merSETA
MANUFACTURING, ENGINEERING AND RELATED SERVICES SETA

BUSINESS ENTERPRISES
UNIVERSITY OF PRETORIA

TRACER STUDY

FINAL REPORT

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i. Executive Summary

The merSETA in response to the NSDS III implemented various workplace learning programs to assist learners and graduates with the much needed work experience. These include apprenticeship, graduate internships and learnerships. It was in this light that the merSETAidentified a need to conduct a tracer study to take stock of the employment status of graduates, determine learner post learning program activities, establish expectations of learners who have successfully completed their learning programme, to develop a deeper analysis of enablers, benefits and obstacles of employment opportunities after the learner's final assessments. The data of the studyswas collected between 22nd January 2015 and 23rd March 2015.

A multi-pronged methodology was utilised to gather data. This included quantitative and qualitative methods augmented by detailed desk research. The study consisted of three samples that were learners, host employers and the training providers. The participants were sampled out of a merSETA database of learners, employers and training providers. The study was conducted nationally to ensure geographic representation of race, gender, training provider, chamber and employment status. A total of 1030 learners who completed their learnerships or apprenticeships between 2012 and 2013. 20 employers and 8 training providers were interviewed.

From the learners sample the following was established:

- Their employment status
    - Reasons for learners to stay with the original training companies
    - Reasons to find employment outside the original training companies
    - From learners employed outside the original training company how the employment was secured
    - Post qualification training courses attended
- From the original training companies and training providers:
    - Reasons for retaining and releasing learners
- From the primary and secondary data (literature review) collected:
    - The methodologies utilised by different organisations to conduct tracer studies
    - The employment rates of their graduates

It is envisaged that the study outputs will be utilised to amongst other things build baseline data of post qualification trends across the manufacturing and engineering sector; establish whether the workplace learning initiatives were successful and effective towards skilling and increasing learners employability; identify areas of strength and weaknesses and make potential improvements on the programs.

ii. Profile of Learners:

- The results indicate that of the 1030 learners who participated in the study. 747 (72%) were African, 181 (18%) white, 60 (6%) Coloured and 40 (4%) Indian. The gender profile indicate that 917 (89%) learners were male and113 (11%) were female. Two learners did not indicate their gender. Further analysis indicate that 639 (62%) learner were African males, followed by 177 (17%) white males, 108 (11%)African females,58 (6%)Coloured males and 38 (4%)Indian males. Only 4 white females, 2 Coloured females and 2 Indian females participated in the study. The analysis therefore contains little reference to these three categories unless in cases where they were adequately represented.
- Of the 1030 learners interviewed 417 (40%) lived in Gauteng, 188 (18%) in Kwa- Zulu Natal, 164 (16%) in Mpumalanga and 101 (10%) in Limpopo. The least represented provinces were the North West with 27 (3%) learners, 26 (3%) from Free Stateand the Northern Cape with only 7 (1%) learners.
- The majority of the learners were young. 772 (75%) were between 25- 34 years followed by 124 (12%) in the 15-24 and 35-44 age category respectively. It was interesting to find 10 (1%) 45-54 year old learners in the sample, mostly referred by companies so as to obtain a qualification.
- A total of 463(45%) learners were recruited straight from matric whilst 401 (39%) already had undergraduate degrees or diplomas. There were 51(5%) and 41 (4%) learners who had already completed another apprenticeship or learnership respectively.
- Learners who participated were trained in various trades, however most were trained as mechanics 12% (127), electricians 10% (103), welders 9% (89), fitters9%(88), diesel mechanics 7% (67), boilermakers 6% (58) and millwrights 6% (58).
- The sample included 679(66%) trained in the metal chamber and 309 (30%) in the motor chamber. Only 42 were from the Auto (2%) and Plastic (2%) chambers.
- The study sample was split amongst learners who completed a learnership vs. an apprenticeship.A total of 900 (87%) learnershad completed an apprenticeship, while 130 (13%) would have completed a learnership.

- This is analysis of the 900 learners who completed an apprenticeship. A total of 832 (92%) did a section 13 whilst 65 learners (8%) did a section 128. Three learners did not select the type of apprenticeship they completed. All white female learners who participated did a section 13 apprenticeship. The analysis further indicates that 95% of African males (519) and African females (82) each did a section 13 whilst 5% each did a section 28. (143) of white males did section 13 while 10% (15) did section 28 apprenticeship. They were followed by white males, where 89% (153) did section 13 while 11% (16) did section 28. A total of 30 (86%) Indian male learners did section 13 and 5 (14%) did section 28. There were 41 (79%) coloured males who completed a section 13 and the other 11 (21%) completed a section 13. With regards to other female learners, 1 coloured female did a section 13 and 1 Indian female did a section 28 apprenticeship.
- The maximum duration for a merSETA apprenticeship is 4 years (48 months) and 18 months for learnerships. On average the graduates took an average of 36 months to complete their learning programs and passed the final assessments ortrade test at first attempt. Most motor mechanics took longer to complete their programs with welding being their quicker trade to complete.The results indicate of 130 learners who did their learnerships, 68% (89) completed their studies between within 24 months. For apprenticeships the It seems that 616(68%) competed in 36 months. These results indicate white females were not represented in the learnership sample.The four white females did apprenticeships in instrument mechanics; electrician, instrument mechanician and welding.

iii. Retention of learners

- Out of the 1 030 learners interviewed, 855 (83%) mentioned that they were employed whilst 167 (16%) were unemployed. Of the remaining 8 (1%) learners, 3 recorded their employment as 'Other' and did not specify the details and the other 5 did not provide any detail of their employment. These employment figures are an improvement from the 2012 tracer study results, which indicated an 80% employment rate from a sample of 510 learners. Further analyses indicate participants are more likely to be employed after completing their final assessments especially white male learners.
- The least employed group was African females, with 69 (64%) learners employed and 39 (36%) unemployed. This is interesting as African females accounted for only 17% of the learners, yet they are the majority unemployed.
- Of the 855 employed learners, 684 (80%) found employment within a year after completing their learning programs, with only a few 68 (8%) taking at least until two years to find

employment.

- Of the 1030learners, 497 (48%) were retained by the original training company on a full-time basis and 39 (4%) were employed part-time. The other254 (25%) were retained by a different company on a fulltime basis whilst another 47 (5%) were employed part-time. There were 18 (2%) learners who reported that they were self-employed whilst 167 (16%) were unemployed. Three (3) learners were employed as 'Other' and the other 5 learners did not provide any detail of their employment.As indicated, most white males were retained by the original employer.
- The majority of the learners were employed by large organisations that employ 150 or more employees. 55 African females (80%) were employed by these organisations, while 13 (19%) were employed my medium organisations. Overall, large organisations employed 75% (390) African males; 80% (55) African female; 64% (23) Indian males, 63% (30) coloured male and 47% (80) white males. The least employed by large organisations are white males with only 47% employed by large organisations, 24% by medium organisations and 14% by small or micro organisations.
- Most employers mentioned that they retained learners mainly because they had vacancies to absorbed perceived highly skilled learners and with the requisite experience, "*they have the skills set that we require*".
- Learners'main reasons for staying with their original employer were for"*further training and development opportunities*" provided. The other important reason mentioned was job satisfaction. It seems that higher wages was the least motivating factor.
- For learners employed by a different company, the main source of finding employment was through word of mouth26% (153) and print media 26% (151), with recruitment agencies utilised the least 8% (50). Closer look at the results indicate that white male learners depended on referrals 48% (53), whilst African females learners 27% (13) used on-line job searches. Most coloured male learners 55%(18) depended on word of mouth and African male learners 36% (128) used print media.

iv. Migration Patterns

- The migration patterns of learners indicate that Gauteng and KZN had the highest mobility rates in this study. 11% (52) and 10% (22) of the learners respectively left these provinces to work somewhere else.

- Further analysis indicate that of the 52 learners who migrated from Gauteng 24 (46%) went to work in Mpumalanga and 11 (21%) are employed in Limpopo. The other 17 learners were fairly spread across the other provinces.
- Of the 22 learners (10%) who migrated from KZN, 10(45%) left to work in Mpumalanga followed by 8 (36%) in Gauteng and two Limpopo and another two in the Western Cape.
- The Western Cape and North West were able to retain most of their learners.
- The migration patterns of learners who undertook apprenticeships and learnerships mimics the overall migration patterns, with Gauteng and KZN losing learners migrating to other provinces mainly Mpumalanga and Limpopo.

v. Learner Unemployment

Out of a sample of 1030 learners, 167 (16%) learners indicated that they were unemployed. As already indicated black learners, especially black females 36% (39),were the most likely to be unemployed. This was the trend in the 2012 tracer study with a33% overall female artisan unemployment rate.

- The results indicate that the Western Cape had the least unemployment (it is important to note that the WC had only a 2% representation in the sample) with KZN, Free State, and Limpopo having the highest unemployment at 21% (40), 21%(5)and 19% (19) respectively.
- Trades like motor mechanics, electricians, rigging and fitters were able to create the most employment. Retention rates for steel erectors and pipe fitters were low. On the other hand, every learner who trained for a national certificate inautomotive sales and support servicesfound employment.Theafore mentioned may be remedied should merSETA find solutions where qualified learners can be trans-skilled into trades where greater employment opportunities prevail. In so doing a new carder of "multi-skilled artisans" aligned to local industry unique requirementscan be created.
- Of the 167unemployed learners15% (131 out of 900) oflearnersperformed an apprenticeship and 28% (36 out of 130) performeda learnership.
- A majority 97% (162) were still seeking employment. Most have been looking for employment for more than three months, whilst 23% (38) have been looking for approximately two years.
- Most 45% (75) of the learners mentioned that they were not working mainly because they did not have "the experience required", whilst 36% (60) mentioned that their job applications were "*turned down*". Only 11% (18) mentioned that "*there were too few jobs available*".
- Employers on the hand mentioned that the main reason of releasing learners was because

there were no vacancies.

vi. Training attended after completing trade tests or final assessments.

- For learners who were employed by a different employer, 68% (203) mentioned that they attended further training after completing their trade test or final assessments. The training was mainly in the form of short courses 53% (107) and certificate courses 23% (46). Interestingly there were a few learners especially African males who went on to register for apprenticeships 6% (12) and learnerships 4% (8).
- Most unemployed learners 77% (128) did not attend any training courses after completing their trade tests or final assessments.

vii. Suggestions for improved effectiveness of Project Implementation

Overall, 577 of the 1030 (56%) learners indicated that "*everything is ok"*and nothing needed to be done to improve the program. In order to improve on the learning programs going forward learners recommended that:

- That the material and course content be updatedin order to accommodate the trends and advancement in the industry
- That the administration with regards to the management and communication of trade test or final assessment dates and delivery of certificates be streamlined
- That theirinvisible monitoring of training providers and employers to ensure that "*people do what they are supposed to do"*.

Employers and training providers on the other hand mentioned:

- A need to update material, course content and technology.
- A need to improve the quality assurance of material and trade centers.
- A need to enhance trainer competence.
- A need to improve the administration. Booking of trade test and trade test dates were cited as major challenges.
- That the merSETA invest in better screening and selection of learners that partake in the program.
- A need for more trades as dictated by industry needs.

viii. Recommendations

The employment of the merSETA graduates has been steadily increasing over the years from 80% (of 510) in the last 2012 tracer study, to 83% (of 1030) currently. A closer look at the analysis indicates that the following can be done to improve learners' employability and the learning programs:

Table 1: Recommendations

Issue	Recommendation
Increase learner employment	• To further improve employment the merSETA should consider prioritising trades with demand which will include motor mechanics, rigging and fitting. This could be done by creating awareness of these trades through career and recruitment drives so as to attract learners into career types that will increase their employability. • Review of trades and learnerships: further investigation is required to understand the nature of the reasons why some trades and learnerships have mass migration of learners once they have completed the training. The reasons could be saturation of the job market, the intake could be too large to absorb them, or there are not enough companies to absorb the learners. • Developing re-skilling programs and trans-skilling avenues which may assist unemployed qualified learners to access trades with higher employment demand. Such in itself could also contribute to "double-and-multi-skilled artisan" carders being groomed for the unique requirements of the local industry. • Developing Female Acceleration Programs to attract and retain female talent into the industry. • Entrepreneurship Programs: there were 2% of the 1030 learners who went on to open their businesses. This provides the merSETA with the opportunity to develop targeted entrepreneurship training programs with specific focus on industry specific needs. This will provide unemployed learners with alternative opportunities, especially those who have undertaken saturated trades. • Most unemployed learners cited "lack of requisite skills" as the main reason for not finding jobs. The merSETA may consider developing "skills top-up"opportunities to port to alternative artisan qualifications.Vocational Training Programs for unemployed learners could be used to augment the training they received. "*Appropriate work experience for the learners. It is difficult to get the learners to get enough work experience in all the areas. The company does rotate learners and we train them in different learning areas*". • Soft Skills Training Programs including management skills.
Improve efficiency of program delivery	***Administration:*** • Invest in systems to streamline trade test administration and issuing of certificates. • Improve learner data management (this to assist with registration of trade tests). ***Learning material:*** There is a need to update the training material and customise programs to meet business needs. Thus it is recommended that a committee is established that includes industry and training providers/FETs to regularly review the trends and needs of the industry, this includes the review and updating of current training material, assisting with alignment and curriculum development, as well as teacher training. ***Increase trades:*** Introduce more trades that are required by industry. Monitoring and Quality Assurance: A need to improve on monitoring and quality assurance systems and implementation for training materials and trade test centres. "There needs to be a systematic approach and a more active role to make sure that the trade test centres across the country are up to the expected standards." ***Investing in Teacher/Lecturer Capacity Building Programs*** this to increase the competence and knowledge of lecturers. "Getting proper calibre staff conducting the training. We need properly qualified trainers. Sometimes

Issue	Recommendation
	we get lecturers that are still students themselves." ***Communication:*** Invest in call centre systems that would allow for streamlined communication basics in terms of acknowledging receipt of messages, returning emails and completed enquiries.
Systematic Tracing Study plan	It is important to compare apples to apples. Thus it is important to set up longitudinal studies for "flagship programs" to measure proper progress over time. This needs setting tracer study models for each program, and implementing them based on the duration of the learning programs. This will provide the merSETA with credible data to track progress and highlight challenges.

Chapter One - Literature Review

The aim of the literature review is to understand how tracer studies are conducted by other similar organisations and the results thereof, this to learn from these experiences the research reviewed tracer study reports of three South African companies i.e. a public organisation and by other Sector Education and Training Authorities (SETAs). Accordingly this literature focuses on the methodology that was employed by these three companies to undertake the literature review, followed by the key findings focusing on successful VET systems, augmented by the case study of Germany. The literature review concludes with implications on the way forward for merSETA.

The focus of the literature review was to determine:

- How other SETAs conducted their tracer/impact assessment studies
- The methodologies and sample sizes employed for these studies
- The employment rates of graduates within the sector
- An international review: apprenticeship systems in Europe with focus on Germany. The intention is to probe and uncover the factors that make Germany's apprenticeship system a success.

The literature review focused on secondary sources that included impact assessment report from various SETAs, journals and other articles. These articles were sourced from online databases such as Sabinet and Ebscohost and from the internet searches. This was done with a view to drawing implications for merSETA and the broader manufacturing and engineering sector.

1.1 Tracer/impact studies of Sector Education and Training Authorities

This section looks at the tracer/impact assessments conducted by two (SETAs),namely the Services SETA and the BANKSETA, as well the merSETA previous tracer study and the Human Sciences Research Council (HSRC) information. The merSETA conducted a tracer study on their Accelerated Artisan Training Programme in 2012. The Services SETA conducted an impact assessment in 2009-10 for learning programmes (learnerships and an internship) with unemployed learners who successfully completed programmes and found gainful employment. BANKSETA

commissioned an impact assessment of the Letsema Learnership in 2012 amongst unemployed learners who successfully completed and found employment and those that did not find employment, coupled with those that dropped out. The HSRC was commissioned by various SETAs to do a pathway study of learnerships and apprenticeships for the NSDS 2 period (2005-2010).

1.2 Methodology and Sampling Approach utilised to conduct Tracer/Impact Assessment Studies

The tracer study undertaken by merSETAand the impact assessments from Services SETA employed both a quantitative and qualitative approach with the qualitative dimension dominant in the case of Services SETA. The BANKSETA impact assessment employed a multidimensional qualitative approach. The HSRC learnership and apprenticeship study was purely quantitative in nature.

The qualitative dimension of the impact assessments from BANKSETA and Services SETA entailed focus groups with learners to determine the impact of the learning programmes from their perspective. In addition for both of the aforementioned SETAs, training providers and employers/stakeholders were among the sample for the administering of in depth interviews. BANKSETA included learner support organisations in the sample to be interviewed. The BANKSETA conducted case studies amongst leaners to augment the qualitative information. The merSETA conducted a survey amongst the AATP artisans (project) and non-AATP (control group) artisans who were the main study group. Interviews were also conducted with training providers and employers who were informants. The HSRC learnership and apprenticeship survey was administered exclusively amongst learners.

The sampling methodologies for the BANKSETA and Services SETA impact assessment were non-probability purposive in nature because the criteria entailed choosing learners that have either successfully completed and found gainful employment (Services SETA and BANKSETA) or not (BANKSETA). However, the BANKSETA sample also included unemployed learners who dropped out. In the same vein, the sample technique for providers and stakeholders was purposive in that they were involved in the learning programme and had an acute understanding thereof.

A stratified random sampling strategy was employed for the AATP merSETA tracer study using the merSETAdatabase to draw a sample of 400 AATP and 100 non AATP artisans from a population of 2337 and 8879 respectively. In relation to the HSRC study the target sample for

apprenticeship dimension of the survey was 1500 (1483 were realised) from a population of 10153. The population for the learnership dimension was 7000 and the target was 2500 of which 2524 was realised.
The average sample drawn from the database for the BANKSETA impact assessment focus groups was eleven (six employed and five unemployed) across KwaZulu-Natal, Gauteng, Western Cape, Eastern Cape and Free State. The Services SETA sample was also drawn from their database comprised of four focus groups across Gauteng, Western Cape, Kwa-Zulu Natal and the Eastern Cape. The merSETA sample was also drawn from their database and the HSRC study used the databases of participating SETAs.

BANKSETA conducted eleven in depth interviews from samples drawn from the database of stakeholders. Seven interviews were conducted with various categories of employers, two with training providers and two with learner support organisations. The Service SETA conducted ten interviews from a list of the top training providers and five employer interviews from a similar list. The databases of the SETAs were used as a point of departure for all the research as is problematic because the contact details of learners, employers were either incorrect or out-dated.

Considering the methodological discussion presented above, the recommended approach for tracer/impact studies should comprise both a quantitative and qualitative dimension as information that is yielded from a combined approach is more credible. The quantitative dimension should entail the analyses of the statistical information from databases and reports provided by a SETA. The information should provide details on learner enrolment, completion and where possible employment. The information should be broken down demographically and encompass the regions as well. The quantitative dimension, which comprises the bulk of the impact/tracer study, should focus on learners. This yields perspectives of those who directly experienced the intervention in either a beneficial or not way. The learners are best placed to provide information on whether or not the intervention made an impact on their lives coupled with providing rich information on challenges and highlights they encountered. Qualitative consultations with stakeholders should be utilised to provide context for the learner responses and also feedback on linkages between the learning programs and what is required by the sector.

1.3 Comparison of Key Findings

This section will explore the key findings of other Impact Assessments in relation to the following eight objectives of the tracer study and therefore which were covered and which were not covered in the study:

1) The rate of retention across the different learning programs in the original training company: The previous merSETA tracer study found that 56% of the 406 who found employment was still employed in the company they completed their apprenticeships. The BANKSETA Letsema Impact Assessment indicated that the majority of employed learners were absorbed by the banks where they participated in the programme. The Services SETA and HSRC studies did not cover the retention of graduates.
2) Insight into reasons for employers retaining or releasing their learners included: policy considerations, apprentice performance, employment capacity against economic considerations, apprentice training management systems including manpower planning etc.: The merSETA study did not cover this objective. The BANKSETA and Services SETA study looked at the reason/s for companies participating in the programme which resonates with this objective of the tracer study. Therefore, the employers in relation to the BANKSETA study stated that the reasons were firstly that the programme affords them a skilled pool of entry level people and secondly it fulfils employment equity policy considerations. Employers in the Services SETA study mentioned that it improved the skills and hence productivity of their workforce, created a talent pipeline through training unemployed learners, satisfied employment equity considerations and obtained tax concessions. The HSRC study did not cover this objective.
3) Insights into reasons for learners decisions to remain with, or leave the original training company included: higher wages, further training and development opportunities, career prospects, fear of not finding employment, etc.: The merSETA study found that 76% of employees were employed at the same company they were in when they started the training. They stated that the reason for staying with their employerwas that they were given a job whilst 73% of those who left cited that the company could not absorb them. The BANKSETA and ServicesSETA studies looked at the benefits that learners derived from participation in the Letsema programme and found that one can draw parallels in terms of this objective of the tracer study. The BANKSETA study found that learners benefitted from gaining skills, work experience and placement, coupled with career progression. The Services SETA learners mentioned that the learnership enhanced their earning capacity

andafforded them workplace experience which enhanced their chances of being permanently employed. Learners who failed to acquire employment and those who dropped out of the BANKSETA study mentioned the lack of exposure (engaging in only one duty) attributed to uncommitted coaches. THE HSRC study did not cover or probe these issues.

4) Links between qualifications prior to starting the learning program and time to successful completion and employment (or not). Only the BANKSETA study covered this point, however anumber of respondents were not quantified. Some respondents did not access employment immediately with the longest waiting period being 18 months.
5) Post qualification migration patterns of learners across the different learning programs when not retained by the original training company. The merSETA study covered the issue of post qualification migration patterns; however it is not certain if whether it was associated with respondents who were not retained by the original training company. In this regard, 68% did not pursue any post trade test/post learnership courses and for those that did it was related to their trades with no specific courses mentioned. The Services SETA study found that some learners found employment and engaged in further and different learning opportunities from the initial learnership. The BANSKETA and HSRC studies did not cover this issue.
6) Post qualification training courses attended: Only the Services SETA study covered this objective briefly via an example of a learner. The learner completed a Hygiene and Cleaning learnership at National Qualification Framework level 1. She acquireda job as a general assistant at the Kwa Zulu Natal provincial Department of Health and subsequently decided to do an 18 month Diploma in Financial Management at a FET College. The Hygiene and Cleaning learnership was therefore used as a stepping stone to higher qualifications and better employment opportunities.
7) Where learners were employed after the trade test or final assessment outside the original training company, the means by which alternative employment was secured – for example word of mouth, referral, labour broker, Department of Labour Office etc. The merSETAtracer study covered the issue of how unemployed workers looked for jobs. The most popular way was through advertisements, word of the mouth and the internet. The BANKSETA study showed that leaners who did not find work immediately used employment agencies to secure contract and then permanent jobs. The Services and HSRC study did not cover the objective.
8) Comparative findings between the different learning pathways and employment. None of the studies covered this objective.

In addition to the above objectives the impact assessments coupled with the merSETA tracer and the HSRC pathway study covered the employment uptake of graduates. The results were:

- merSETAtracer study: Out of a sample size of 510 artisans that were declared competent, 80% (406) stated that they were employed.
- BANKSETA Letsema impact assessment: from 2004-2009 an average of 80% of Letsema learners found employment from an intake of 7 097 learners.
- Services SETA: from 2000-2010, 22.1% of the 8109 leaners who were declared competent found employment.
- HSRC learnership and apprenticeship survey: 70% of qualified apprenticeship participants from a population of 10153 found employment in the NSDS 2 period.

1.4 International Successful VET systems

The apprenticeship system that exits in continental Europe (Germany, Austria, Denmark and Switzerland) relies on the support and co-operation of social partners who reap the benefits from it.In South Africa:

- Trade unions should accept that apprenticeship pay is lower than normal contracts. This acceptance on the part of apprentices affords them a nationally certified qualification which enhances career prospects within and between firms and increases their earning capacity.
- Employers must provide training and send apprentices to school to obtain certified occupational qualifications. This cost is offset by the fact that employers do not incur a huge salary bill and ultimately acquire a highly skilled employee that is productive once the apprentice is qualified. This heightens the chance of employers retaining these workers once they qualify.

1.5 Return on investment

Empirical evidence shows that in a well-functioning apprenticeship training system, a large share of training firms can recoup their training investments by the end of the training period. As training firms often succeed in retaining the most suitable apprentices, offering apprenticeships is an attractive strategy to recruit their future skilled work

force. In addition – as long as skills are standardised and nationally certified – those apprentices leaving the training firm after graduation ensure that other firms can recruit a sufficient number of skilled workers from the labour market.In Germany traditionally about 90% of firms were incurring substantial net costs until 2000. From 2007, although many firms continued to incur net costs by the end of the training period, average net costs dropped by 36% due to the fact that apprentices were used for more productive activities in 2007 than in 2000. Thus there were significant shares of training firms (30%) in Germanyfor which apprenticeships were profitable. Although firms that recoup their investment after the training period do not need to retain their apprentices for financial reasons, the retention rate of apprentices in German firms remained at slightly over 50%. Although evidence of cost and benefits to firms are scant outside Germany and Switzerland, a study sponsored by the Canadian Apprenticeship Forum estimated employer costs and benefits for 15 occupations. For all 15 occupations employers earned a positive return on their apprenticeship investment. The average benefit was 1.38 times the average cost.

1.6 Conclusions

The literature review focused on four areas namely:

- How other SETAs conducted their tracer/impact assessment studies,
- The methodologies and sample sizes employed for these studies,
- The comparison of key findings based on the eight objectives of the tracer study employment rates of graduates within the SETA environment.

It seems that most SETAs implement multi-dimensional methodologies to conduct tracer and impact assessment studies. For the learner study, it appears that quantitative methodologies are ideal, although a qualitative element provides more insight into their expectations and feedback on their experiences. The merSETA's current methodology had a robust data tool that included a number of open-ended questions with regards to their expectations and feedback. Common amongst the four reviewed tracer/impact studies is that the stakeholder research is conducted qualitatively through in-depth interviews.

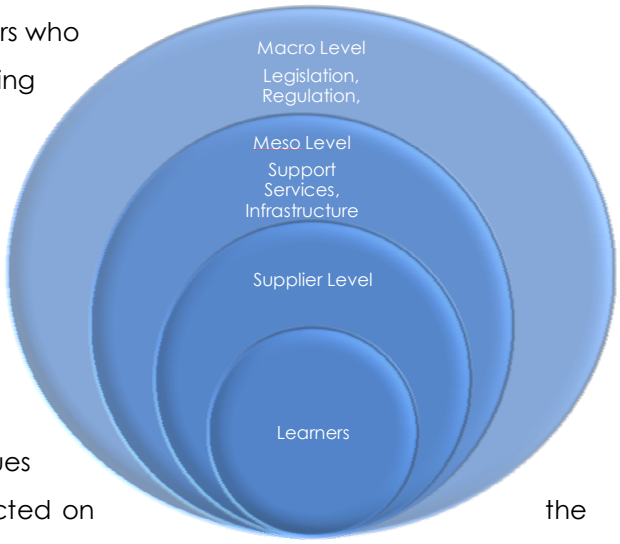
The sampling techniques used in the qualitative studies were non-probability in nature because the intention was to probe and not to generalise. The merSETAAATPsample was smaller. The international review of apprenticeships focusing on Germany as a case study yielded the following main factor that rendered the systems successful:

- The apprenticeship system In Germany and other European countries (Switzerland, Denmark and Norway) relies on the support and cooperation of social partners who have reaped the rewards of the system. In these countries strong unions assist in keeping wage levels compressed thus serving as an incentive for employers to subsidise training as opposed to paying high wages. Employers eventually benefit from this because they retain a productive workforce, which reduces costs. Furthermore apprentices receive a nationally certified qualification which enhances their marketability.

Chapter Two - Introduction and Background

The merSETA in response to the NSDS III, have implemented various workplace-learning programs to assist learners and graduates with much needed work experience. These include apprenticeship, graduate internships and learnerships. The merSETA is now seeking to "*take* stock" of employment status, post learning program activities and expectations of learners who have successfully passed their trade test or final assessments and other learners who have successfully completed a learning program during the period 1 April 2012 to 31 March 2013. This was used to establish whether these workplace learning initiatives were successful and effective towards skilling and increasing learners' employability within the manufacturing and engineering space and to identify areas of weaknesses and strengths to make recommendations on potential improvements on the programs. As per the Terms-of-Reference, the findings of the study should assist the merSETA build baseline data of post qualification trends across the manufacturing and engineering sector. This correspondence outlines the scope of work that RUDO envisages for the project, including objectives, methodology, and estimated fees.

