inspectors* that were involved with the trade test registrations were mainly Olifantsfontein (40%), Johannesburg (25%), Durban (6%), Limpopo (6%), East London (6%), Witbank (5%) and then 10 other inspectors with less than five percent involvement

each. INDLELA also provided testing for imprisoned candidates in the past. In 2009/10 trade testing was arranged for a small number of prisoners at Leeuwkop (0.3% of all registrations), Groenpunt (0.2% of all registrations), Baviaans Poort (0.2% of all registrations), Durban (0.1% of all registrations), and some other unspecified centres (0.1%).

Analysis of the overall trends showed that INDLELA arranged appointments for trade tests for a total number of 5 608 apprentices (headcounts) within the year 2009/10. Among the 5 608 candidates, 1 215 (or 22%) registered more than once for a test in Year 5, as depicted in Table 45.

Table 45: Number of people for who trade test dates were arranged

	Trade test registrations	%
Total arrangements within date range	7 059	
Headcount	5 608	
Registered once	4 393	78.3
Registered twice	1 006	17.9
Registered 3 times	187	3.3
Registered 4 times	19	0.3
Registered 5 times	1	0.0
Registered 6 times	2	0.0

The following sections provide an analysis of registration, completion, type of trades and the demographic profile of artisans over the 1 April 2009 to 31 March 2010 period as recorded by INDLELA, in terms of headcounts.

3.4.2 INDLELA population by SETA

Candidates who apply to perform a trade test at INDLELA can apply directly through the Department of Labour (referred to as government in the dataset) or through a SETA. All applications are reviewed and if the applicant complies with the requirements as described in Section 3.2 above, a trade test date will be allocated. INDLELA refers to such a transaction as an *arranged* trade test.

Since the establishment of decentralized trade test system, most of the candidate artisans apply to complete a trade test at a convenient, nearby private trade test centre. As a consequence, and given that not all SETAs offer apprenticeships or learnerships for a specific artisanal trade, not all SETAs were represented on the INDLELA database. Seven of the 23 SETAs and a component called *government* (DoL applications) were recorded. In contrast, 13

SETAs recorded completed apprenticeships on the DHET Year 5 dataset (cohort 5 discussed in Section 2 above).

More than eighty percent (82%) of the cohort 6 population were applications to take a trade test processed by the DoL. All those who applied through the DoL were section 28 apprentices. Seven SETAs (MERSETA, TETA, LGSETA, ESETA, CETA, CHIETA, and MQA) together represented almost 18% of the applications. Thus, almost one in every five candidates registered for a trade test through one of the SETAs. MERSETA (11%) and TETA (3%) were the SETAs that registered the highest proportion of applications to undertake the trade test via INDLELA (Table 46).

Table 46: Participation in Trade Test Registrations by Industry, INDLELA and Year 5

Industry	INDLELA	INDLELA %
GOVERNMENT	4 615	82.29%
MERSETA	617	11.00%
TETA	165	2.94%
LGSETA	128	2.28%
ESETA	54	0.96%
CETA	14	0.25%
CHIETA	4	0.07%
MQA	4	0.07%
Unspecified	7	0.12%
Total	5 608	100%

3.4.3 Trade Test Completions

Depending on the type of trade, each candidate had to successfully complete and pass a number of different tasks (up to 14 tasks at different test stations in the workshops), in order to be declared as *competent* in the specific trade. If the candidate failed to comply with the requirements of one of the tasks, then the candidate was classified as *not yet competent*.

Of those that registered for a trade test in Year 5, 41% (2 303) successfully completed their trade test, while 59% (3 305) was not yet successful in completing the trade tests within this period (Table 47). There were 12 candidates that completed more than one trade and eight candidates who registered for more than one trade and who were not yet competent.

Compared with the reported 1 143 candidates that completed trade tests recorded on the INDLELA database annually over the 2000-2006 period (Department of Labour 2007), this is an improvement. However, compared to the year 1985 when the number of candidates that

passed the trade test reached a peak of 13 500, the total of 2 303 qualified artisans in a single year does not meet national targets. Even bearing in mind that INDLELA is now only one of many trade test centres, based on the proportion of certification it accounted for in the past (34-48%), it is unlikely that national targets for qualified artisans are met.

Table 47: Trade Test Completions

Status	One trade	More than one trade	Total	Percentage
Competent	2 291	12	2 303	41.07%
Not yet competent	3 297	8	3 305	58.93%
Total	5 588	20	5 608	100%

There is a problem of inconsistency between different data sources. A total of 2 303 candidates (of which the majority, 1 903 applied via the DoL route) successfully completed their trade test through INDLELA in 2009/10. For the same year, SETAs reported to DHET that a total number of 3 432 apprentices passed the trade test (Table 48 and Section 2 above). This raises questions about how INDLELA data is aligned with SETA and DHET data.

Table 48: Trade Test Completions INDLELA and DHET/ SETA datasets

SETA	DHET/SETA	INDLELA
GOVERNMENT		1 903
AGRISETA	26	
CETA	80	7
CHIETA	252	0
CTFL	13	
ESETA	91	19
FOODBEV	121	
INSETA/ISETT	175	
LGSETA	77	66
MAPPP	152	
MERSETA	2 038	249
MQA	0	0
SASETA	0	
SERVICES	157	
TETA	250	58
Unspecified		1
Total	3 432	2 303

Table 49 presents the percentage of those who were judged competent artisans relative to the total of arranged trade tests per SETA. There are no major differences between SETAs, except that candidates of the Local Government SETA had the highest pass rate, with 52% of candidates who passed. The government candidates, those who were not registered in a formal apprenticeship but who had applied to take the trade test on the basis of prior experience, had a low pass rate of 41%, and these formed the bulk of the candidates. The data

thus highlights the need to examine the levels and process of preparation for accreditation of these Section 28 candidates.

Table 49: Trade Test Completions at INDLELA by SETA

Industry	Arranged	Competent	% passed
GOVERNMENT	4 615	1 903	41.2
MERSETA	617	249	40.4
TETA	165	58	35.2
LGSETA	128	66	51.6
ESETA	54	19	35.2
CETA	14	7	50.0
CHIETA	4	0	0.0
MQA	4	0	0.0
Unspecified	7	1	14.3
Total	5 608	2 303	41.1

3.4.4 Multiple attempts?

It is encouraging that of the 2 303 apprentices who passed their trade tests, three in every four (76%) candidates passed on the first attempt, 20% on the second attempt, only four percent on the third attempt and less than one percent on the fourth attempt, as depicted in Table 50.

A large portion (80%) of the group that were *not yet competent* had performed the trade test for the first time, 17% (or 546 candidates) have been unsuccessful for the second time, 3% for the third time, and less than one percent each failed for the fourth, fifth and sixth time. Thus, a large proportion of the cohort will require multiple attempts at the trade test in order to be declared competent. The reasons for this require in-depth research.

Table 50: Progression

Attempts	Competent		Not yet competent		Total
	N	%	n	%	
First attempt	1 747	75.86%	2 646	80.06%	4 393
Second attempt	460	19.97%	546	16.52%	1 006
Third attempt	89	3.86%	98	2.97%	187
Fourth attempt	7	0.30%	12	0.36%	19
Fifth attempt	0	0%	1	0.03%	1
Sixth attempt	0	0%	2	0.06%	2
Total	2 303	100%	3 305	100%	5 608

3.4.5 Trades

Analysis by trade allows us to identify whether sufficient artisans are qualifying in scarce or critical trades, or whether there are blockages in particular trades. Table 51 depicts the trades in which more than twenty candidates were found competent, which represents 86% of the cohort. The data is sorted in descending order on the number of competent candidates.

Boilermakers and *plumbers* were the trades in which the most arrangements to take the trade test were received, 12% and 13% of the total cohort population respectively, around 700 in the year. *Diesel mechanics* and *electricians* represented the third and fourth largest group of arrangements, 10% of the cohort population each.

Table 51: Trades where more than 20 candidates where found competent

Trade	Competent		Not yet competent		Total number on database	
	n	%	N	%	n	%
Boilermaker	436	63	258	37	694	12.4
Plumber	336	46	388	54	724	12.9
Welder	296	62	183	38	479	8.5
Motor mechanic	223	64	128	36	351	6.3
Electrician	202	38	335	62	537	9.6
Diesel mechanic	150	26	418	74	568	10.1
Fitter (including machining)	129	27	348	73	477	8.5
Carpenter	78	43	105	57	183	3.3
Bricklayer	48	16	245	84	293	5.2
Spray painter	37	46	44	54	81	1.4
Fitter & Turner	35	24	113	76	148	2.6
Automotive body repairer	33	43	43	57	76	1.4
Automotive electrician	26	14	160	86	186	3.3
Total	2303	41	3305	59	5608	100.0

Of the group of trades in which more than 20 apprentices were declared competent (Table 51), candidates who performed the trade test for *motor mechanics* had the highest pass rate (64%), followed by *boilermakers* (63%) and *welders* (62%), while *automotive electricians* (14%) and *bricklayers* (16%) had the lowest pass rates. However, these do not represent high total numbers of qualified artisans – approximately 220 motor mechanics, and 430 boilermakers, for example.

Analysis of the group who performed a trade test on more than one trade revealed that they applied to do trade tests on complimentary trades. For example one candidate completed a *bricklaying* trade first and then attempted to do a *plumbing* trade (both in construction). A few apprentices initially completed an *automotive body repairer* trade test and thereafter undertook a *spray painter* trade test. Another example was candidates who completed a *diesel mechanic* trade test first and then did an *automotive electrician* trade test.

3.4.6 Demographic profile of artisans certificated by INDLELA

In this section, data trends on the demographic profile of candidate and qualified artisans by industry, age group, population group and gender is presented.

3.4.6.1 Artisans by type and competency status

It is evident from the information provided in Table 52 (notwithstanding the fact that 10% of the INDLELA population was not categorized with regard to one of the four training routes) that predominantly section 28 apprentices applied at INDLELA for trade testing. Ninety percent of the arrangements for a trade test and of those who were declared competent were section 28 apprentices, those who were *not* formally indentured. Less than 1% were indentured apprenticeships, and it is possible that the 10% unspecified included those who undertook section 13 apprenticeship, learnership and internship programmes. This suggests that those who applied to INDLELA were mainly employees who gained experience in a trade at a workplace, were assessed and found ready to perform the trade test on the basis of recognition of prior learning (RPL).

Table 52: Number of artisans by type of route and completion status

Type	Competent	%	Registrations	%
Section 28	2 050	89.01%	5 021	89.53%
Section 13	11	0.48%	24	0.43%
Unspecified	242	10.51%	563	10.04%
Total	2 303	100%	5 608	100%

3.4.6.2 Artisans by type and age

A very small group of 24 apprentices were formally indentured (section 13) and they were all younger than 30 years of age. More than half of the section 28 apprentices (58%) were 30 years of age or older (Table 53). In total almost 80% of the population was younger than 40 years. This trend correlates with that reported by Mukora (2008:24), that artisans in general are relatively young: 67% were younger than 40 years in 2005.

