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SASSETA EVALUATION STUDY ON LEARNER DROPOUTS PHENOMENON  
ON SELECTED SASSETA LEARNING PROGRAMMES IMPLEMENTED  
BETWEEN, 2013-2016: PROGRESS, ISSUES AND CHALLENGES



Compiled by OD Management Services in collaboration with  
SASSETA

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## **EXECUTIVE SUMMARY FOR SASSETA IMPACT STUDY SURVEY**

The Safety and Security Sector Education and Training Authority (SASSETA) Learnerships evaluation study on learner dropouts' phenomenon on selected SASSETA learning programmes implemented between 2013-2016 is aimed at determining the impact made by the enrolment and completion of Learnerships in the different areas within the Safety & Security sector. The Learnership evaluation study was conducted through the process of interviews and distribution of questionnaires to SASSETA affiliated organizations that were allocated grants to offer these Learnerships programmes.

The SASSETA Learnerships Evaluation Study Report is the final outcome of this research study conducted by ODMS on behalf of SASSETA to determine the reasons behind the learner dropouts' phenomenon made by the grants offered for Learnerships in the Safety and Security sector.

The SASSETA Learnerships evaluation study is aligned with the DHET NSDS III programme requirements. The DHET's aim is to determine the performance of the identified SASSETA programmes and the subsequent impact on the selected beneficiaries.

The SASSETA Learnerships evaluation study analyzed responses of the questionnaires and interviews as well as the information supplied by the SASSETA stakeholders; as well as all other relevant information that was supplied by the SASSETA Research unit. The SASSETA Learnerships Evaluation Study findings and recommendations have been incorporated in the final report.

The SASSETA Learnerships Evaluation Study like most research studies was hampered by limitations; which were caused by unforeseen circumstances such as holidays in between, the delayed signing of the contract on time and delayed learner dropout data supply. Some of the challenges are mentioned in the findings.

## **1. INTRODUCTION**

The SASSETA Learnerships Evaluation Study was aimed at investigating factors contributing to learner dropouts and hindering the skills development impact within the Safety & Security sector. The impact made by the SASSETA grants in supporting the SASSETA Learnerships programme are included in the study. This evaluation study intended to trace and assess the reasons for the drop outs and the whereabouts of those learners. The evaluation study further focused on determining the impact made by SASSETA in funding the programme based on the expected return on investment (ROI) by the SASSETA and its stakeholders.

The SASSETA Learnerships have been identified as one of the SASSETA funded programmes and projects that the SASSETA is currently supporting amongst others; in line with the National Skills Development Strategy (NSDS III). This is done in order to determine the extent to which the NSDS III set targets were achieved by the SASSETA including the evaluation study and the contribution made to the lives of the beneficiaries.

In most cases evaluations studies are conducted in order measure the impact or difference made by the implemented activities. The process includes skills and training acquired within the Safety & Security sector and the justice system in which it operates. This study further aimed at highlighting the challenges experienced by the recipients of the Learnership.

## **SASSETA BACKGROUND**

Safety and Security Sector Education and Training Authority (SASSETA) is a training authority established as a juristic person in terms Section 9 of Skills Development Act, 1998 (Act No. 97 of 1998 as amended). SASSETA has a mandate to provide leadership and strategic direction on skills development matters in the safety and security sector. Chiefly, the Safety and Security SETA's major role is, inter alia, the development and implementation of a Sector Skills Plan within the framework of the National Skills Development Strategy (NSDS); to promote and oversee skills development in the safety and security sector.

A number of public entities paid levies to SASSETA such as PSIRA and the Competition Commission. The SASSETA is mandated to support the objectives of the National Skills Development Strategy (NSDS) as determined by the Department of Higher Education.

The SASSETA is tasked with the responsibility of entrenching and driving transformation in the Safety and Security Sector through the facilitation of skills development in terms of the Skills Development Act (No 97 OF 1998).

## **2. SASSETA LEARNERSHIPS**

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002). Nowadays, training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training.

Training is important to enhance the capabilities of employees. The employees, who have more on the job experience training, have better performance because there is an increase in both skills & competencies because of more on the job experience (Fakhar Ul Afaq, Anwar Khan). Training also has impact on the return on investment (ROI) (Richard Chang Associates, INC.). The organizational performance depends on the level of employee performance because human resource capital of organization plays an important role in the growth and the organizational performance.

In order to improve the organizational performance and the employee performance, training is given to the employee of the organization.

Training & development increases and enhances the employee performance and is an important activity to increase the performance of the safety and security sector (Iftikhar Ahmad and Siraj-ud-din, 2009). It is the building block, which increases the performance of overall organizations (Qaiser Abbas and Sara Yaqoob). Employee performance depends on many factors such as job satisfaction, knowledge and management but there is a relationship between training and performance (Chris Amisano, 2010). This shows that the employee

performance is important for the performance of the organization and the training and development is beneficial for the employee to improve performance.

It is important for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of precious time and money (Tsaur and Lin, 2004). On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982).

People tend to learn more from their practical experience compared to a book-based knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to give their employees on the job training skills because it is cost effective and time saving and their employees learnt in a practical way (Tom Baum). The SASSETA Learnership programme was designed to incorporate the integration of theory and practice by allowing participants to apply their new acquired skills in their work environment.

The SASSETA Learnerships Evaluation Study on learner dropouts' phenomenon on selected SASSETA learning programmes implemented between 2013-2016 has been commissioned based on determining the level of skills results achieved by the SASSETA against the set targets in line with the National Skills Development Strategy (NSDS) III targets. NSDS III is currently beyond its third and final phase which its duration was from 2011 to 2016. The NSDS III mandate for SETA's including SASSETA is to monitor and evaluate the skills development achievements and challenges, according to the NSDS III effort to develop a skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path in South Africa (National Skills Development Strategy-Progress Report, 2013:7).

The Learnership evaluation study research is in line with one of the DHET initiatives and objectives; which is currently leading a process to determine and develop a system that can properly capture and enable the analysis of: The impact of the programmes in order to determine if the programme addressed the scarce skills needs and enabled improved

productivity, economic growth and the ability of the work force to adapt to change in the labour market? (National Skills Development Strategy-Progress Report, 2013:10).

A DHET impression on analysis of these projects shows that most SETAs are engaged in offering skills developmental projects through strategic partnerships with FET colleges, Universities, Government and Industry during the 2011 to 2014 period. The skills training offered were in line with government's transformational imperatives as is evidenced by the training of disabled learners and unemployed youth with a focus on rural development (National Skills Development Strategy-Progress Report, 2013:15).

The objective of the National Skills Development Strategy is to ensure that the resources of education and training stakeholders are focused on ensuring that the eight identified challenges are addressed, and that measurable impact is achieved over the five year period of the strategy (National Skills Development Strategy-Progress Report, 2013:7).

The Safety and Security Sector Education and Training Authority (SASSETA) had commissioned OD Management Services to conduct Learnerships Impact Study as one of the identified programmes.

## **OBJECTIVES OF THE EVALUATION STUDY**

The aim and objectives of the study was to understand and investigate the causes of learner dropouts at selected SASSETA learning programmes. To accomplish this purpose, the following objectives were to be considered:

- To explore the learner dropout at selected SASSETA learning programmes.
- To investigate the underlying causes of learner dropout in SASSETA learning programmes, and
- Formulate recommendations.

## **AREAS OF CONSIDERATION**

The SASSETA in performing an Evaluation Study on learner dropouts' phenomenon on selected SASSETA programmes within the safety and security sector must consider the following:

- The challenges of Learnerships recruitment within the Safety and Security sector
- The projected skills required for the growth over the years
- The growth implications of the programmes within the Safety and Security sector



### 3. RESEARCH METHODOLOGY

The research method applied in the investigation of Learnerships evaluation study on learner dropouts' phenomenon was based on the mixed methods approach. This method was selected because of its inclusive approach which embraces both the quantitative and qualitative methods. A questionnaire was designed and distributed to prospective respondents within the safety and security sector with the assistance of the SASSETA Research Unit.

#### 3.1 RESEARCH DESIGN

A questionnaire was distributed to the SASSETA beneficiaries; the questionnaire was designed to enable the respondents to complete all the sections. It was designed in such a way that biographical and demographic sections were filled by every respondent, with the final section based on Learnerships. Respondents were afforded the opportunity to respond accordingly.

The implicit purpose of the Evaluation study research design was to detail the procedures for obtaining the required information to structure and analyze the outcomes from respondents.