2.1 The approach



The tracing study was conducted amongst learners who completed different learning programs. Learning programs were not implemented in a vacuum, and their success and failures are influenced by several factors including the regulatory environment, policies, infrastructure etc. For a robust evaluation it was important that all aspects of workplace learning in which merSETA operates were examined at the macro, meso and micro level. The macro levellooks at issues of NSDS II and how the learning programs impacted on the government priorities e.g. "prioritising and communicating critical skills for sustainable growth, development and equity, also the priority of assisting designated groups including new entrants to participate in accredited work, integrated learning and work-based programmes to acquire critical skills to enter labour markets and self-employment". NSDS III priorities will be juxtaposed so as to assess if the learning programs addressed some of the NSDS III priorities such as recruitment of learners from the rural regions as per the government priority of rural development and job

creations. The meso levelincluded examining the basic infrastructure and the range of support services required to reduce training costs, increase outreach, build skills, and foster transparency. The meso level includes support structures like training, education and funding institutions. At the meso level issues of effective partnerships with training providers and other stakeholders we looked at. At the supplier level the study looked at how workplace learning programs benefited the sector and the last leg addressed the impact with relation to the learners. The overall output of the project provides merSETA with a broad view of the whereabouts in terms of career and employment movements of learners who have completed their final assessment. It also provides an overview on the impact of their workplace learning programs, the return on their investment and thus enable the SETA to inform and develop their workplace learning policy framework and implementation plan.

Tracer studies are used as impact assessment tools, and are meant to track and keep record of students who have graduated. They also help to document the relevance of training received, graduate experiences and their employment status. This is an approach which is widely used in most organisations, especially in the educational institutions to track and to keep record of their students once they have graduated from the institution. It aims is to evaluate a learners' progress up to the time he or she gets a job. This tracers study also looked at whether the learners were still employed by the original host employers or by a different employer, in what capacity and positions, and if the positions were different from what they have been trained on.

2.2 The report

This report has seven sections:

- **Chapter One** provides an introduction and background to the study, which led to the formulation of the study.
- **Chapter Two** looks at the sample framework and overall sample realisation. The chapter outlines the methodology utilised to implement the study, the data collection methods and data capturing together with cleaning and the analysis process utilised. The chapter concludes with inherent limitations of the study.
- **Chapter Three** focuses on the literature review. The aim of this chapter is to gain background knowledge and theoretic models and principals on the relevant aspects pertaining to how other SETAs conducted their tracer/impact assessment studies.This chapter will also seek to

research experiences ofapprenticeship systems in other countriesin Europe with focus on Germany.

- **Chapter Four** outlines a detailed profile of the graduate interviewed, the host employers and training providers.
- **Chapter Five**includes detailed findings of the study. In this chapter data collected through questionnaires is analysed and interpreted. The results are presented in the form of graphs and verbatim.
- **Chapter Six** provides a detailed review of the learning programmes by learners, employers and training providers.
- **Chapter Seven** the conclusion and recommendations made are outlined.

The report is based on the quantitative analysis substantiated by the literature review and qualitative information from in-depth interviews with employers and training providers. In some instances verbatim responses from respondents are utilised to put more "life" to the analysis.

Chapter Three - Study Methodology

The approach towards the tracer study wassystematic, detailed and followed a multi-pronged research methodology to gather data as illustrated in figure 1 below.

Figure 1: The methodology

This methodology included a literature review.Data on impact assessments and tracer studies from SETAs and other organisations were perused and reviewed along with international impact assessment reports and as well as a variety of research reports and secondary data. The literature review looked at how other organisations conduct tracer/impact assessment studies, their results in relation to the merSETA study and recommendations going forward. A key area of a tracer study is to understand as much as possible the value chain of how learners get into the system, or are recruited into the system (SETAs learning program or bursary), the training experience, post qualification migration rates and post qualification studies.

This data was collected mainly through quantitative methods which included telephonic interviews with graduates of the Section 13 and 28 learning programs. Valuable input was also gained from qualitative engagement with the training providers and employers. Although valuable input was gained from the quantitative engagements with the learners, the question that always needs to be considered is how issues being discussed extended throughout the sector as whole and other large-scale factors that needed to be considered. The optimal approach therefore was to examine a number of sources of data and to examine the results holistically.

The main source of data in the tracer study was the database of learners who have completed learning program/s with an institution. While there were limitations to databases in terms of contact details and accuracy of information, it is usually the only dataset with learner information. Therefore the merSETA learner database took prominence in drawing the sample to ensure that learners were recruited within the correct quotas as well as development of data tools and yielded valuable information during the analysis. As useful as a learner database can

be it is of critical importance to understand the limitations inherent within the data. These limitations include but are in no way limited to sample bias. Therefore we included as many other data sources as were available which included tracer/impact assessment reports from the merSETA and of similar organisations as well as qualitative engagements with employers and training providers. These were an important source of information that either validated the findings from the quantitative data or provided insights to potentially surprising results. The combination of examining all of the above provided the best picture possible of the results for the merSETA and subsequently allowed for the most effective planning possible.

This multi-disciplinary methodology was implemented and managed through a data management and statistical tool called QlickView. This is a comprehensive data capture, analysis, data reporting, project tracking and QA tool. Biographical data took prominence in the analysis and yielded valuable information.

Thus the analysis was generated as per the demographics variables of race, gender, age, geographical spread and the type of analysis in this reports includes:

- The post qualification employment rates both in terms of geographic spread, race, gender and sub-sectorial spread.
- Post qualification migration rates in terms of geographic spread, race, and gender.
- Post qualification studies in terms of geographic spread, race and gender.
- Links between the different learning pathways and employment.

3.1 Data collection instruments

Three questionnaires were developed based on inputs from the project management team and as well as the initial desktop exercise. Each sample group (learner, employers and training providers) had a specific questionnaire designed based on their role in the different learning programs and/or how they interacted with the merSETA.

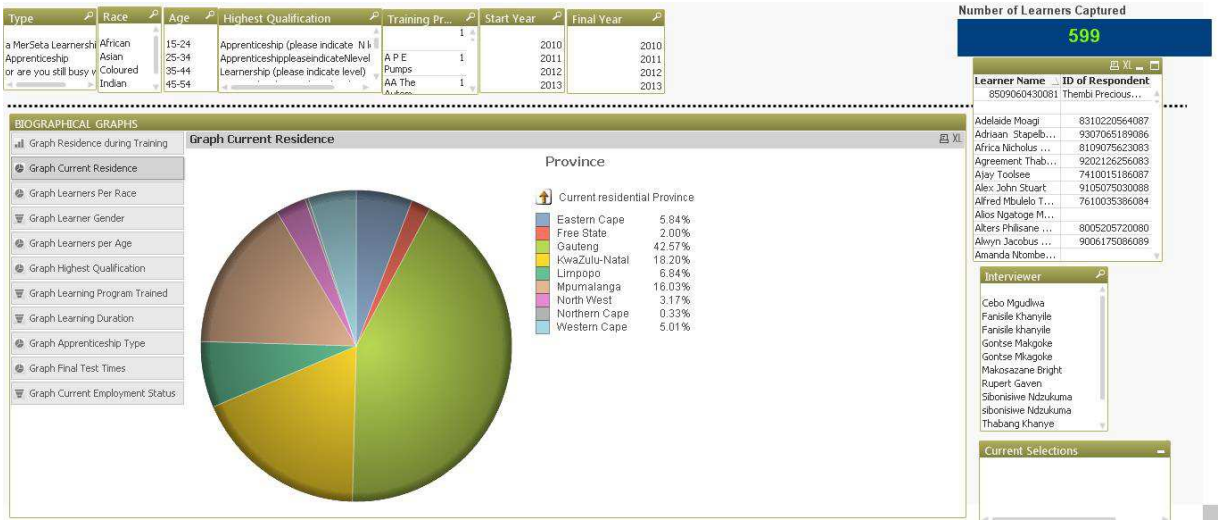
Structured questionnaires solicited information on the following:

- Demographic profile
- Employment status
- Places of employment
- How employment was sorted
- Reasons for unemployment
- Post qualification training
- Feedback on the learning programs

The questionnaires consisted mainly of closed ended questions to ensure easy coding and input and these were supported by some open ended questions to provide insight where depth was needed. The questionnaires allowed stakeholders to thoroughly engage with the research team and to provide detailed feedback on the strengths of the program and the achievements and highlight areas which need improvement.

The questionnaire was administered by a combination of experienced fieldworkers who were capacitated on the questionnaire during a briefing session covering amongst other factors how it was built, the different sections and their requirements and best practices on participatory methods of data collection. The data tools were web-based which assisted with easy interviewing and data capturing. Data was captured on the QlickView statistical tool, which was utilised to analyse the data and produce tables and graphs. Below is a graphic representation of a tracer study's biographical data set; and figure 2 below is an illustration of how the fieldwork was tracked and managed.

Figure 2: ClickView



3.2 Sampling method

A non-probability purposive sampling method was used for this study. This sampling method relied on data collection from population members who were available to participate in study.

The sample consisted of:

- Learners who successfully passed their learning programs from 1 April 2012 to 30 March 2013,
- Employers who hosted and provided practical training for the learners, and
- Training providers who provided both theoretical and practical learners.

3.2.1 Learners'sample

Data was collected from a total of 1030 learners to determine their experiences in terms of finding employment opportunities, post learning program activities and their expectations. The sample size enabled an in-depth analysis of the results by geographical spread and the specified biographical variables.

3.2.2 Training provider sample

In-depth interviewswere conducted with eight training companies with the aim to gather inputs/views in terms of insights into reasons for pass, drop-out and failure rates of bursars; identify areas of weakness and strengths and gather recommendations.

3.2.3 Employer sample

For the employers the aim of the interviews were to assess and determine if the learners were at a high enough skills level to warrant full time employment after passing their trade tests or final assessments, retention rates of learners across qualifications, retention rates per learning area and where the merSETA could improve their learning programs. A total of twenty employersparticipated in the study.

3.3 Data capturing, cleaning and analysis

A structured and systematic process was followed in analysing the data because of the numerous sample groups. The collected data first underwent a rigorous cleaning process to ensure completeness. The cleaned data was then propped for analysis by QlickView where graphs and tables were generated. These formed the bedrock of this report. The report is largely based on the quantitative learner analysis which was augmented by qualitative data from employers and training providers with the overall context provided by the literature review.

3.4 Study limitations

Study Limitations include:

- Learners who left their original employer and could not be traced: Learners who had left the original employer, moved to other companies and changed phone numbers were difficult to track. This couldpotentially cause an over-representation of learners that remained with the original employers and under-representation of learners who left their original employers for whatever reason. The sample size is large enough to allow a good grasp of the sample being tested, however there must be caution taken when generalising and making inferences about the rest of the sample.
- Graduate frustration: These are learners who were unwilling to participate in the study because they had a particular grievance with merSETA and/or the host company. Those

who participated might have their responses or perceptions clouded by the grievances they have with the organisation.

- Unemployed not willing to participate: the fact that they were at this time unemployed might have skewed their perceptions,thus inhibiting the broader view of the study.
- A total of three databases were supplied by merSETA at three consecutive times. The first database had to be abandoned after a few weeks as it was not sorted, with a majority of the learners falling outside the scope of the study. The second database was exhausted after a few days as it had very few learner contact details. A majority of the participants came from the third database. This subsequent database was excellent and well sorted.

Chapter Four - Profile of Respondents

To provide the results within context it is important to understand the demographic profile of respondents with regards to their race, age, gender, qualifications, geographic locations and the type of training that they underwent.

4.1 Learners

As per the Terms-of-Reference, a total of 1 000 learners were supposed to have been targeted for the survey. In the end a total of 1 030 learners were interviewed for the study to take stock of their employment status, post learning program activities and expectations of learners who have successfully passed their learning program during the period 1 April 2012 to 30 March 2013. These learners were selected from the database of 5 000 merSETA graduates. The realised sample was distributed across the country as follows:

Table 2: Current province where learners are residing

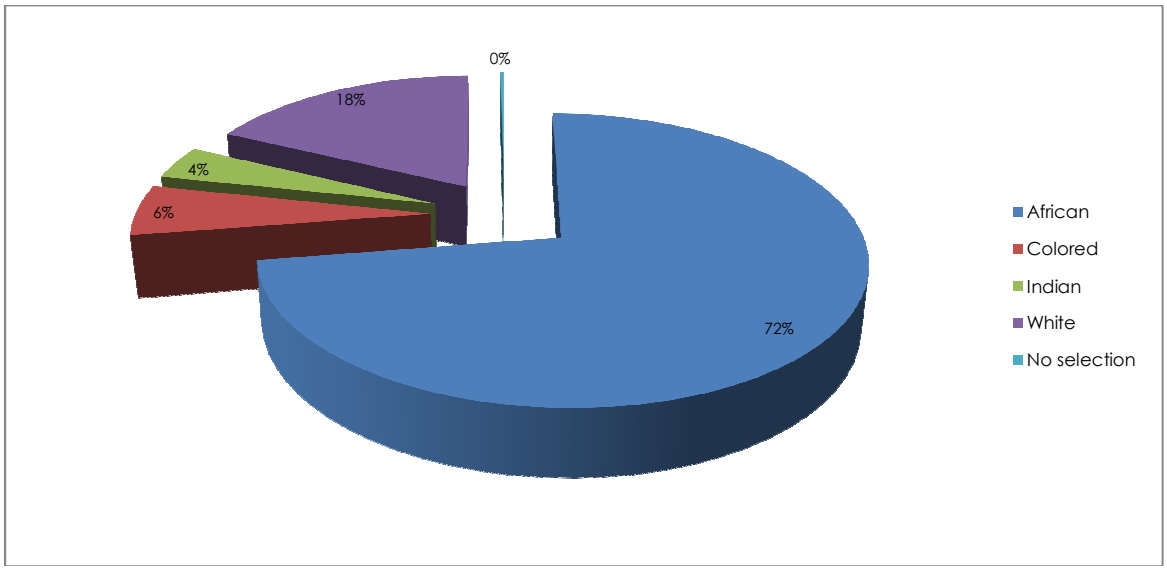
Current residential Province	Learner Count	%
Gauteng	417	40%
KwaZulu-Natal	188	18%
Mpumalanga	164	16%
Limpopo	101	10%
Eastern Cape	54	5%
Western Cape	46	4%
North West	27	3%
Free State	26	3%
Northern Cape	7	1%
Total	**1030**	**100%**

Source: BE at UP Tracer Study March 2015

4.2 Learner race

The majority of learners that participated as indicated in the figure below were African 72% (747), followed by white learners 18% (181), then Coloured 6% (60) and Indian 4% (40). There are 2 learners who did not select their race.

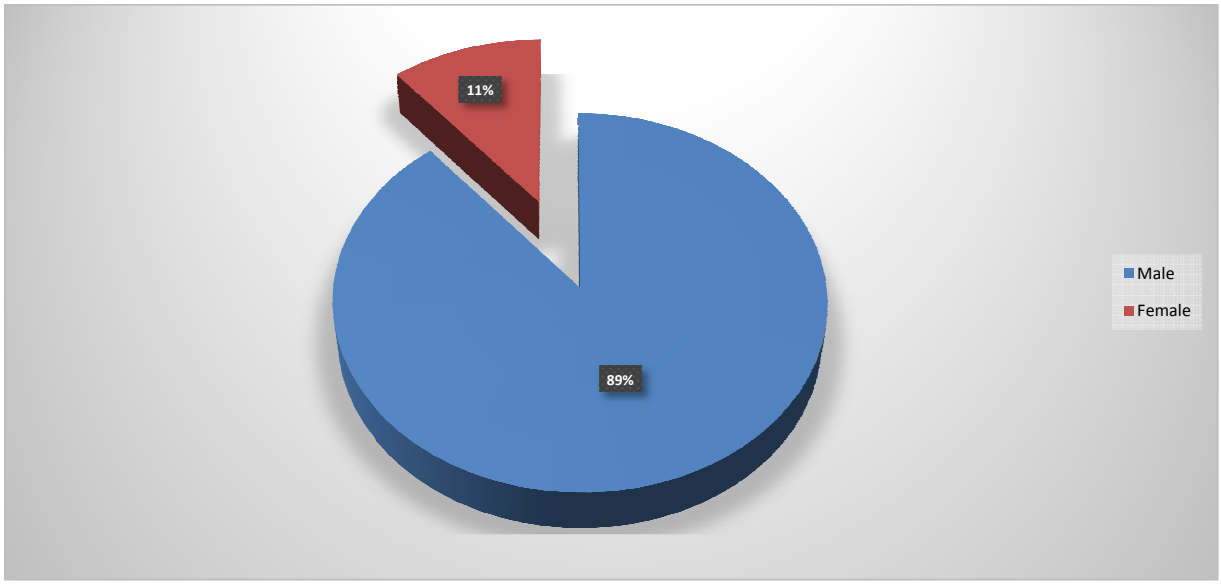
Figure 3: Learners' race



Source: BE at UP Tracer Study March 2015

Of the 1030 learners interviewed, 914 (89%) were male and only 116 (11%) were female.

Figure 4: Learners' gender

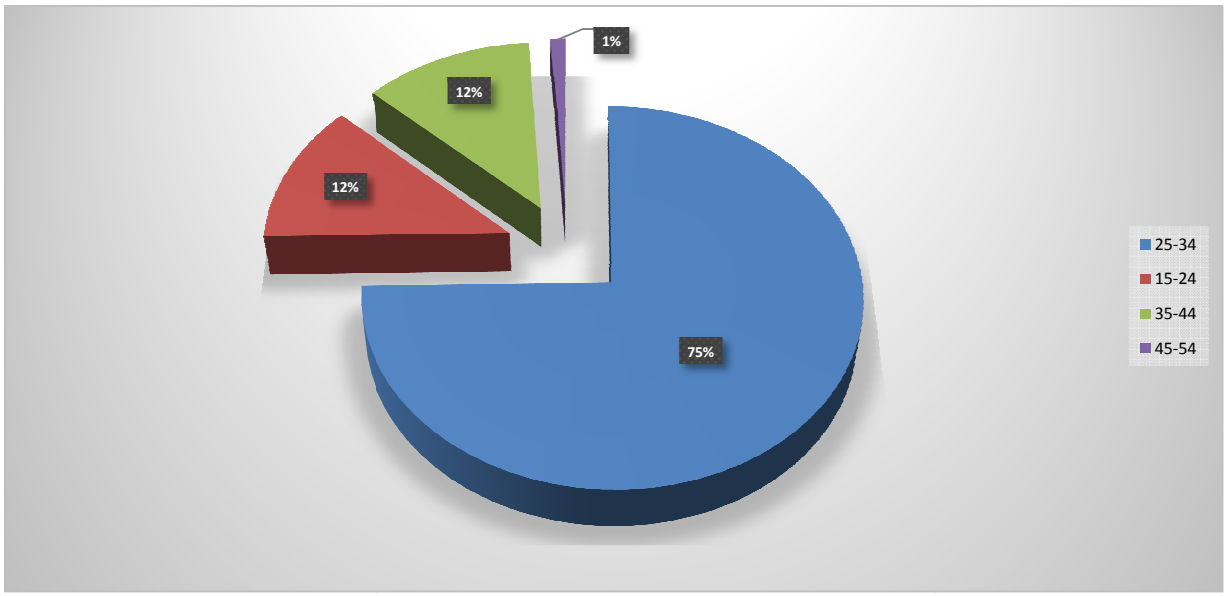


Source: BE at UP Tracer Study March 2015

4.3 Age

Figure 5 below indicates that a majority of the learner respondents were between the ages of 25–34 years i.e. 75% of 1030 learners. This is the group with the highest unemployment rate in South Africa. There was an equal number of 15-24 (124) and 35-44 (124) year olds. Only 10 learners (1%) were from the 45-54 age. Most studies indicate that this older age group are mostly people who entered the sector with no formal qualifications and most companies are encouraging them undertake these learning programs so as to gain recognised qualifications.

Figure 5: Learners' age



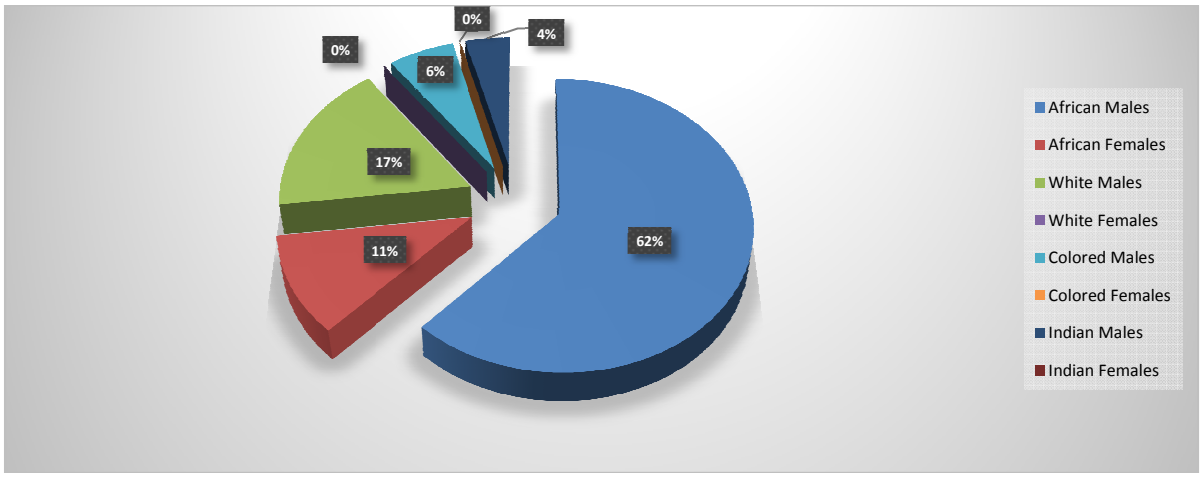
Source: BE at UP Tracer Study March 2015

4.4 Race/Gender profile

Figure 6 below demonstrates a graphical representation of the sample by race/gender. Of the 1030 learners who participated in the sample, the analysis shows that:

- Majority of participants in this survey were African males 62%, (639).
- Followed by white males 17% (177) and African females at 11% (108).
- The rest of the participants were coloured males 6% (58) and Indian males 4% (38).
- There were four white females, two coloured and two Indian females who participated in the study.
- Two of the learners did not select their race/gender profile.

Figure 6: Learners' race/gender profile

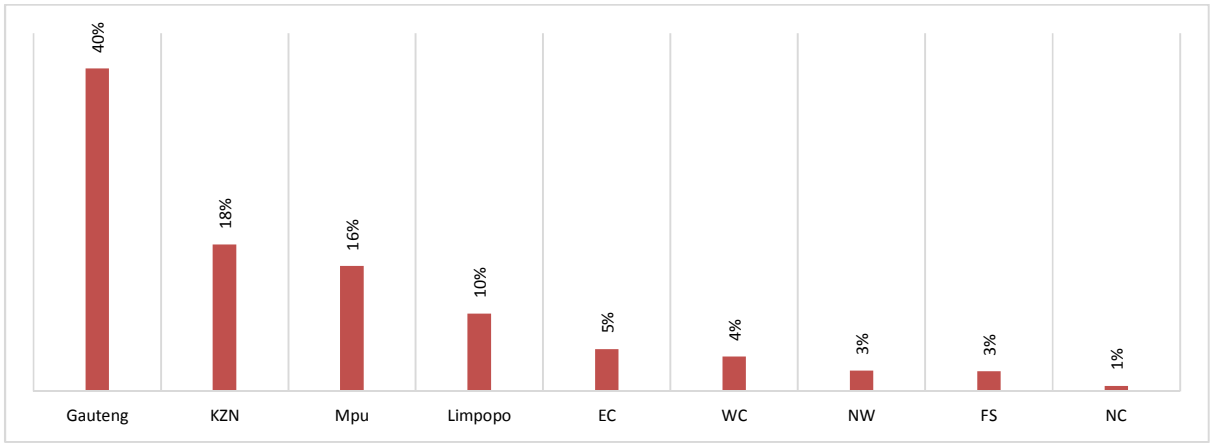


Source: BE at UP Tracer Study March 2015

4.5 Geographic spread

Of the 1030 learners who participated in the study 417 (40%) were based in Gauteng, 188 (18%) in KZN, 164(16%) in Mpumalanga and 101 (10%) from Limpopo. There were few learners from the remaining provinces. This included54 (5%) learners from the Eastern Cape, 46 (4%) from the Western Cape, 27 (3%) from the North West and 26 (3%) from the Free State. There were only 7 learners (1%) from the Northern Cape.

Figure 7: Geographic spread

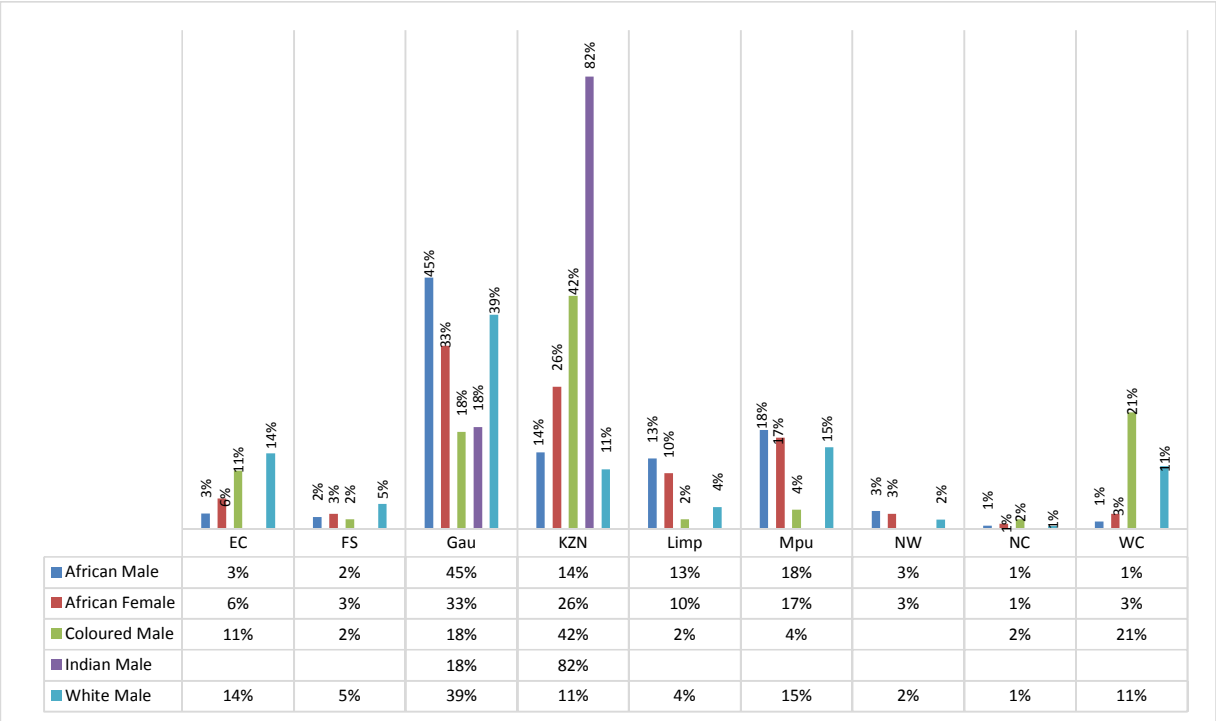


Source: BE at UP Tracer Study March 2015

4.6 Race/Gender by province

As per Figure 8 below, each province sampled had a unique racial demographic. In KZN there were more Indian learners than Gauteng, which is a true reflection of South African racial demographics. Interestingly there were more White males in the Eastern Cape. Given that this is a predominantly rural province, more African learners would have been represented here. As already indicated only 4 white females (3 from Gauteng and 1 from Mpumalanga), 2 coloured females (1 from Western Cape and another from Eastern Cape) and 2 Indian females (each from Gauteng and KZN) participated in the study.