Table 53: Number of artisans by route and age

Age group	Not indicated		Section 28		Section 13		Total	
	n	%	n	%	n	%	N	%
Not indicated	7	1	40	1		0	47	1
Younger than 20	6	1	3	0		0	9	0
20-24	223	40	669	13	11	46	903	16
25-29	240	43	1 387	28	13	54	1 640	29
30-34	64	11	1 095	22		0	1 159	21
35-39	18	3	728	14		0	746	13
40-44	2	0	493	10		0	495	9
45-49		0	324	6		0	324	6
50-54	2	0	189	4		0	191	3
55 and older	1	0	93	2		0	94	2
Total	563	100	5 021	100	24	100	5 608	100

Figure 27 illustrates that 82% of the INDLELA population was 19 to 40 years old, and eighty-seven percent of the apprentices in this age group was not formally indentured.

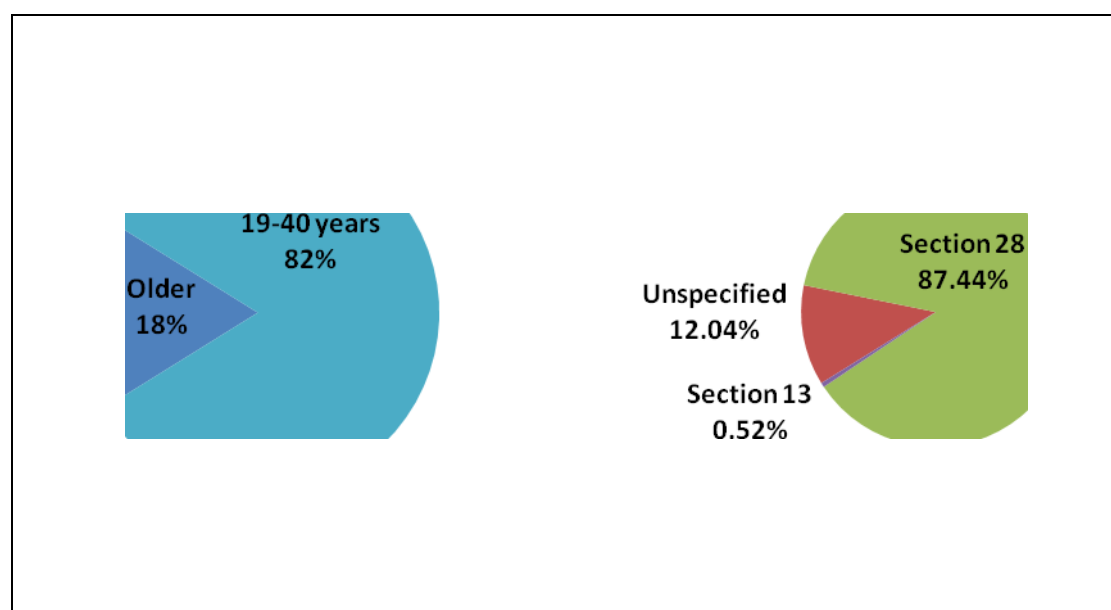


Figure 27: Number of candidates by age and route

3.6.4.3 Artisans by route and race

The group of 24 section 13 candidates consisted of predominantly white apprentices (83%). This, as opposed to the clear shift among section 28 registrations from mainly white candidates in the past to predominantly Black apprentices (77%) (Figure 28).

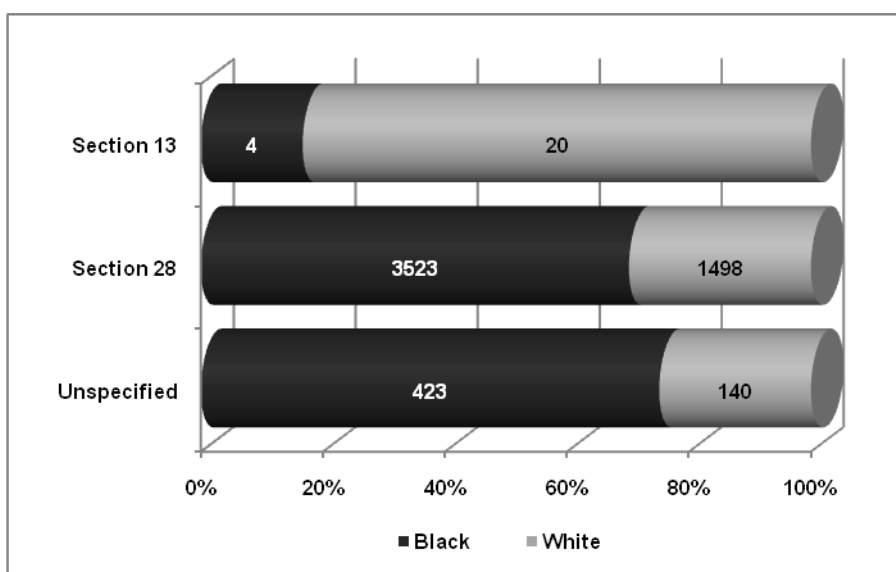


Figure 28: Candidates by race and route

3.6.4.4 Artisans by type and gender

With regard to gender, no improvement in the number of registrations of females has been observed. There were no female section 13 registrations over this period (Table 54). The female-to-male ratio for registrations on INDLELA was 5:95.

Table 54: Candidates by gender and route

	F:M	Female	Male	Unspecified	Total
Section 28	0.04	189	4 823	9	5 021
Section 13	0.00	0	24	0	24
Unspecified	0.14	67	490	6	563
Total	0.05	256	5 337	15	5 608

3.6.4.5 Artisans by race and industry sector

The racial distribution of applications to conduct the trade test at INDLELA was recorded as 70% black candidates and 30% white candidates. Table 55 presents the racial distribution by sector. Of the majority *government* component (82% of INDLELA applications), 71% was black candidates.

It is evident that although small in numbers, white candidates registered predominantly through MQA (75%), CETA (71%) and ESETA (67%), while more black candidates registered for the trade test through MERSETA (68%), TETA (90%), LGSETA (59%) and CHIETA (100%). The reasons for these differences bear further research.

Table 55: Candidates according to sector by race

Industry		Black	White	Total
MQA	n	1	3	4
	%	25.00	75.00	100
CETA	n	4	10	14
	%	28.57	71.43	100
ESETA	n	18	36	54
	%	33.33	66.67	100
LGSETA	n	75	53	128
	%	58.59	41.41	100
MERSETA	n	417	200	617
	%	67.59	32.41	100
GOVERNMENT	n	3274	1341	4615
	%	70.94	29.06	100
TETA	n	150	15	165
	%	90.91	9.09	100
CHIETA	n	4	0	4
	%	100	0.00	100
Unspecified	n	7	0	7
	%	100	0.00	100
Total	n	3 950	1 658	5 608
	%	70.44	29.56	100

The artisan world is male dominated with only 5% female registrations on INDLELA. In all sectors trade test applicants were predominantly male (Figure 29).

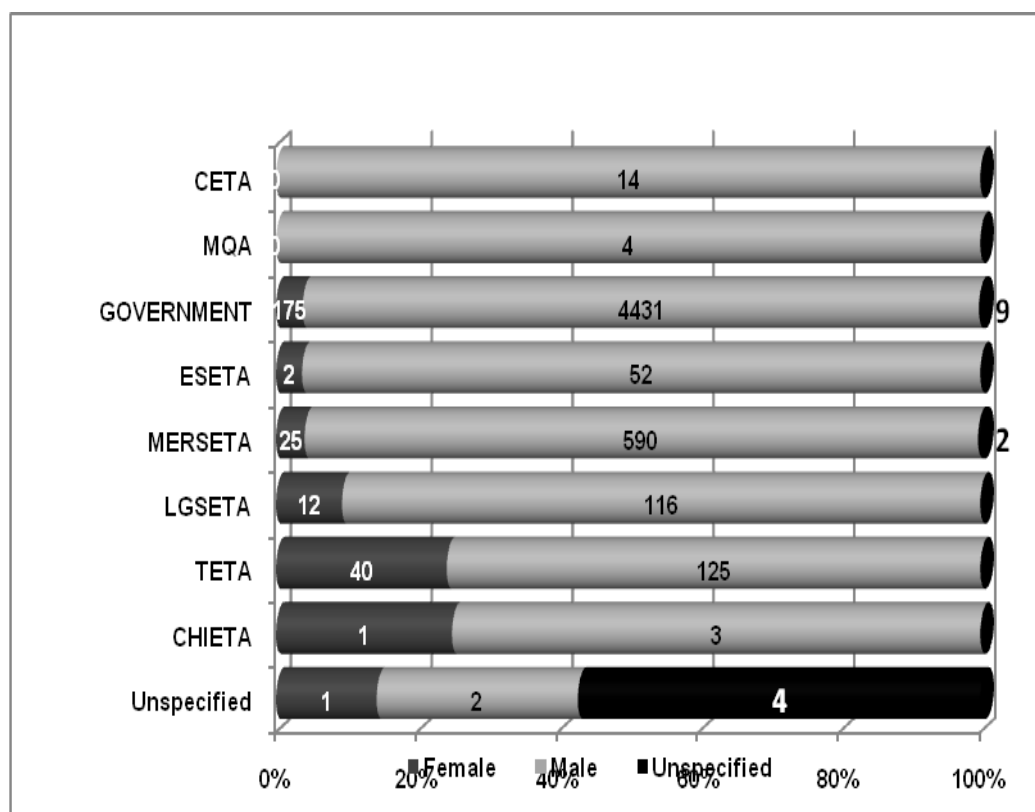


Figure 29: Candidates according to industry by gender

3.6.4.6 Artisans by race and gender

Figure 30 depicts the number of applications by race and gender. It is encouraging to note that 250 black female applications were recorded.