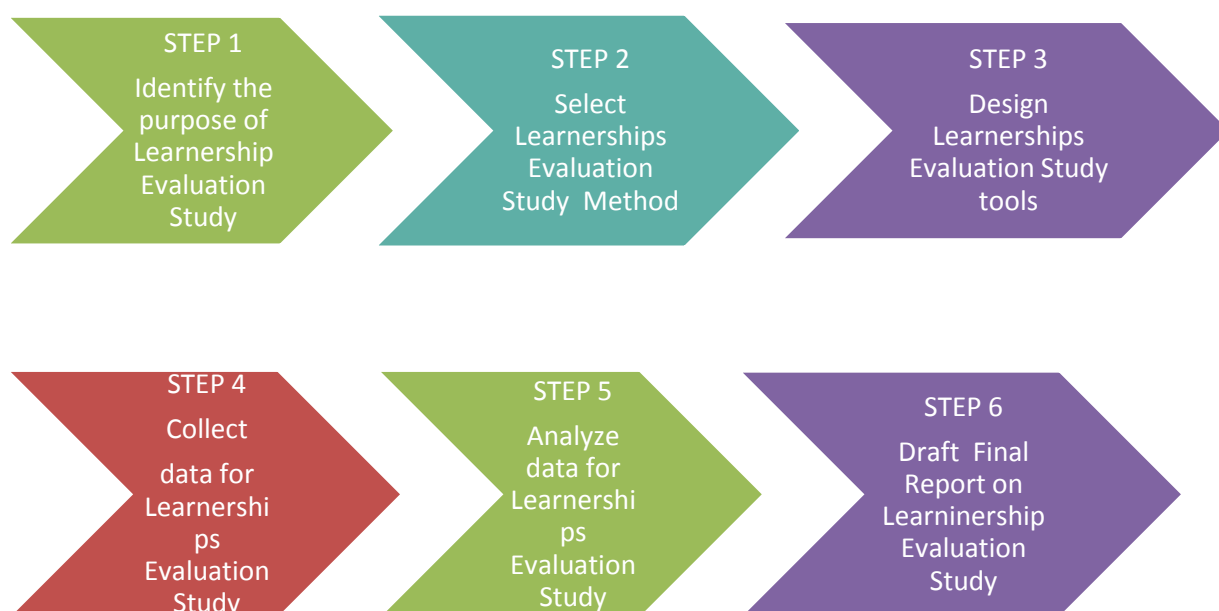


Figure 1: Phases of Learnerships Evaluation Study design

In order for OD Management Services to conduct the Evaluation Study on learner dropouts' phenomenon successfully, it had to familiarize itself with the South African skills development context and the relevant literature within the Safety and Security sector including international trends on skills development and the challenges facing the workforce in the safety and security sector globally. This was done according to the following process;

- Consultation with SASSETA managers, staff and other relevant stakeholders.
- Development of a questionnaire for the Evaluation Study survey,
- Delivery of SASSETA report that includes an executive summary of key findings and the methodology used, analysis of collected data, identification of skills gaps in the current workforce, and recommendations on training and other strategies to address the challenges presented by results.
- Presentation of key findings to SASSETA management

## 4. DATA ANALYSIS ON SASSETA LEARNERSHIPS

The SASSETA database analysis was drawn from the latest list of registered Learnerships supplied database information, which was analyzed according to the following factors;

### 4.1a Gender Enrolled

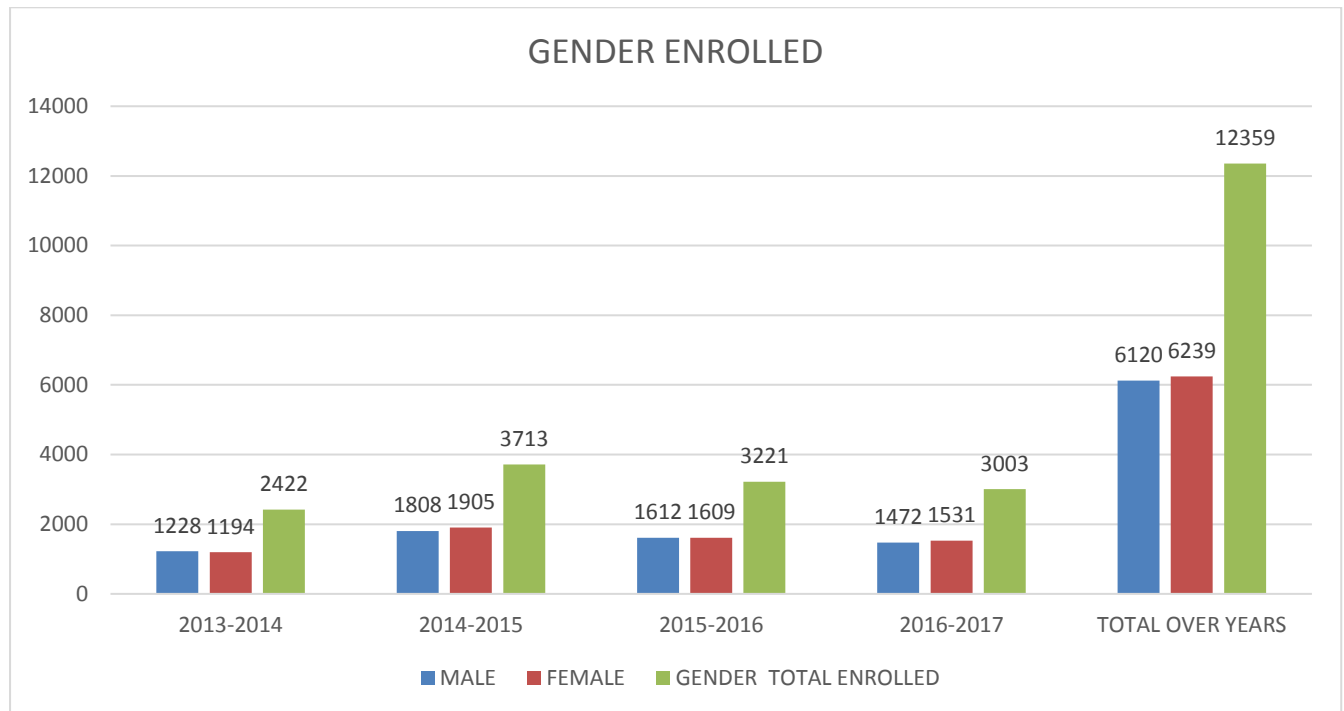


Figure 2: Gender enrolled

Table indicates the gender distribution of the SASSETA Learnership intake in the safety and security sector based on gender; females comprise 50,48 % in the safety and security sector, whilst males comprise 49,52 % of Learnerships. Females are insignificantly more than males. This indicates a delicate balance of Learnership database information list.

## 4.1b Gender completed

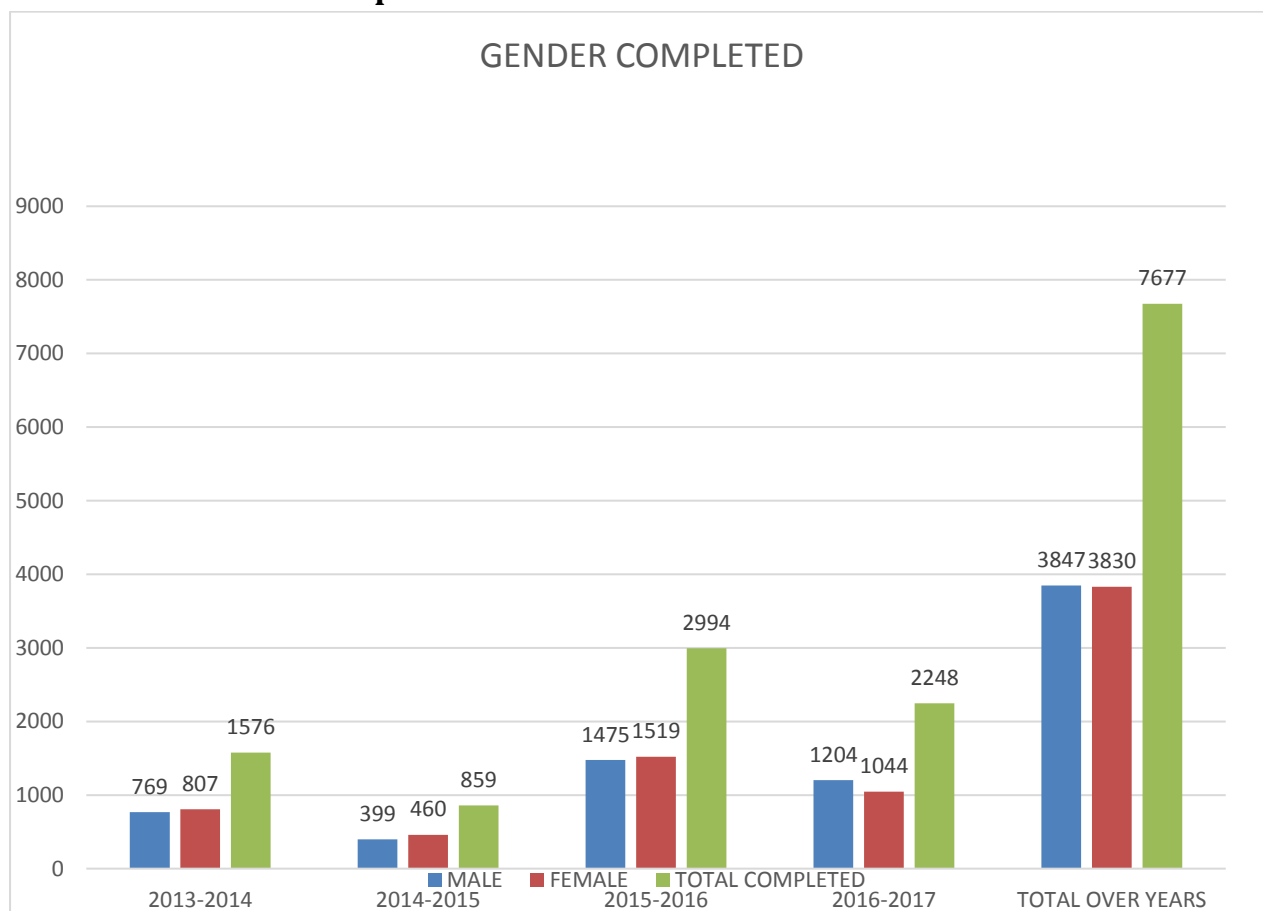


Figure 3: Gender completed

The gender of Learnerships completions indicates a similar picture over the years, although the completion rate is lower than the enrolled rate. Females slightly lead with 50,12% whilst males follow with 49,88%. Although this indicates a fluctuation rate of completions over the years.