Figure8: Race byprovince



	EC	FS	Gau	KZN	Limp	Mpu	NW	NC	WC
African Male	3%	2%	45%	14%	13%	18%	3%	1%	1%
African Female	6%	3%	33%	26%	10%	17%	3%	1%	3%
Coloured Male	11%	2%	18%	42%	2%	4%		2%	21%
Indian Male			18%	82%					
White Male	14%	5%	39%	11%	4%	15%	2%	1%	11%

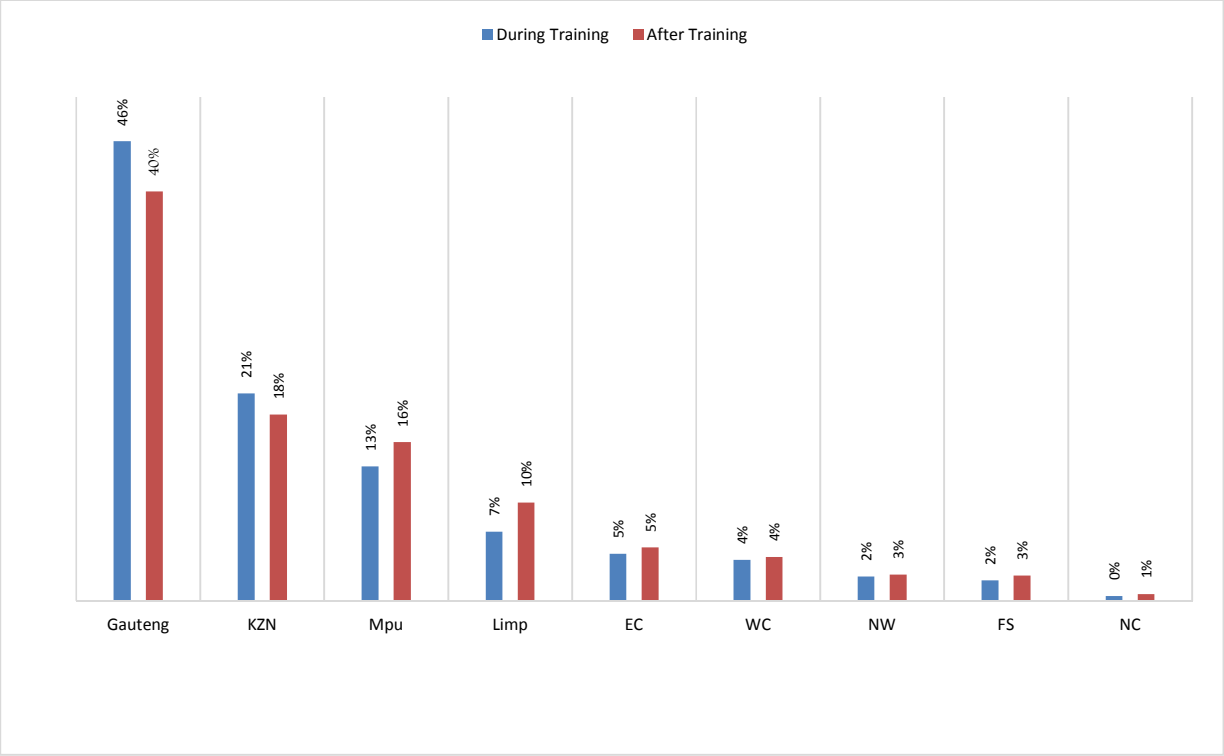
Source: BE at UP Tracer Study March 2015

4.7 Migration Patterns of the total learnersample after graduating

Figure 9 below details the migration patterns of learners after graduation. The question is: where are these graduates employed? Is it in the same province where they trained? The results indicate that the majority 46% (469)of the learners sampled received their training in Gauteng, however 52 learners (11%) on completion of their training moved to other provinces. The same

trend is spotted in KZN where 210 learners were trained and 22 (10%) learners moved. The majority of learners who migrated from Gauteng went to Mpumalanga and Limpopo. The majority of the KZN learners migrated to Mpumalanga and Gauteng. Four provinces seem to have retained their learners and they are the Eastern Capewith 5% (54) trained and 5% (47) remaining in the province. It was followed by the Western Cape with 4% (46) trained in the province of which 4% (47) remained, North West with 3% (27) trained and 2% (25) remained and Northern Cape with 7 trained learners and 5retained.

Figure 9: Migration patterns of the total learnersample after graduating



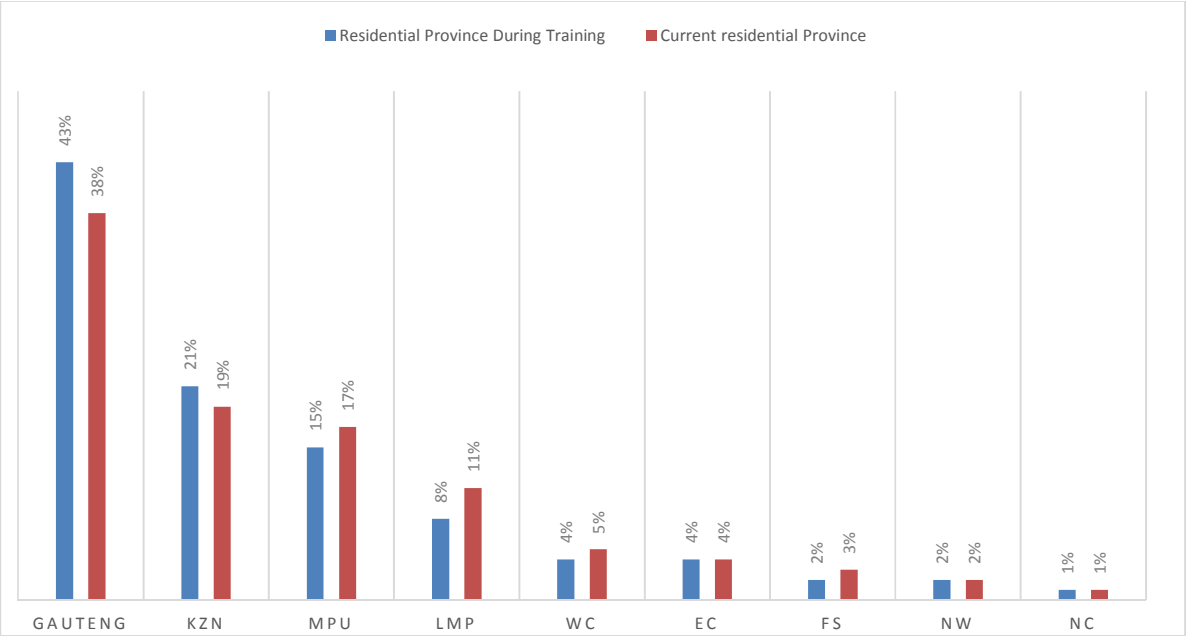
Source: BE at UP Tracer Study March 2015

4.8 Migrations patterns of apprenticeshiplearners after graduating

A total of 900 apprenticeship learners participated in the study. Of the 900, 43% (390) resided in Gauteng during their training, however 47 of these learners (12%) migrated to other provinces. 21% (188) of learners resided in KZN during their training and 18 of these learners (10%) moved to other moved to other provinces. The North West managed to retain all (22) of its learners. Most learners migrated to Limpopowhich got 28 more learners out of the original 70 who trained

there, followed by Mpumalanga (131 trained and 152 were working there), Eastern Cape (33 learners trained and had 40 learners employed there), Free State (21 learners trained and 25 employed), Western Cape (40 learners trained and 43 employed) and Northern Cape (5 learners trained and 7 learners employed).

Figure 10: Migration patterns of apprenticeship learners after graduating

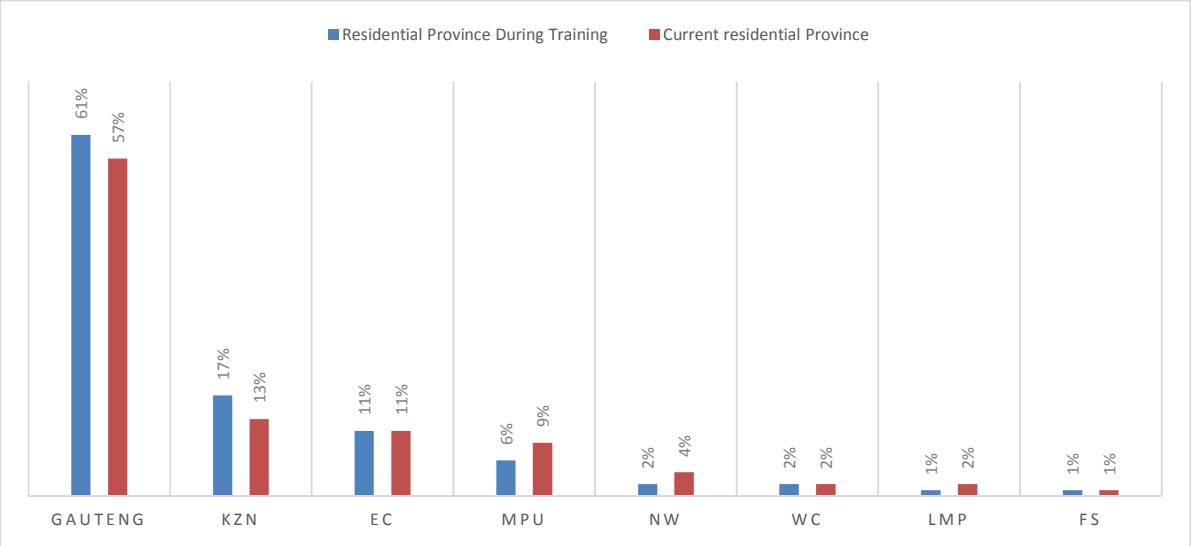


Source: BE at UP Tracer Study March 2015

4.9 Migrations patterns of learnershiplearners after graduating

The migration patterns of learners who undertook learnerships mimics the overall migration patterns as indicated in the graph below**.** A total of 130 learners were trained under learnerships. Of these learners 79 (61%) were trained in Gauteng and only 5 (6%) migrated to other provinces. Of the 22 learners (17%) trained in KZN, 5(23%) migrated. In Mpumalanga 8 (6%) learners were trained but 12 (9%) were employed. This was also the case with North West which trained 3 (2%) learners and had 5 (4%) employed. The Eastern Cape managed to retain all of the 14 learners trained there as well as the Western Cape (3 learners trained and employed). Only one learner was trained in Limpopo although 3 were subsequently employed in that province. The only student that trained in the Free State was retained.

Figure 11: Migrations patterns of learnerships after graduating



Source: BE at UP Tracer Study March 2015

4.10 Qualification profile

Table 3below details the educational profile of the learners prior to attending the merSETA learning program, after completing the merSETA learning program and their current studies. The results indicate that 458 learners (44%) were recruited directly from matric. There was also a significant presence of learners with undergraduate degrees, diplomas and certificates in the sample (407 at 40%). There were 45 learners (4%) and 52 learners (5%) respectively who had already completed a learnership or apprenticeship when they entered the learning programs.

Learners were further asked about other qualifications they obtained after completing the merSETA learning programs. Most learners however, reported on the actual qualifications they received from the learning programs. As indicated in figure 12 below, 808 learners (78%)mentioned[1] that they completed an apprenticeship whilst 128 (12%) mentioned completing a learnership. There were 33 learners (3%) who reported that they had completed degrees, diplomas or certificates.Out of the 1030 learners, 692 (67%) were at the timenot studying, whilst encouragingly 160 (16%)were at the time studying towards their degrees, diplomas or certificates. Surprisingly 69 learners (7%) had continued to enrol for other apprenticeships with 20learners(2%)busy with another learnership.There were 60 (6%) who

[1]These results are based on learner responses. The merSETA database indicate that there are 900 learners who completed an apprenticeship and 130 who completed a learnership

reported that they at the time had "no formal schooling". Upon scrutiny of their responses it was evident that they were not studying at the time of the interviews as all these learners had qualifications prior to entering the merSETA program. 14 (1%) learners indicated "Other" for their current studies but did not specify further.

Table 3: Qualification profile

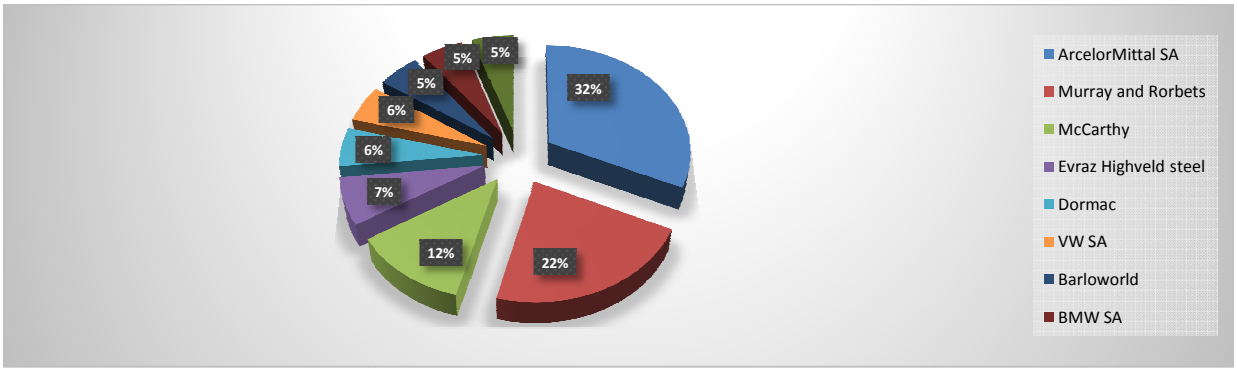
Qualifications	Prior		After		Current	
Masters	0	0%	0	0%	3	0%
None	0	0%	15	1%	692	67%
No Selection	0	0%	25	2%	1	0%
No Selection	1	0%	2	0%	5	0%
No Formal schooling	2	0%	0	0%	60	6%
Other	3	0%	6	1%	14	1%
Learnership	45	4%	128	12%	20	2%
Apprenticeship	52	5%	808	78%	69	7%
Secondary School	62	6%	1	0%	1	0%
Degree/Diploma/Certificate	407	40%	33	3%	160	16%
Matric	458	44%	12	1%	5	0%
Total	**1030**	**100%**	**1030**	**100%**	**1030**	**100%**

Source: BE at UP Tracer Study March 2015

4.11 Who is the employer who trained you?

The analysis below indicates that most learners were hosted by large companies with ArcelorMittal SA, Murray and Roberts and McCarthy leading the pack. There was an array of small and medium companies who also hosted learners, but as commensurate with their size they hosted small numbers of learners.

Figure 12: Who is the employer who trained you?



Source: BE at UP Tracer Study March 2015

4.12 Learningprograms learners were trained on

There were various learning programs attended by the sampled learners and the list of the different learning programs are listed in table 4below. For the 900 learners trained as apprenticeships, a total of 127 (12%) learners were trained as motor mechanics, followed by 103 (10%)electricians, 89 (9%) welders, 88 (9%) fitters and 67 (7%) diesel mechanics. The trades with the least representation on the sample were riggers, electricians (engineering) and tool, jig and die makers.

Most of the 130 learners from the learnership sample trained for a certificate in auto repair and maintenance and metals production. Mechatronics and mechanical engineering had the least participation."*Other*" qualifications which could not be aggregated are*detailed in annexure A.*

Table 4: Learningprograms learners were trained on

Learning Program Description	Trained on Total	Apprenticeship	Learnership
Motor Mechanic	127	127	0
Electrician	103	103	0
Welder	89	89	0
Fitter	88	88	0
Diesel Mechanic	67	67	0
Boilermaker	58	58	0
Millwright (Electromechanician)	58	58	0
Fitter and Turner	42	42	0
Steel Erector	38	38	0
Pipe Fitter	34	34	0
Automotive Electrician	21	21	0
Earth Moving Equipment Mechanic	21	21	0
Instrument Mechanician	21	21	0
Refractory Mason	14	14	0
Tool Jig & Die Maker	13	13	0
National Certificate : Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) NQF Level 5	12	0	12
Further Education And Training Certificate: Automotive Sales And Support Services (Vehicle Servicing) : NQF Level 4	11	0	11
Rigger	11	11	0
Electrician (Engineering)	10	10	0
Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision NQF Level 4	10	0	10
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	10	0	10
Further Education And Training Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) : NQF Level 4	8	0	8

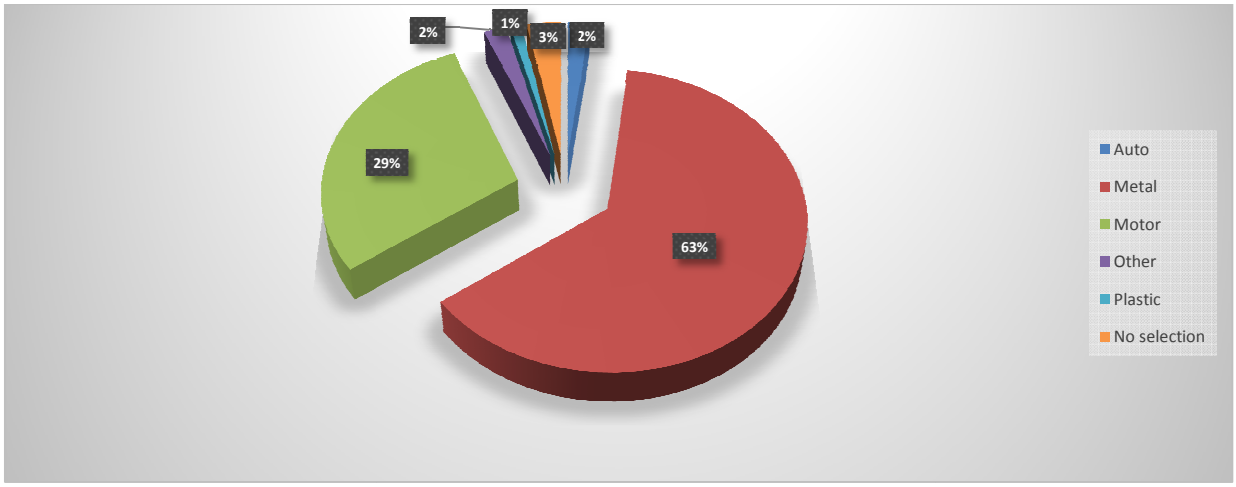
Learning Program Description	Trained on Total	Apprenticeship	Learnership
(Reviewed)			
National Certificate: Metal And Engineering Manufacturing Processes NQF Level 2	8	0	8
Further Education And Training Certificate: Automotive Repair And Maintenance (Commercial Vehicle) : NQF Level 4 (Reviewed)	7	0	7
National Certificate in Mechatronics: NQF Level 4	7	0	7
National Certificate: Automotive Components: Manufacturing And Assembly NQF Level 2	6	0	6
National Certificate: Automotive Repair And Maintenance (Earthmoving Equipment) NQF Level 2 (Reviewed)	6	0	6
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 5	5	0	5
Further Education And Training Certificate: Mechanical Engineering: Fitting: Manufacturing And Engineering NQF Level 4	4	0	4
Others	121	85	36
Total	**1030**	**900**	**130**

Source: BE at UP Tracer Study March 2015

4.13 Chamber in which learners were trained

Figure 13 below shows that 653learners (63%) received their training from the metal industry followed closely by 294 learners (29%) from the motor industry. There were 20 learners2% from the Auto industry and 15 learners (1%)from the Plastic chamber. This is not surprising as most plastics in South Africa are imported from Asia. There were 22 learners (2%) who indicated that they were trained under "Other" chamber which was not specified. A further 26 learners (3%) did not select a chamber that they were trained under.

Figure 13: Chamber in which learners were trained



Source: BE at UP Tracer Study March 2015

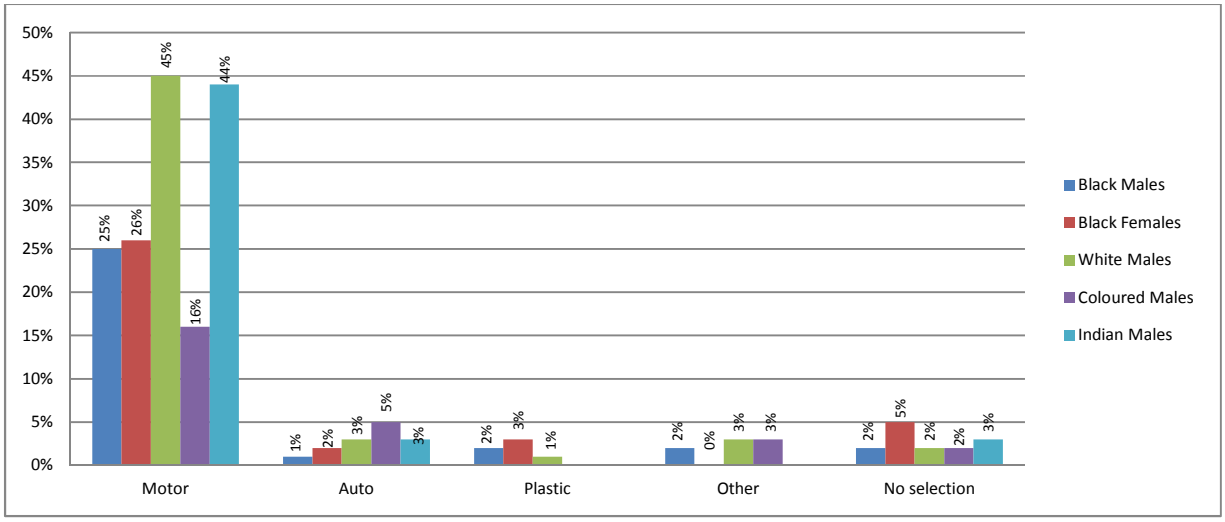
4.14 Chamber by race/gender

Figure 14 below shows that proportional to their sample size, more coloured males 74% (43) received training in the metal industry. They were followed by African males 68% (435) and African females 66% (69). Indian males and white males had the least representation of 50% (19) and 46% (81) respectively in the metal industry. Interestingly all the 4 white female learners were trained under this chamber.

The motor chamber proportionally employed a majority of white males 45% (79) and Indian males 46% (17). Coloured males 15% (9) were the least represented in in the automotive industry.

The Auto and Plastic Chambers made up for only 2% and 1% percent of the total sample respectively.A total of 26 learners (3%) did not select a chamber they trained under, whilst 22 learners (2%) indicated that they received training in "Other" chambers. However these"Other" chamber was not specified in these learners responses.

Figure 14: Learners'training chamber by race/gender

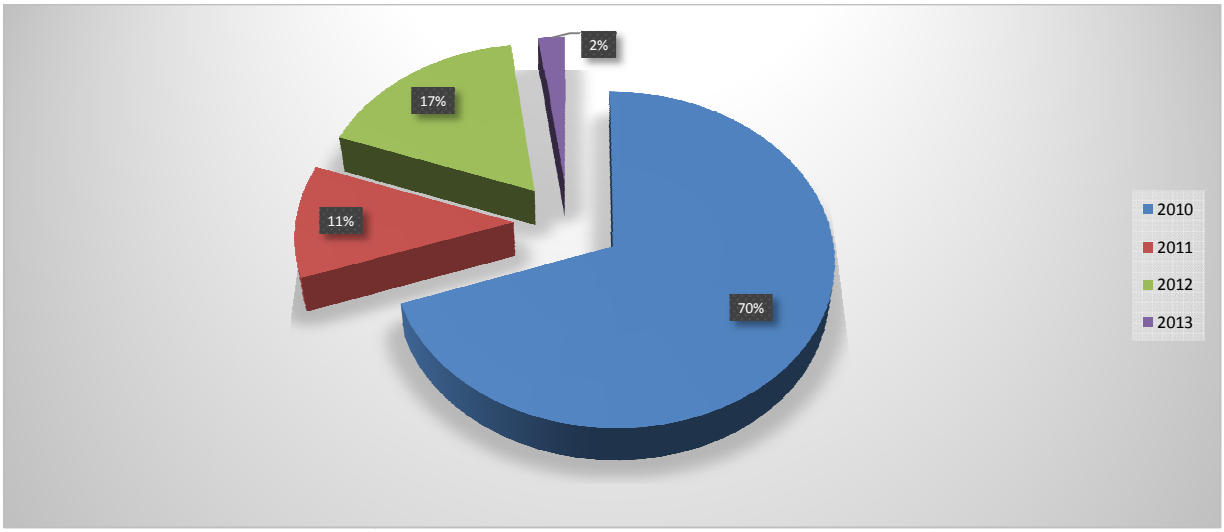


Source: BE at UP Tracer Study March 2015

4.15 When did you begin the learning program?

Most learners who participated in the study started their learning in 2010. Very few started in 2013.

Figure 15: When did you begin your learning program?

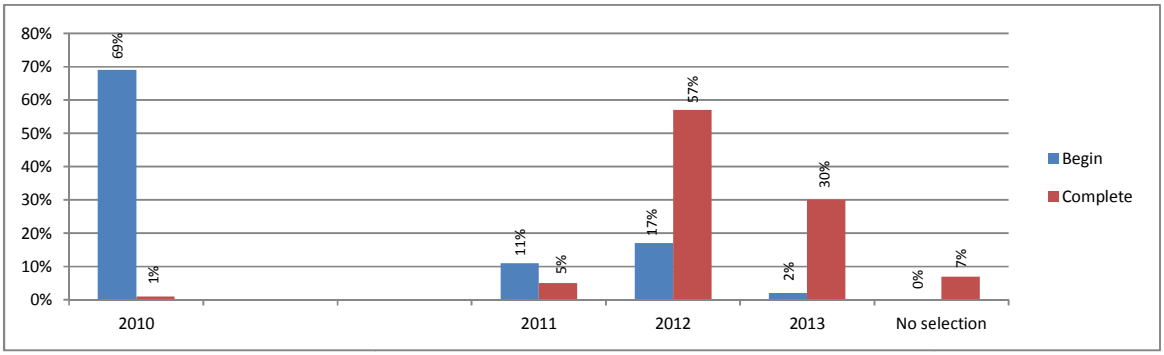


Source: BE at UP Tracer Study March 2015

4.16 When did you complete the learning program?

The results in figure 16 indicate that most learners 57% (586)took three years to complete their learning programs, with very few completing their programs within a year or two.

Figure 16: When did you complete the learning program?



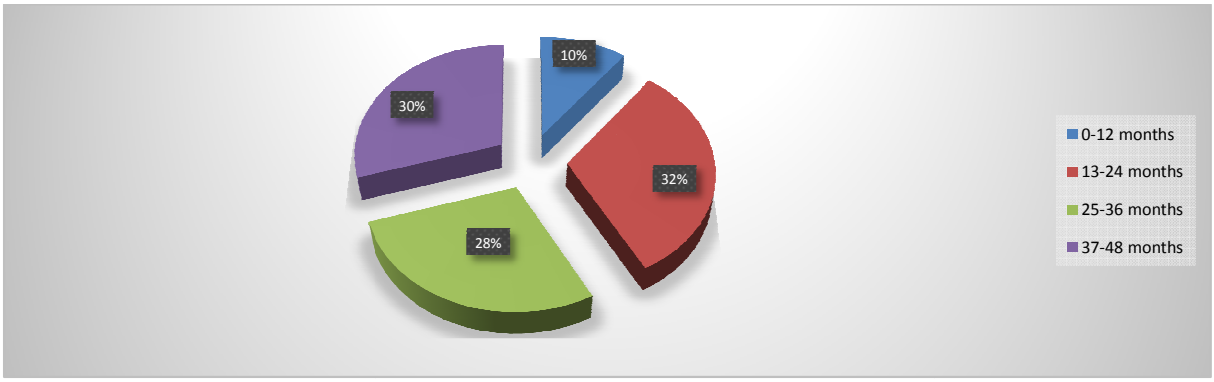
Source: BE at UP Tracer Study March 2015

4.17 Time taken to complete the learning program

The average prescribed duration for merSETA apprenticeships is 4 years (48 months) whilst learnerships are for 18 months. The results indicate that only 10% of learners completed their

studies within a year. A third (32%) of the participants took up two years whilst 58% took between two and four years to complete their learning programs.