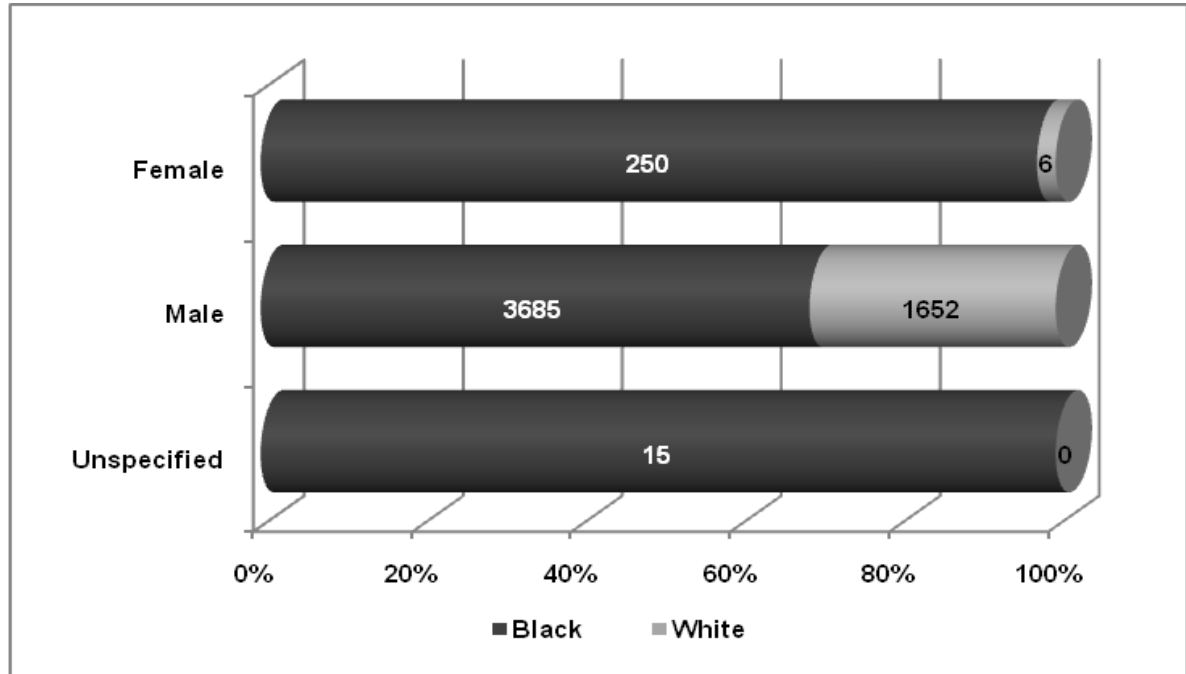


Figure 30: Candidates by race and gender

3.6.4.7 Artisans by competency status and industry sector

Since only 41% of all candidates successfully completed their trade test, there is a promise of more artisans to qualify in future (Table 56).

All the sectors had fewer apprentices that completed their trade tests than those that were not yet competent, except for LGSETA of which 52% completed their trade tests and CETA of which half completed their trade tests over this period.

Table 56: Competence according to sector

SETA		Competent	Not yet competent	Total
MQA	n	0	4	4
	%	0.00%	100%	100%
CETA	n	7	7	14
	%	50.00%	50.00%	100%
ESETA	n	19	35	54
	%	35.19%	64.81%	100%
LGSETA	n	66	62	128
	%	51.56%	48.44%	100%
CHIETA	n	0	4	4
	%	0.00%	100%	100%
TETA	n	58	107	165
	%	35.15%	64.85%	100%
GOVERNMENT	n	1903	2712	4615
	%	14.24%	58.76%	100%
MERSETA	n	249	368	617
	%	40.36%	59.64%	100%
Unspecified	n	1	6	7
	%	14.29%	85.71%	100%
Total	n	2303	3305	5608
	%	41.07%	58.93%	100%

3.6.4.8 Artisans by competency status, race and gender

More than a third of black and more than half of white apprentices have completed their trade tests over this period (Table 57). In addition, slightly more male (59%) than female (58%) apprentices still need to complete their trade tests and more black female (58%) than white female (50%) apprentices still need to complete their trade tests in future. There are only three white female apprentices that still need to complete their trade tests in future, suggesting that more white females need to be encouraged to embark on an artisan career in future.

Table 57: Competences according to race and gender

Race	Gender		Competent	Not yet competent	Total
Black	Male	n	1342	2343	3685
		%	36.42	63.58	100
	Female	n	105	145	250
		%	42.00	58.00	100
	Unspecified	n	1	14	15
		%	6.67	93.33	100
White	Total black	n	1448	2502	3950
		%	36.66	63.34	100
	Male	n	852	800	1652
		%	51.57	48.43	100
	Female	n	3	3	6
		%	50.00	50.00	100
Total	Total white	n	855	803	1658
		%	51.57	48.43	100
	Male	n	2194	3143	5337
		%	41.11	58.89	100
	Female	n	108	148	256
		%	42.19	57.81	100
	Unspecified	n	1	14	15
		%	6.67	93.33	100
	Total	n	2303	3305	5608
		%	41.07	58.93	100

3.6.4.9 Artisans by competency status and age

Figure 31 depicts the age distribution of applications and completions on INDLELA. The average age of those that have completed a trade test was 31 years of age, but black artisans on average were 33 and white artisans 29 years of age on completion of their trade tests. Trade test applications peak at about 24 years. Promising for transformation is that more black apprentices still need to qualify in future than have completed trade tests, while fewer white artisans than those that have already qualified will qualify in future.

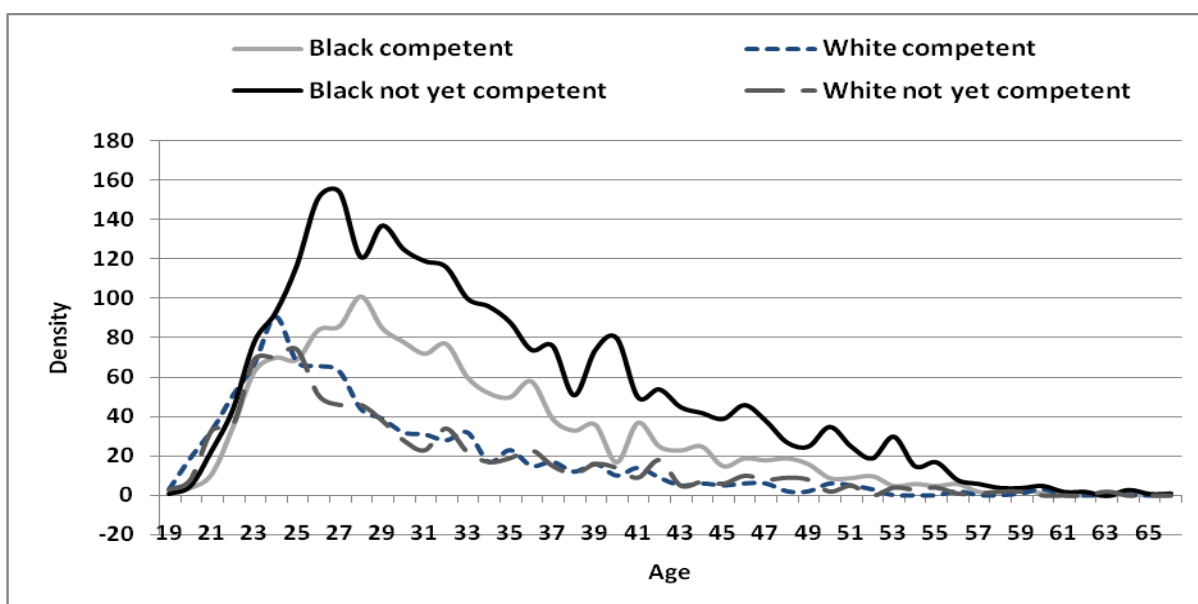


Figure 31: Age profile of candidates and competence by race

3.6.4.10 Artisanal certification: summative remarks

Table 58 presents an overview of the demographic profile of those that have successfully completed their trade tests through INDLELA public test centres, and qualified as artisans over the 1 April 2009 to 31 March 2010 period. The majority of those that were declared competent artisans are men with an average age of 31, and almost two-thirds black. The majority of qualified artisans were Section 28 apprentices applying through DoL. Only MERSETA had a sizable group, 11% of the total, while no candidates trained through CHIETA and the MQA completed their trade tests over this period.

Table 58: Profile of artisanal certification

Seta	Age		Gender		Race		Total
	Average	F:M	Unspecified	Black	N	%	
CETA	32	0.00	—	14.29%	7	0.30%	
CHIETA	—	—	—	0.00%	0	0.00%	
ESETA	25	0.00	—	10.53%	19	0.83%	
GOVERNMENT	32	0.04	0.05%	62.48%	1903	82.63%	
LGSETA	28	0.10	—	45.45%	66	2.87%	
MERSETA	28	0.07	—	69.48%	249	10.81%	
MQA	—	—	—	0.00%	0	0.00%	
TETA	27	0.35	—	89.66%	58	2.52%	
Unspecified	—	0.00	—	100%	1	0.04%	
Total	31	0.05	0.04%	62.87%	2303	100%	

3.5 Conclusion

There are several data problems highlighted that prevent an accurate assessment of the annual total of new artisans available in the labour market. A major data problem is that there is no comprehensive overview of certification of artisans through the public and private accreditation centres combined. Second, are concerns about consistency in reporting by DHET and INDLELA. Discrepancies are evident between figures reported in the public domain and the figures in this report obtained from analysis of the INDLELA database. This sends a clear message: the necessity for clear definitions and indicators for reporting purposes, and a comprehensive review of management information systems. Third, currently, we have no method to align and integrate DHET and INDLELA datasets, to determine how many years it takes in total to become qualified to enter an artisanal trade. The complexity highlights the significance of tracking the progress of specific individuals and cohorts over time, in order to assess the efficiency and impact of the artisanal skills development system.

Analysis of the INDLELA population database allowed us to map the size of and patterns within the the certification of intermediate level artisans through the public sector. The main trends raise a number of questions for future research:

- The total number of qualified artisans certified per year in the public sector increased steadily over the period of NSDS II, to a total of 2 303 in Year 5. This is in comparison with the average of 1 143 candidates who completed annually between 2000 and 2006. However, even taking into account certification by private testing centres, the total is likely to remain below the national target planned to meet the estimated demand of 13 000 artisans per year. Accurate annual totals are required for skills planning.
- Those who are ready to apply to take the trade test are predominantly Section 28 apprentices who registered through the DoL (82%) rather than a SETA. Candidates were predominantly black (70%), male (95%) and young. The reason why those in Section 13 apprenticeship, learnership and internship routes are not progressing to the trade tests needs to be investigated.
- Historically, low pass rates are a serious concern, and likewise, only 41% of candidates in Year 5 passed the trade test. There has also been a history of multiple attempts at the trade test, and this is likely to continue. These trends point to a high degree of wastage

and inefficiency in the testing system. It highlights the need for further research into the reasons for the high failure rate.

- The fact that the majority of candidates came in via RPL routes and were not found competent on their first attempt at the trade test, points to the need to examine the levels and process of preparation for accreditation of these Section 28 candidates.
- More than a third of black and more than half of white apprentices completed their trade tests, suggesting the ongoing differential impact of poor schooling on the artisanal system. Sectoral differences suggest that some SETAs may be making proactive efforts to shift racial profiles of the past.
- While competent artisans are produced in critical and scarce skills trades, the absolute number per year remains low.

Section 4: Conclusion: Learnerships and Apprenticeships in South Africa

This Technical Report provided the first pieces of the puzzle for the larger project investigating the impact of the learnership and apprenticeship systems in the period of NSDSII. By constructing a set of population cohorts, it was possible to analyse the total number of qualifications produced in each pathway system, the profile of those who enter each system and those who complete a qualification at key points.

This section begins a comparison of the size and shape of the learnership and apprenticeship pathways, relative to national targets and to key policy priorities. However, such cohort data only allows for the identification of key trends and patterns, and raises many critical questions that will require further research and policy debate to address satisfactorily.