## 4.2a Race enrolled

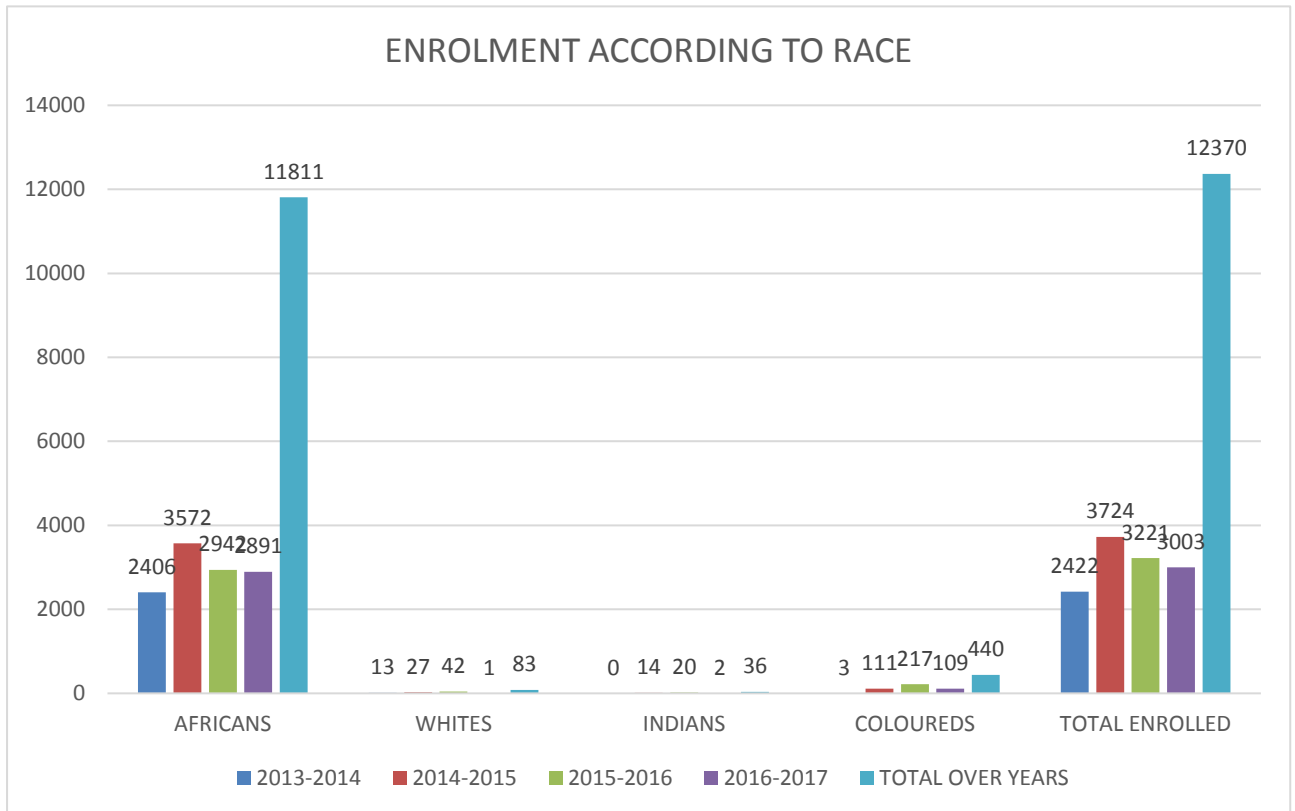


Figure 4: Race enrolled

The racial spread in the distribution of Learnerships indicates that a significant number of Learnerships participants were Africans totaling 95,48%, followed by Coloureds with 3,55% thereafter whites with 0,67 % and Indians comprising 0,29 %.

## 4.2b Race completed

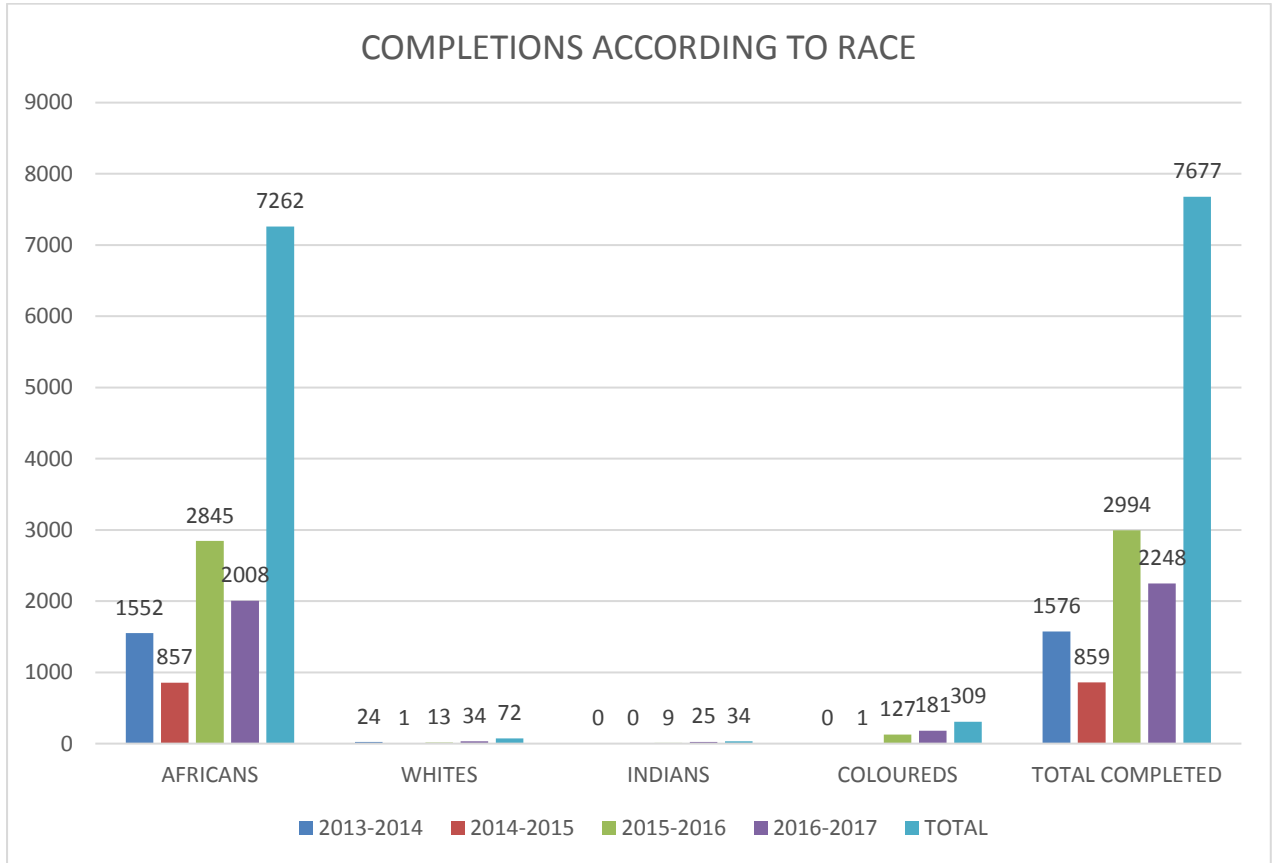


Figure 5: Race completed

The completion rates indicate that over the years Africans are the highest with 94,59%, followed by Coloureds with 4,02% and the lowest were Whites and Indians with 0,93% and 0,44% respectively. This implies there are more Africans in the Learnership programme in terms of racial spread.