Figure 17: Time taken to complete learning program

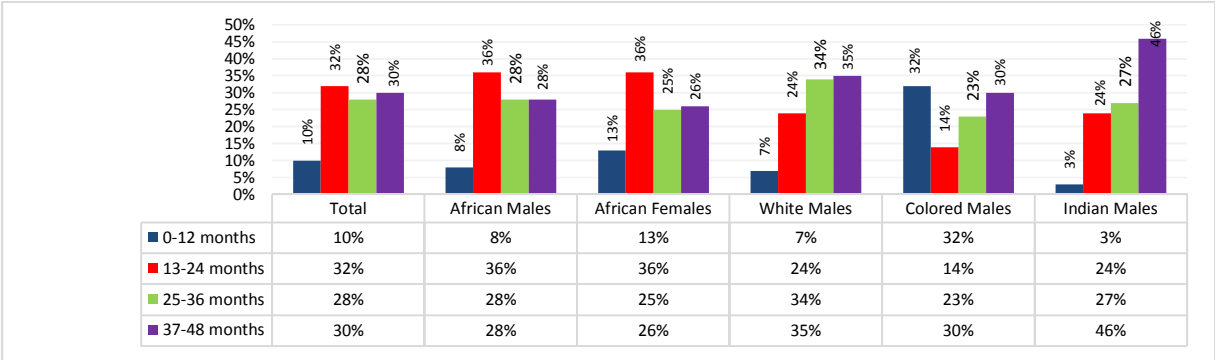


Source: BE at UP Tracer Study March 2015

4.18 Time taken to complete the learning programs by race/gender

A further analyses indicate that Coloured males (32%) and 13% African females completed their programmes within 12 months. Most Indian males (46%) took the longest (37 – 48 months) to complete the learning programs were Indian males at 46%, followed by white males at 35 %.

Figure 18: Time taken to complete the learning programs by race/gender



	Total	African Males	African Females	White Males	Colored Males	Indian Males
0-12 months	10%	8%	13%	7%	32%	3%
13-24 months	32%	36%	36%	24%	14%	24%
25-36 months	28%	28%	25%	34%	23%	27%
37-48 months	30%	28%	26%	35%	30%	46%

Source: BE at UP Tracer Study March 2015

4.19 How long did it take to complete by apprenticeship

A merSETA apprenticeship takes a maximum of four years to complete, however the analysis indicates that there are learners who managed to complete their apprenticeships within 12 months. It seems that most learners 33% (298) completed in 24 months. A 29% (258) learners completed their apprenticeships within the maximum period allowed.

Table 5: How long did it take to complete– apprenticeship

	African				Indian				Coloured				White				No Selection	Total	
Learning Duration	**African Female**	**%**	**African Male**	**%**	**Indian Female**	**%**	**Indian Male**	**%**	**Coloured Female**	**%**	**Coloured male**	**%**	**White female**	**%**	**White male**	**%**	**Male**	**Total**	**%**
13-24 months	29	3%	213	24%	-	-	8	1%	-	-	7	1%	2	0%	39	4%	-	**298**	**33%**
37-48 months	24	3%	144	16%	-	-	15	2%	1	0%	15	2%	1	0%	58	6%	-	**258**	**29%**
25-36 months	24	3%	145	16%	-	-	10	1%	-	-	10	1%	1	0%	58	6%	2	**250**	**28%**
0-12 months	4	0%	33	4%	1	0%	1	0%	-	-	18	2%	-		11	1%	-	**68**	**8%**
Other	5	1%	13	1%	-	-	1	0%	-	-	2	0%	-		5	1%	-	**26**	**3%**
Total	**86**	**10%**	**548**	**61%**	**1**	**0%**	**35**	**4%**	**1**	**0%**	**52**	**6%**	**4**	**0%**	**171**	**19%**	**2**	**900**	**100%**

Source: BE at UP Tracer Study March 2015

4.20 How long did it take to complete by learnership

[2]*"A learnership is outcomes-based and not time-based and allows for recognition of prior learning. Learnership duration varies but the average is about 18 months"*.The results indicate that of 130who did their learnerships, 31% (40)completed their studies between 37 and 48 months, 26% (34) completed within 0-12 months, 25% (33) between 25-36% and 17% (22) between 13-24 months. These results further indicate white females were not represented in the learnership sample.

[2]merSETA Learnership website, 2015

Table 6: How long did it take to complete –learnership

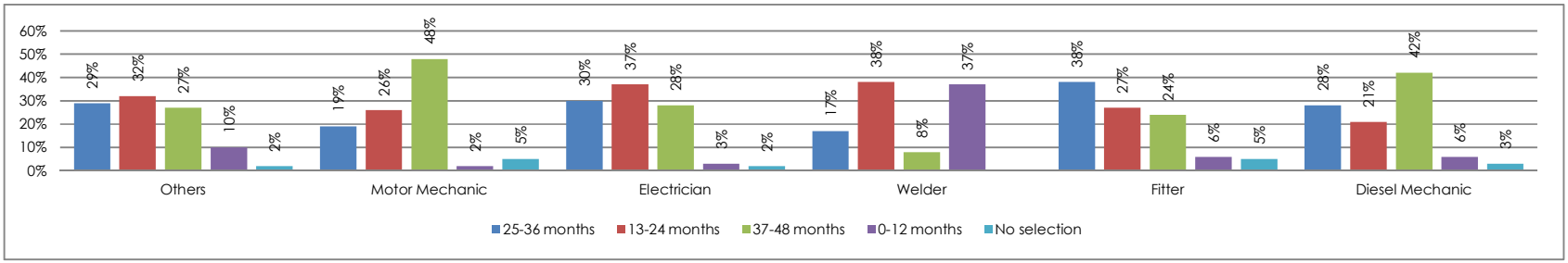
	African				Indian				Coloured				White		Total	
Learning Duration	**African Female**	**%**	**African Male**	**%**	**Indian Female**	**%**	**Indian Male**	**%**	**Coloured Female**	**%**	**Coloured Male**	**%**	**White Male**	**%**	**Total**	**%**
37-48 months	3	2%	31	24%	-	-	2	2%	-	-	2	2%	2	2%	**40**	**31%**
0-12 months	10	8%	22	17%	1	1%	-	-	-	-	-	-	1	1%	**34**	**26%**
25-36 months	2	2%	27	21%	-	-	-	-	1	1%	3	2%	-	-	**33**	**25%**
13-24 months	7	5%	11	8%	-	-	1	1%	-	-	1	1%	2	2%	**22**	**17%**
No selection	-	-	-	-	-	-	-	-	-	-	-	-	1	1%	**1**	**1%**
Total	**22**	**17%**	**91**	**70%**	**1**	**1%**	**3**	**2%**	**1**	**1%**	**6**	**5%**	**6**	**5%**	**130**	**100%**

Source: BE at UP Tracer Study March 2015

4.21 Learning duration by job trade

Motor mechanics as indicated below appear to take longer to complete with 48% (61) learners taking up to 48 months to acquire the trade. This was followed by diesel mechanics, with 42% (28) learners taking up to 48 months to complete the program. Welding was the only trade with the shortest period of completion.

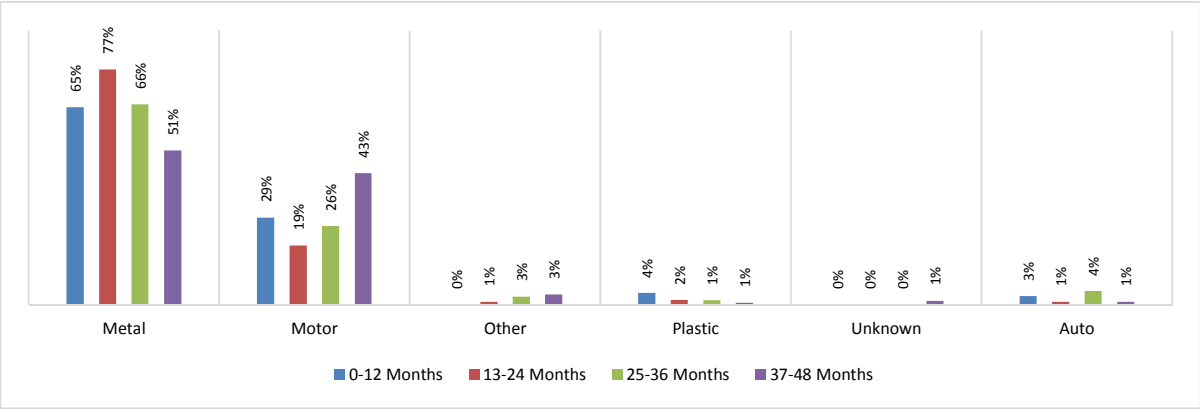
Figure 19: Learning duration by job trade



Source: BE at UP Tracer Study March 2015

In Figure 20 below 37% (242) of learners in the metals completed their learning programs within two years, however the motor chamber's learners 43% (127) tended to complete their learning programs in the prescribed maximum period of 48 months.No learner that selected "Other"chamber completed the program in 0-12 months. Of the learners who chose the Unknown chamber none completed in 0-12 months, 13-24 months and 25- 36 months.

Figure 20: Learning duration by chamber

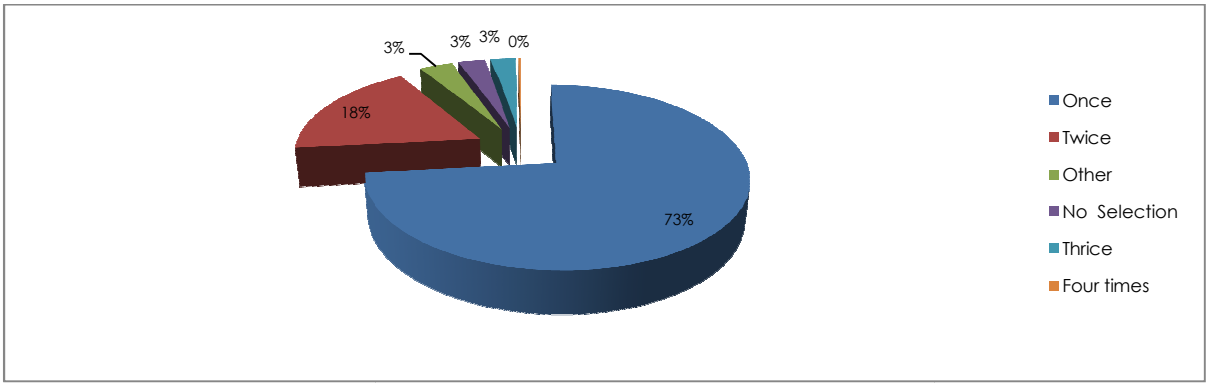


Source: BE at UP Tracer Study March 2015

4.22 How many times did you take your final assessment?

The results in figure 21 below indicate that the majority of learners passed the final assessments at first attempt.

Figure 21: How many times did you take your final assessment?



Source: BE at UP Tracer Study March 2015

As already indicated in figure 21 above the majority passed their final assessments at first attempt. It seems that most students on learnerships 125(96%) were more likely to take theirfinal assessments once as opposed to apprenticeship learners630(70%). In fact the results indicate that 183 (20%) apprenticeship learners took their trade tests twice.

Table 7: How many times did you take the trade test or final assessment;apprenticeship/ learnership?

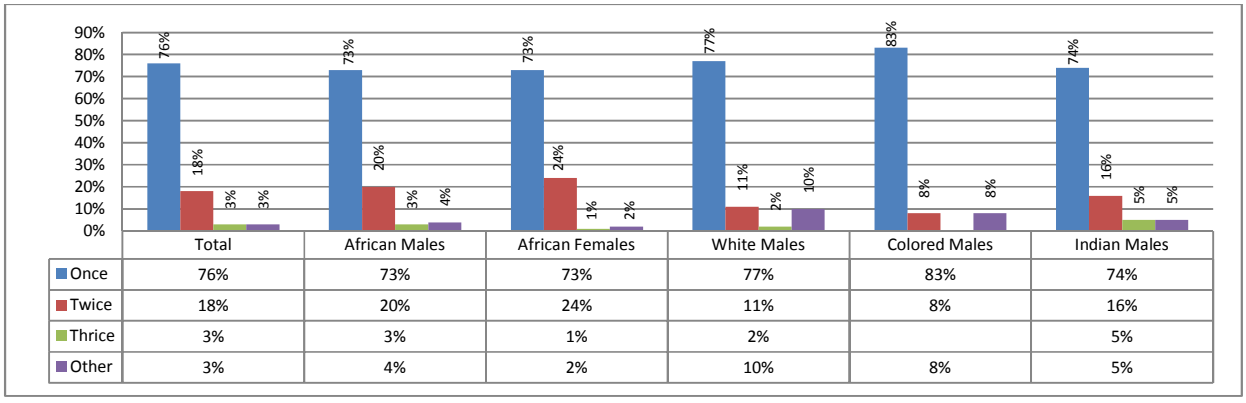
Final Test Times	Apprenticeship: Learner Count	%	Learner ship: Learner Count	%
Once	630	70%	125	96%
Twice	183	20%	2	2%
Other	34	4%		
Thrice	26	3%		
No selection	25	3%	3	2%
Four times	2	0%		
Total	**900**	**100%**	**130**	**100%**

Source: BE at UP Tracer Study March 2015

4.23 How many times did you take the final assessment by race/gender?

As shown on figure 22 below, 49 coloured males (83%) passed their final assessments on first attempt and followed by 28 Indian males (74%). This is a very interesting dynamic especially considering the previous paragraph where we observed that both the Indian and coloured males took the longest to complete their programmes. It could be inferred that the longer the learning program, the easier it becomes to pass the final assessment.

Figure 22: How many times did you take the final assessment by race/gender?



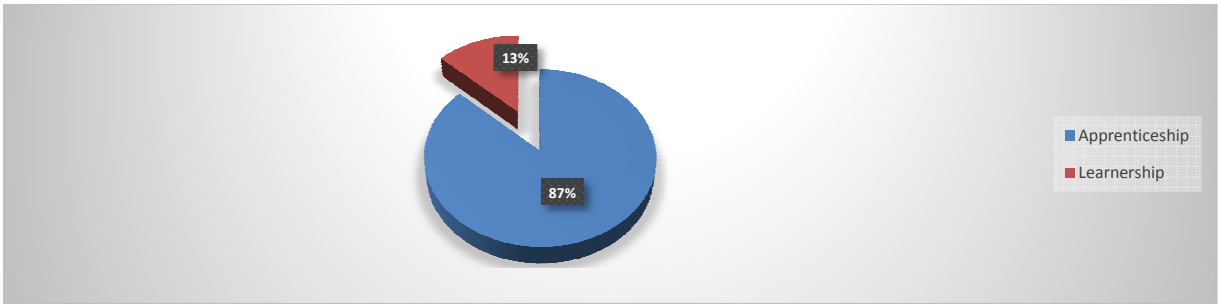
	Total	African Males	African Females	White Males	Colored Males	Indian Males
Once	76%	73%	73%	77%	83%	74%
Twice	18%	20%	24%	11%	8%	16%
Thrice	3%	3%	1%	2%		5%
Other	3%	4%	2%	10%	8%	5%

Source: BE at UP Tracer Study March 2015

4.24 Please indicate which type of learning program you undertook?

Figure 23below indicates that of the 1030 learners interviewed 900 (87%) completed an apprentice programme, while only 130 (13%) had completed a learnership programme.

Figure 23: Please indicate the type of learning program you undertook

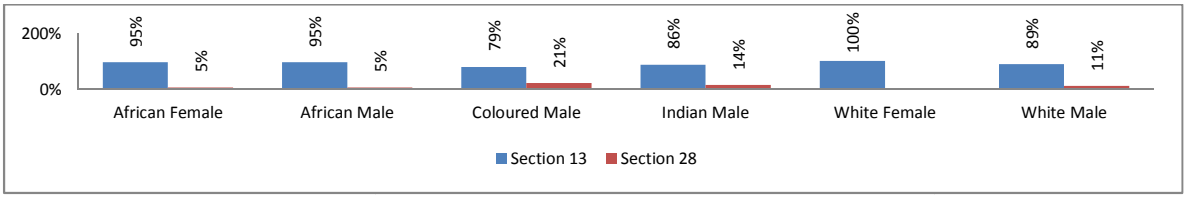


Source: BE at UP Tracer Study March 2015

4.25 Apprenticeship type byrace/gender

Following is an analysis of the 900 learners who completed apprenticeships. A total of 832 (92%) completed a section 13 whilst 65 learners (8%) completeda section 128. Three learners did not select the type of apprenticeship they completed. All white female learners who participated completeda section13 apprenticeship. The analysis further indicates that 95% of African males (519) and African females (82) each completeda section 13 whilst 5% each completeda section 28. 143 of white males completed section 13 while 10% (15) completedsection 28. They were followed by white males, where 89% (153)completedsection 13 while 11% (16)completedsection 28. A total of 30 (86%) Indian male learners completedsection 13 and 5 (14%) completedsection 28. There were 41 (79%) coloured males who completed a section 13 and the other 11 (21%) completed a section 13. With regards to other female learners, 1 coloured female completeda section 13 and 1 Indian female completeda section 28.

Figure 24: Apprenticeship type by race/gender

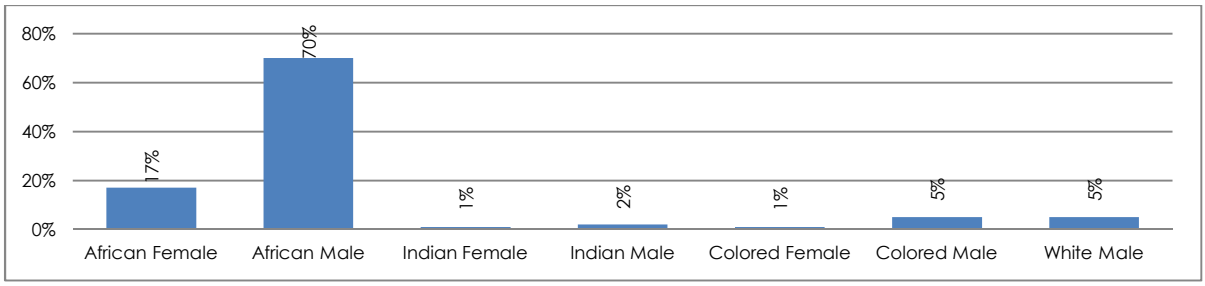


Source: BE at UP Tracer Study March 2015

4.26 Learnership by race/gender

The analyses indicate that of 130 learners who completed a learnership, the most 70% (91) were African males followed by 17% (22) African females. The least represented were white learners with only 6 white learners completing a learnership. There were no white females in the sample who completed a learnership.

Figure 25: Learnership by race/gender



Source: BE at UP Tracer Study March 2015

4.27Employers

A total of twenty employers participated in the study as detailed in table 8 below. A majority of them came from the Gauteng province. There were twelve (12) employers interviewed from Gauteng, three (3) from the Eastern Cape, one (1) from KwaZulu Natal, two (2) were from the Western Cape, one (1) from Mpumalanga and one was from the Free State.The in-depth interviews conducted with the host employers were aimed at assessing the cost/benefit to employers and determine if the learners were at a high enough skills level to warrant full time employment in the future, reasons for retaining or releasing learners, retention rates per company, and also check if the learners were productive and efficient and thereby improving the bottom line.

Table 8: Employer sample

Employer Province	Employers
Eastern Cape	3
Free State	1
Gauteng	12
KwaZulu-Natal	1
Mpumalanga	1
Western Cape	2
Total	**20**

Source: BE at UP Tracer Study March 2015

4.28Training Providers

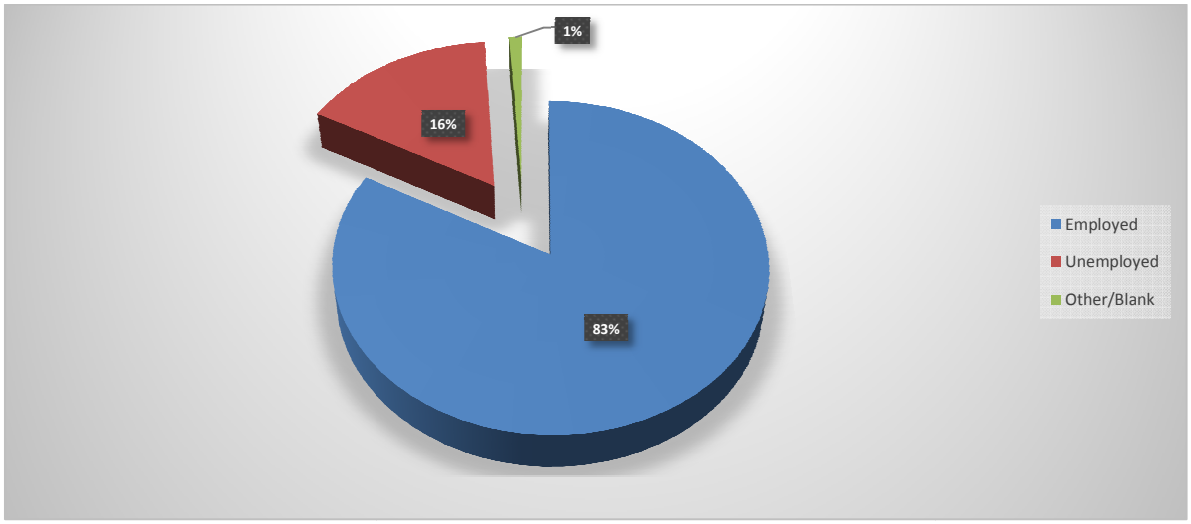
A total of eight training providers were interviewed. Three (3) were from the Gauteng, two (2) were from the Eastern Cape, followed by another two (2) from Kwa Zulu Natal and one (1) from Limpopo. The in-depth interviews with training providers were aimed at identifying areas of weakness, strengths and gather recommendations.

Chapter Five - Main Findings

As previously indicated the aim of a tracer study is to "*measure the relevance of vocation training, keep track and record of students once they have graduated from the institution and the number of trainees who found employment*". This will assist with further planning and improvement of the vocational programs. Learners were therefore requested to report on their current employment status in terms of whether they were employed by the original employer or not, reasons for staying or leaving the original employer, the type of work they were doing and for those not employed by the original employer how the employment was secured.

As indicated in figure 26below the result indicate that gainful employment after graduating from the learning programs were quite impressive. On the whole 83% (855) of all of the 1030 learners who went through the learning programs became gainfully employed. Only 16% (167) remained without work. There were 3 learners (0%) who recorded their employment status as"Other" and did not specify the details, the other 5 learners did not respond. As at February 2015 the official South African unemployment rate stood at 24.3% and these results imply that the unemployment rate for those who have been through the merSETA learnerships and apprenticeships is significantly low.

Figure 26: Overall employment status



Source: BE at UP Tracer Study March 2015

5.1 Overall employment by learning programs

As previously mentioned 1030 learners participated in the study and were trained in different learning programs. Out of this 1030, 855 (83%) found employment the other 16% (167) reporting not having a job. Of the 8 (1%) remaining learners, 3 reported their employment status as 'Other' without specifying the details. The other five learners did not report their employment status at all.Out of the 855employed learners who participated in the study, 760 (89%) were apprentices and 95 (11%) were learnerships. The analysis in table 9 below details the employment of learners across the different learning programs. Of the learners who were in line with the learning program, 176 (21%) indicated that they were employed as motor mechanics, 102 (12%) as fitters, 93 (11%) as electricians, 53 (6%) as millwrights, 49 (6%) as diesel mechanics, 5% were each employed as welders (43) and fitters and turners (39), 4% each as boiler makers (37) as well as riggers (35). There were 113 learners (13%) whose occupations could not be aggregated and are detailed under Annexure B. These are learners who were amongst others employed as foremen, lecturers, sales executives etc.

Table 9: Learners' employment by learning programs

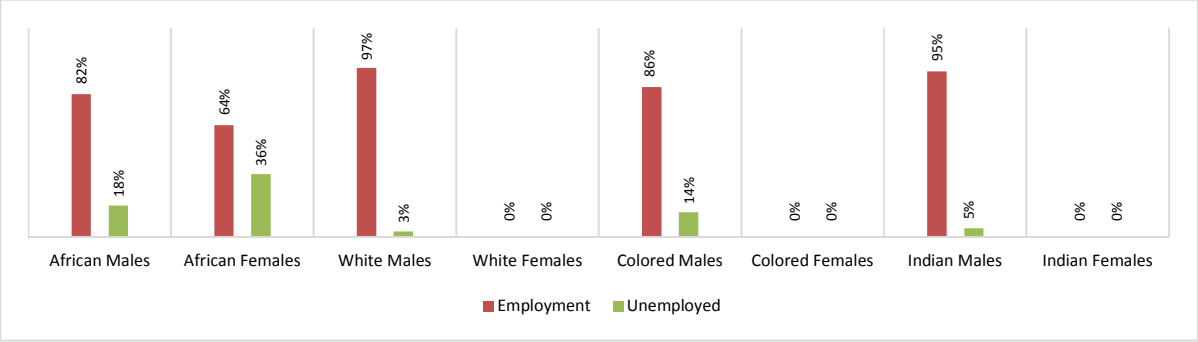
Current Learning Program Title	Employed As	%
Motor Mechanic	176	21%
Fitter	102	12%
Electrician	93	11%
Millwright (Electromechanician)	53	6%
Diesel Mechanic	49	6%
Welder	43	5%
Fitter and Turner	39	5%
Boilermaker	37	4%
Rigger	35	4%
Instrument Mechanician	17	2%
Earth Moving Equipment Mechanic	13	2%
Tool Jig & Die Maker	13	2%
Automotive Electrician	12	1%
Not specified	9	1%
Pipe Fitter	8	1%
Spraypainter	8	1%
Steel Erector	8	1%
Artisan	6	1%
Other	6	1%
Automotive Machinist	5	1%
Foreman	5	1%
Technician	5	1%
Total	742	87%
Others	113	13%
Grand Total	855	100%

Source: BE at UP Tracer Study March 2015

5.2 Overall employment by race/gender

Figure 27 below shows that the demographic that enjoyed the most benefit in employment were white males. Ninety-seven 97%of all the white males (172 out of 177) interviewed were employed at the time of the study, and only 3% were not employed. Indian males closely followed at 95% (36 out of 38). The demographic with the least employment was African females at 64% (69 out of 108) and with 36% (39) unemployed. Out of all the coloured males interviewed, 86% (50) were employed and 14% (8) unemployed. All the 4 white females, 2 Coloured females and 2 Indian females found employment.

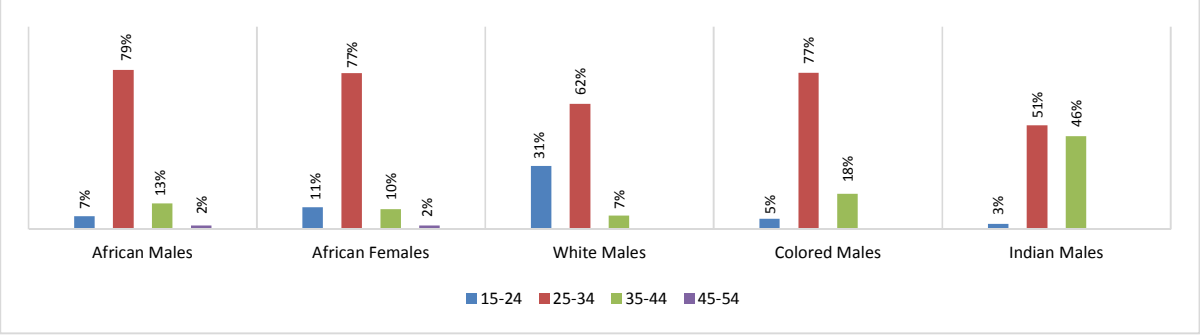
Figure 27: Overall employment by race/gender



Source: BE at UP Tracer Study March 2015

25-34 year olds across all races were the most employed. The least employed were 15-24 old black males and black females, while white youth were the most employed in this age group. The oldest employed learners were mostly Indian males.