4.1 Learnerships and Apprenticeships systems: meeting targets

In 2005/6, a total of 53 644 people registered for a learnership. Drawing on Mukora (2009) we can only estimate that an average of 9 175 per annum registered for an apprenticeship between April 2001 and March 2005. In 2009/10, there was a total registration of 43 569 learnership and 9 316 apprenticeship qualifications, offering approximately 53 000 skills development opportunities. All twenty three SETAs registered learnership qualifications, but only 15 SETAs registered apprenticeship qualifications, with three quarters of the total offered by only three SETAs.

Comparison of participation in the learnership system in Year 1 and Year 5 revealed a contraction in the size of the system in the space of five years. There has been a 19% decline in learnership registration, suggesting an average annual growth rate of -4%. Nevertheless, the learnership system met the national targets for 2009/10 set by the Department of Labour. Table 59 shows that most SETAs met their official targets, so that the system overall exceeded the DoL target of approximately 28 000 registrations by 55%. Five SETAs did not meet their overall targets – CHIETA, ESETA, PSETA, SASETA and THETA.

Although the system registered more unemployed people (18.2 learners), the Year 5 targets for the employed (18.1 learners) were met at a slightly higher rate (165%) than those for the unemployed (149%). The target of 17 000 completed learnerships was exceeded by more than 67%, so that the system produced a total of 28 410 qualifications in 2009/10 (Table 60).

In this case, the targets for unemployed learners (18.2) were met at a higher rate (182%) than those of employed learners (18.1) (147%).

Table 59: Learnership registration targets 2009/10

SETA

	Target	Achieved	% Achieved	Employed Target	Achieved	% Achieved	Unemployed Target	Achieved	% Achieved
AGRISETA	650	1480	228%	600	1480	247%	50	0	0%
BANKSETA	1300	1917	147%	200	560	280%	1100	1357	123%
CETA	2037	3073	151%	1037	573	55%	1000	2500	250%
CHIETA	1500	1351	90%	1000	905	91%	500	446	89%
CTFL	290	795	274%	90	310	344%	200	485	243%
ESETA	700	618	88%	250	58	23%	450	560	124%
ETDP	1326	1668	126%	243	361	149%	1083	1307	121%
FASSET	2420	4274	177%	120	527	439%	2300	3747	163%
FIETA	120	615	513%	60	287	478%	60	328	547%
FOODBEV	687	1205	175%	354	567	160%	333	638	192%
HWSETA	1900	3490	184%	1000	1589	159%	900	1901	211%
INSETA	726	870	120%	257	263	102%	469	607	129%
ISSET	611	1650	270%	347	298	86%	264	1352	512%
LGSETA	700	1053	150%	500	814	163%	200	239	120%
MAPPP	250	338	135%	200	85	43%	50	253	506%
MERSETA	3564	5967	167%	2047	2710	132%	1517	3257	215%
MQA	2485	4706	189%	485	4070	839%	2000	636	32%
PSETA	350	148	42%	100	0	0%	250	148	59%
SASET	3150	1278	41%	1500	859	57%	1650	419	25%
SERVICES	250	2837	1135%	200	1445	723%	50	1392	2784%
TETA	440	1138	259%	220	671	305%	220	467	212%
THETA,	813	207	25%	413	162	39%	400	45	11%
W&RSETA	1750	2891	165%	500	714	143%	1250	2177	174%
Total	28019	43569	155%	11723	19308	165%	16296	24261	149%

Table 60: Learnership completion targets 2009/10

SETA	Target	Achieved	% Achieved	Employed Target	Achieved	% Achieved	Unemployed Target	Achieved	% Achieved
AGRISETA	325	1039	320%	300	1039	346%	25	0	0%
BANKSETA	650	246	38%	100	246	246%	550	0	0%
CETA	1018	236	23%	518	119	23%	500	117	23%
CHIETA	750	491	65%	500	188	38%	250	303	121%
CTFL	145	641	442%	45	197	438%	100	444	444%
ESETA	325	280	86%	125	91	73%	200	189	95%
ETDP	962	1485	154%	382	283	74%	580	1202	207%
FASSET	2200	2930	133%	200	191	96%	2000	2739	137%
FIETA	60	221	368%	30	0	0%	30	221	737%
FOODBEV	400	678	170%	200	371	186%	200	307	154%
HWSETA	950	1435	151%	500	1129	226%	450	306	68%
INSETA	364	523	144%	129	117	91%	235	406	173%
ISSET	599	969	162%	43	297	691%	556	672	121%
LGSETA	350	688	197%	250	291	116%	100	397	397%
MAPP	225	433	192%	200	0	0%	25	433	1732%
MERSETA	2327	3654	157%	1024	1222	119%	1303	2432	187%
MQA	2000	2489	124%	1000	1428	143%	1000	1061	106%
PSETA	200	58	29%	0	58	NA	200	0	0%
SASETA	750	3338	445%	750	480	64%	0	2858	NA
SERVICES	225	936	416%	200	111	56%	25	825	3300%
TETA	220	859	390%	110	388	353%	110	471	428%
THETA	407	1815	446%	207	748	361%	200	1067	534%
W&RSETA	1550	2966	191%	250	1369	548%	1300	1597	123%
Total	17002	28410	167%	7063	10363	147%	9939	18047	182%

The fact that total learnership registrations have shrunk between Year 1 and Year 5, but that most SETAs are exceeding the official targets set for Year 5 raises significant policy questions. Have targets been set at the right levels to match the capacity in the system? Why are more young people not being attracted into this skills development route? Why are some SETAs able to exceed targets significantly, while others cannot meet low targets of less than 500 learnerships per year?

Comparison of participation in the apprenticeship system over time suggests that the system decreased somewhat between 2008 and 2009, but has shown dramatic growth since Year 1 of NSDSII, so that the system registered 9 316 apprentices in 2009/10. In contrast with the learnership system, the apprenticeship system has not yet met the official targets set by the

Department of Labour (refer to Section 2.1.3). Only 88% of the target for registrations was reached (Table 29), but way more successfully for young unemployed new entrants to the labour market (188% or a total of 7 655) than for upskilling the employed (26%). The major concern is that only 51% of the target of 6 688 completions was met (Table 31). However, positively, the target for completion of the apprenticeship qualification by the young unemployed was exceeded by 10% so that the apprenticeship system contributed a total of 2 914 newly qualified artisans in 2009/10. Many SETAs reported exceeding their targets, most notably MERSETA which contributed 2 038 of the total apprenticeship qualifications achieved by the young unemployed preparing for the labour market. The critical role played by MERSETA deserves further attention – what is this SETA doing to achieve these levels of performance that can inform the strategy and practice of other SETAs?

There is lack of clarity about the total number of qualified *artisans* produced by the system per year, through all four possible routes and tested in both public and private accreditation centres. After a strong decline, there has been a slow but steady increase in qualified artisans, but not yet matching national estimates of labour market demand. Analysis of a dataset of the public testing centre, INDLELA, highlights a high degree of wastage and inefficiency in the testing system. Only 41% of candidates who applied actually passed the trade test in 2009/10, and for some 30% of these, this was their second, third or even sixth attempt.

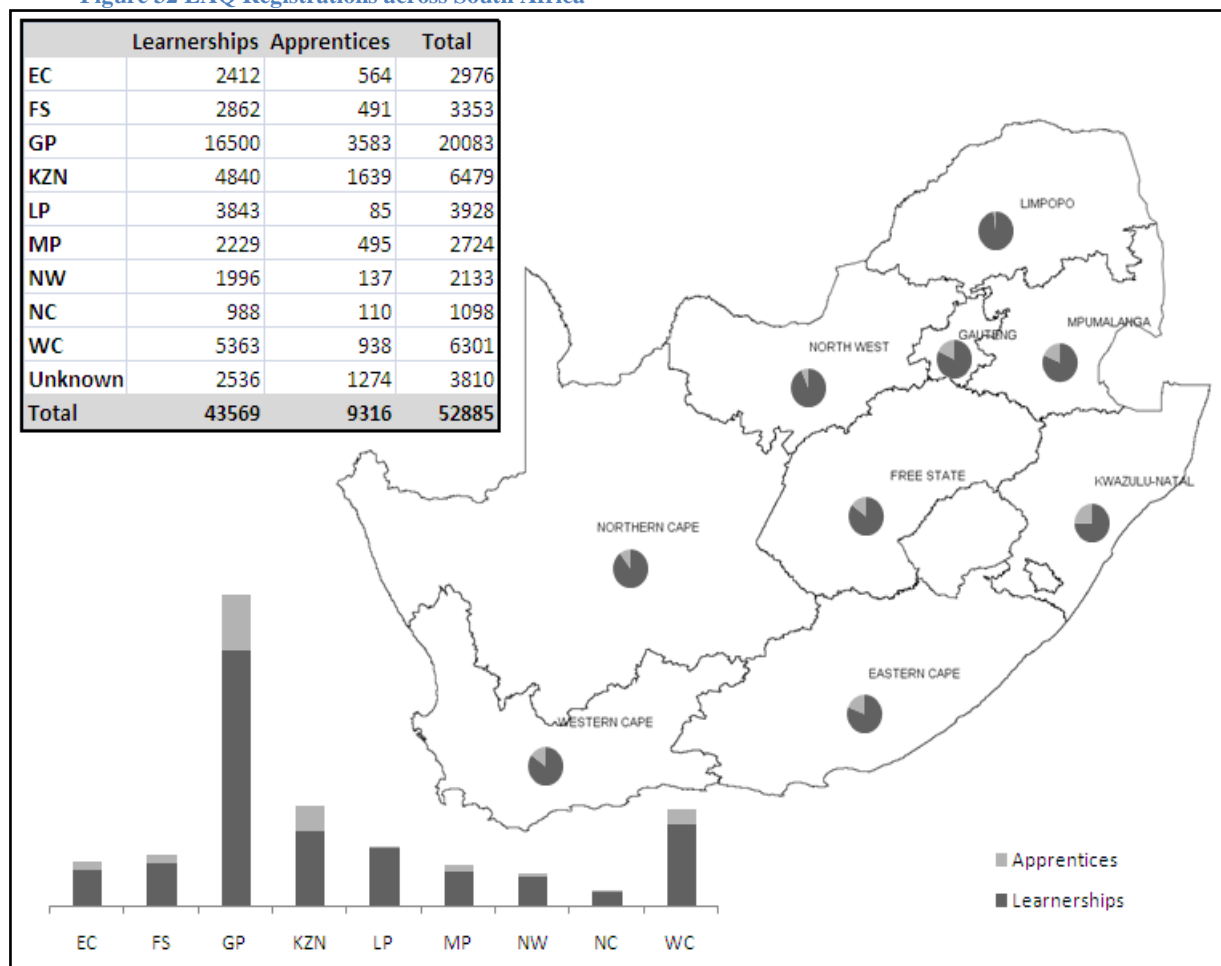
The fact that numerical targets for registration and completion of learnerships are being met, and that those for apprenticeship registrations are close to being met, is positive. However, as the analysis in Section 1 and 2 shows, total aggregation across the system does not provide the full picture. Drilling down the analysis to identify trends and patterns of participation by region, sector, skills level and demographic profile raises critical questions about whether the learnership and apprenticeship systems are targeting their activities appropriately. Such trend analysis can thus inform the setting of future strategic policy and targets for the system as a whole, as well as for each SETA.