### 4.3a ENROLLED PROVINCIAL DISTRIBUTION OF LEARNERSHIPS

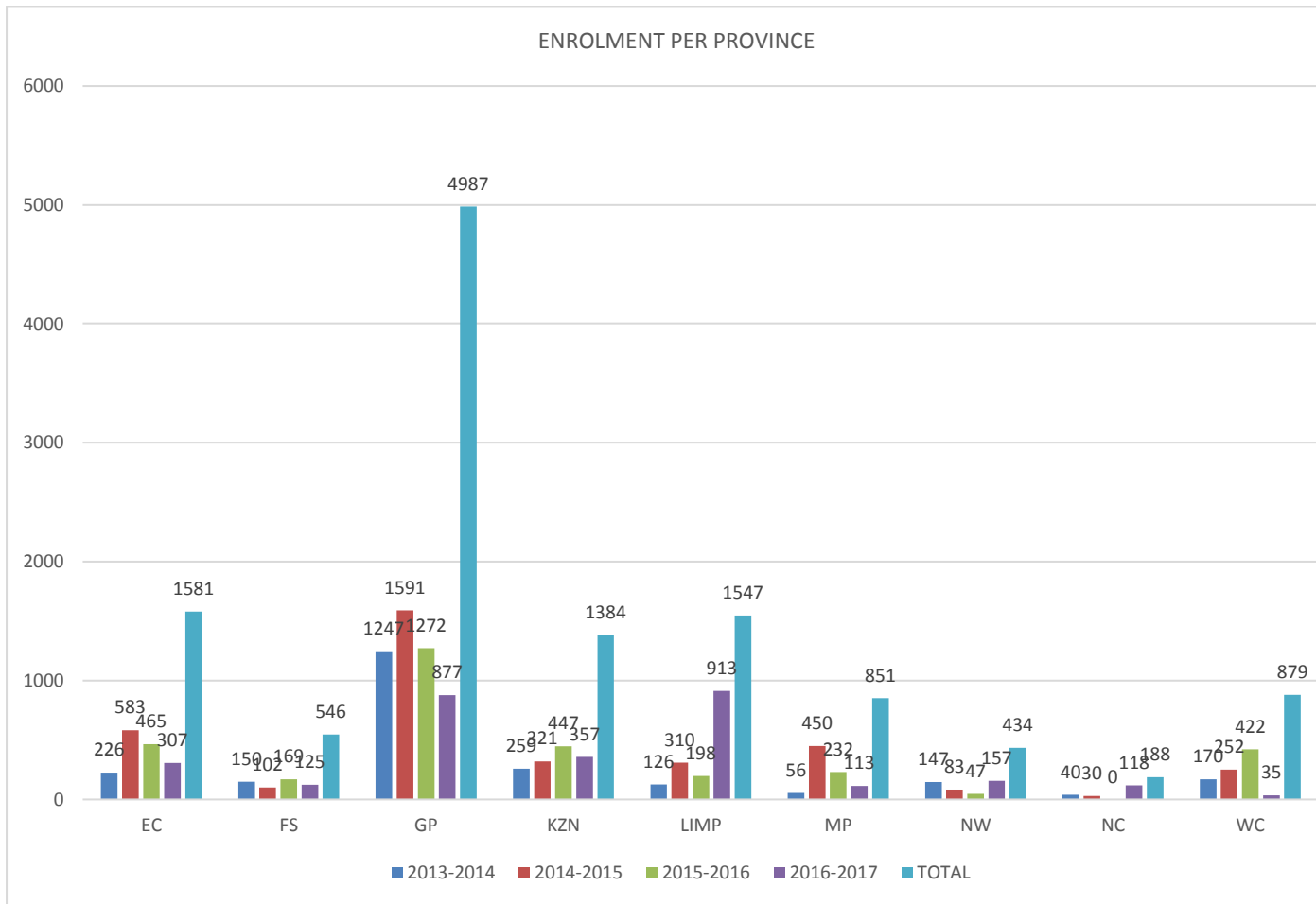


Figure 6: Enrolled provincial distribution

The provincial distribution of enrolled Learnerships indicated a variety display of learners from different provinces. The leading province is Gauteng with 40,23%, followed by Eastern Cape and Limpopo with % 12,75% and 12,47% respectively, thereafter KwaZulu-Natal with 11,16%; with Western Cape and Mpumalanga with 7,09% and 6,86% respectively.

### 4.3b COMPLETED PROVINCIAL DISTRIBUTION OF LEARNERSHIPS

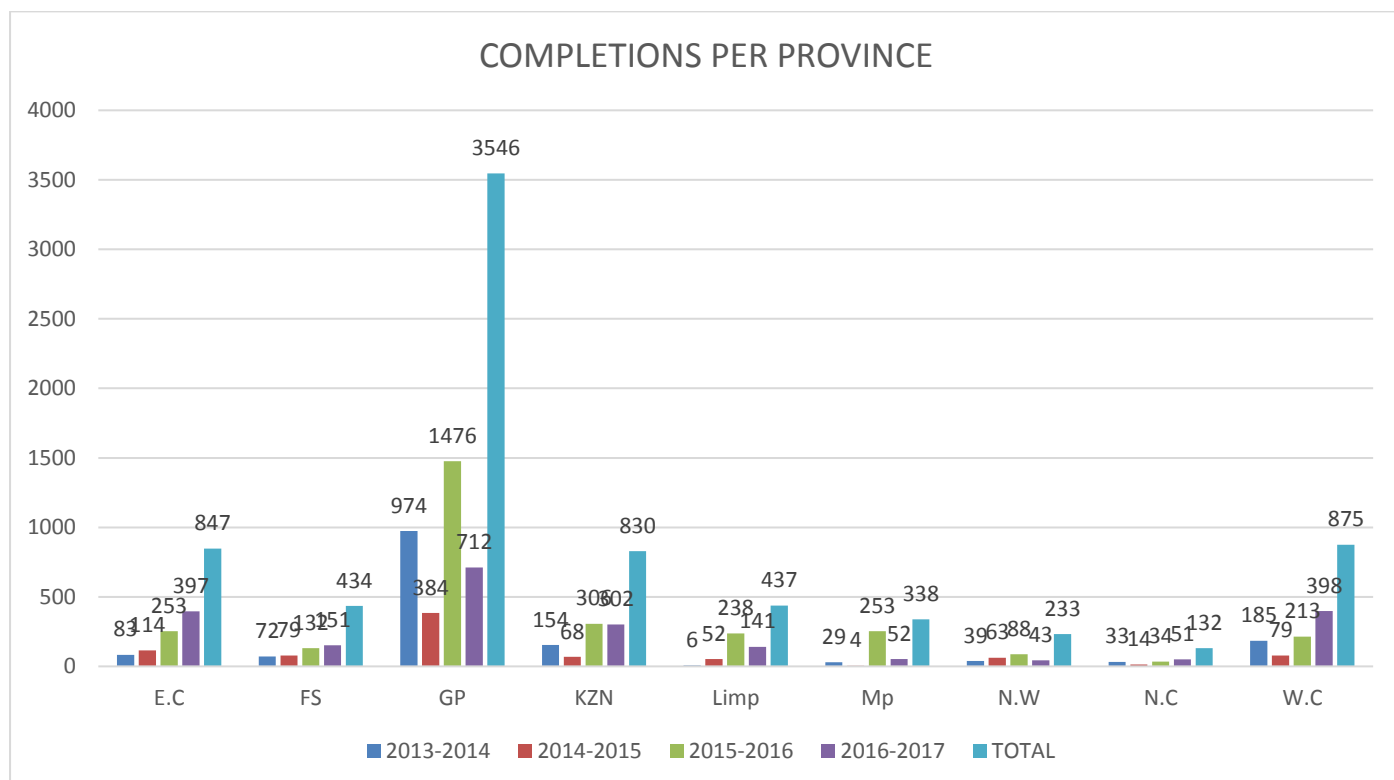


Figure 7: Completed provincial distribution

The provincial distribution of completed Learnerships indicated a variety display of learners from different provinces. The leading province is Gauteng with 46,22%, followed by Western Cape, Eastern Cape and Kwa Zulu Natal with % 11,40%; 11,04% and 10,82% respectively, thereafter Limpopo and Free State with 5,69% and 5,65% respectively; followed by Mpumalanga and North West with 4,41% and 3,04% respectively. Lastly, Northern Cape with 1,72%.