Figure 28: Overall employment by age

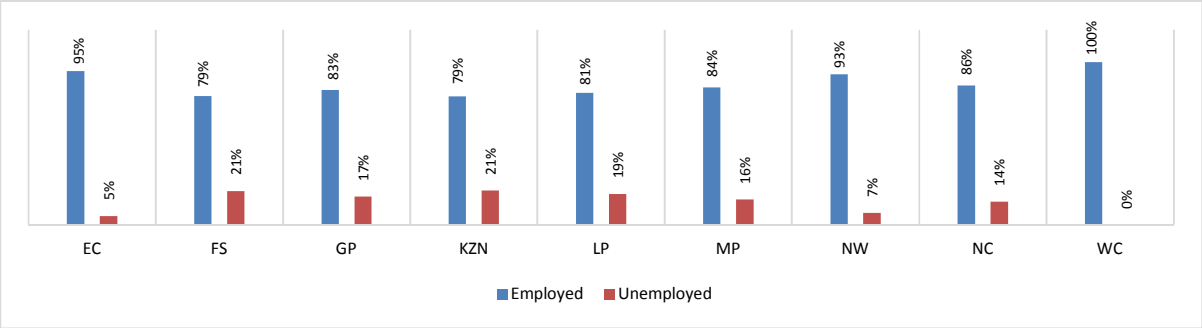


Source: BE at UP Tracer Study March 2015

5.3Employment status per province

When looking at figure 29 we can see that all 49 learners (100%) trained in the Western Cape were employed, followed by 95% (51 of 54) in Eastern Cape and25 out of 27 learners in the North. The Northern Cape had 86% (6 out of 7) employment, Mpumalanga with 82% (134 out of 164), followed by Gauteng with 82% (344 out of 417) and Limpopo with 80% (81 out of 101) employed. The provinces with the least employment were Kwa Zulu Natalat 78% (147 out of 188) and Free Stateat 73% (19 out of 26) employment.

Figure 29: Overall employment by province

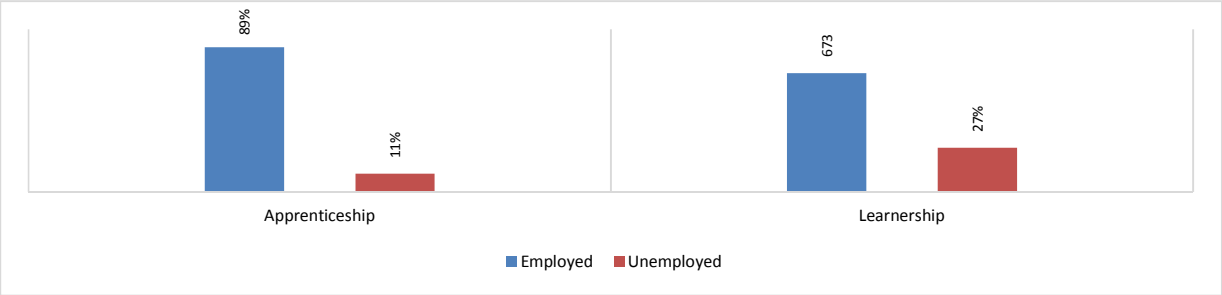


Source: BE at UP Tracer Study March 2015

5.4 Overall employment by training type

A total of 855 learners were employed and 130 unemployed. Figure 30 indicates that 760 (89%) of these employed learners trained through an apprenticeship as opposed to95 (11%) of learners who trained through learnerships.

Figure 30: Overall employment by training type

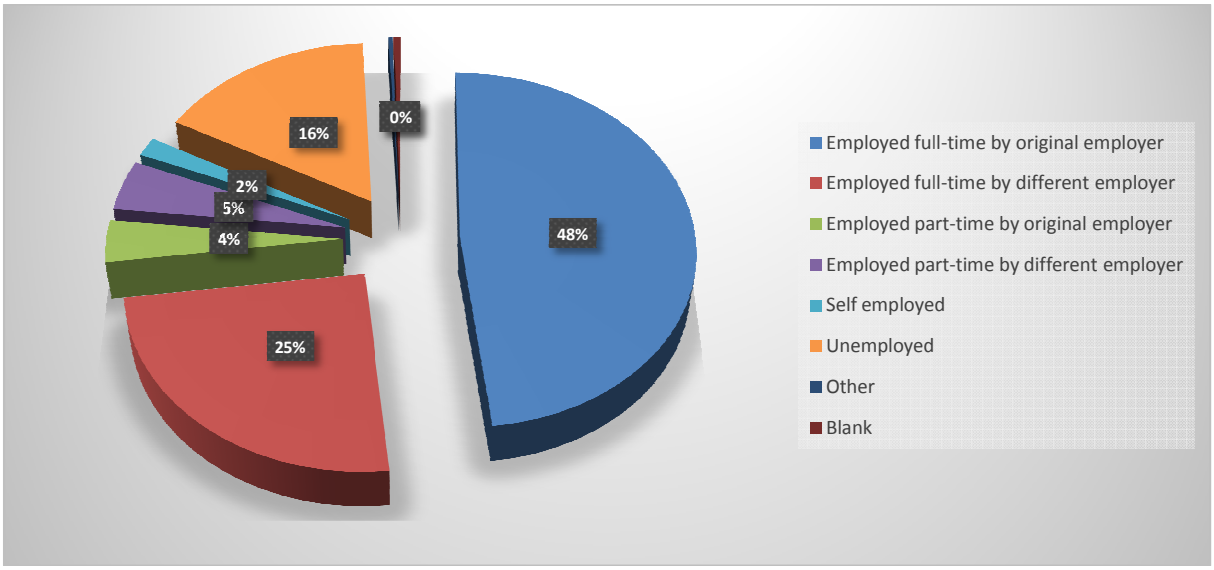


Source: BE at UP Tracer Study March 2015

5.5Retention rates of learners

The retention rates of learners painted an interesting picture. The results indicate that 48% (497) of the learners were employed full-time by the original employer and 4% (39) were employed part-time. A further 25% (254) were taken on full time basis by a different employer and 5% (47) on a part-time basis. What was encouraging though was that 2% (18) of these graduates were self-employed. 16% (167)could not find employment.There were 3 learners who recorded their employment status as 'Other" and another 5 learners did not report their employment status at all.

Figure 31: Retention rates of learners



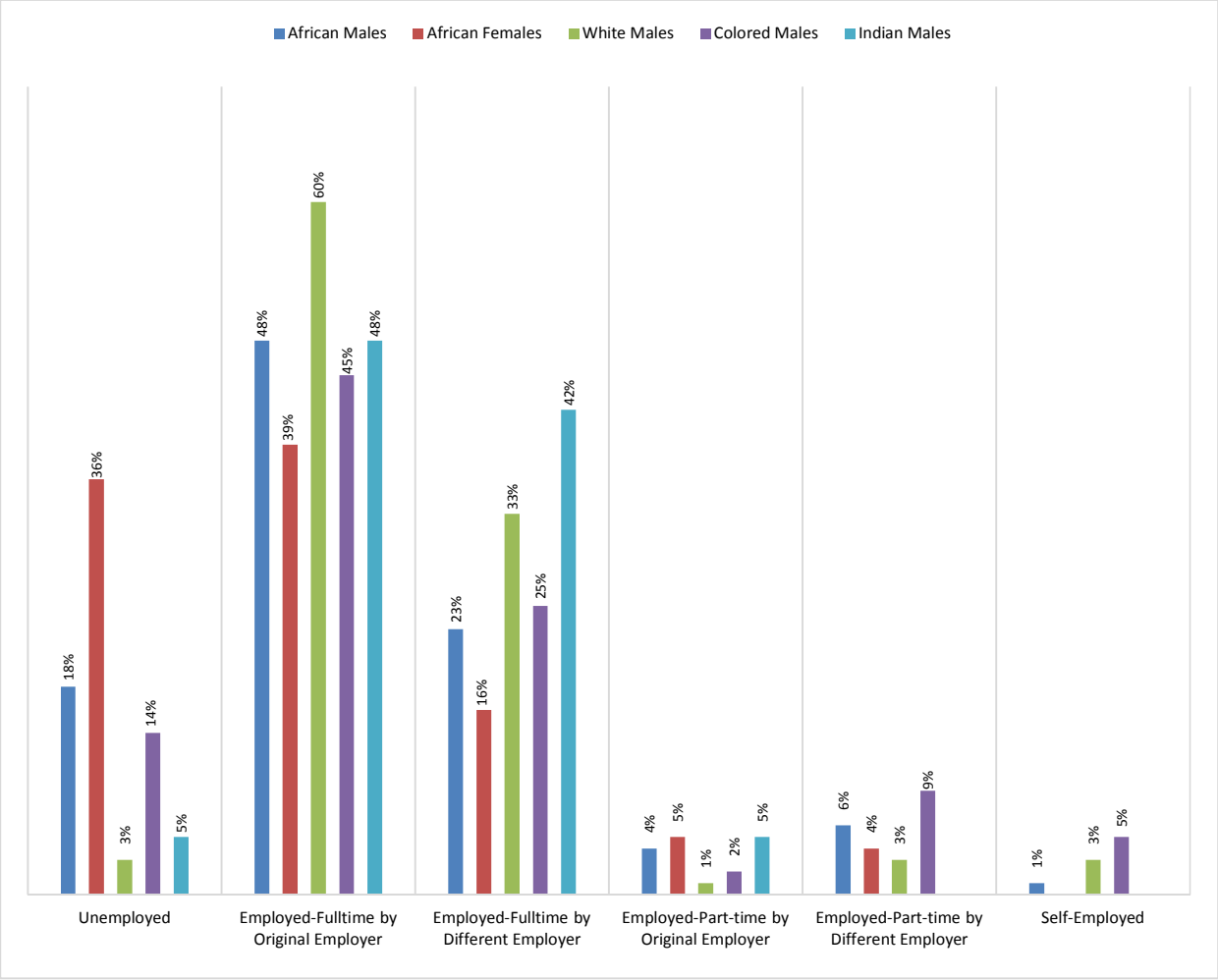
Source: BE at UP Tracer Study March 2015

5.6Retention rate by race/gender

A deeper analysis of the results indicates that the majority of learners retained by the original host companies were white males. The original host companies retained 60% (106) of white males on a full-time employment basis and only 1% (2) part-time. This is considerably more than the amount of learners who fall under any other race-gender group. The next race/gender group most retained on a full-time basis were African males (300) and Indian males (18) both at 48% respectively. These groups were followed by coloured males at 45% (26) full time and 2% (1) part-time. The least retained group were African females. The results indicate that of all the learners who participated, if you were a white male you were more likely to be retained by

original employers than any other race/gender group. They were followed by Indian males, then African males, then Coloured males. The group least likely to be retained by employers were African females. All the White (4), Indian (2) and Coloured (2) females in the sample were employed. Half of each group were employed full-time by the original employer whilst the other half was employed full-time by a different employer.

Figure 32: Retention rate by race/gender



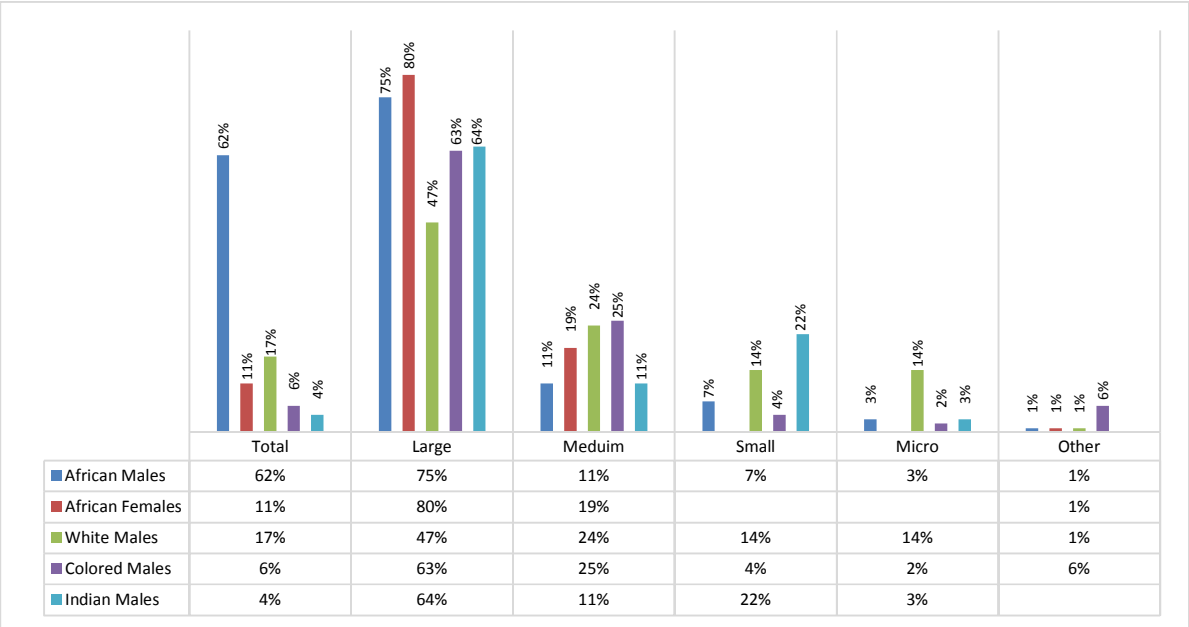
Source: BE at UP Tracer Study March 2015

5.7Company size of employer

The majority of the learner graduates sampled worked for large organisations. These organisations had 150 or more employees as Figure 33below shows. Overall, large organisations employed 75% (390) African males;80% (55) African female; 64% (23) Indian males, 63%

(30)Coloured male and 47% (81) White males. It was very encouraging to see that large companies employed the majority of females however it was disappointing to see very little to no representation of African female in the small and micro enterprises. Though on average, we can see that large organisations seemed to employ the majority of the learners; this is possibly because there was more room for growth in terms of opportunities in large organisations.

Figure 33: Company size of employer



	Total	Large	Meduim	Small	Micro	Other
African Males	62%	75%	11%	7%	3%	1%
African Females	11%	80%	19%			1%
White Males	17%	47%	24%	14%	14%	1%
Colored Males	6%	63%	25%	4%	2%	6%
Indian Males	4%	64%	11%	22%	3%	

Source: BE at UP Tracer Study March 2015

5.8Retention across different learning programs by the original training company

This section seeks to trace what learners retained by the original training company were employed as. There were different learning programs attended by the learners for the sample study.

- The analysis indicate that learners trained as motor mechanics, electricians, welders and fitterswere all retained by their original training company and most were retained into the same trade they were trained on.
- The analysis further indicates that trades like motor mechanics, electricians, welding andfitting were able not only able to retain all their learners but were also able to attract learners from others trades.

- There were 31 diesel mechanics retained by the original training company, however all of these learners were employed in a different occupation (11 of these learners were employed as motor mechanics).
- This was the same for the 23 learners trained as steel erectors, who were retained in a different occupation as the one trained under.

Table 10:Retention across different learning programs by the original training company

Current Learning Program Title	Trained on	Employed As	Employed in a different occupation
Motor Mechanics	63	108	
Fitter	46	66	
Electrician	49	65	
Millwright	35	29	6
Welder	27	28	
Fitter and Turner	21	25	
Boilermaker	24	20	4
Rigger	3	16	
Instrument Mechanician	12	9	3
Automotive Body Repair	1	1	
Earth Moving Equipment Mechanic	13		13
Tool, Jig and Die Maker	10		
Diesel mechanic	31	0	31
Steel Erectors	23	0	23
Pipe fitter	25	0	25
National Certificate : Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) NQF Level 5	4	0	4
National Certificate: Automotive Repair And Maintenance	13	0	13
Other	135	46	
Total	**535**	**413**	**122**

Source: BE at UP Tracer Study March 2015

5.9Insight into reasons for employer's retaining or releasing learners

The results above indicate in the main employers retained most of the learners that they trained. The main driver of retaining learners was the availability of vacancies. The analysis indicate that these in-service training provided employers with vacancies a choice of skilled and learners with the exact experience needed as indicated by the verbatim below.

- "*Available vacancy is the main reason. We have a selection process. If there were any issues during the apprenticeship then they would be addressed then before the learner qualifies*".
- "*We retain only the learners that are employed by us. We retain them because we have a position for them and we are happy with their conduct*".
- "*We retain learners in areas that are in demand*".
- "*..And when there are employment opportunities within the organisation*".
- "*When there are available vacancies and they have passed our selection processes*".
- "*Business expansion terminations and position openings*".
- "*Retention of learners is depended solely of availability of relevant positions that matches the learners' qualification*".

The other important reason highlighted in the results was that more often than not employers were more likely than not to retain the learners that performed best if they have vacancies available.

- "*They showed potential during the course of the training. We took unemployed candidates for learnership and apprenticeship as well as experiential learning and some of these learners were retained by the company because of the specialised training they received in our company*".
- "*Because we need their skills and we create positions for them*".
- "*When we need their skills that is why we train them in the first place*".
- "*Because of the Skills acquired during the training*".
- "*Because when they qualify they have the skills set that we require*".

Other employers realised the economic benefits of retaining the learners they have trained.

- "*So we can get a return on our investment*".
- "*Return on investment. We give learners specialised training during these programs and retaining the learners after the training saves the company the time and resources they would have used to retrain someone-else*".
- "*Because they know the processes and developing them to become fully fledged technicians becomes easier*".
- "*Because we give them practical training and the end of the program they know our standards and repair schedules. If there is a vacancy available we retain them*".

The other key reason as seen from the above verbatimquotes is that employers also based their decisions on the learners' good work performance, commitment and attitude. In fact, most employers tended to release intelligent learners if their attitude is otherwise.

- *"If there is a vacancy we use the following criteria to select who to release. 1) If they have passed and qualified. 2) If they have a good attendance record. 3) If the work performance has been good"*.

The vocational training also provided employers with the opportunity to select the best learners as indicated by this employer:

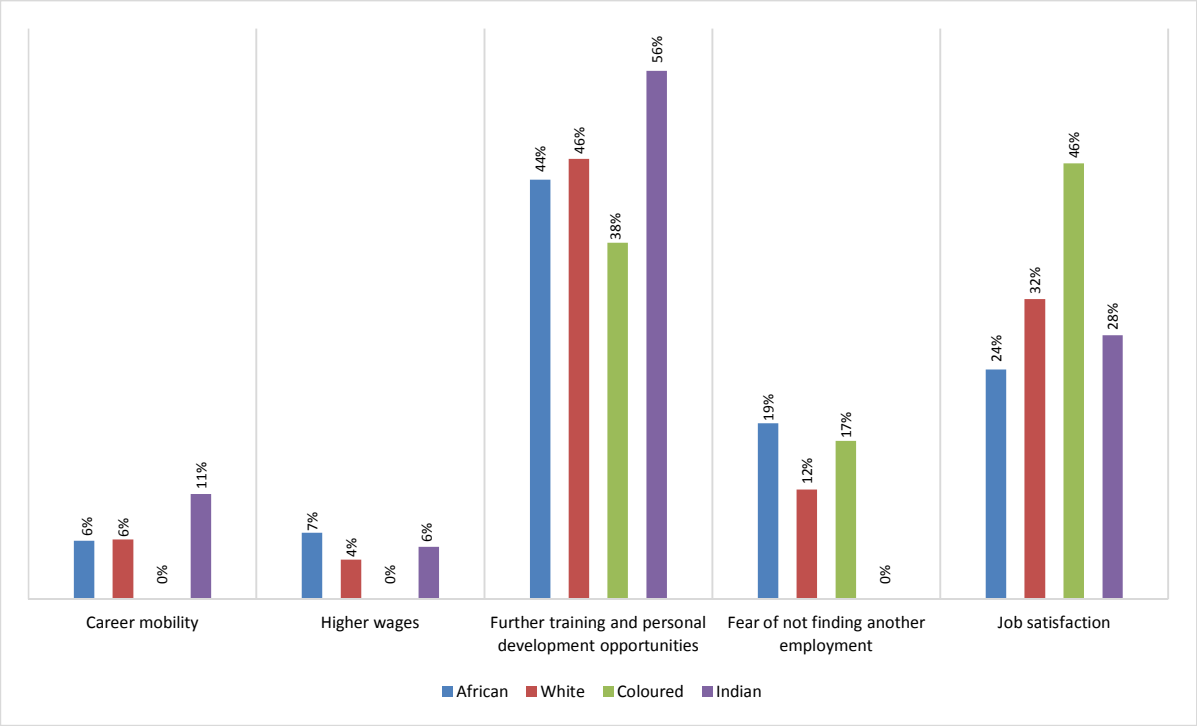
- *"Because that the whole reason that we are participating in this is so that we can get the cream of the crop and we also get to train learners for industry"*.

The results indicate that employers on the whole were willing to take on the graduates; those who did not were prevented from doing so by the lack of vacancies.

5.10Reasons for staying with the original training company

Figure 34 below provides interesting insights behind why certain learners decided to stay with the original training company. There was a general consensus amongst the learners that the main reason to stay was because of "*further training and development opportunities*" provided by the employers. The second motivating factor was job satisfaction. A surprising factor was that high wages was not much of a motivating factor for learners to stay with their original training company. For a majority of the learners the concern was growth and gaining more experience than higher wages. The earnings of the learnership graduates were not investigated in this study and it might be an interesting point to follow in a next tracer study.

Figure 34: Reasons for staying with the original training company



Source: BE at UP Tracer Study March 2015

5.11Comparative findings between the different learning pathways and employment

With regards to linkages between different learning pathways and employment, it seems that learnersare least likely to be retained if trained for:

- Steel erecting and pipe fitting. Only 24% (8 out of 34) of those trained as pipe fitters found employment followed by 27% (10 out of 39) learners trained as steel erectors.
- These are followed by weldersat 48% (43 out of 89 learners) and automotive electricians 57% (12 out of 21).
- Trades with the most employability are motor mechanics, electricians, and fitters. All the trades were able to employ most of its trained learners and absorb more learners from other trades.
- Trades like Tool Jig & Die (although they enrolled a few learners), 13 in total was able to absorb almost all of them. This is true for rigging, where only 11 learners were enrolled however 35 learners were employed in this trade. All the rigging learners (except for 1) found employment.

- Most of learners who undertook learnerships did not find employment. This includes those with a certificate in automotive sales and support services. A total of 11 learners were trained and only 7 found employment.
- Learnerships with the highest employment were those with a national certificate in automotive sales and support services, where 39 out of the 41 trained found employment. This was also true for those who trained for mechatronics and mechanical engineering.

Table 11: Comparative findings between the different learning pathways and employment

	Trained On	Employed As
Motor Mechanic	127	176
Electrician	103	93
Welder	89	43
Fitter	88	102
Diesel Mechanic	67	49
Boilermaker	58	37
Millwright (Electromechanician)	58	53
Fitter and Turner	42	39
Steel Erector	39	10
Pipe Fitter	34	8
Automotive Electrician	22	12
Earth Moving Equipment Mechanic	21	13
Instrument Mechanician	21	17
Refractory Mason	14	3
Tool Jig & Die Maker	13	13
Rigger	11	35
Electrician (Engineering)	10	1
Automotive Machinist	8	5
Spraypainter	8	8
Artisan		6
Foreman		5
Technician		5
Other	[3]197	[4]122
Total	**1030**	**855**

Source: BE at UP Tracer Study March 2015

[3]Refer to Annexure D for full detail of learning programs aggregated as Other
[4]Refer to Annexure E for full detail of occupations aggregated as Other

5.12Links between qualification prior to starting the learning program and employment

The results indicate that of the 1030 learners who participated in the study, 44% (458) had Matric when entering the learning program, whilst 40% (407) had undergraduate degrees, diplomas or certificates. Of the 1030, 83% (855) learners gained employment. The education background of the 855 employed learners indicates that 45% (389) were Matriculants followed by 40% (342)learners with undergraduate degrees, diplomas or certificates. However a deeper look at the analysis shows that the industry viewed leaners with Matric and undergraduatedegrees, diplomas or certificates the same in terms of employment.

Table 12: Links between qualification prior to starting the learning program and employment

Current Job Trade Title	Apprenticeship	Learnership	Secondary School	Matric	Undergraduate Degree /Diploma/ Certificate	No selection	No Formal schooling	Other	Total
Motor Mechanic	9	6	5	91	65	-	-	-	176
Fitter	6	4	3	37	52	-	-	-	102
Electrician	4	6	4	32	46	-	1	-	93
Rigger	-	1	-	8	26	-	-	-	53
Millwright (Electromechanician)	2	2	-	26	23	-	-	-	49
Diesel Mechanic	-	-	-	30	19	-	-	-	43
Boilermaker	1	3	3	13	17	-	-	1	39
Fitter and Turner	4	2	2	16	14	-	-	-	37
Welder	4	-	13	15	11	-	-	-	35
Instrument Mechanician	-	3	-	7	7	-	-	-	17
Earth Moving Equipment Mechanic	-	-	5	2	6	-	-	-	13
Automotive Electrician	1	-	-	7	4	-	-	-	13
Tool Jig & Die Maker	-	-	-	10	3	-	-	-	12
[5]Other	8	9	10	95	49	-	0	2	**173**
Total employed	39	36	45	389	342	0	1	3	855
Total Trained	52	45	62	458	407	1	2	3	1030
Employment rate	75%	80%	73%	85%	84%			100%	83%

Source: BE at UP Tracer Study March 2015

[5]Refer to Annexure F for a full detail of occupations aggregated as Other

5.13 Links between qualification prior to starting the learning programs and the time taken to successful completion of learning program

As previously indicated the maximum duration of a merSETA learning program (apprenticeship and learnership) is four years. This section tries to establish if there was any link between the learners' highest qualification prior to starting the learning program and the time it took them to complete their studies. The analysis indicates that most learners with degrees, diplomas and certificates tended to complete their studies within 2 years. Those with Matric tended to finish their studies within the maximum period of 4 years.

Table 13: Links between qualification prior to starting the learning programs and the time taken to successful completion of learning program

Learning Duration	Apprenticeship	Learnership	Secondary School	Matric	Degree/ Diploma/ Certificate	No Formal schooling	Other	Total
	7	-	-	15	2	-	1	**25**
0-12 months	-	1	14	39	15	-	-	**69**
13-24 months	8	9	11	97	130	1	-	**256**
25-36 months	19	16	10	104	85	-	2	**236**
37-48 months	5	10	10	134	110	-	-	**269**
Total Employed	**39**	**36**	**45**	**389**	**342**	**1**	**3**	**855**

Source: BE at UP Tracer Study March 2015

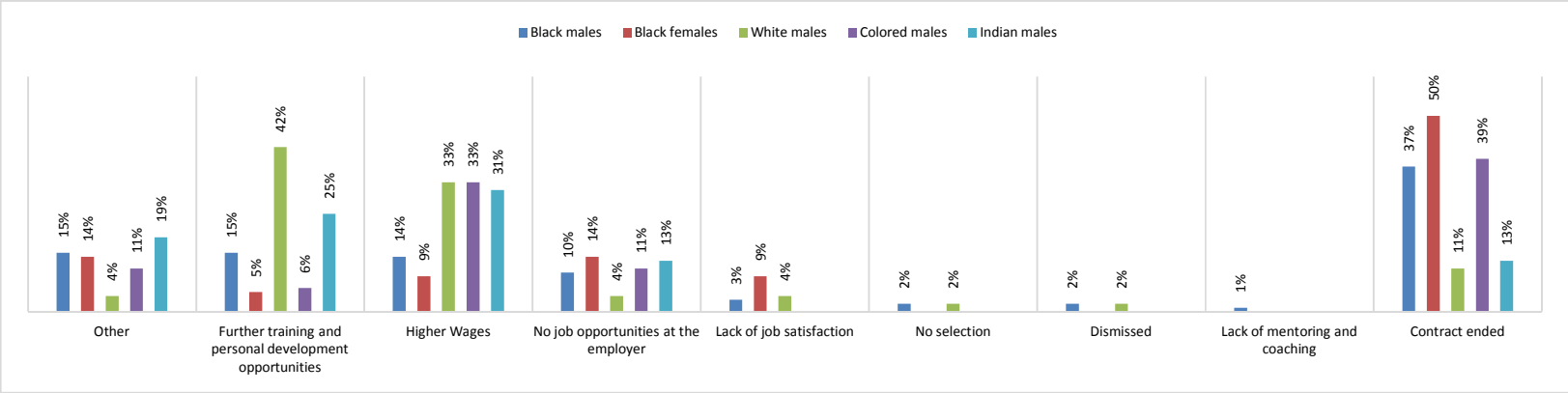
Chapter Six – Learners employed by different employer

The analysis below details the profile and post trade activities of learners who left the original training company and found employment elsewhere. The section details reasons why these learners left the original employer, the length it took them to secure employment, where these learners are employed, means by which alternative employment was sought and courses they attended.

6.1 Learner reasons for leaving and working for another company

According to figure 35 below, the most frequent reason why learners left the original employers was to look for better paying jobs. These results indicate that most Black learners especially Black female contracts were never renewed after the training. On the other handWhite and Colouredmale learners left their original training companies for better wages; they were followed by Indian male learners. The third reasons cited reason was to look for "*further training and development opportunities*". This was mostly cited by White male learners, followed by Indian and African male learners. One Coloured female mentioned the lack of job opportunities at the original employer as a reason for leaving whilst the two white females and one Indian female reported their response as other.