4.2 A pattern of geographical concentration

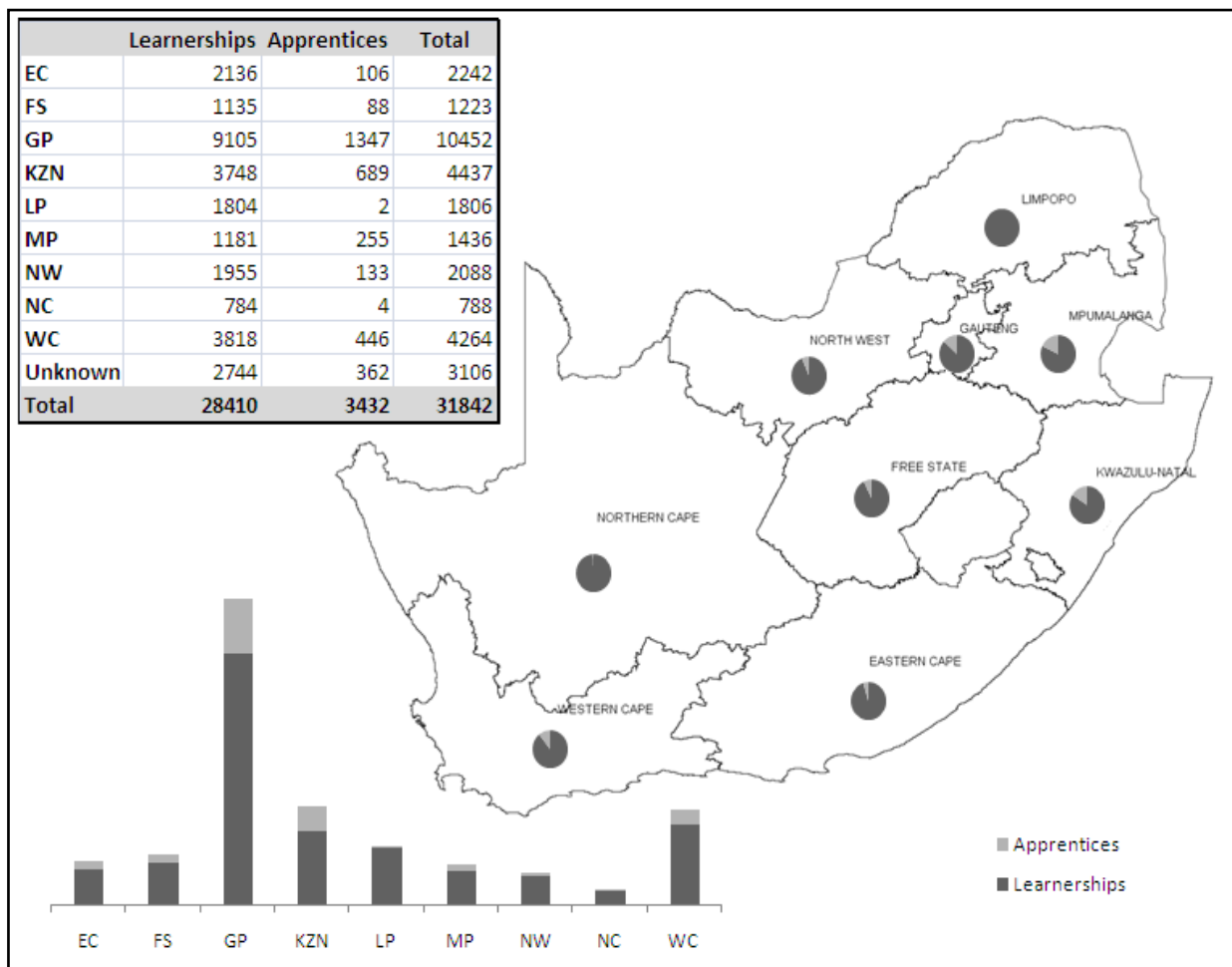
The most critical question relates to the limited geographical spread of learnership and apprenticeship opportunities. Participation is disproportionately concentrated and higher in the more densely populated and affluent provinces. Figure 32 below shows that Gauteng, Western Cape and KwaZulu Natal register more learnerships and apprenticeships, although

more apprenticeships are registered in KwaZulu Natal and Gauteng than other provinces (both in number and relative to learnership registrations). Access to and the supply of skills programmes is limited in the poorer provinces where they are most needed to contribute to regional economic development.

Figure 32 LAQ Registrations across South Africa



Similar patterns are found in relation to the completion of qualifications. Figure 33 below reemphasizes that the generation of skills is far higher in the more affluent provinces: again Gauteng, Western Cape and KwaZulu Natal stand out as the most substantial contributors to the generation of learnership and apprenticeship qualifications. Apprenticeships in particular are more concentrated in these three provinces. A key policy issue is to identify ways to extend the reach of SETAs into the other six provinces, to offer skills development opportunities on a more decentralized basis.



4.3 Skill Levels and Participation

A second critical question relates to the spread and balance of skills levels at which qualifications are produced. Learnership qualifications are intended to provide skilling at all NQF levels of vocational education and training. Yet the level at which the majority of learnership qualifications were registered in Year 1 and Year 5 was NQF level 2 and NQF level 4. Of concern is that there was a general shift in registrations to lower NQF levels from Year 1 to Year 5. The exception was the most basic level, NQF level 1, for which registrations significantly reduced in Year 5. Learnerships on high skills levels relate only to a limited range of sectors: to professional training for accountants and bankers as well as the ICT sector. Substantial differences in participation at these higher skills levels by race group were noted. More than 80% of black learners, in comparison with almost 50% of white learners, registered on low and intermediate skills levels. Female learners however, tended to register at higher skills levels than male learners. Learnerships are thus increasingly

concentrated at the basic and intermediate skills levels, rather than offering vocational education and training opportunities across the full NQF spectrum, in a wide range of sectors. This raises questions about the relative emphasis and focus of future learnership policy and investment. For instance, should the priority be, to find ways to grow the number of learnerships at high skills levels, or should it be to find ways to improve the quality and status of the majority of learnership qualifications, at intermediate and low skills levels?

4.4 Contrasting Demographic Patterns

A third set of issues relates to equity, and to shifting traditional patterns of racialised and gendered provision. Reflecting population trends, black learners predominate, but proportionately, black participation in learnership qualifications (88%) remains slightly higher than in apprenticeship qualifications (72%). The certification of artisans has shifted from the patterns of the past, to predominantly black artisans (70%), but this is lower than the participation rates for learnership and apprenticeship programmes. The gender patterns of apprenticeships have not shifted much at all, so that for every male registered, only 0.19 females register. Likewise, for 95 males that qualify as artisans, there are only 5 females. In contrast, participation in learnerships is more equitable - for every male registered, 0.87 females are registered. Based on the analysis of the demographic profile, the majority of the cohort that acquired artisanal certification through INDLELA is older employed persons who acquired access to the trade test through RPL. Thus, although traditional apprenticeship demographic patterns have shifted, there is room for more artisanal education and training opportunities for the young black unemployed and females.

The analysis in Sections 1 and 2 shows in detail how these patterns of age, gender and race vary by sector, and will not be repeated here. The variation between SETAs has strategic policy implications that deserve greater attention and wider debate. Such disaggregated analysis is useful for SETAs, to inform equity targets and recruiting strategies relative to demand and supply trends in their sector.

4.5 Catering for the unemployed

The fourth set of issues concerns the relative balance between the dual goals of upskilling the workforce and skilling the youth. Young school leavers preparing for the workplace – classified as unemployed in the SETA datasets - have been a key target constituency over the period of NSDSI and in Year 1 of NSDSII. Taken together, the learnership and

apprenticeship pathways still provide more skills development opportunities for the unemployed, as a means of occupational certification to facilitate labour market entry, in Year 5. Those who registered for a learnership qualification in Year 5 were more likely to be employed at entry (44%) than those who registered for an apprenticeship qualification (18%). The unemployed are thus entering the apprenticeship pathway to a greater extent than before, but note that the total numbers involved remain low. At the same time, there is evidence of a shift within the learnership pathway over the period of NSDSII, towards catering for upskilling the employed (from 23% of registrants in Year 1 to 44% in Year 5). The causes of the shift requires further research and analysis – is it due to deliberate target setting and shifts in policy emphasis, or is it due to demand side trends in specific sectors? How desirable is this shift, in the face of massive youth unemployment and limited opportunities for post-schooling education and training?

The fact that the two pathway systems are primarily catering for the youth is evident. Internationally, the age group for education and training of young people is typically concentrated between 20-24 years. In South Africa, ‘youth’ has been defined in terms of a wider age range, typically those under 35 years, given later school leaving, longer time to enter education and training opportunities and other contextual factors. The age profile of all six population cohorts suggests that this wider range definition of ‘youth’ applies. There is little difference in the average age of participants in the two systems, with the average age only slightly higher for learnerships (27.7 years) than for apprenticeships (26.3 years), and an equivalent average age for qualified artisans (27).

4.6 The young unemployed

The critical question remains, what is the proportion of young people for whom these skills development opportunities are provided? One way of addressing this question is to calculate a participation rate. For comparative purposes, the OECD typically calculates the participation rate of young people in education and training in terms of those in the 20-24 age group. According to Statistics South Africa 2009 Mid-Year population Estimates, 4 920 900 persons fell in the 20 to 24 age group in 2009 (rounded to nearest hundred). In the same age group 4 038 apprenticeships were registered and 16 339 learnerships (20 377 in total), which shows an extremely low participation rate of 0.41% within this age cohort. Figure 34 below compares the total learnership and apprenticeship registration in the age cohort 20-24 to the

number of Grade 12 learners leaving school in 2009 (DoBE, 2010, 39). It illustrates the gravity of low youth participation and the limited number of education and training opportunities that the two pathway systems can provide for school leavers.