#### 4.4a ENROLLED LEARNER PROVIDER STATUS

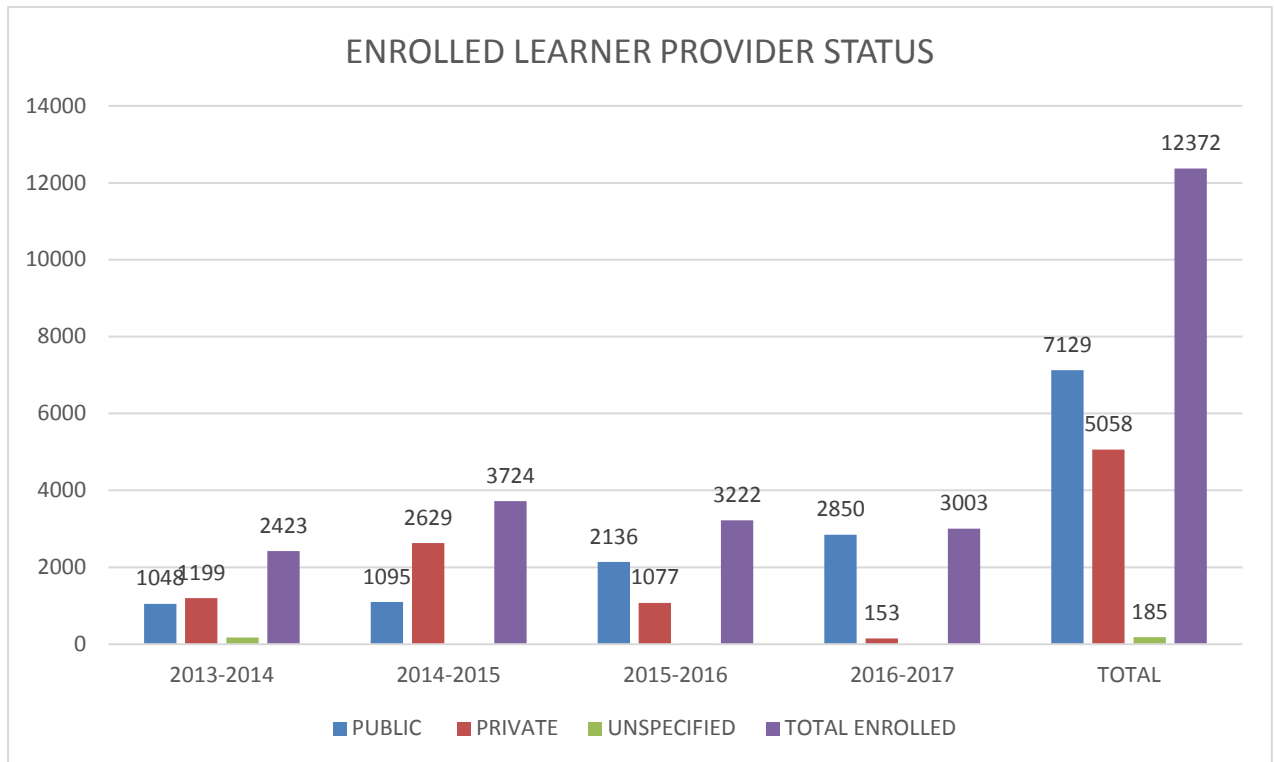


Figure 8: Enrolled learner provider status

The enrolled Learnership provider status indicates that 57,62% is in public institutions and departments with 40,88% of the enrolled Learnerships with private institutions and 1,49% indicated as unspecified.

## 4.4b COMPLETED LEARNER PROVIDER STATUS

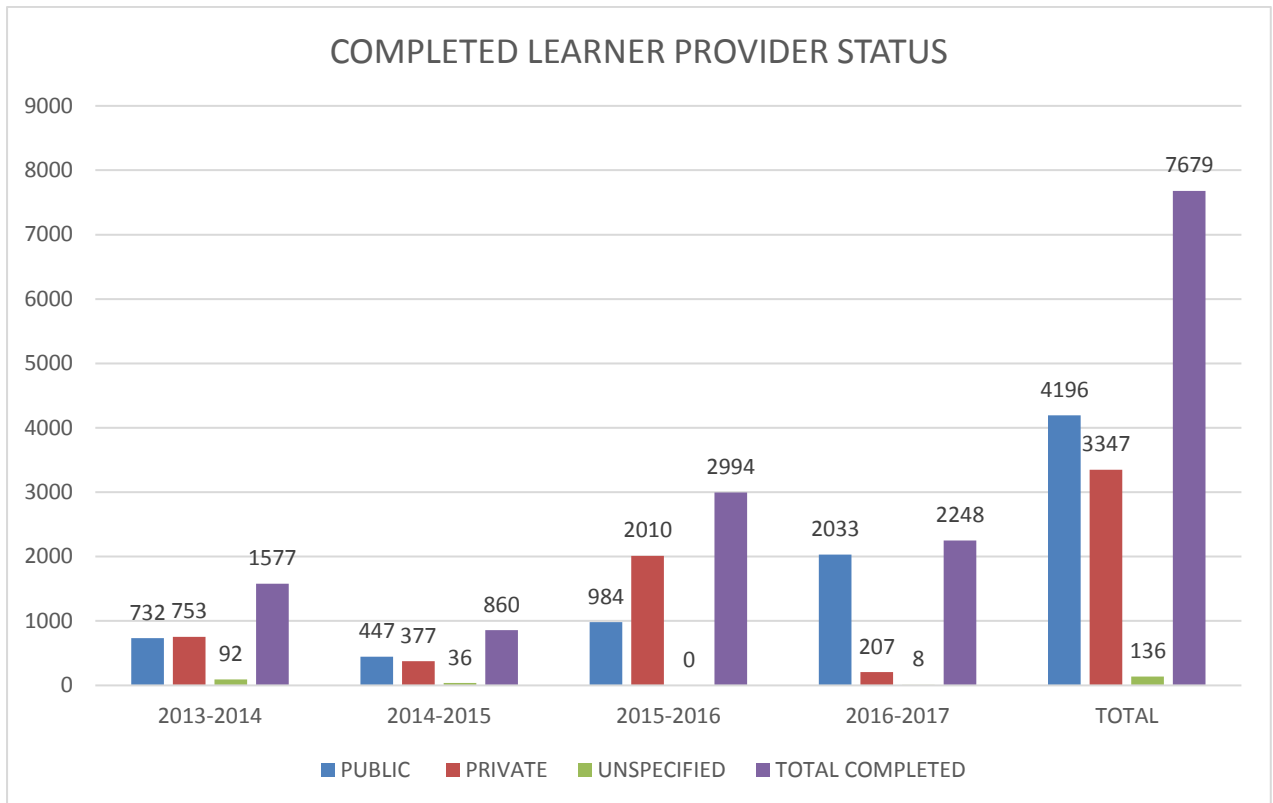


Figure 9: Completed learner provider status

The completed Learnership provider status indicates that 54,64% is in public institutions and departments with 43,59% of the completed Learnerships with private institutions and 1,77% indicated as unspecified.

## 4.5a ENROLLED LEARNER RESIDENTIAL AREA STATUS

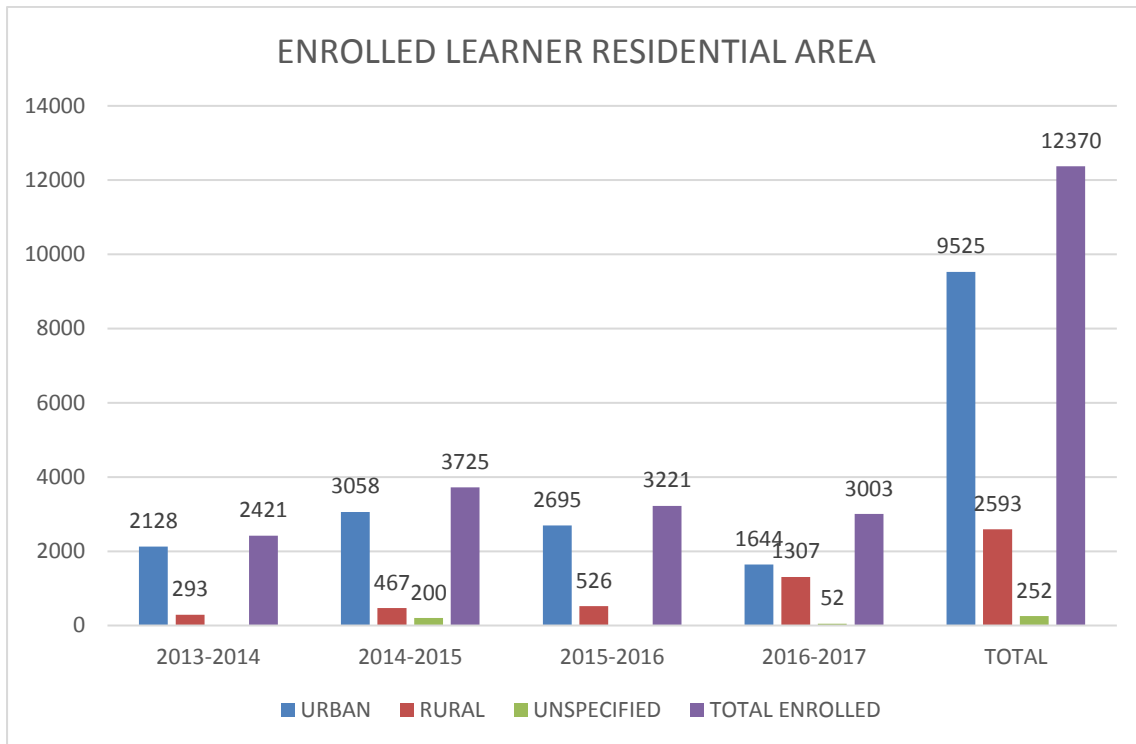


Figure 10: Enrolled learner residential area status

The enrolled Learnership on residential area status indicates that 77% is in residing in urban areas with 20,96% of the enrolled Learnerships residing in rural areas and 2,04% indicated as unspecified. This means SASSETA Learnerships are distributed largely in the urban areas.