Figure 35: Learner reasons for leaving and working for another company



Source: BE at UP Tracer Study March 2015

6.2 Insights into employers releasing the learners

The top three main reasons cited by employers in releasing learners were not having enough vacancies to fill, poor performance of learners and learners with disciplinary issues.

Not having enough vacancies for learners to fill was the most important reason cited by a majority of employers. They indicated many instances whereby they had to release learnersdue to this fact. Though these three reasons were their top three, they were more concerned about the skills they had to let go due to having no positions to fill.

- *"We can't accommodate all of them unfortunately. Sometimes we just don't have positions for them to fill. We will look at their quality of work throughout the programme. Whether they take ownership of their work".*
- *"…and when there is no vacancy".*
- *"We could not accommodate everybody due to vacancies being not available".*
- *"When we don't have a suitable position, we do not retain the learner".*

Other learners were released due to poor performance during the learning program.

- *"When there are no opportunities and when the learners lack potential".*
- *"Learner did not perform well during learner ships".*

Some of the learners were not retained due to either disciplinary issues, troublesome behaviour or poor attitude.

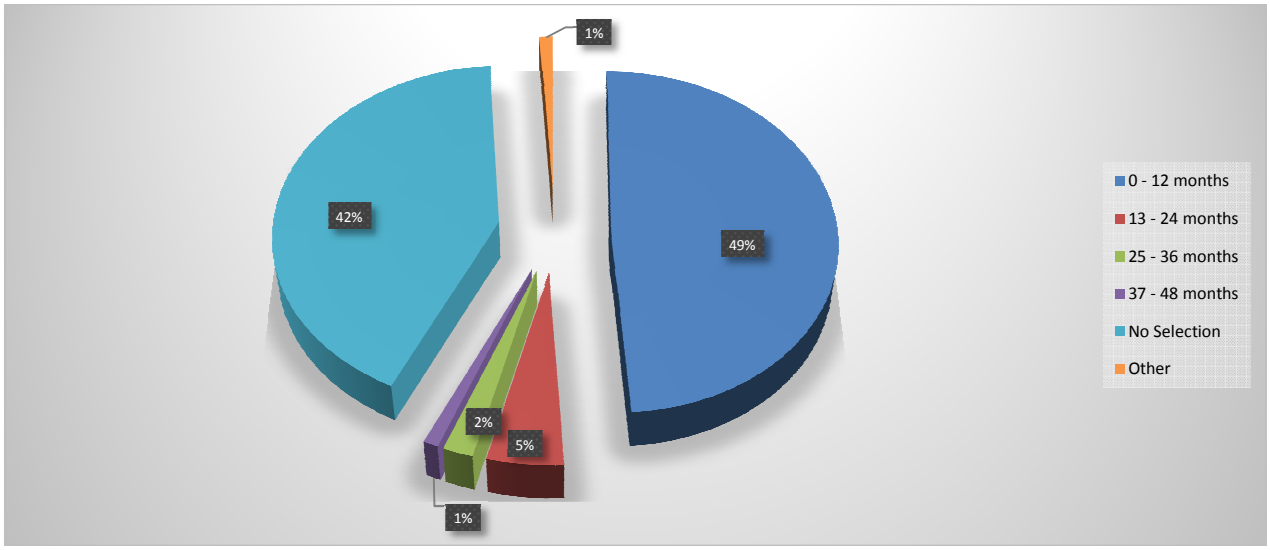
- *"The disciplinary record of the learner".*
- *"Poor performance, attitude, and discipline".*
- *"Disciplinary issues and problematic learners".*

One employer highlighted challenges they faced with disabled learners. He stated:*"We struggle to retain disabled learners as they have limitations in terms of the type of positions they can fill. We also don't retain learners when we don't have positions available".*

6.3 Time taken to secure employment

Of the 301learners who found employment outside the original training company 147 (49%) found a job within a year of completing their learning programs and 15 (5%) who found jobs within two years. In the main, these learners seemed not to have struggled to find employment. However 126 learners (42%) did not respond to the question and therefore these results must be considered within that context.

Figure 36: Time taken to secure employment?



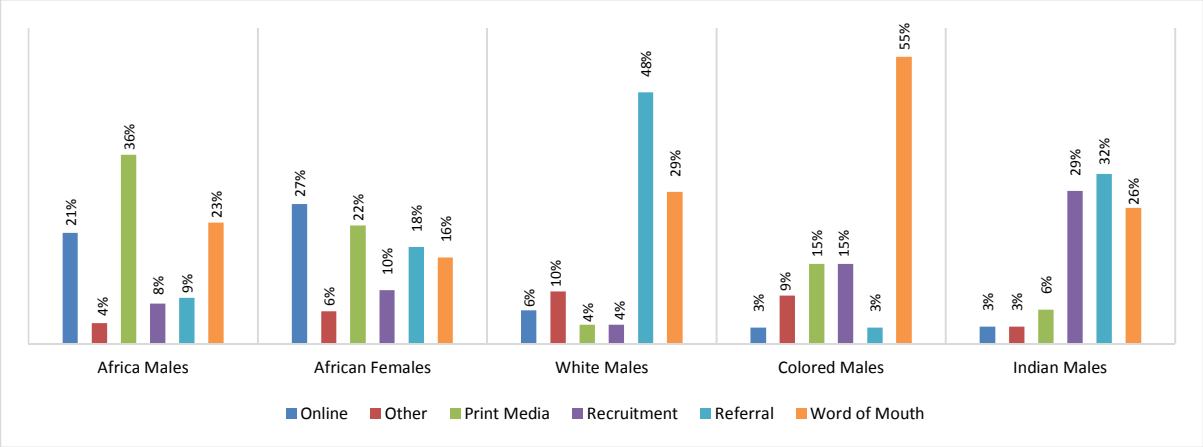
Source: BE at UP Tracer Study March 2015

6.4 Means by which alternative employment was secured

Figure 37 below indicates that most learners who found alternative employment secured the position through word of mouth, with coloured males being more likely to find employment this way than any other group, followed by white males. African females were the group least likely to find employment this way. What is interesting is that each group surveyed seemed to have a different preferred method of seeking and securing employment. African males were more likely to find employment through print media than any other use of alternatives. They actively looked at positions advertised and then applied. White males seemed to secure the most jobs through referrals. For Black females 27% (13) however the most popular way of securing employment was through online searches. For Indian males the most successful way to secure alternative employment was through referrals and recruitment agencies. Of the four white female learners

who participated in the study, three used word of mouth whilst the one searched for employed online. The other two female learners (Coloured and Indian) used word of mouth.

Figure 37: How did you secure alternative employment?

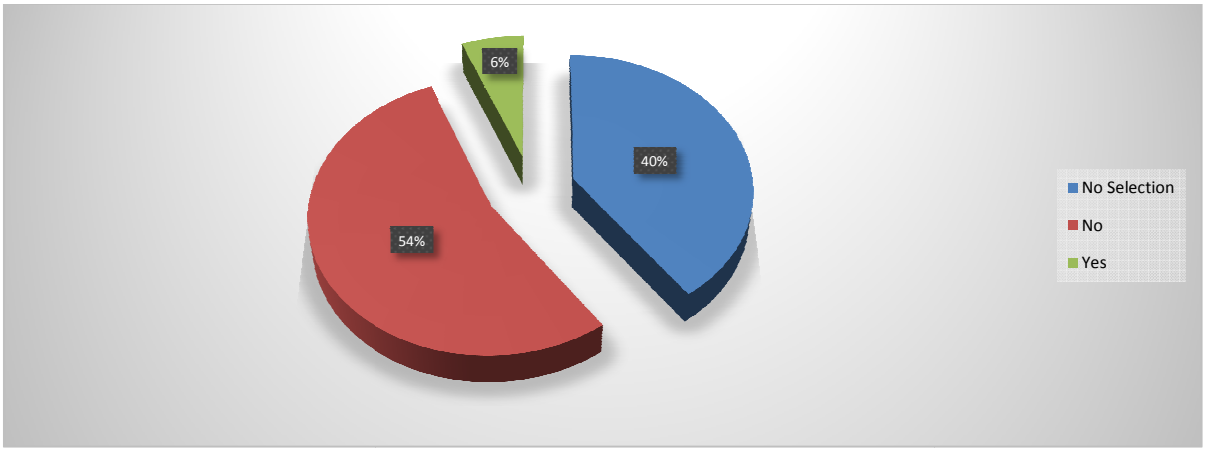


Source: BE at UP Tracer Study March 2015

6.5 Are you employed in a different field compared to the learning program you were trained in?

A total of 163 learners (54%) indicated that they were employed in a different field compared to what they were trained in. Only 18 (6%)of learners were able to find work within trades they were trained in. However there were 120 learners (40%) of who did not respond to this question.

Figure 38: Are you employed in a different field to the learning field you were trained on?

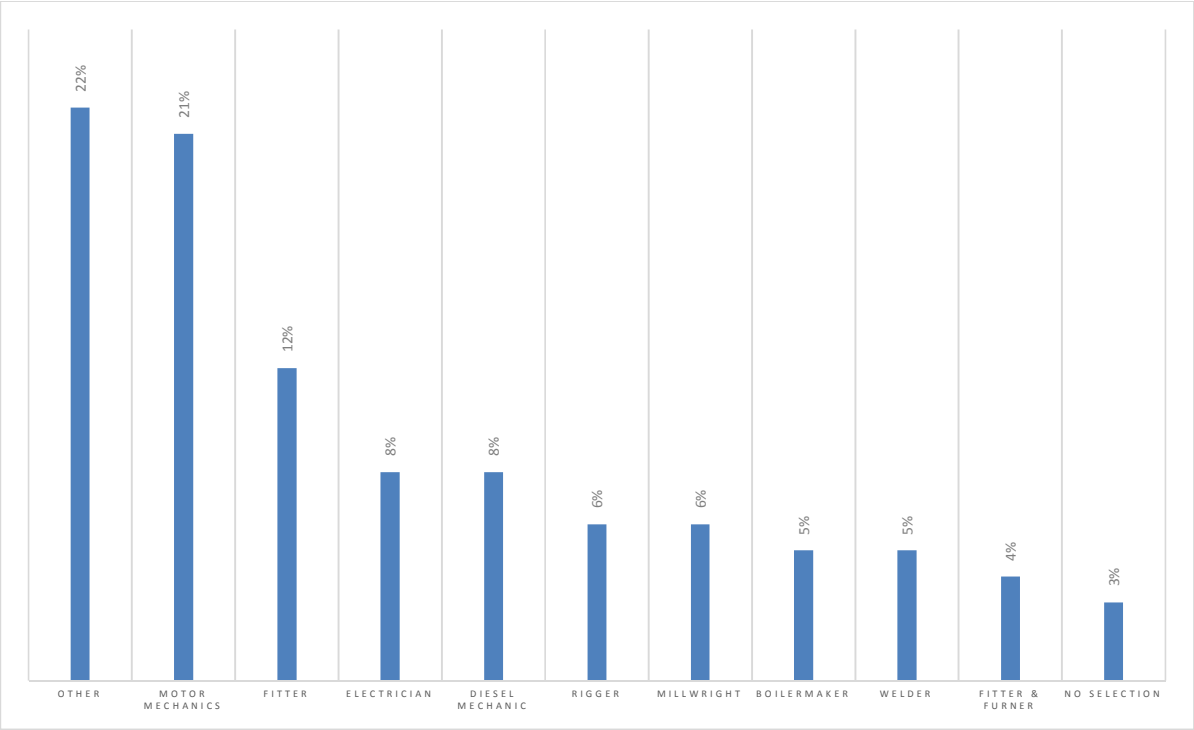


Source: BE at UP Tracer Study March 2015

6.6 Occupation under which learners are currently employed

As previously indicated, 301 learners (29%) who did not gain employment with their original employer were able get employment elsewhere. This includes 25% who were employed fulltime and 4% part-time. As indicated in the above sections of this report there are 2% (20) learners who went on and started their own businesses. Most of these self-employed learners were Coloured males. 30% (91) of these learners recorded their current positions as[6]"Other" and this category includes various jobs that include metal engineers, elevator technicians etc. The rest were employed as motor mechanics 21% (64), fitters 12% (36), electricians 8% (24), riggers 6% (18), millwrights 6% (18), boilermakers 5% (15), welders 5% (15) and fitter and turners 4% (12). The other 8 learners did not select any occupation.

Figure 39: Occupation under which learners are currently employed



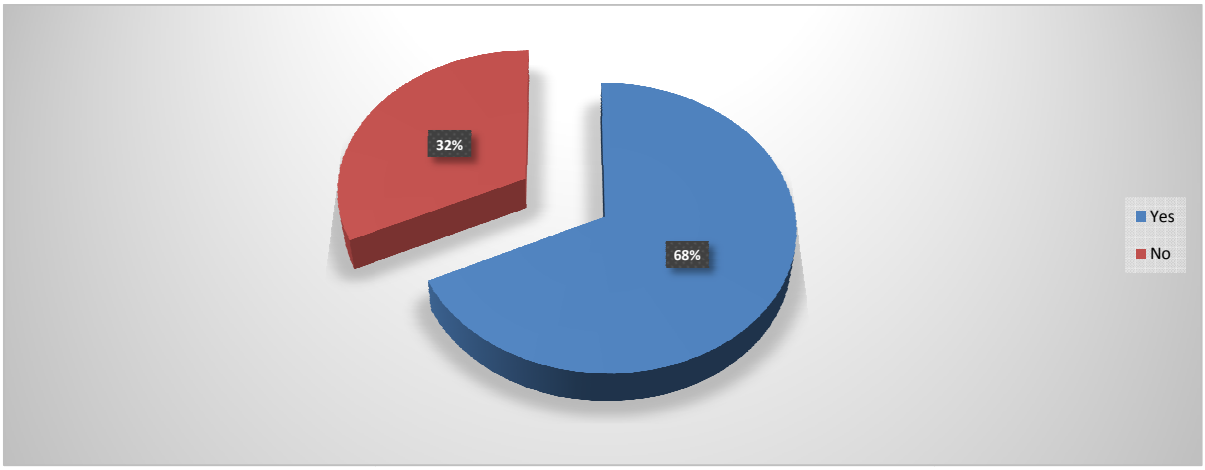
Source: BE at UP Tracer Study March 2015

[6]Refer to Annexure H for occupations aggregated as 'Other'

6.7 Have you undergone further training since you left the original training company?

There is approxiamtely 29% of learners who were not absorbed by the original training company after graduating. Of these learners 68% (204) mentioned that they attended further training after they left the original training company as illustrated in figure 40 below.

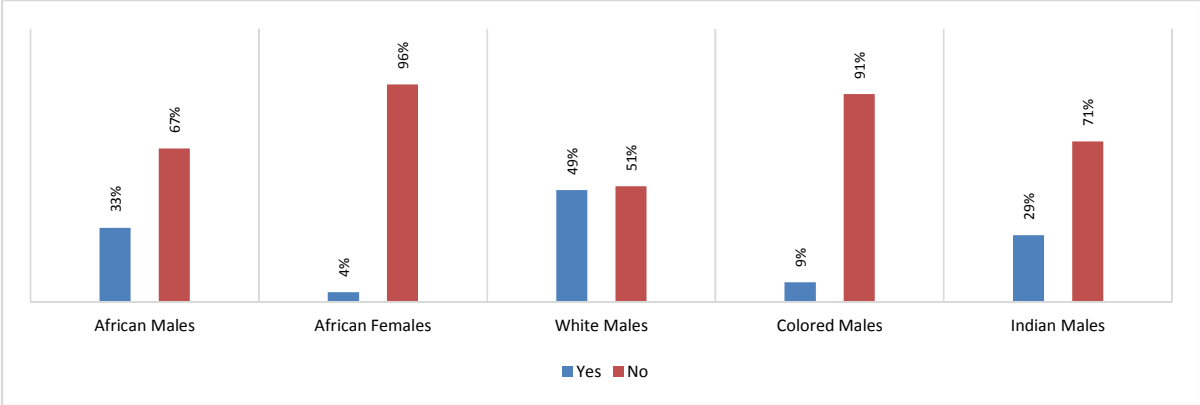
Figure 40: Have you undergone further training since you left the original training company?



Source: BE at UP Tracer Study March 2015

Further analysis indicate that in the main white males attended more training than most learners with African females attending the least courses.

Figure 41: Have you undergone further training since you left the original training company: race/gender?

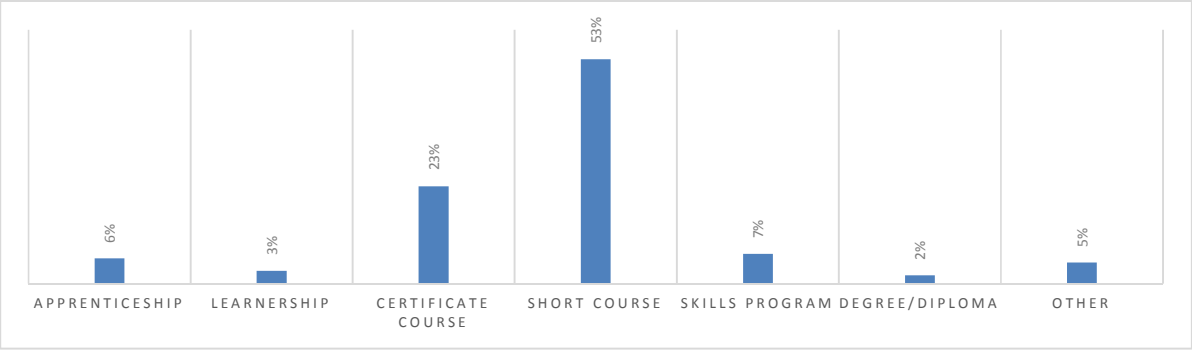


Source: BE at UP Tracer Study March 2015

6.8 Training attended after leaving the original training company

Of the 202 learners who went on to study further after leaving the original training company approximately 53% (107) of learners attended short courses. They were followed by 23% (46) learners who attended certificate courses. An interesting find was that 6% (12) and 4% (8) of these learners continued on to register for other apprenriceships and learnerships respectively after completing the merSETA learning programs. Very few, that is 2% (4), pursued formal training in the form of degrees or diplomas.

Figure 42: Training attended after leaving the original training company



Source: BE at UP Tracer Study March 2015

Most white male learners continued to register for short courses whilst Coloured males did certificate courses. Interestingly it was mostly Black and White males who went on to register for other apprenticeships and learnerships.

Figure 43: Training attended after leaving the Original Training Company - race/gender

Source: BE at UP Tracer Study March 2015

6.9 Conclusion

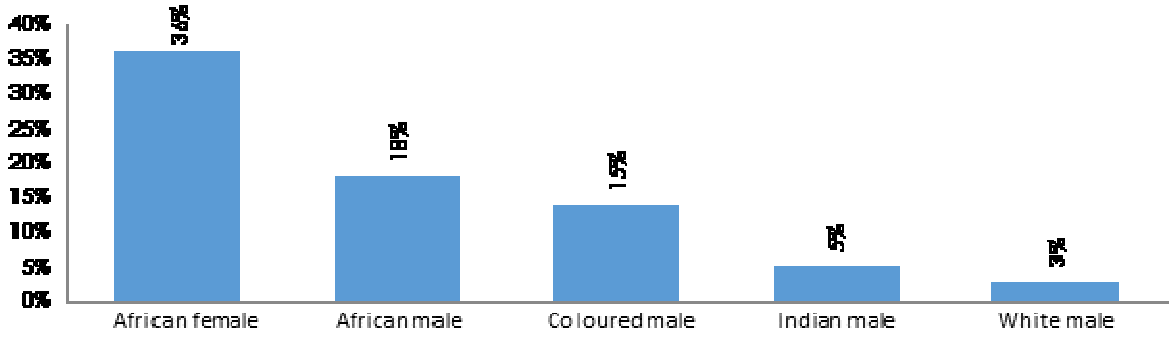
Most of the learners who left their original training companies were employed as motor mechanics, fitters, and electricians. They looked for other employment mainly through word of mouth and referrals. They primarily left their original training companies to look for better paying jobs and for further training and development opportunities. In the main, employers showed willingness to employ learners that they have trained as indicated in the results. However they are faced with economic and market realities that impede their ability to employ more graduates.

Chapter Seven–UnemployedLearners

This section details the profile of unemployed learner in terms of their race, gender, what they have studied and activities in looking for employment. This insight will further assist the merSETA member companies to influence its recruitment and training strategy to make more learners employable.

As already indicated in the previous section, of all the learners who went through the learning programs 855 (83%) of the 1030learners interviewed found employment. Only 167 (16%) of the total sample was without work at the time of the interview. The national average for unemployment is 24%, which makes the 1% an improvement on the national picture. Figure 44 below shows that the majority of the unemployed were African females 36% (39 out of 108), followed by 18% (113 out of 639) African males and 15% (8 out of 52) Coloured males. Only 5 (3%) of the 177 White male and 2 (5%) of the 35 Indian male learners were without employment.

Figure 44: Unemployment –race/gender



Source: BE at UP Tracer Study March 2015

7.1 Unemployment by learning program

There is a total of 167 unemployed learners. Of these 28% (36 out of 130) of learners who completed a learnership could not find employment as opposed to 15% (131 out of 900) learners who completed an apprenticeships. Two trades who's learners reported high employment are welding at 85% (36 out of 43) and boiler making at 43% (16 out of 37). There were a total of 93 electricians trained, 46 were retained by the original company and 24 employed by a different company. However there is 24% (23) electricians who reported unemployment. For learnerships,7

out of the 11 learners who completed a national certificate in automotive sales and support services were unemployed.

Table 14: Unemployment by learning program

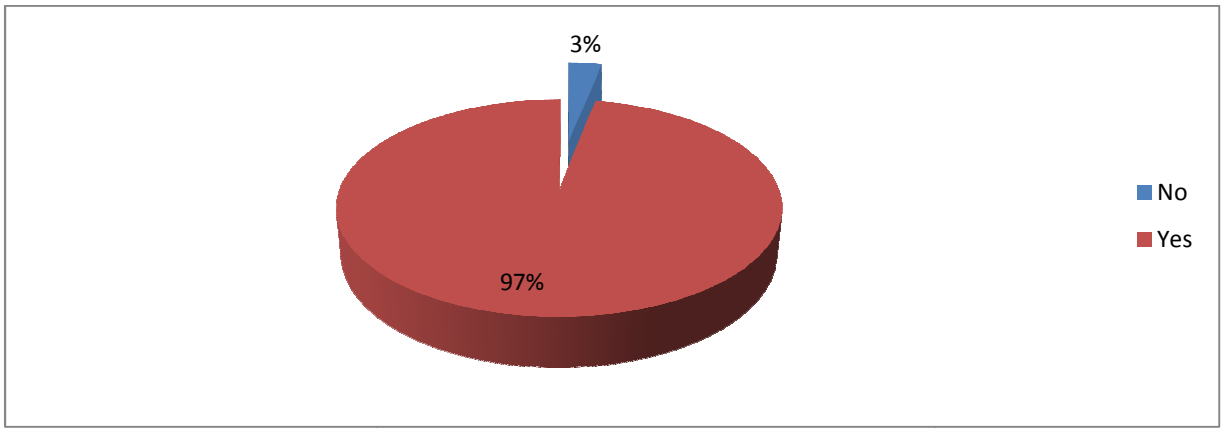
Learning Program	Apprenticeship	Learnership	Total
Armature Winder	1	-	1
Automotive Body Repairer	1		1
Automotive Electrician	2	-	2
Boilermaker	15	-	15
Diesel Mechanic	6	-	6
Earth Moving Equipment Mechanic	1	-	1
Electrician	23	-	23
Electrician (Engineering)	2	-	2
Fitter	11	-	11
Fitter and Turner	4	-	4
Further Education And Training Certificate: Automotive Repair And Maintenance (Commercial Vehicle) : NQF Level 4 (Reviewed)	-	2	2
Further Education And Training Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) : NQF Level 4 (Reviewed)	-	1	1
Further Education And Training Certificate: Automotive Sales And Support Services (Vehicle Servicing) : NQF Level 4	-	7	7
Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision NQF Level 4	-	5	5
Further Education And Training Certificate: Mechanical Engineering: Fitting: Manufacturing And Engineering NQF Level 4	-	1	1
Instrument Mechanician	3	-	3
Millwright (Electromechanician)	4	-	4
Motor Mechanic	6	-	6
National Certificate in Mechatronics: NQF Level 4	-	2	2
National Certificate In Welding Application And Practice (Steel Weld) NQF Level 2 (Reviewed)	-	2	2
National Certificate: Automotive Components: Manufacturing And Assembly NQF Level 2	-	2	2
National Certificate: Metal And Engineering Manufacturing Processes NQF Level 2	-	7	7
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	-	3	3
National Certificate: Production Technology NQF Level 2	-	3	3
Pipe Fitter	2	-	2
Refractory Mason	9	-	9
Rigger	1	-	1
Steel Erector	1	-	1
Tool Jig & Die Maker	1	-	1
Vehicle Body Builder	1	-	1
Welder	36	-	36
Not specified	1	1	2
Total	**131**	**36**	**167**
Total sample	**900**	**130**	**1030**
%	**15%**	**28%**	**16%**

Source: BE at UP Tracer Study March 2015

7.2Status of job searching

The unemployed learners asked if they were actively looking for a job. A majority of them 162(97%) mentioned that yes they were looking for a job. There were 5 learners (3%)who indicate that no they were not actively looking for a job.

Figure 45:Status of job searching

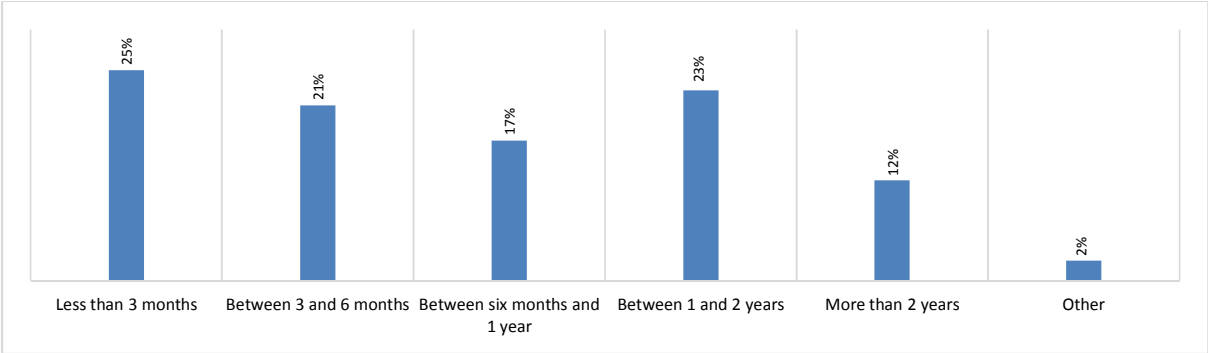


Source: BE at UP Tracer Study March 2015

7.3 Length of job search

Most have been looking for a job for more than three months, with 38 learners (23%) having looked for approximately 2 years. There were a few learners (2%) who responded as "Other".

Figure 46: Length of job search

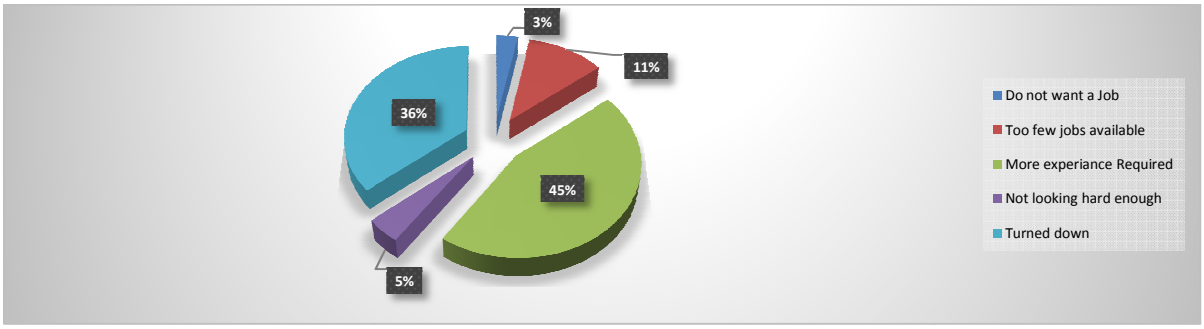


Source: BE at UP Tracer Study March 2015

7.4Reasons for not having found employment

Most unemployed learners 45% (77) cited lack of experience as the main reason for their unemployment. Another 36% (62) mentioned that they were turned down, followed by 11% (19) who mentioned that there were few jobs available. These results have indicated that an average learner take 36 months to finish their learning programs, and citing lack of experience seems a contradiction. White males were the least likely to be unemployed after graduation as they accounted for just 3% of the total unemployed learners even though they accounted for 18% of the total sample. That most of these unemployed learners happen to be black also put an interesting spin to the results, and confirms most of the studies conducted by South African academics including Haroon Bhorat a UCT professor who found that industry still favours white male graduates.