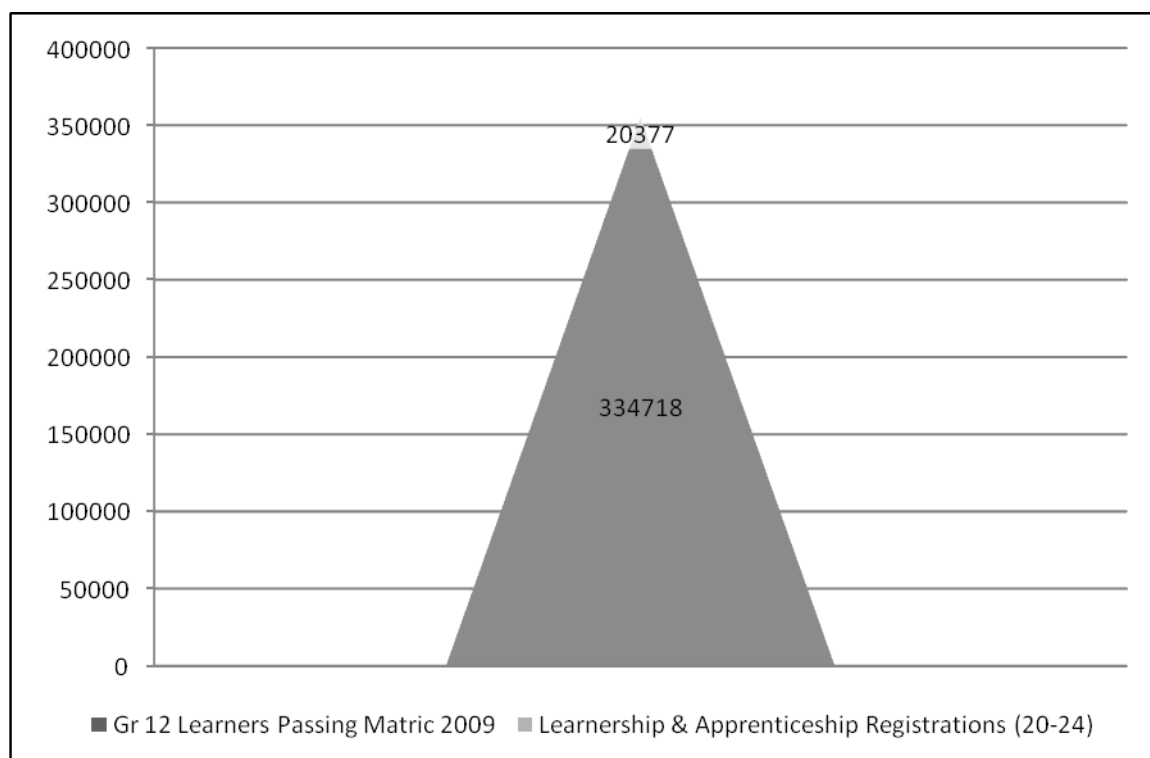
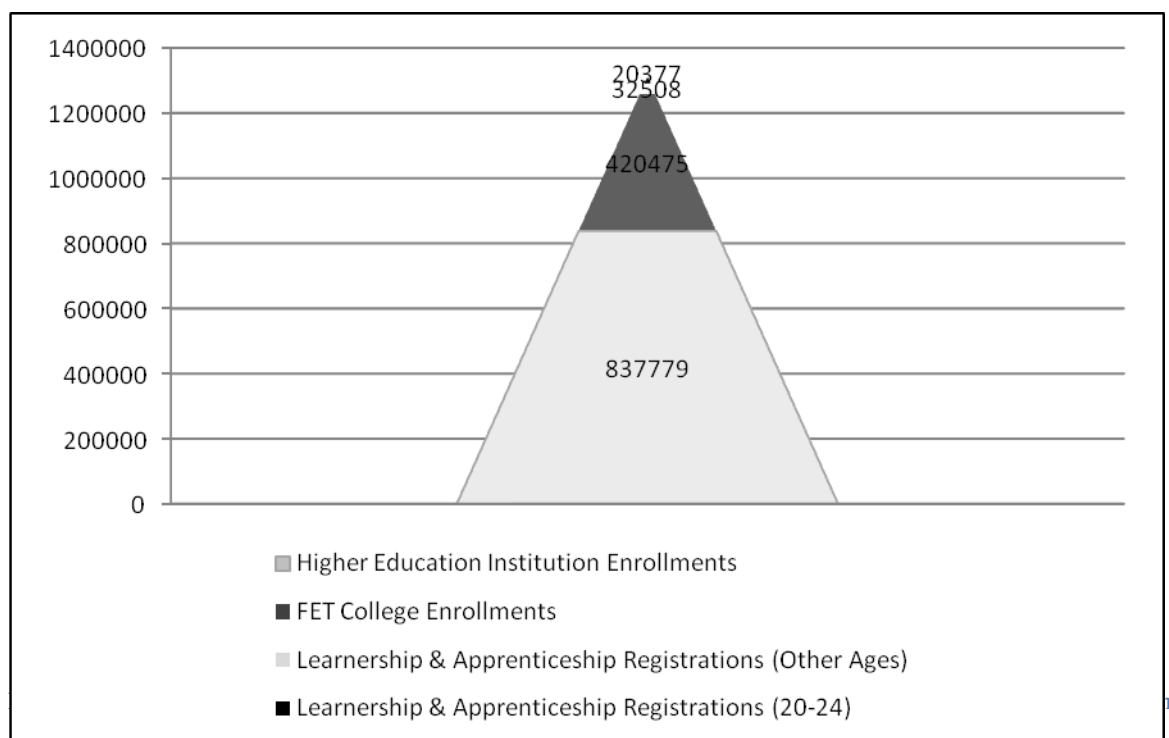


Figure 34: Contrasting a Single Grade 12 Cohort to LAQ Registrations by the 20-24 Age Cohort

However, the 20-24 age cohort accounts for only 39% of all learnership and apprenticeship registrations, suggesting that the age cohort typically participating in education and training in South Africa needs to be defined with respect to context. For a more accurate representation we should include a wider age range. As a different way of comparing participation rates, the total learnership and apprenticeship registrations are compared to the total enrollment in public higher education institutions and FET Colleges in Figure 35. The learnership and apprenticeship registrations are divided into two cohorts: the 20- 24 age cohort and the remainder of the cohort, predominantly older than 24 years.

It is clear that the total number of registrations for learnership and apprenticeship qualifications are relatively insubstantial in comparison with those in the two other pathway systems. This is not necessarily inappropriate, as the relative balance of vocational education and training and higher education is dependent on an assessment of the demand for skills at

various levels. However, given the realities of constrained access to a wide range of post-schooling opportunities in South Africa, it is pertinent to consider whether learnerships and apprenticeships should, and could, offer alternative skills development pathways on a larger scale than at present.



4.7 Artisanal certification

Alongside other routes such as RPL or internships, an artisan could have gone through either a learnership or apprenticeship pathway system, to prepare for the final trade test evaluation. Three of the cohorts are involved, directly or indirectly in artisanal skilling:

- a subset of cohort 3: learners who completed an artisan related learnership and passed the trade test
- cohort 5: apprentices who successfully completed their apprenticeship qualification and passed the trade test
- cohort 6: persons who were assessed and found competent by INDLELA.

The most striking feature is that 82% of cohort 6 applied for the trade test through the DoL, all of whom were section 28 apprentices, and hence not formally indentured. Nor was the majority of cohort 6 linked to a SETA. The analysis thus suggests that the learnership is not a

significant pathway system to artisanal skilling at all. And those who complete an apprenticeship qualification with a SETA are either being certified at private trade test centres, or not yet proceeding to the trade test. These trends point to disarticulation and lack of alignment between skills development pathway systems. It also points to the need to strengthen the quality of skills development in the artisanal pathway system, particularly the efficiency of the final testing phase.

4.8 Conclusion: the next steps

The technical report, and the population cohort data on which it is based, provides a foundation for investigation of the impact of the learnership and apprenticeship pathway systems, in the larger study. The report has described the size and shape of the two systems, and demonstrated significant shifts over the period of NSDSII. Significant gaps, anomalies and variability have been highlighted, to inform the work of SETAs in a more focused manner. Above all, the analysis has demonstrated the value of drilling down and disaggregating data, to show that simply meeting numerical targets is not sufficient.

The next stage of the research will entail moving beyond population patterns and trends, to investigate learning and employment pathways after completion of the learnership or apprenticeship qualification. What is the nature of transitions to or progression in the workplace? To what extent do the systems build skills and capabilities that enhance employment? A learnership survey will track a cohort who registered in Year 1, and were surveyed in 2007, to provide a more longitudinal perspective on the impact of learnerships. An apprenticeship survey will track a cohort of apprentices in the five SETAs that registered approximately 80% of apprentices in 2009/10. The final step of the research will be case studies of learnership and apprenticeship programmes at the low, intermediate and high skills levels, to explore the match between the skills provided and those demanded in the workplace, in greater depth.

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Appendices

A1: 2005/6 Learnership Population

The dataset provides information on those learners who registered for a learnership qualification in the 2005/6 year (Year 1: April 1st 2005 until March 31st 2006). It was compiled by the HSRC using submissions obtained directly from each SETA. This data contains the registration details of 53 644 learnerships registrations. The table below lists the number of registered learnerships in 2005/6.

Description	Number of Learners	%
Total Registrations	53 644	
Total Headcount	52 864	
Registered for 1 Learnership	52 264	98.87%
Registered for more than 1 Learnership	600	1.13%
Registered for 2 Learnerships	502	0.95%
Registered for 3 Learnerships	16	0.03%
Registered for 4 Learnerships	82	0.16%

Table A1 Detailed Summary of Year 1 Registered Learnerships

SETA	Age			Gender		NQF level		Race		Total
	Mean	Std. Dev.	%missing	F:M	% missing	Mode	%	% Black	% Missing	
AGRISETA	29.39	8.75	0.00%	1.07	2.33%	1	74%	97%	2%	3,179
BANKSETA	24.85	6.63	0.00%	1.40	0.00%	5	65%	92%	0%	1,640
CETA	28.94	7.88	0.00%	0.64	0.00%	2	55%	97%	0%	6,180
CHIETA	28.87	9.07	0.00%	0.27	0.06%	2	39%	83%	0%	1,793
CTFL	28.40	8.44	0.16%	2.98	0.00%	2	100%	99%	0%	633
ESETA	25.55	5.74	0.49%	0.49	0.05%	2	67%	88%	0%	1,855
ETDP	30.09	8.87	0.34%	7.04	0.34%	4	71%	85%	0%	589
FASSET	23.88	3.58	0.07%	1.01	0.00%	7	96%	46%	1%	4,018
FIETA	27.15	7.53	0.00%	0.32	0.00%	1	34%	97%	0%	348
FOODBEV	28.51	7.87	0.00%	0.82	0.00%	3	48%	97%	0%	1,883
HWSETA	29.68	8.20	0.00%	7.54	0.00%	4	50%	85%	0%	4,493
INSETA	23.39	5.61	0.00%	1.32	0.00%	3	45%	90%	2%	755
ISSET	24.98	4.52	0.00%	0.83	0.06%	5	77%	97%	0%	1,802
LGSETA	29.34	6.70	0.00%	1.21	0.00%	4	87%	100%	0%	2,465
MAPPP	30.72	8.76	0.00%	1.97	0.00%	4	43%	100%	0%	113
MERSETA	26.45	7.57	0.02%	0.34	0.02%	1&2	42%	91%	0%	5,283
MQA	28.45	8.43	0.00%	0.59	0.00%	3	62%	89%	0%	2,663
PSETA										
SASETA	28.70	5.50	0.00%	0.47	0.02%	3	55%	98%	0%	6,273
SERVICES	26.88	8.27	0.00%	1.88	0.92%	2	47%	71%	1%	2,597
TETA	28.49	6.75	0.29%	0.48	0.67%	3	44%	88%	6%	1,046
THETA	27.94	9.88	0.13%	1.03	0.00%	4	73%	74%	1%	2,358
W&RSETA	26.87	6.67	0.00%	1.36	0.00%	2	76%	95%	0%	1,678
Total	27.68	7.55	0.04%	0.88	0.21%	4	25%	88%	0%	53,644

A2: 2009/10 Registered Learnership Population

The data received from DHET consists of SETAs quarterly data submissions submitted to DoL/DHET as part of statutory reporting requirements. It describes the registration details of all learners registered for a learnership between April 1st 2009 and March 31st 2010 (hereafter Year 5). The raw data contained 46 679 cases, 4 050 of which were removed through cleaning and duplication identification processes. A duplicate was identified through the name, surname, identification and course description fields.