## 4.5b COMPLETED LEARNER RESIDENTIAL AREA STATUS

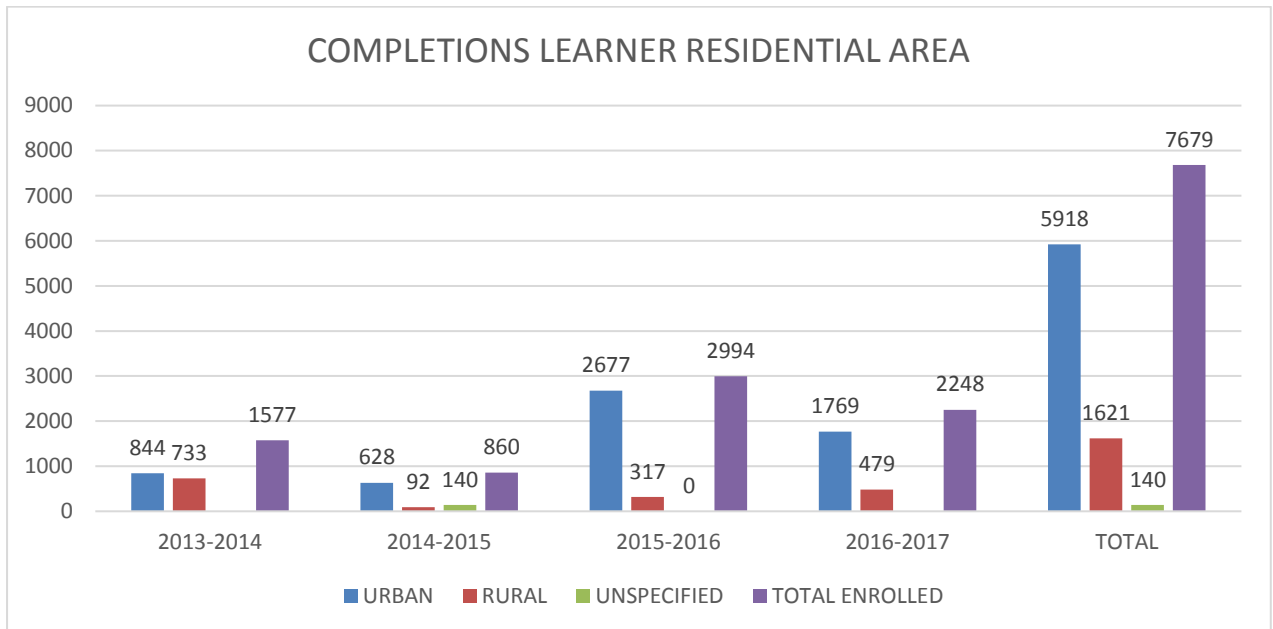


Figure 11: Completed learner residential area status

The completed Learnership on residential area status indicates that 77,06% is in residing in urban areas with 21,10% of the completed Learnerships residing in rural areas and 1,82% indicated as unspecified. This means SASSETA Learnerships are benefit largely the learners in the urban areas.

## 4.5a ENROLLED LEARNER AGE STATUS

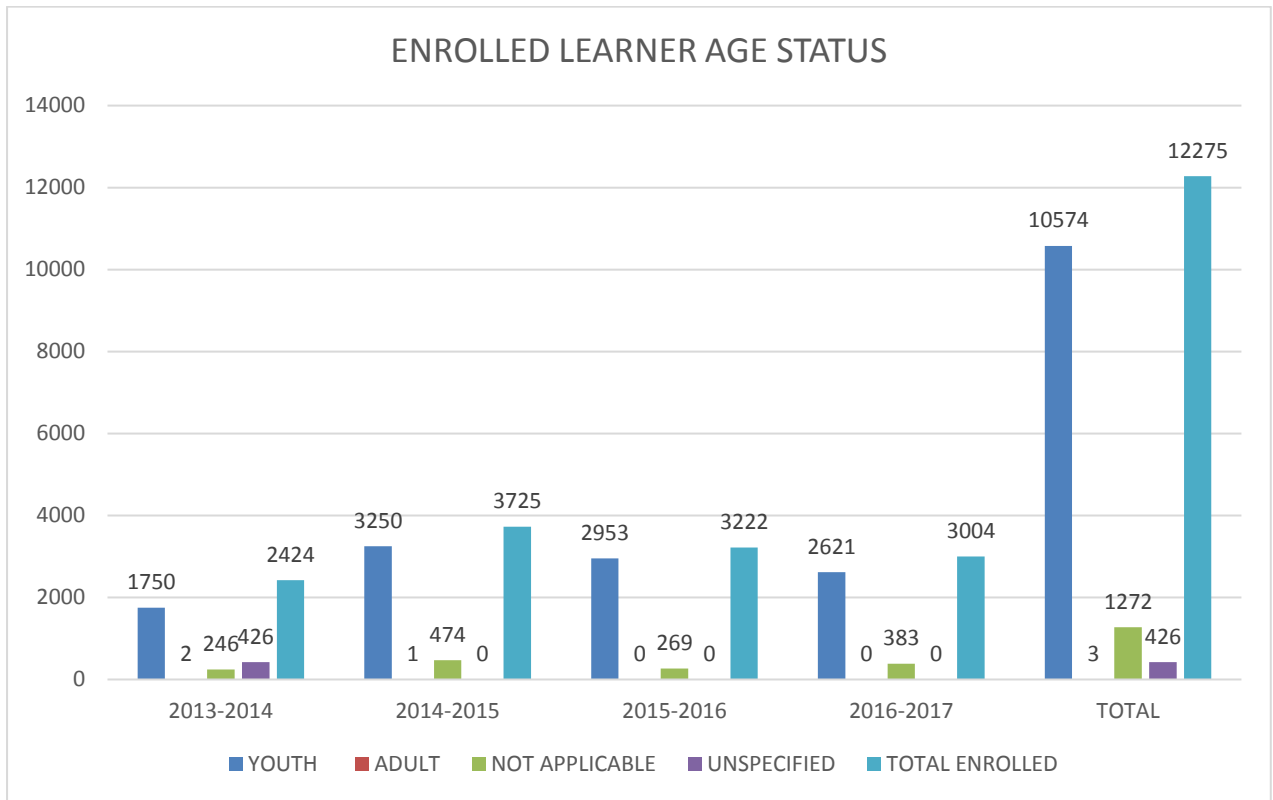


Figure 12: Enrolled learner age status

The enrolled Learnership on learner age status indicates that 86,14% is youth with 10,36% of the enrolled Learnerships on learner age status indicated as not applicable and 3,47% indicated as unspecified with 0,2% indicated as adult. This implies that more youth is enrolled in SASSETA programmes.

## 4.5b COMPLETED LEARNER AGE STATUS

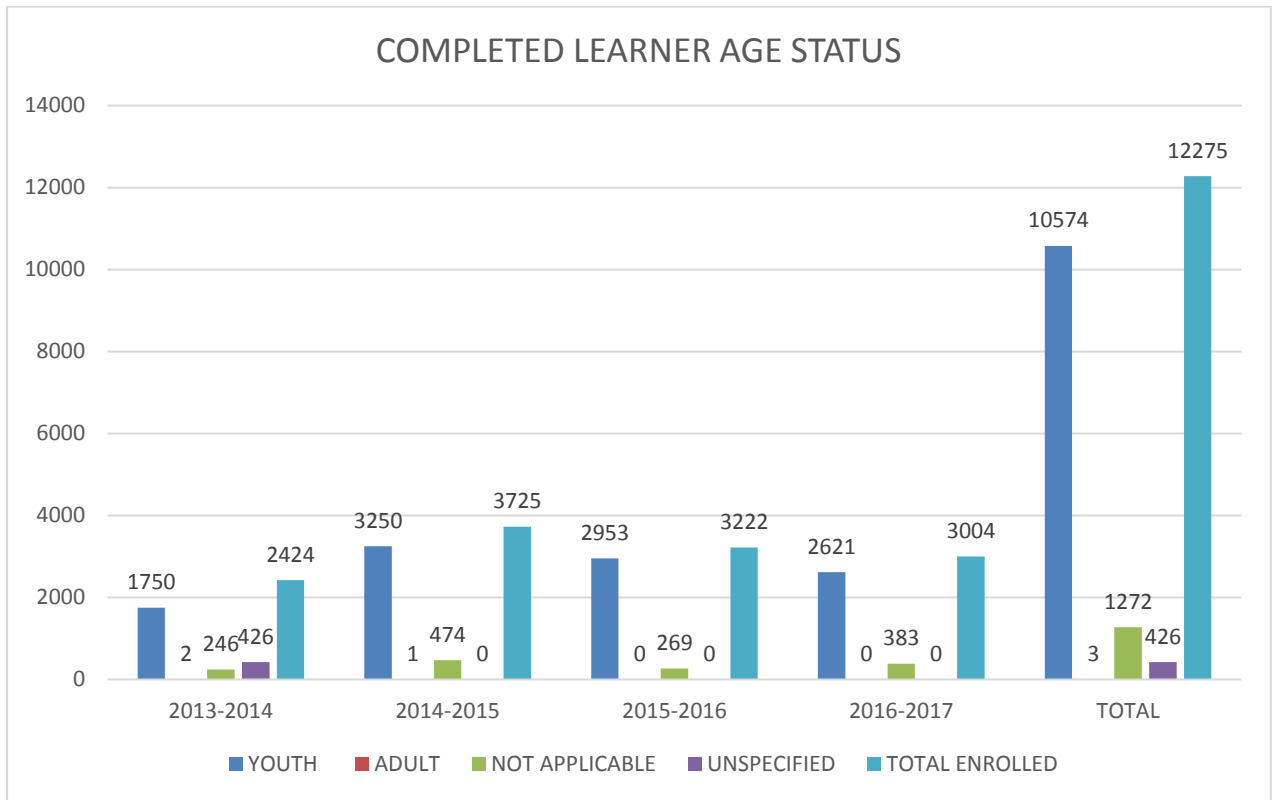


Figure 13: Completed learner age status

The completed Learnership on learner age status indicates that 80,99% is youth with 18,99% of the completed Learnerships on learner age status indicated as not applicable with 0,01% indicated as adult. This implies that more youth is benefitting in SASSETA programmes.