Figure 47: Reasons for not having found employment



Source: BE at UP Tracer Study March 2015

7.5Insights into employers releasing the learners

Employers site the following reasons as some of the reasons they decided to release the learners. One of the major challenges sited by employers was not having enough vacancies for learners to fill. They indicated many instances whereby they have had to release learner due to this fact. Though these 3 reasons were their top three, they were more concerned about the skills they have to let go due to having no positions to fill.

- *"We can't accommodate all of them unfortunately. Sometimes we just don't have positions for them to fill. We will look at their quality of work throughout the programme. Whether they take ownership of their work".*
- *"…and when there is no vacancy".*

- *"We could not accommodate everybody due to vacancies being not available".*
- *"When we don't have a suitable position, we do not retain the learner".*

Other learners were released due to poor performance during the learning program.

- *"When there are no opportunities and when the learners lack potential".*
- *"Learner did not perform well during learner ships".*

Some of the learners were not retained either due to disciplinary issues, troublesome behaviour, or poor attitude.

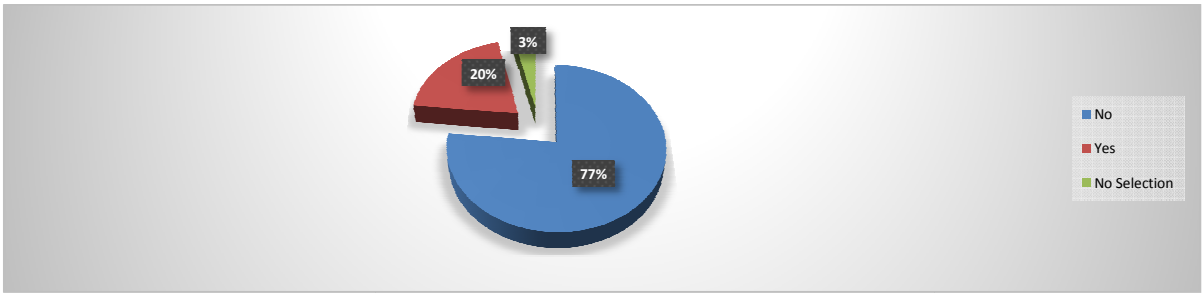
- *"The disciplinary record of the learner".*
- *"Poor performance, attitude, and discipline".*
- *"Disciplinaryissues and problematic learners".*

An employer highlighted challenges they faced with disabled learners. He said *"We struggle to retain disabled learners as they have limitations in terms of the type of positions they can fill. We also don't retain learners when we don't have positions available".*

7.6 Training attended after completing the learning program

A majority 77% (128) of the unemployed learners have not undergone any further training since they completed their learning programs. There were 5 unemployed learners (3%) who did not respond to this question.

Figure 48: Training attended after completing the learning program



Source: BE at UP Tracer Study March 2015

7.8 In Conclusion

Trades like welding which trained a sizeable amount of learners relative to the sample, recorded a 48% employment rate. Learners who also took learnerships especially those with a national certificate in automotive sales and support services reported high employment. Most of these learners were turned down and lacked the necessary experience required. The lack of experience might explain why most learnership learners struggled to find employment. Employers showed willingness to employ learners that they have trained as indicated in the results. However it seems that some learners were trained in trades with little demand and some employers are faced with economic and market realities that impede their ability to employ more graduates.

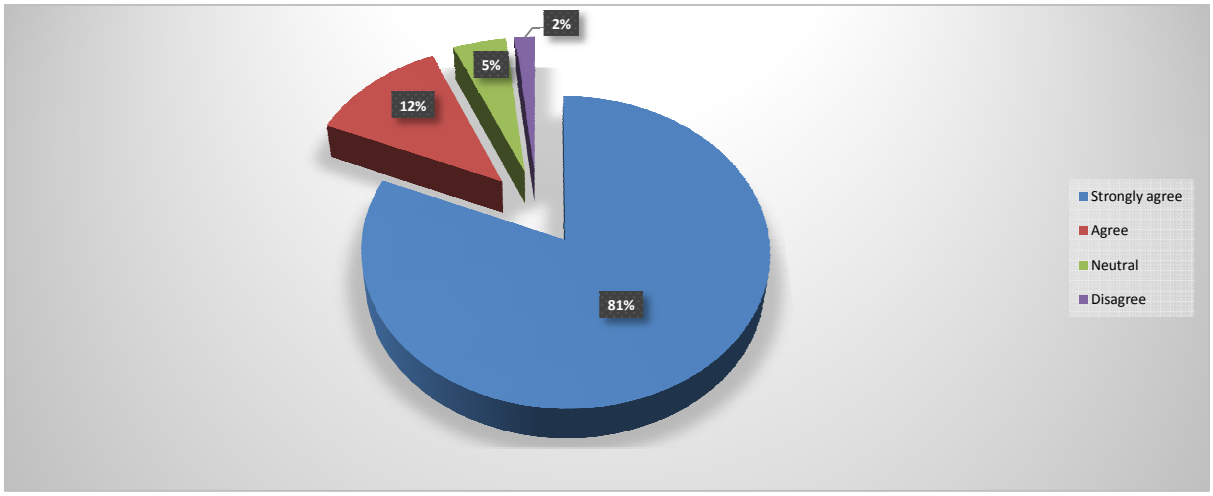
Chapter Eight - Review of the learning programs by learners, employers and providers

The other objective of a tracer study is to check learners' experiences and evaluation of the learning programs. This is where the strengths and weaknesses of the program is discussed and if these programs assisted them to gain employment and access further training. The aim here is to provide merSETA with feedback that will assist to refine the programs going forward in terms of content of the programs, resources, administration etc.

8.1 Feedback from learners

The vast majority of the learners surveyed (93%) agreed that the merSETA programs helped them in enhancing career prospects by equipping them with the skills necessary in making them desirable employees. They concluded that the skills acquired through the programs and the necessary experience gained by on the job training made their futures brighter. 81% (834) of these learners agreed strongly that it was through the efforts of the programs that they were now gainfully employed and skilled. Only 5% (51)of the sampled learners felt neutral about the merSETA programs. On the whole, after all had been thoroughly questioned and engaged, the results are clear in their praise of the merSETA programs. There are areas that need improving still, but on the whole more than a thousand interviewed; it has been a worthwhile and an empowering exercise.

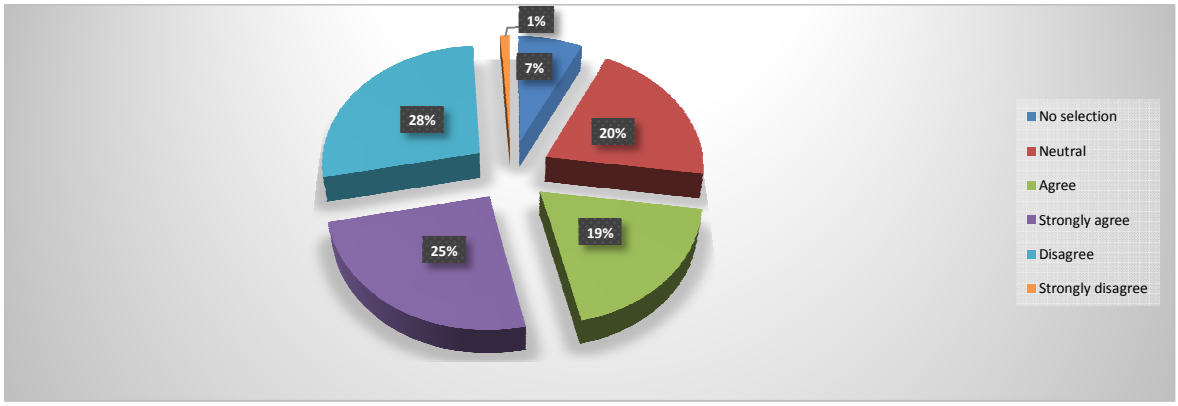
Figure 49: The merSETA - Learning program assisted me in enhancing career prospects



Source: BE at UP Tracer Study March 2015

Of the 1030 learners interviewed, 19% (196) of them agreed and 25% (257) strongly agreed that the merSETA learning programs assisted them in entering further training programs. There were 27% (278) who disagreed and 20% (210) were neutral. This should be taken against the background that a majority of learners did not further their studies after completing their learning programs.

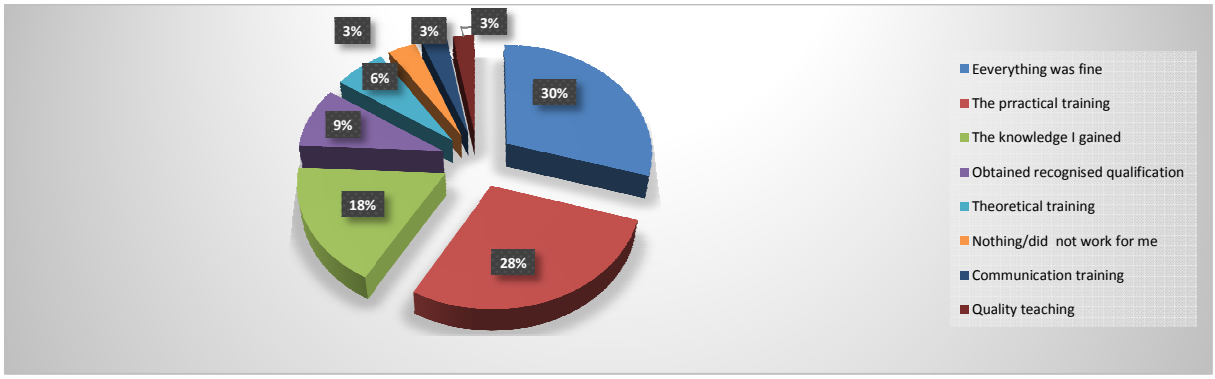
Figure 50: The merSETA - Learning programme assisted me in entering further training programs



Source: BE at UP Tracer Study March 2015

As per the analysis in figure 51below the majority of the learners appreciated the whole learning program in totality, while 28% (288) of the learner feel that they have benefited more from the practical training and 18% (185) felt that they benefited more on the theoretical training. It was a mere 3% (31) that felt that there were no areas that proved to be successful.

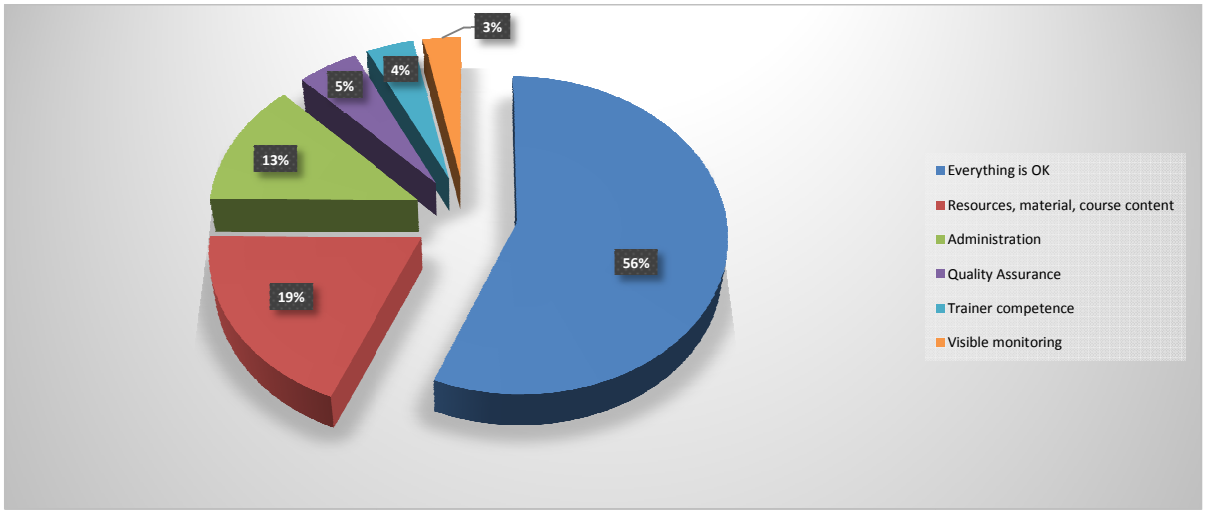
Figure 51: Which areas of the learning program proved successful?



Source: BE at UP Tracer Study March 2015

The learners were further asked to highlight areas of the learning program that needed improvement. Most learners, which is 56% (577) were happy with the whole program indicating that "*everything is ok*".

Figure 52:Which areas of the learning program need improvement?



Source: BE at UP Tracer Study March 2015

There was a 19% (196) who mentioned that the material and course content needed to be updated. Some complained that the technology utilised was old and obsolete and in some cases not aligned to the theory taught. This also included communication with the merSETA as some learners complained that it was difficult to communicate with the SETA.

- *"No up to date training CNC machining. new equipment was required at the time I did the training".*
- *"There is a need to use up to date theory information. We are currently being taught about machinery that is obsolete. They are not used anymore".*
- *"The machines were old. Please get new machines that companies use".*
- *"Some of the skills were not related to the job. Try to align skills set to jobs".*
- *"The practical side, because we did not get enough time for it".*
- *"Getting hold of people from merSETA is virtually impossible and that should be changed".*

A few (13%) learners requested the merSETA to improve its administration with regards to the management and communication of trade test dates and the late delivery of certificates.

- *"I received my certificate late. So I think that is the only area that needs improvement".*
  "It took too long to get a date for the trade test".

A few learners; that is 3% (31) requested visible monitoring of trainers and employers to ensure that the standards are being kept and training is progressing as per agreement.

- *"Hydraulics and pneumatics were in the modules but the company I worked for didn't do them, merSETA must monitor the learners' progress".*

8.2 Feedback from employers and training providers

It is evident from the results that most stakeholders found the learning programs valuable. Employers and providers praised the programs for:

Providing learners with relevant skills and experience

- *"These programmes give the learners skills that make them more marketable".*
- *"They give the learner vast knowledge and learning opportunities on the chosen trade..." Employer.*
- *"The learners get an opportunity they wouldn't have had. They get a skill". Employer.*

Providing skills directly related to the industry

- *"That we are linked to VW and guys are getting on the job training".*
- *"Directly related to industry in the case of automotive component manufacturing and assembly "(Learners are place on production lines and physically do the job of operator).*

The programs are aligned to the skill needs of the country

- *"The programmes teach what is relevant and needed to remedy the current skills crisis in the country".*
- *"Learners get a Technical trade because the country has issues of demand. These programmes give the learner experience in the form of company based practical training and give them the basics in the form of theory in college".*

Most agree that:

- The intervention/s enhance the skills of the learners.
- The intervention/s have improved productivity levels of the learners after completing the learning programmes.
- The intervention/s have improved the productivity/performance of the company.

8.3 Areas that need improvement

Employers and training providers were also requested to highlight areas of the learning program that needed improvement. Several issues were raised mostly to do with outdated course content and administration.

Need to update outdated material, course content, and the outdated technology.

- *"Some of the training modules are outdated e.g. brazing-outdated. Focus on arc welding..."*
- *"The merSETA learning materials for the learnerships need to be revised and improved. Power and Telecommunication Cable Manufacturing to be included". Employer.*
- *"NCV programme needs to be linked to what company level learner-ships are doing". Training Provider.*
- *"Change and update all material to suite industry demand (Fuel injection as well as front wheel drive gearboxes to be incorporated)". Training Provider.*
- *"Technology used in these training colleges is outdated". Employer.*
- *"Improvements take too long to be implemented. Some of the information being taught is no longer relevant".*
- *"There is a need to customise these programmes to business needs. Add management skills etc." Employer.*
- *"They can insure the trade schedules are reviewed. Some of the things on the learning material are no longer in use for industry". Employer.*

Need of quality assurance of material and trade centres to be improved.

- *"Make sure that the trade test centres are quality assured as some of them are not up to standard". Employer.*
- *"Have a committee whose job is to monitor whether all the stakeholders are doing what they are supposed to be doing". Employer.*

- *"The must be quality assurance done on the learning material by subject matter experts". Employer.*

Need to enhance trainer competence.

- *"Getting proper calibre of staff conducting the training. We need properly qualified trainers. Sometimes we get lecturers that are still students themselves. We need to Pay a better salaries to attract the trainers from the private sector". Training Provider.*
- *"Improve infrastructure. Invest more in the quality and quantity of facilitators and trainers". Employer.*
- *"The quality of trainers and facilitators is low". Employer.*
- "More technical trainers are required". Employer.

Most stakeholders mentioned a need to improve the administration. Booking of trade test and trade test dates were cited as major challenges. Others mentioned that certificates took too long to be issue, that registration of learners was also long and that the registration process was not understood because "*it's not clear*".

- *"Improve the administration of trade test and registration of learners. Implement rotation system with other companies". Employer.*
- *"Improve the administration side". Employer.*
- *"merSETA administration/registration of learners is their weaknesses. Employer.*
- *"Applications for trade testing are a nuisance to do. merSETA requires information they already have. There is a lot of duplication. The process needs to be improved". Employer.*
- *"Administration. Registration of learners and releasing of certification takes too long. Companies end up losing money (in terms of tax) because they can't claim because merSETA took too long to register a learner". Employer.*
- "*Updating for trade test requirements takes too long*". Employer.
- "The administration is not effective..." Employer.
- "merSETA needs to get the Systems working... Sort out the administrative requirements..." Employer.

Most mentioned that the merSETA invest in better screening and selection of learners that partake in the program.

- *"A more active role from merSETA and better screening for candidates". Employer.*
- *"There should be more and better learner screening in order to make sure that the learners we intake are the right ones and are learners that are interested in the trade they are taken in for".*
- *"Appropriate work experience for the learners. It is difficult to get the learners to get enough work experience in all the areas. The company rotate the learners and we train them in different learning areas. We have an in-house accredited training provider that helps us to assess the learners better".*
- *"Since the learners lack work experience they tend to lack basic skills required to function in the workplace. Those that can't be taught in a classroom".*
- *"Level of education we have to start with. Learners battle in the beginning because they lack basic numeracy skills... There is also a language barrier ..." Employer.*

Employers highlighted a need for more trades as dictated by the industry needs. They mentioned that trades choices were restrictive and training too specialised and thus not portable for the learners' next job. This tended to limit the learners' choice and push them to certain trades that they would not have necessary chosen.

- *"merSETA should introduce more trades that are required by industry". Employer*
- *"Introduce a Dual trade e.g. diesel mechanic and diesel fitter combined. Try and understand what the market wants". Employer.*
- *"Increase the number or value of funded apprenticeship to companies". Employer.*
- *"More integration with industry and find out what needs are for industry. This is already happening. However more needs to be done". Employer.*
- *"It boxes the learner and limits them into one trade.... They end up not getting exposed to the electrical component for instance if they are diesel mechanic".*
- *"There is a need for a broadened range of qualifications not just learnerships for artisan type of trades". Employers.*

Practical training standards are low.

- *"Vocational educational standard is low and needs to be improved. When you compare it with what is needed by industry". Employer.*
- *"The quality of candidates you get if you compare the NCV2 and level 2 learnership is huge. Our level 2 learnership is far superior. MerSETA needs to align more with what the industry requires". Training Provider.*

Some employers were worried about the high wages paid to learners.

- *"Wages we pay is too high. The suggestion would be paying learners industry based rates instead of bargaining council rates". Employer.*

Although the results indicate otherwise, training providers mentioned that some employers were not very willing to provide learners with training and employment.

- *"Encourage business to give learners a chance. Some companies are not willing. We struggle to get placements for some of the learners in companies". Training Provider.*

The results indicate that some learners take up to 48 months to complete their learning programs, and some employers said that *"Interventions need to be quicker"*. There was a general consensus amongst the host employers and training providers about the benefits the programs bring to the learners and their organisations. The learning programs were praised for providing necessary and relevant skills for learners and the industry. However frustrations were expressed on outdated material and the administration of these programs by merSETA.

8.4 Training providers perceptions of learners

Stakeholders were further requested to provide feedback on the perceptions of learners who participated in the learning programs. Most training providers were satisfied with the quality of learners they have received so, however they felt that some learnerswere let down by the school system.

- *"The learners are hungry for learning but are unfortunately let down by the school system".*

- *"Due to schooling standard learners come to the college with very weak mathematics and communication skills. When looking at the core unit standards for example: Basic hand skills they are found lacking as they were never exposed to this in the schooling system. A type of see and replicate, not pure understanding to the point of fault diagnoses".*
- *"The cognitive development skills are lacking with a huge emphasis on problem solving (learners cannot think and come up with a diagnosis or solution to a problem)".*

On the other, most providers agreed that learners brought in by companies tend to perform better as they usually have a better understanding and possibly would have already received basic training by the company.

8.5 Employer linkages/matches between training and industry requirements

Stakeholders interviewed unanimously acknowledged the linkages between the training learners receive and industry requirement.

- *"Yes there are definitely especially in our line of work". Employer.*
- *"Yes industry has a great need for qualified artisan and industry communicates with merSETA to determine the requirements". Employer.*
- *"Yes. There are. We train learners on the industry requirements". Employer.*
- *"Yes. Definitely. Especially with us at Barloworld. There are definite matches". Employer.*
- *"There is linkage... What the learners get to learn is what the company training them requires". Employer.*

The stakeholders reported a need for the merSETA to consult more industry to determine the latest trends so as to keep abreast of developments and ultimately improve on their interventions.

- *"Yes there are to a certain extent. This is an area that can be improved. With the ever changing technology. This means that merSETA should improve with the times". Employer.*
- *"More consultation between industry-merSETA-FETs ...Determine what qualifies someone to be an apprentice. Determine industry requirements...Introduce new technology into the curriculum". Employer.*
- *"Yes but it need some continual improvement through involving all relevant stakeholders". Employer.*

- *"Yes. There is. However, improvement and continuous communication and engaging the stakeholders is required". Employer.*
- *"Yes, but there is still a gap that needs to be improved especially in terms of type of technology taught vs. the technology being used in industry". Employer.*
- *"Directly related to industry in the case of automotive component manufacturing and assembly (Learners are place on production lines and physically do the job of operator)." Training Provider.*

Employers particularly suggested a closer collaboration with FETs through trainer workshops and seminars to improve on the trainers' capacity, better understanding of the industry and its requirements.

- *"Not necessarily. There is still a gag between what is taught in FETs and what learners are trained in companies. Bring FET college lectures to industry workshops so they can get a better understanding of what happens in industry and see how the theory is applied. The opposite is true as well. There is a need to make sure that the trainers in organisations know exactly what learners are taught in college". Employer.*
- *"Yes, but not enough. FETs need to have trainers that have industry experience. All parties involved need to have an understanding of their roles, requirements and expectations". Employer.*
- *"Yes. There are linkages. Industry needs to sit with FETs to refine its requirements to make sure that whatever FETs teach is what is relevant and required by industry". Training Provider.*

Training providers acknowledged the consultative relation that exists with the merSETA to ensure relevance of their training…*"Yes there are. The college makes sure through interaction with merSETA and industry".*

Chapter Nine - Conclusions

The report is based on data collected from learners, employers, training providers and augmented by secondary research. The learners had completed their trade tests or final assessments during 1st April 2012 and 30th March 2013. The learner survey was sample specific and was conducted nationally to have a good representation of race, gender, age and geographical spread. This holistic approach provided robust data to review the merSETA learning programs and provide recommendations to improve the interventions going forward.

The main questions that needed to be addressed were the retention rates across the different learning pathways in the original training company; to provide insights into employers' reasons for retaining or releasing learners, learners' decisions to remain with or leave the original training company, links between qualification prior to starting the learning program and the time to successful completion and employment or not, post qualification migration patterns of learners and where learners are employed outside the original training company.

Overall, the results indicated:

- Out of 1030 learners, 855 (83%) found employment. Only 167 learners (16%) remained unemployed. As of February 2015, the official South African unemployment rate stood at 24.3%. The 2012 tracer study reported an overall employment rate of 406 out of 510 (80%) artisans interviewed. The results clearly indicate employment prospects for learners who have completed a merSETA learning program have increased.
- The results further indicate that of the 855 learners employed, 536 (63%) were retained by the original training company whilst 301 (35%) found employment elsewhere. A further 2% were self-employed. Of the 536 retained by the original training company, 497 (93%) were employed full-time by the original training company and 39 (7%) employed part-time. Of the 855 employed learners, 760 (89%) were apprentices and 95 (11%) were learnerships. The 2012 tracer study reported an overall 59% retention rate. The retention rates are thus improving over the years.
- A close look at the learning programmes though, indicates that programmes learnerships like automotive sales and supported services and trades like steel erecting and pipe fitting reported very high unemployment. Threeprogrammesthat reported high retention rates were motor mechanics, fitter and rigger. These programmes not only managed to retain most of its learners, but also employed learners from other trades to work in this space.

- Most learners opted to stay with the original companies because of further training and development opportunities. Employers were mainly driven by the demand in their companies and the required skill set that the learners possessed as a result of the training.
- According to the results it seems access to the labour market is moving away from being race-based however there are still patterns of inequality that seem to continue to a certain extent as observed in the sample and employment figures of females in these programs. The employment pattern to some degree also still favours white males over the rest of the population. The original sample included only 11% female learners. Although high employment and retention rates are reported, the results indicate that the industry struggles to attract and retain female learners. The females represented in the study (African) reported the highest unemployment.
- A total of 162unemployed learners (97%) are actively looking for employment, and most of them have been looking for a job for over three months. The reasons cited by learners for struggling to find unemployment was mainly "*lack of the required experience*" whilst employers mentioned "*lack of vacancies*" and skills demand as main reasons for not absorbing learners. However training providers mentioned that there were some employers who were not willing to "*give learners a chance*". 77%(128)learners were not studying when interviewed.
- 35% (301) of the employed learners had left their original employer to work elsewhere and the results indicate that most of these learners joined larger companies in the sector. It is important to note that 2% (18) of these learners were self-employed, something that was not reported on in the previous study. Most of these left because they were released from their posts, whilst employers mentioned "*lack of vacancies*".
- There is approximately 53% (157) learners who attended short courses after leaving the original training company that trained them. They were followed by 23% (68) learners who did certificate courses. An interesting find was that 6% (18) and 4% (12) of these learners continued on to register for the other apprenriceships and learnerships respectively after completing the merSETA learning programs.
- 68% (202) of these learners had undergone further training after leaving the original employerswith 53% (107) doing short courses and 23% (46) doing certificate courses. There was 7% (14) who attended skills programs. Interestingly 6% (12) and 4% (8) of these have gone on to register for apprenticeships and learnerships. Very few, that is 2% (4) pursued formal training in the form of degrees or diplomas.
- The post trade migration patterns indicate that 5% and 3% of learners who trained in Gauteng and KZN respectively left to work in other provinces. Although a direct link was not

established, the analysis indicates that these learners mostly migrated to Limpopo and Mpumalanga. The Western Cape and North West were able to retain most of their learners.

- There was consistency in reviewing the learning programs, with learners and stakeholders agreeing that these workplace learning initiatives were successful and effective towards skilling and increasing learners' employability. The majority of the learners felt that the learning programs had assisted in enhancing their career prospects. Even unemployed learners were hopeful about their future because of the skills they had gained through these programmes.

The review process highlighted areas of improvement that included:

- The learning material - the regularity of how often the curriculum of these learning programs is updated.
- The learning program administration with regards to management of trade tests, issuing of learner certificates and enrolment of learners.
- The quality and quantity of lecturers, teaching staff and the capacity of FETs to provide content that is current.
- Visible monitoring and quality assurance of training material and trade test centres.
- Need to diversify trades so as to provide learners with choice and increase skills portability.
- Improved communication channels to ensure easy access to the merSETA.
- Most learners tend to lack basic soft skills required to function in the workplace.