The table below describes the number of registrations held by the learners in Year 5 of registration. Learners registering for three learnerships in one year:

- All registered consistently with the same SETA bar one,
- four of whom registered consistently at the same NQF level,
- four registered with consistent NQF progression from level 3 to 4,
- six registered for a mix of same and other levels,
- registered with CHIETA (5), TETA (4), MERSETA (3), CETA (1) and MQA & Services (1)
- while none registered below NQF 2 or above 4 (one missing)

Description	Number of Learners	%
Total Registrations	43 569	
Total Headcount	43 092	
Registered for 1 Learnership	42 629	98.93%
Registered for more than 1 Learnership	463	1.07%
Registered for 2 Learnerships	449	1.04%
Registered for 3 Learnerships	14	0.03%
Registered for 4 Learnerships	0	0.00%

Table A2 Detailed Summary of Year 5 Registered Learnerships

SETA	Age		Employed		Gender		NQF		Race		Total
	Mean Age	Std. Dev	% Missing	% Employed	F:M	%missing	Mode	% Mode	% Black	% Missing	
AGRISETA	32.77	9.90	1%	100%	0.93	0%	1	43%	98%	0%	1,480
BANKSETA	25.87	6.71	0%	29%	1.79	0%	5	75%	92%	0%	1,917
CETA	27.19	6.58	9%	19%	0.93	10%	3	55%	47%	51%	3,073
CHIETA	26.67	6.97	17%	67%	0.20	17%	2	36%	82%	0%	1,351
CTFL	26.55	7.10	0%	39%	1.85	0%	2	100%	100%	0%	795
ESETA	26.04	5.62	0%	9%	0.65	0%	2	57%	92%	0%	618
ETDP	31.88	8.79	8%	22%	5.52	0%	4	68%	98%	0%	1,668
FASSET	24.22	3.25	3%	12%	1.18	0%	7	93%	52%	0%	4,274
FIETA	31.11	9.39	0%	47%	1.66	29%	3	40%	93%	3%	615
FOODBEV	29.86	8.29	0%	47%	1.02	0%	3	34%	95%	0%	1,205
HWSETA	29.79	8.55	0%	46%	4.60	0%	4	71%	95%	0%	3,490
INSETA	25.07	6.21	0%	30%	1.38	0%	4	59%	96%	0%	870
ISSETT	24.28	4.45	2%	18%	1.14	0%	4	48%	99%	0%	1,650
LGSETA	35.07	9.18	1%	77%	1.22	0%	3	44%	83%	0%	1,053
MAPPP	25.46	7.49	1%	25%	0.53	2%	4	68%	94%	2%	338
MERSETA	29.46	9.82	3%	45%	0.24	2%	2	54%	89%	3%	5,967
MQA	27.71	7.00	7%	86%	0.52	0%	3	47%	89%	0%	4,706
PSETA	28.85	7.54	1%	0%	1.78	16%	4	87%	84%	16%	148
SASETA	31.43	7.28	0%	67%	0.87	0%	3	85%	96%	0%	1,278
SERVICES	29.15	8.73	0%	51%	1.98	0%	4	35%	88%	0%	2,837
TETA	31.93	10.31	0%	59%	0.37	10%	3	41%	81%	6%	1,138
THETA	29.02	6.28	6%	78%	1.33	1%	4	70%	89%	0%	207
W&RSETA	25.30	5.62	8%	25%	1.77	0%	2	81%	97%	0%	2,891
Total	28.19	8.12	4%	44%	1.00	2%	2	27%	85%	4%	43,569

A3: Completed Learnerships

Cleaning of data removed 1 549 duplicate records. Eighty seven percent of which were registered through ISETT, INSETA and FASSET. It would appear that some participants had dual registration for the same learnership with different SETAs. Records were identified as unique on the Name, Surname, identity number and course name of the completer. The table below describes the group of learners who completed their learnerships.

Description	Number of Learners	% of Headcount
Total Registrations	28,410	
Total Headcount	27,666	
Completed 1 Learnership	26,949	97.41%
Completed more than 1 Learnership	717	2.59%
Completed 2 Learnerships	690	2.49%
Completed 3 Learnerships	27	0.10%

CHIETA, MERSETA & MQA each had six participants with three completed qualifications. The six learners from CHIETA, completed learnerships with NQF progression from level 2 to 4. Five completed learnerships registered with ISETT and INSETA, all of whom completed one learnership at NQF level 4 and two at level 5. All 12 completed learnerships (four learners each with three registrations) registered with TETA were at NQF 4.

Table A3 Detailed Summary of Year 5 Completed Learnership Qualifications

SETA	Age			Gender		NQF Level		Race		Total
	Mean	Std. Dev.	% Missing	F:M	% Missing	Mode	%	% Black	% Missing	
AGRISETA	32.99	8.20	0.00%	0.71	0%	1	37%	94%	0%	1,039
BANKSETA	31.64	6.38	0.00%	1.56	0%	4	95%	93%	0%	246
CETA	29.65	6.14	0.42%	0.66	23%	4	50%	97%	1%	236
CHIETA	27.92	7.16	0.00%	0.17	7%	2	44%	74%	5%	491
CTFL	27.55	7.45	0.16%	1.30	19%	2	100%	81%	19%	641
ESETA	27.01	6.32	0.00%	0.20	0%	2	20%	65%	19%	280
ETDP	33.15	9.34	1.55%	4.18	1%	5	45%	99%	0%	1,485
FASSET	26.85	2.96	1.74%	1.04	0%	7	92%	47%	0%	2,930
FIETA	26.43	5.20	0.00%	0.54	13%	1	63%	75%	10%	221
FOODBEV	33.06	8.70	0.15%	0.73	0%	3	58%	97%	0%	678
HWSETA	32.80	8.84	0.00%	9.87	0%	4	54%	77%	0%	1,435
INSETA	25.04	5.00	1.15%	1.10	0%	4	52%	98%	1%	523
ISETT	26.28	4.49	8.98%	0.95	0%	4	42%	99%	0%	969
LGSETA	31.76	7.52	0.29%	0.97	0%	4	58%	93%	0%	688
MAPPP	32.09	8.75	0.00%	1.41	0%	2	44%	97%	0%	433
MERSETA	28.35	7.85	0.03%	0.32	4%	2	57%	86%	5%	3,654
MQA	32.54	8.42	9.64%	0.56	0%	2	60%	95%	0%	2,489
PSETA	34.46	9.03	0.00%	1.52	0%	3	100%	93%	0%	58
SASETA	30.91	4.81	0.00%	0.76	0%	4	86%	99%	0%	3,338
SERVICES	29.92	9.15	0.11%	2.72	0%	4	50%	97%	0%	936
TETA	32.08	9.73	0.35%	0.36	11%	3	33%	75%	10%	859
THETA	28.48	7.13	0.06%	1.64	0%	4	51%	97%	0%	1,815
W&RSETA	28.74	6.91	0.00%	1.36	0%	2	65%	97%	0%	2,966
Total	29.83	7.55	1.47%	0.96	2%	4	32%	87%	2%	28,410

A4: Apprenticeship Registrations

Cleaning of data removed 601 duplicate cases within the data, 51% of those removed were registered with ESETA. All apprenticeships registered with ISETT were removed as duplicates⁶. Due to this, INSETA and ISETT are referred to simultaneously (describing the same 37 apprentices).

There were 9 316 apprenticeship registrations in Year 5, from 9 261 apprentices. Extensive cleaning was done to verify multiple registrations, given how unlikely this would be in actuality. Although the number of learners who registered for more than one apprenticeship within one year is insignificantly small, one would like to investigate this phenomenon further.

Description	Number of Apprentices	% of Headcount
Total Registrations	9,316	
Total Headcount	9,261	
Registered for 1 Apprenticeship	9,210	99.45%
Registered for more than 1 Apprenticeship	51	0.55%
Registered for 2 Apprenticeships	47	0.51%
Registered for 3 Apprenticeships	4	0.04%

⁶ 37 learners registered for an apprenticeship, three records appearing for each; two registered with INSETA one with ISETT. These cases were identical in every field except SETA.

Table A4 Detailed Summary of Year 5 Registered Apprenticeships

Seta	Age			Gender		Race		Total	
	Mean	Std. Dev.	Unknown	F:M	Unknown	Black	Unknown	N	%
AGRISETA	23.99	3.96	0.00%	0.14	0.00%	65.14%	0%	175	1.88%
CETA	29.17	9.02	12.87%	0.22	31.49%	63.22%	24%	435	4.67%
CHIETA	28.35	7.57	1.44%	0.08	25.48%	65.87%	24%	416	4.47%
CTFL	23.71	0.47	0.00%	0.00	0.00%	100.00%	0%	2	0.02%
ESETA	29.60	7.15	1.10%	0.01	2.94%	38.24%	7%	272	2.92%
ETDP	25.39	5.29	0.00%	3.00	0.00%	100.00%	0%	8	0.09%
FIETA	29.30	12.00	0.00%	0.17	0.00%	71.43%	0%	14	0.15%
FOODBEV	28.72	8.09	0.39%	0.22	0.39%	81.32%	0%	257	2.76%
INSETA/ISETT	23.86	2.39	0.00%	2.36	0.00%	100.00%	0%	37	0.40%
LGSETA	25.11	4.48	0.00%	0.27	0.00%	87.89%	0%	223	2.39%
MAPPP	27.09	6.62	0.00%	0.02	0.00%	78.14%	0%	247	2.65%
MERSETA	24.52	4.74	0.76%	0.15	2.19%	71.73%	4%	4,344	46.63%
SASETA	26.95	5.57	0.00%	0.41	0.00%	98.65%	0%	148	1.59%
SERVICES	29.04	8.96	0.51%	0.32	1.14%	69.66%	2%	1,579	16.95%
TETA	26.56	5.93	6.56%	0.28	15.53%	77.48%	15%	1,159	12.44%
Total	26.29	6.68	1.96%	0.19	5.85%	71.73%	6%	9,316	100%

A5: Qualified Apprenticeships

Cleaning of the data removed 112 duplicate records, 62 of which were registered through TETA. All 25 learners from INSETA were duplicated within ISETT. ISETT descriptions thus also include those registered through INSETA. Thirteen SETAs were recorded as producing qualified apprenticeships (as opposed to the 16 registering apprentices in Year 5).