#### 4.6a ENROLLED LEARNER DISABILITY STATUS

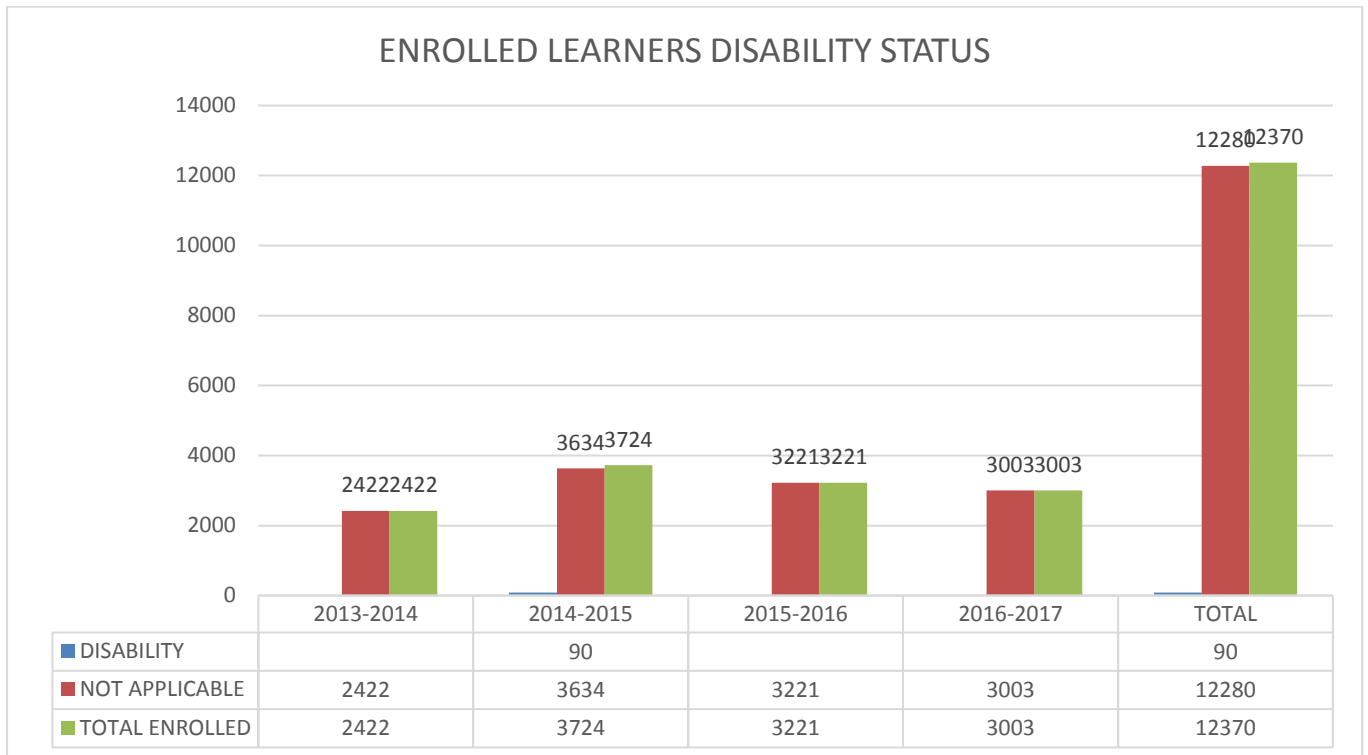


Figure 14: Enrolled learner disability status

The enrolled Learnership on disability status indicates that 0,72% is disabled with 99,27% indicated as not applicable which implies they are not disabled.

## 4.6b COMPLETED LEARNER DISABILITY STATUS

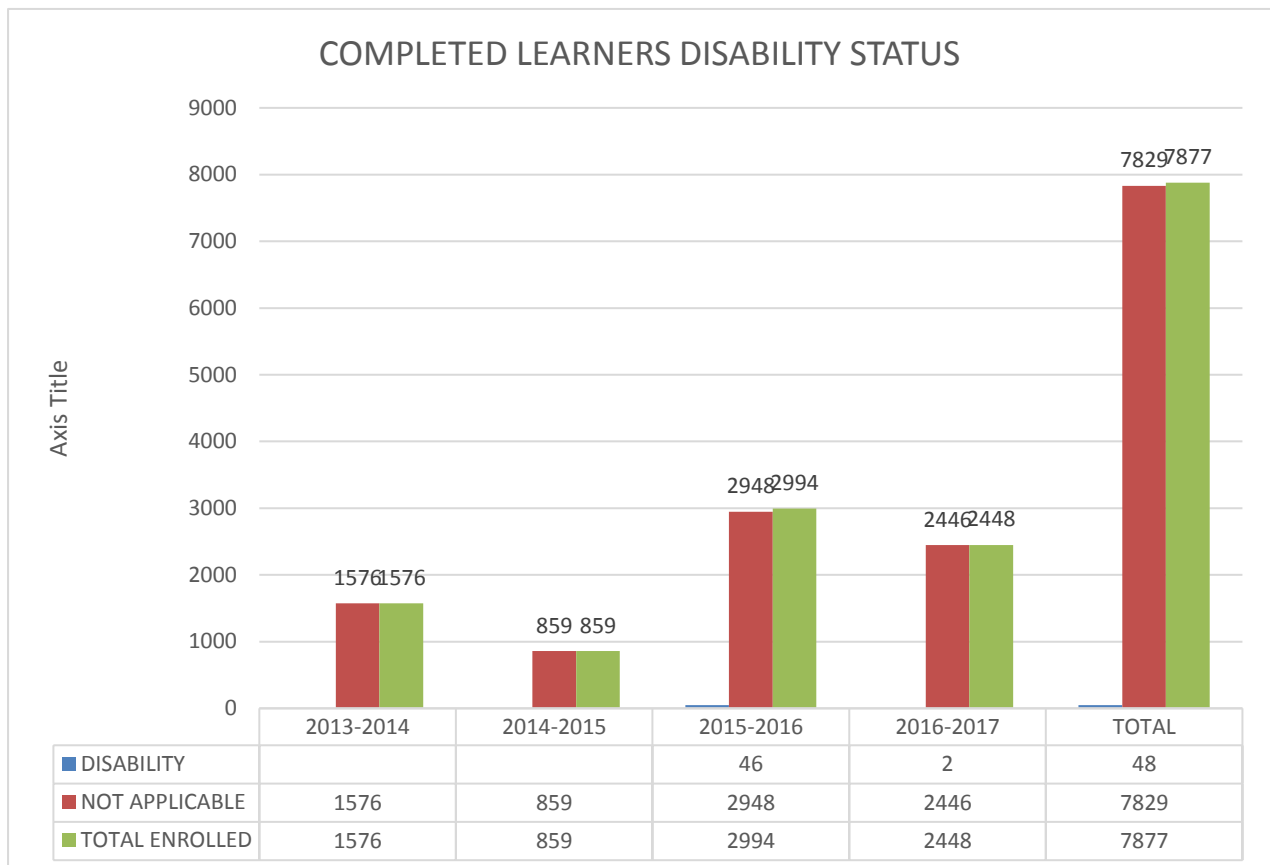


Figure 15: Completed learner disability status

The completed Learnership on disability status indicates that 0,61% is disabled and has completed the SASSETA programme with 99,39% indicated as not applicable which implies they are not disabled.