Overall the tracer study indicates that merSETA learning programs increased the chances of learners' employability. At a qualitative level, graduates who completed expressed an increased self-confidence that was backed up by a recognised qualification. Their improved skills made them less doubtful of their abilities leading to more pride in their jobs.

Chapter Ten - Recommendations

To improve on the learning programs going forward, the following are recommended:

Table 15: Overall recommendations

Issue	Recommendation
Increase learner employment	To further improve employment, the merSETA should consider prioritising trades with demand that will include motor mechanics, rigging and fitting. This by creating awareness amongst learners of these trades during career and recruitment drives so as to attract learners into career types that will increase their employability Review of trades and learnerships – further investigation is required to understand the nature of the reasons why some trades and learnerships have mass migration of learners once they have completed the training. We believe the reasons could be saturation of the job market, the intake is too large to absorb them or there is not enough companies to absorb the learners. Developing re-skilling programs and trans-skilling avenues, which may assist unemployed qualified learners to access trades with higher employment demand, and such in itself will also contribute to "double-and-multi-skilled artisan" carder being groomed for the unique requirements of the local industry. Developing Female Acceleration Programs to attract and retain females' talent into the industry. Entrepreneurship Programs – there was a portion (2.5%) of learners who went on to open their businesses. This provides the merSETA with the opportunity to develop targeted entrepreneurship training programs with specific focus on industry specific needs. This will provide unemployed learners with alternative opportunities especially those who have undertaken saturated trades. Most unemployed learners cited "*lack of requisite skills*" as the main reason for not finding jobs. The merSETA should consider developing Post-trade"skills top-up" to port to alternative artisan qualification / converging. Vocational Training Programs for unemployed learners this to augment on the training they received. "Appropriate work experience for the learners. It is difficult to get the learners to get enough work experience in all the areas. The company does rotate learners and we train them in different learning areas". Soft Skills Training Programs including management skills.
Improve efficiency of program delivery	Administration: • Invest in systems to streamline trade test administration and issuing of certificates • Improve learner data management – this assist with registration of trade tests Learning material: There is a need to update the training material and customise programs to meet business needs. Thus establish a committee including industry and training providers/FETs to regularly review the trends and needs of the industry, this to review and update current training material, assist with alignment and curriculum development as well as teacher training. Increase trades: Introduce more trades that are required by industry Monitoring and Quality Assurance: A need to improve on monitoring and quality assurance systems and implementation for training materials and trade test centres. "There needs to be a systematic approach and a

Issue	Recommendation
	more active role to make sure that the trade test centres across the country are up to the expected standards." Investing in Teacher/Lecturer Capacity Building Programs this to increase the competence and knowledge of lecturers. "Getting proper calibre of staff conducting the training. We need properly qualified trainers. Sometimes we get lecturers that are still students themselves." Communication: Invest in call centre systems that would allow for streamlined communication basics in terms of acknowledging receipt of messages, returning emails and completed enquiries.
Systematic tracing study plan	It is important to compare apples to apples. Thus it is important to set up longitudinal studies for "flagship programs" to measure proper progress over time. This needs setting tracer study models for each program, and implementing them based on the duration of the learning programs. This will provide the merSETA with credible data to track progress and highlight challenges.

Annexure A: Table 4"Other"Learning programs learners were trained on

Learning Program	Trained on Total	Apprenticeship	Learnership
Turner	9	9	0
Automotive Machinist	8	8	0
Spray painter	8	8	0
Not specified	8	8	0
Armature Winder	6	6	0
Forklift Mechanic	5	5	0
National Certificate : Autotronics NQF Level 4	5	0	5
Refrigeration Mechanic (Commercial)	5	5	0
Automotive Body Repairer	4	4	0
Electronics Equipment Mechanician	4	4	0
Heavy Equipment Mechanic	4	4	0
Further Education And Training Certificate: Lift Installation And Maintenance NQF Level 4	3	0	3
Further Education And Training Certificate: Mechatronics Hydraulics/Pneumatics/Automation NQF Level 4	3	0	3
Lift Mechanic	3	3	0
National Certificate: Production Technology NQF Level 2	3	0	3
National Diploma: Automotive Diagnostics And Repair (Passenger And Light Delivery Vehicles) NQF Level 5	3	0	3
Diesel Fitter	2	2	0
Diesel Fuel Injection Mechanic	2	2	0
Further Education And Training Certificate: Generic Management: Process Manufacturing NQF Level 4	2	0	2
Metal Processing Plant Operator	2	2	0
National Certificate In Welding Application And Practice (Steel Weld) NQF Level 2 (Reviewed)	2	0	2
National Certificate: Generic Management: Motor Industry Management NQF Level 5	2	0	2
Patternmaker	2	2	0
Refrigeration Mechanic (Industrial)	2	2	0
Sheet Metal Worker	2	2	0
Vehicle Body Builder	2	2	0
Automotive Electrician	1	1	0
Crane, Hoist or Lift Operator (Skill Level 2)	1	1	0
Further Education And Training Certificate : Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 4	1	0	1
Further Education And Training Certificate : Plastics Manufacturing: NQF Level 4 (Reviewed)	1	0	1
Further Education And Training Certificate: Mechanical Engineering: Machining And Tooling NQF Level 4	1	0	1
Further Education And Training Certificate: Mechatronics (Automation And Controls) NQF Level 4	1	0	1
Motorcycle and Scooter Mechanic	1	1	0
National Certificate In Mechanical Engineering (Tooling Manufacture) : NQF Level 4 (Tool, Jig &Die maker)	1	0	1
National Certificate in Plastics Manufacturing: NQF Level 2	1	0	1

Learning Program	Trained on Total	Apprenticeship	Learnership
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 2 (Reviewed)	1	0	1
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 3	1	0	1
National Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery) NQF Level 3	1	0	1
National Certificate: Autotronics NQF Level 2	1	0	1
National Certificate: Mechanical Engineering (Manufacturing And Engineering Fitter) NQF Level 2	1	0	1
National Certificate: Service Station Operations (Forecourt Attendant) : NQF Level 2 (Reviewed)	1	0	1
National Diploma: Automotive Diagnostics And Repair (Commercial Vehicle) NQF Level 5	1	0	1
Refrigeration Mechanic	1	1	0
Steel Erector	1	1	0
Tractor Mechanic	1	1	0
Turner Machinist	1	1	0
Total	**121**	**85**	**36**

Annexure B: Table 9 Learners' Employment by learning programs

Occupation	Number
Forklift Mechanic	4
Refrigeration Mechanic	4
Turner	4
Assembler	3
Lift Mechanic	3
Lift mechanic	3
Refractory Mason	3
Armature Winder	2
Automotive Body Repair	2
Earth moving mechanic	2
Electronics Equipment Mechanician	2
Lecturer	3
Machine operator	2
Motor Mechanics	2
Patternmaker	2
Sales Executive	2
Service advisor	2
Steel erector	2
Store man	2
	1
Artisan Assistant	1
Assistant	1
Assistant driller	1
Automotive Body Repairer	1
Auxiliary Support Official	1
Boiler Assistant	1
Communication Technician	1
Construction Planner	1
Contractor	2
Costing and maintenance clerk	1
Crane Technician	1
Crane technician	1
Cross fit trainer	1
Dealer Technical Assistant	1
Diesel Fuel Injection Mechanic	1
Driver	1
Electrical apprentice	1
Electrical engineer	1
Engineer	1
Equipment helper	1
Field service technician	1
Forklift driver	1
Labourer(Assistant)	1
Learner	1
Learner technician	1
Machine Setter/Tool Setter	1
Machinist apprentice	1
Mechanical Fitter	1
Mechanical sitter	1
Mechanical Technologists	1
Messenger in a law firm	1
Metal Processing Plant Operator	1
Motorcycle and Scooter Mechanic	1
Operations Controller	1
Operator	1
Operator Grade 1	1
Panel beating	1
Petrol Attendant	2

Occupation	Number
Petrol mechanic	1
Planner	1
Process Supervisor	1
Process worker	1
Production - Operator	1
QC inspector	1
Quality manager	1
Raw Grinding	1
Refractory Brick laying	2
Safety Officer	1
Sales person	1
Semi-Skilled Artisan	1
Service Technician	1
Supervisor heat shield	1
tool setter	1
Tractor Mechanic	1
Trainee Production Manager	1
turbine fitter	1
Warranty clerk	2
Workshop coordinator	1
Workshop manger	1
Total	**113**

Annexure C: Table 10"Other" Retention across different learning programs by the original training company

Learning Program	Current Job Trade Title	Trained on Total
Armature Winder	Electrician	1
Armature Winder	Other	2
Automotive Body Repairer	Other	1
Automotive Electrician	Electrician	3
Automotive Electrician	Motor Mechanics	3
Automotive Electrician	Other	6
Automotive Electrician	Motor mechanic	3
Automotive Electrician	Motor Mechanics	1
Automotive Machinist	Fitter	1
Automotive Machinist	Motor Mechanics	1
Automotive Machinist	Other	2
Crane, Hoist or Lift Operator (Skill Level 2)	Other	1
Diesel Fitter	Fitter	1
Diesel Fitter	Other	1
Diesel Fuel Injection Mechanic	Other	1
Electrician (Engineering)	Electrician	4
Electrician (Engineering)	Millwright	1
Electrician (Engineering)	Operator	1
Electronics Equipment Mechanician	Other	2
Electronics Equipment Mechanician	Communication technician	2
Forklift Mechanic	Other	4
Further Education And Training Certificate : Plastics Manufacturing: NQF Level 4 (Reviewed)	Fitter	1
Further Education And Training Certificate: Automotive Repair And Maintenance (Commercial Vehicle) : NQF Level 4 (Reviewed)	Motor Mechanics	2
Further Education And Training Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) : NQF Level 4 (Reviewed)	Motor Mechanics	5
Further Education And Training Certificate: Automotive Sales And Support Services (Vehicle Servicing) : NQF Level 4	Other	2
Further Education And Training Certificate: Generic Management: Process Manufacturing NQF Level 4	Other	1
Further Education And Training Certificate: Lift Installation And Maintenance NQF Level 4	Other	2
Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision NQF Level 4	Other	4
Further Education And Training Certificate: Mechanical Engineering: Fitting: Manufacturing And Engineering NQF Level 4	Fitter	1
Further Education And Training Certificate: Mechanical Engineering: Machining And Tooling NQF Level 4	Machine/Tool setter	1
Further Education And Training Certificate: Mechatronics (Automation And Controls) NQF Level 4	Electrician	1
Further Education And Training Certificate: Mechatronics Hydraulics/Pneumatics/Automation NQF Level 4	Electrician	3
Heavy Equipment Mechanic	Motor Mechanics	3
Heavy Equipment Mechanic	Not specified	1
Lift Mechanic	Fitter	1

Learning Program	Current Job Trade Title	Trained on Total
Lift Mechanic	Lift mechanic	2
Metal Processing Plant Operator	Other	1
Metal Processing Plant Operator	Laborer/Assistant	1
National Certificate : Autotronics NQF Level 4	Motor Mechanics	2
National Certificate : Autotronics NQF Level 4	Other	2
National Certificate In Mechanical Engineering (Tooling Manufacture) : NQF Level 4 (Tool, Jig &Die maker)	Motor Mechanics	1
National Certificate in Mechatronics: NQF Level 4	Electrician	1
National Certificate in Mechatronics: NQF Level 4	Millwright	3
National Certificate in Plastics Manufacturing: NQF Level 2	Other	1
National Certificate: Automotive Components: Manufacturing And Assembly NQF Level 2	Motor Mechanics	2
National Certificate: Automotive Components: Manufacturing And Assembly NQF Level 2	Other	2
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 5	Motor Mechanics	4
National Certificate: Automotive Repair And Maintenance (Earthmoving Equipment) NQF Level 2 (Reviewed)	Motor Mechanics	3
National Certificate: Automotive Repair And Maintenance (Earthmoving Equipment) NQF Level 2 (Reviewed)	Earth moving mechanic	1
National Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery) NQF Level 3	Motor Mechanics	1
National Certificate: Autotronics NQF Level 2	Motor Mechanics	1
National Certificate: Generic Management: Motor Industry Management NQF Level 5	Sales executive	2
National Certificate: Mechanical Engineering (Manufacturing And Engineering Fitter) NQF Level 2	Motor Mechanics	1
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	Other	4
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	Operations Controller	1
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	Raw Grinding	
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	Refractory Brick laying	
National Certificate: Service Station Operations (Forecourt Attendant) : NQF Level 2 (Reviewed)	Other	1
Patternmaker	Other	2
Refractory Mason	Electrician	1
Refractory Mason	Other	2
Refrigeration Mechanic (Commercial)	Electrician	1
Refrigeration Mechanic (Commercial)	Refrigeration Mechanic;	2
Refrigeration Mechanic (Commercial	Technician	1
Refrigeration Mechanic (Industrial)	Electrician	1
Sheet Metal Worker	Welder	2
Spray painter	Other	2
Spray painter	Spray painter	3
Turner	Fitter and Turner	4
Turner	Other	3
Turner	Machinist apprentice	2
Total		**135**

Annexure D:Table 11"Other" Comparative findings between the different learning pathways and employment – TRAINED ON

Learning program	
Armature Winder	6
Automotive Body Repairer	4
Crane, Hoist or Lift Operator (Skill Level 2)	1
Diesel Fitter	2
Diesel Fuel Injection Mechanic	2
Electronics Equipment Mechanician	4
Forklift Mechanic	5
Further Education And Training Certificate : Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 4	1
Further Education And Training Certificate : Plastics Manufacturing: NQF Level 4 (Reviewed)	1
Further Education And Training Certificate: Automotive Repair And Maintenance (Commercial Vehicle) : NQF Level 4 (Reviewed)	7
Further Education And Training Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) : NQF Level 4 (Reviewed)	8
Further Education And Training Certificate: Automotive Sales And Support Services (Vehicle Servicing) : NQF Level 4	11
Further Education And Training Certificate: Generic Management: Process Manufacturing NQF Level 4	2
Further Education And Training Certificate: Lift Installation And Maintenance NQF Level 4	3
Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision NQF Level 4	10
Further Education And Training Certificate: Mechanical Engineering: Fitting: Manufacturing And Engineering NQF Level 4	4
Further Education And Training Certificate: Mechanical Engineering: Machining And Tooling NQF Level 4	1
Further Education And Training Certificate: Mechatronics (Automation And Controls) NQF Level 4	1
Further Education And Training Certificate: Mechatronics Hydraulics/Pneumatics/Automation NQF Level 4	3
Heavy Equipment Mechanic	4
Lift Mechanic	3
Metal Processing Plant Operator	2
Motorcycle and Scooter Mechanic	1
National Certificate : Automotive Repair And Maintenance (Passenger And Light Delivery Vehicles) NQF Level 5	12
National Certificate : Autotronics NQF Level 4	5
National Certificate In Mechanical Engineering (Tooling Manufacture) : NQF Level 4 (Tool, Jig &Die maker)	1
National Certificate in Mechatronics: NQF Level 4	7
National Certificate in Plastics Manufacturing: NQF Level 2	1
National Certificate In Welding Application And Practice (Steel Weld) NQF Level 2 (Reviewed)	2
National Certificate: Automotive Components: Manufacturing And Assembly NQF Level 2	6
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 2 (Reviewed)	1
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 3	1
National Certificate: Automotive Repair And Maintenance (Commercial Vehicle) NQF Level 5	5
National Certificate: Automotive Repair And Maintenance (Earthmoving Equipment) NQF Level 2 (Reviewed)	6

Learning program	
National Certificate: Automotive Repair And Maintenance (Passenger And Light Delivery) NQF Level 3	1
National Certificate: Autotronics NQF Level 2	1
National Certificate: Generic Management: Motor Industry Management NQF Level 5	2
National Certificate: Mechanical Engineering (Manufacturing And Engineering Fitter) NQF Level 2	1
National Certificate: Metal And Engineering Manufacturing Processes NQF Level 2	8
National Certificate: Metals Production (Iron And Steel Manufacturing) NQF Level 2	10
National Certificate: Production Technology NQF Level 2	3
National Certificate: Service Station Operations (Forecourt Attendant) : NQF Level 2 (Reviewed)	1
National Diploma: Automotive Diagnostics And Repair (Commercial Vehicle) NQF Level 5	1
National Diploma: Automotive Diagnostics And Repair (Passenger And Light Delivery Vehicles) NQF Level 5	3
Patternmaker	2
Refrigeration Mechanic (Commercial)	6
Refrigeration Mechanic (Industrial)	2
Sheet Metal Worker	2
Tractor Mechanic	1
Turner	9
Turner Machinist	1
Vehicle Body Builder	2
Not specified	8
Total	**197**

Annexure E: Table 11"Other" Comparative findings between the different learning pathways and employment – EMPLOYED AS

Occupation	
Armature Winder	2
Artisan Assistant	1
Assembler	3
Assistant	1
Assistant driller	1
Automotive Body Repair	3
Auxiliary Support Official	1
Boiler Assistant	1
Communication Technician	1
Construction Planner	1
Contractor	2
Costing and maintenance clerk	1
Crane Technician	2
CrossFit trainer	1
Dealer Technical Assistant	1
Diesel Fuel Injection Mechanic	1
Driver	1
Earth moving mechanic	2
Electrical apprentice	1
Electronics Equipment Mechanician	2
Engineer	1
Equipment helper	1
Field service technician	1
Forklift driver	1
Forklift Mechanic	4
Labourer(Assistant)	1
Learner	1
Learner technician	1
Lecturer	3
Lift Mechanic	6
Machine operator	2
Machine Setter/Tool Setter	1
Machinist apprentice	1
Mechanical Fitter	1
Mechanical sitter	1
Mechanical Technologists	1
Messenger in a law firm	1
Metal Processing Plant Operator	1
Motorcycle and Scooter Mechanic	1
Operations Controller	1
Operator	1
Operator Grade 1	1
Other	6
Panel beating	1
Patternmaker	2
Petrol Attendant	2
Petrol mechanic	1
Planner	1
Process Supervisor	1
Process worker	1
Production - Operator	1

Occupation	
QC inspector	1
Quality manager	1
Raw Grinding	1
Refractory Brick laying	1
Refrigeration Mechanic	4
Safety Officer	1
Sales Executive	2
Sales person	1
Semi apprentice no qualification yet	1
Semi-Skilled Artisan	1
Service advisor	2
Service Technician	1
Store man	2
Supervisor heat shield	1
tool setter	1
Tractor Mechanic	1
Trainee Production Manager	1
turbine fitter	1
Turner	4
Warranty clerk	2
Workshop coordinator	1
workshop manger	1
Not specified	12
Total	**120**

Annexure F: Table 12 Links between qualification prior to starting the learning program and employment (Other Occupations)

Current Job Trade Title	Apprenticeship	Learnership	Secondary School	Matric	Degree/Diploma/ Certificate	No Formal schooling	Other	Total
Armature Winder	-	1	1	-	-	-	-	**2**
Artisan	1	-	-	4	-	-	1	**6**
Artisan Assistant	-	-	-	1	-	-	-	**1**
Assistant	-	1	-	-	-	-	-	**1**
Automotive Machinist	-	-	1	4	-	-	-	**5**
Auxiliary Support Official	-	-	-	1	-	-	-	**1**
Boiler Assistant	-	-	-	1	-	-	-	**1**
Communication Technician	1	-	-	-	-	-	-	**1**
Contractor	-	-	-	1	-	-	-	**1**
contractor	-	-	-	1	-	-	-	**1**
Crane Technician	-	-	-	1	-	-	-	**1**
Crane technician	-	-	-	1	-	-	-	**1**
Crossfit trainer	-	-	-	1	-	-	-	**1**
Dealer Technical Assistant	-	-	-	1	-	-	-	**1**
Diesel Fuel Injection Mechanic	-	-	-	1	-	-	-	**1**
Driver	-	-	-	1	-	-	-	**1**
Earth moving mechanic	-	-	-	2	-	-	-	**2**
Electrical apprentice	1	-	-	-	-	-	-	**1**
Electrical engineer	-	-	-	1	-	-	-	**1**
Electronics Equipment Mechanician	-	-	-	2	-	-	-	**2**
Equipment helper	1	-	-	-	-	-	-	**1**
Field service technician	-	-	-	1	-	-	-	**1**
Foreman	-	-	2	3	-	-	-	**5**
Forklift driver	-	-	-	1	-	-	-	**1**
Labourer(Assistant)	-	1	-	-	-	-	-	**1**
Learner	-	-	-	1	-	-	-	**1**
Learner technician	-	-	-	1	-	-	-	**1**
Lecturer	-	-	-	2	-	-	-	**2**
Lift Mechanic	-	-	-	2	-	-	1	**3**
Machine operator	-	-	-	2	-	-	-	**2**
Machine Setter/Tool Setter	-	-	-	1	-	-	-	**1**
Machinist apprentice	1	-	-	-	-	-	-	**1**
Mechanical Fitter	-	-	-	1	-	-	-	**1**
Messenger in a law firm	-	-	-	1	-	-	-	**1**

Current Job Trade Title	Apprenticeship	Learnership	Secondary School	Matric	Degree/Diploma/ Certificate	No Formal schooling	Other	Total
Metal Processing Plant Operator	-	-	-	1	-	-	-	**1**
Motor Mechanics	-	1	-	1	-	-	-	**2**
Motorcycle and Scooter Mechanic	-	-	1	-	-	-	-	**1**
Operations Controller	-	-	-	1	-	-	-	**1**
Operator Grade 1	1	-	-	-	-	-	-	**1**
Other	-	1	1	4	-	-	-	**6**
Petrol Attendant	-	-	-	1	-	-	-	**1**
Process Supervisor	-	1	-	-	-	-	-	**1**
Process worker	1	-	-	-	-	-	-	**1**
Production - Operator	-	-	-	1	-	-	-	**1**
QC inspector	-	-	-	1	-	-	-	**1**
Quality manager	-	-	-	1	-	-	-	**1**
Raw Grinding	-	-	-	1	-	-	-	**1**
Refractory Brick laying	-	-	-	1	-	-	-	**1**
Safety Officer	-	-	-	1	-	-	-	**1**
Sales Executive	-	-	-	2	-	-	-	**2**
Sales person	-	-	-	1	-	-	-	**1**
Semi apprentice no qualification yet	1	-	-	-	-	-	-	**1**
Semi-Skilled Artisan	-	-	-	1	-	-	-	**1**
Service advisor	-	-	-	2	-	-	-	**2**
Store man	-	-	-	2	-	-	-	**2**
Supervisor heat shield	-	-	-	1	-	-	-	**1**
Technician	-	-	-	5	-	-	-	**5**
Tractor Mechanic	-	-	-	1	-	-	-	**1**
Trainee Production Manager	-	-	-	1	-	-	-	**1**
Turner	-	1	-	3	-	-	-	**4**
Workshop coordinator	-	-	-	1	-	-	-	**1**
workshop manger	-	-	-	1	-	-	-	**1**
Steel Erector	-	-	-	1	7	-	-	**8**
Pipe Fitter	-	-	-	4	4	-	-	**8**
Forklift Mechanic	-	-	-	1	3	-	-	**4**
Lift mechanic	-	-	-	-	3	-	-	**3**
Spray painter	-	-	1	4	3	-	-	**8**
Assembler	-	-	-	1	2	-	-	**3**
Steel erector	-	-	-	-	2	-	-	**2**
Blank	-	1	3	3	2	-	-	**9**
Blank	-	-	-	-	1	-	-	**1**
Assistant driller	-	-	-	-	1	-	-	**1**
Automotive Body Repair	-	-	-	1	1	-	-	**2**
Automotive Body Repairer	-	-	-	-	1	-	-	**1**

Current Job Trade Title	Apprenticeship	Learnership	Secondary School	Matric	Degree/Diploma/ Certificate	No Formal schooling	Other	Total
Construction Planner	-	-	-	-	1	-	-	**1**
Costing and maintenance clerk	-	-	-	-	1	-	-	**1**
Engineer	-	-	-	-	1	-	-	**1**
Lecturer	-	-	-	-	1	-	-	**1**
Mechanical sitter	-	-	-	-	1	-	-	**1**
Mechanical Technologists	-	-	-	-	1	-	-	**1**
Operator	-	-	-	-	1	-	-	**1**
Panel beating	-	-	-	-	1	-	-	**1**
Patternmaker	-	1	-	-	1	-	-	**2**
Petrol attendant	-	-	-	-	1	-	-	**1**
Petrol mechanic	-	-	-	-	1	-	-	**1**
Planner	-	-	-	-	1	-	-	**1**
Refractory Mason	-	-	-	2	1	-	-	**3**
Refrigeration Mechanic	-	-	-	3	1	-	-	**4**
Service Technician	-	-	-	-	1	-	-	**1**
tool setter	-	-	-	-	1	-	-	**1**
turbine fitter	-	-	-	-	1	-	-	**1**
Warranty clerk	-	-	-	-	1	-	-	**1**
warranty clerk	-	-	-	-	1	-	-	**1**
Total employed	**8**	**9**	**10**	**95**	**49**		**2**	**173**

Annexure G: Figure 35 Other reasons for leaving and working for another company

	White		African		Coloured	Indian		Total
Other Reasons For Leaving The Employer Who You Trained Under?	Male	Female	Male	Female	Male	Male	Female	
Retrenchment	-	-	7	-	2	1	-	**10**
They did not give me a contract	-	-	5	-	-	-	-	**5**
Contract terminated	-	-	1	1	-	-	-	**2**
I was retrenched.	1	-	2	-	-	-	-	**3**
I had to go back to the family business.	-	-	1	-	-	-	-	**1**
The company was liquidated	-	-	-	1	-	-	-	**1**
Contract expired and they never renewed the contract	-	-	-	1	-	-	-	**1**
The company was liquidated	-	-	2	-	-	-	-	**2**
They never employed me	-	-	1	-	-	-	-	**1**
Contract expired and they didnot want to renew the contract	-	-	1	-	-	-	-	**1**
The company a service provider for training only	-	-	1	-	-	-	-	**1**
change of career	-	-	-	-	-	1	-	**1**
Company was liquidated	-	-	1	-	-	-	-	**1**
Work in conditions. career and salary	-	-	1	-	-	-	-	**1**
Due to financial constraints the company could not retain him	1	-	-	-	-	-	-	**1**
Because I refused to relocate.	-	-	1	-	-	-	-	**1**
I was retrenched	-	-	-	-	-	1	-	**1**
contact ended	-	-	1	-	-	-	-	**1**
Job security	-	-	1	-	-	-	-	**1**
Job mobility	-	-	1	-	-	-	-	**1**
The company was liquidated.	-	-	1	-	-	-	-	**1**
Total	**2**		**28**	**3**	**2**	**3**		**38**

Annexure H: Figure 39 (Other) Occupation under which learners are currently employed - learners employed by a different employer

Other Occupation	Employed by Different Employer
Diesel Mechanic	14
Earth Moving Mechanic	3
Spray Painter	3
Not specified	1
Artisan	2
Assembler	2
Automotive Machinist	2
Pipe Fitter	2
Refractory Mason	2
Steel Erector	2
Technician	2
Agricultural Sales Person	1
Armature Winder	1
Assistant Driller	1
Automotive Technician	1
Auxiliary Support Official	1
Construction Planner	1
Contractor	1
Crane Technician	1
CrossFit Trainer	1
Dealer Technical Assistant	1
Diesel Mechanic	1
Diesel Pump Technician	1
Diesel Technician	1
Driver	1
Earth Moving Diesel Mechanic	1
Equipment Helper	1
Foreman	1
Forklift Driver	1
Forklift Mechanic	1
Instrument technician	1
Lecturer	2
Lift Technician	1
Mechanical Fitter	1
Mechanical apprentice	1
Machinist	1
Messenger In A Law Firm	1
Motor Cycle Mechanic	1
Petrol Attendant	1
Petrol Mechanic	1
Pipefitter	1
Plant	1
Preferred Not To Mention It	1
Process Worker	1
Qc Inspector	1
Quality Manager	1
Sales	1
Semi-Skilled Artisan	1
Service Advisor	1
Service Technician	1

Other Occupation	Employed by Different Employer
Store Man	1
Tool Jig And Dye Maker	1
Tool Maker	1
Tractor Mechanic	1
Turbine Fitter	1
Workshop Coordinator	1
Total	**91**