There were 3 432 completed apprenticeships from 3 413 apprentices in Year 5. Extensive cleaning was done to verify that multiple completions were in fact unique. This could still be erroneous if data entry is incorrect.

Description	Number of Apprentices	% of Headcount
Total Completed Apprenticeships	3 432	
Total Headcount	3 413	
Completed 1 Apprenticeship	3 394	99.44%
Completed 2 Apprenticeships	19	0.56%

Table A5 Detailed Summary of Completed Apprenticeship Qualifications

Seta	Age		Gender		Race		Total		
	Mean	Std. Dev.	Unknown	F:M	Unknown	Black	Unknown	N	%
AGRISETA	26.95	3.69	1	0.04	0.00%	15.38%	0.00%	26	0.76%
CETA	36.13	9.94	0	0.00	87.50%	7.50%	87.50%	80	2.33%
CHIETA	30.40	7.76	3	0.13	13.10%	69.84%	13.49%	252	7.34%
CTFL	27.15	4.72	0	0.18	0.00%	46.15%	0.00%	13	0.38%
ESETA	27.71	4.99	0	0.17	0.00%	76.92%	10.99%	91	2.65%
FOODBEV	28.33	6.26	0	0.05	0.00%	84.30%	0.00%	121	3.53%
ISSETT	24.49	4.31	1	1.24	0.00%	100.00%	0.00%	175	5.10%
LGSETA	31.21	10.62	0	0.17	0.00%	85.71%	0.00%	77	2.24%
MAPPP	30.20	7.61	0	0.02	0.00%	69.08%	0.00%	152	4.43%
MERSETA	27.15	5.76	5	0.10	1.72%	71.93%	3.14%	2038	59.38%
SERVICES	27.72	7.39	4	2.55	0.64%	37.58%	5.10%	157	4.57%
TETA	30.95	9.41	93	0.15	50.00%	27.20%	50.00%	250	7.28%
Total	27.96	6.80	107	0.18	7.69%	67.10%	9.06%	3432	100%

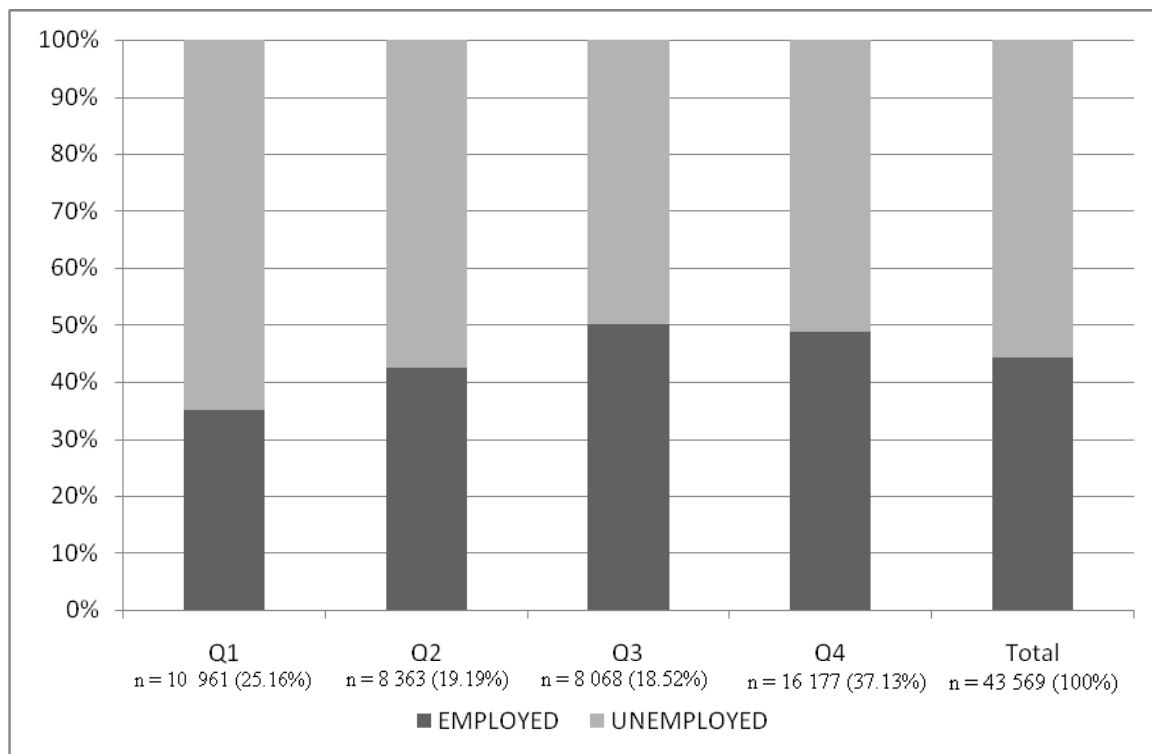
A6: Year 1 and Year 5 Registered Learnerships by quarterly registrations

In terms of when learners register, it is clear that most registrations occur in the fourth quarter with least in the third.

SETA	Year 1		Year 5	
	Quarter	%	Quarter	%
AGRISETA	2	34.00%	2	41.42%
BANKSETA	4	66.83%	4	80.13%
CETA	1	45.28%	4	79.04%
CHIETA	4	32.24%	4	59.88%
CTFL	1	34.91%	4	49.94%
ESETA	4	36.44%	4	89.81%
ETDP	2	44.65%	2	54.32%
FASSET	4	77.63%	1	45.16%
FIETA	4	48.28%	4	56.26%
FOODBEV	4	36.75%	4	42.66%
HWSETA	4	49.70%	1	72.95%
INSETA	4	37.88%	1	98.51%
ISETT	4	53.50%	4	52.91%
LGSETA	1	32.09%	2	76.73%
MAPPP	1	69.91%	2	59.17%
MERSETA	1	42.10%	4	40.99%
MQA	2	44.65%	4	66.30%
PSETA			4	53.38%
SASETA	2	46.23%	2	49.61%
SERVICES	3	46.44%	3	55.80%
TETA	4	38.81%	3	44.20%
THETA	1	39.91%	4	49.28%
W&RSETA	4	55.66%	4	37.25%
Total	4	31.15%	4	37.13%

A7: Registered Learnerships in Year 5 by quarter and employment status at enrolment

A comparison of the quarters in Year 5 revealed that most of the learners who registered in the first quarter were unemployed. 37% of the learners registered in the fourth quarter, with just over half unemployed.



A8: Completed Learnership Qualifications – Quarter of Completion

Overall, 44% of completed learnerships were completed in the fourth quarter, with fourteen of the twenty-three SETAs completing mostly in the fourth quarter. For a further six of the SETAs most of the learners completed in the third quarter. Note that PSETA had a 100% of their completions for the year in the third quarter, while another four SETAs (BANKSETA, CHIETA, FIETA and INSETA) had completions only in two quarters.

SETA	1	2	3	4	Quarter	%	Total
AGRISETA	146	148	463	282	3	44.56%	1,039
BANKSETA	0	0	97	149	4	60.57%	246
CETA	17	19	1	199	4	84.32%	236
CHIETA	10	0	0	481	4	97.96%	491
CTFL	45	65	205	326	4	50.86%	641
ESETA	0	119	91	70	2	42.50%	280
ETDP	121	385	365	614	4	41.35%	1,485
FASSET	583	140	99	2,108	4	71.95%	2,930
FIETA	45	0	0	176	4	79.64%	221
FOODBEV	190	175	222	91	3	32.74%	678
HWSETA	11	194	352	878	4	61.18%	1,435
INSETA	0	0	69	454	4	86.81%	523
ISSET	300	0	191	478	4	49.33%	969
LGSETA	100	247	205	136	2	35.90%	688
MAPPP	119	43	69	202	4	46.65%	433
MERSETA	694	869	1,097	994	3	30.02%	3,654
MQA	233	187	56	2,013	4	80.88%	2,489
PSETA	0	0	58	0	3	100.00%	58
SASETA	977	0	2,264	97	3	67.83%	3,338
SERVICES	546	0	389	1	1	58.33%	936
TETA	3	70	352	434	4	50.52%	859
THETA	52	217	972	574	3	53.55%	1,815
W&RSETA	315	364	599	1,688	4	56.91%	2,966
Total	4,507	3,242	8,216	12,445	4	43.80%	28,410

A9: Apprenticeship Qualifications – Quarter of Registration

Overall most registrations occurred in quarter three, although that was driven by registrations in MERSETA and TETA; seven SETAs registered most in the fourth quarter, four in the first.

Seta	1	2	3	4	Quarter	%	Total
AGRISETA	13	9	105	48	3	60.00%	175
CETA	0	22	121	292	4	67.13%	435
CHIETA	60	0	71	285	4	68.51%	416
CTFL	0	0	0	2	4	100.00%	2
ESETA	195	32	31	14	1	71.69%	272
ETDP	8	0	0	0	1	100.00%	8
FIETA	0	0	0	14	4	100.00%	14
FOODBEV	94	58	23	82	1	36.58%	257
INSETA/ISETT	0	0	0	37	4	100.00%	37
LGSETA	0	78	0	145	4	65.02%	223
MAPPP	74	105	25	43	2	42.51%	247
MERSETA	928	1,024	1,315	1,077	3	30.27%	4,344
SASETA	0	0	16	132	4	89.19%	148
SERVICES	606	457	516	0	1	38.38%	1,579
TETA	198	283	634	44	3	54.70%	1,159
Total	2,176	2,068	2,857	2,215	3	30.67%	9,316

A10: Completed Apprenticeships – Quarter of Registration

Across the SETA's the highest frequency of completed qualifications were most commonly reported in the fourth quarter. Due to a large MERSETA group in the first quarter, however, overall highest frequency of completed apprenticeships were in the first quarter. MERSETA first quarter completed apprenticeship qualifications of Year 5 alone accounted for 29% of all for the year.

Seta	1	2	3	4	Mode	% in Mode	Total
AGRISETA	0	0	0	26	4	100%	26
CETA	0	9	0	71	4	88.75%	80
CHIETA	9	0	0	243	4	96.43%	252
CTFL	0	0	0	13	4	100%	13
ESETA	27	0	30	34	4	37.36%	91
FOODBEV	7	25	49	40	3	40.50%	121
ISSET	0	150	0	25	2	85.71%	175
LGSETA	0	0	7	70	4	90.91%	77
MAPPP	28	16	83	25	3	54.61%	152
MERSETA	999	345	413	281	1	49.02%	2,038
SERVICES	42	50	65	0	3	41.40%	157
TETA	92	11	58	89	1	36.80%	250
Total	1,204	606	705	917	1	35.08%	3,432