## 4.6c COMPLETED LEARNER CERTIFICATE ISSUED

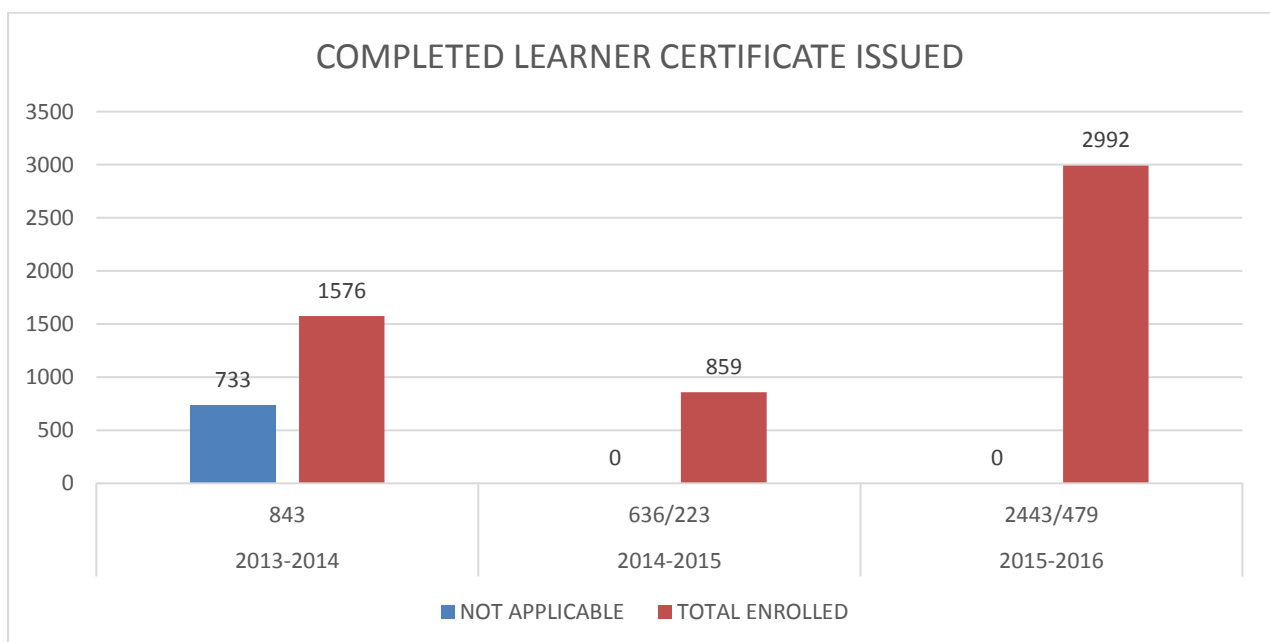


Figure 16: Completed learner certificates issued



## 4.6 Questionnaires responses



Figure 17: Gender of learner who completed questionnaires

The gender of the learners who completed the questionnaires was mainly male, 15. Females represent 14.

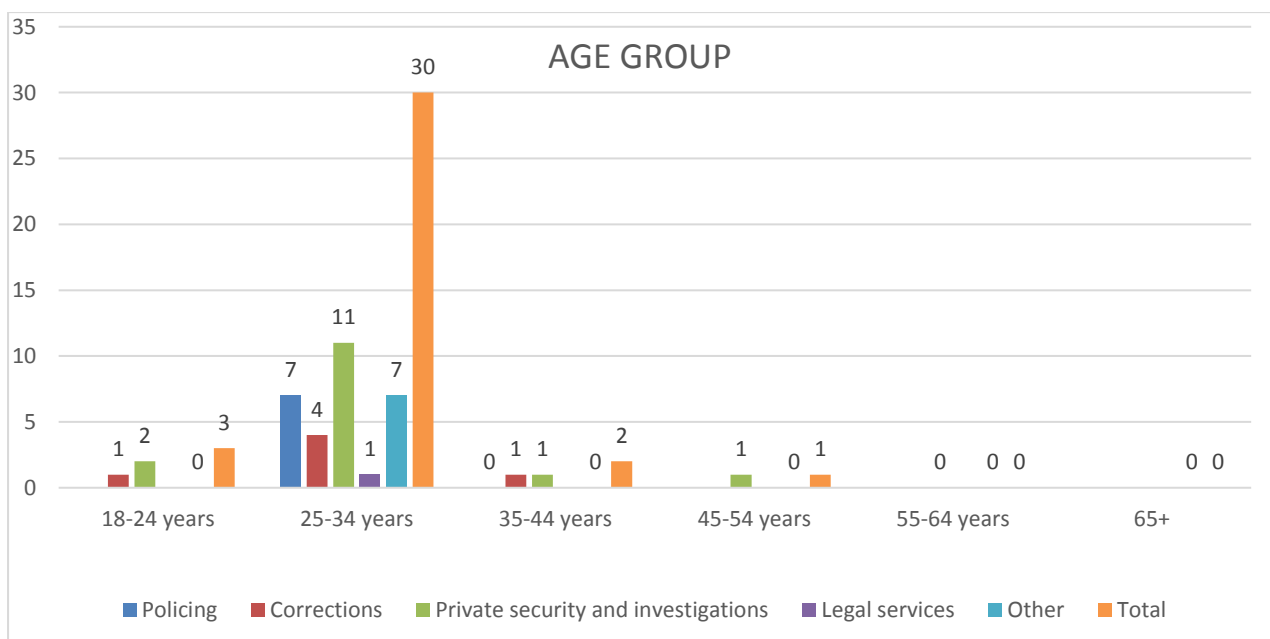


Figure 18: Age of learner who completed questionnaires

The age group of the learners is mainly in the 25-34 category are 30, compared to 3 18-24-year olds and 2 35-44-year olds.

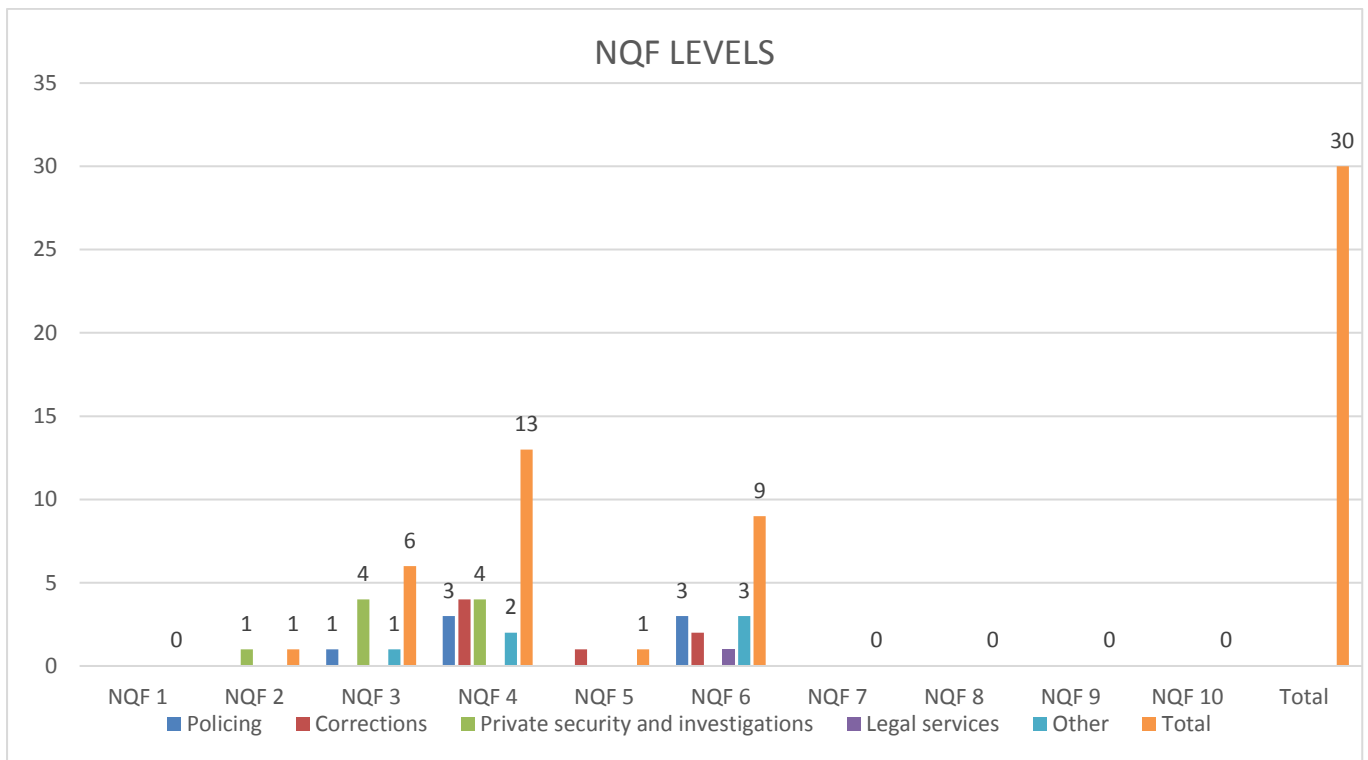


Figure 19: NQF levels of learners who completed questionnaires

The NQF levels of the learners are mainly level 4 14, followed by level 6, 9 learners.



Figure 20: Years of experience of learner who completed questionnaires

The years of experience of learners on the learnership who completed the questionnaire is more than 12 months, 9 and unemployed is the majority of 19 learners.

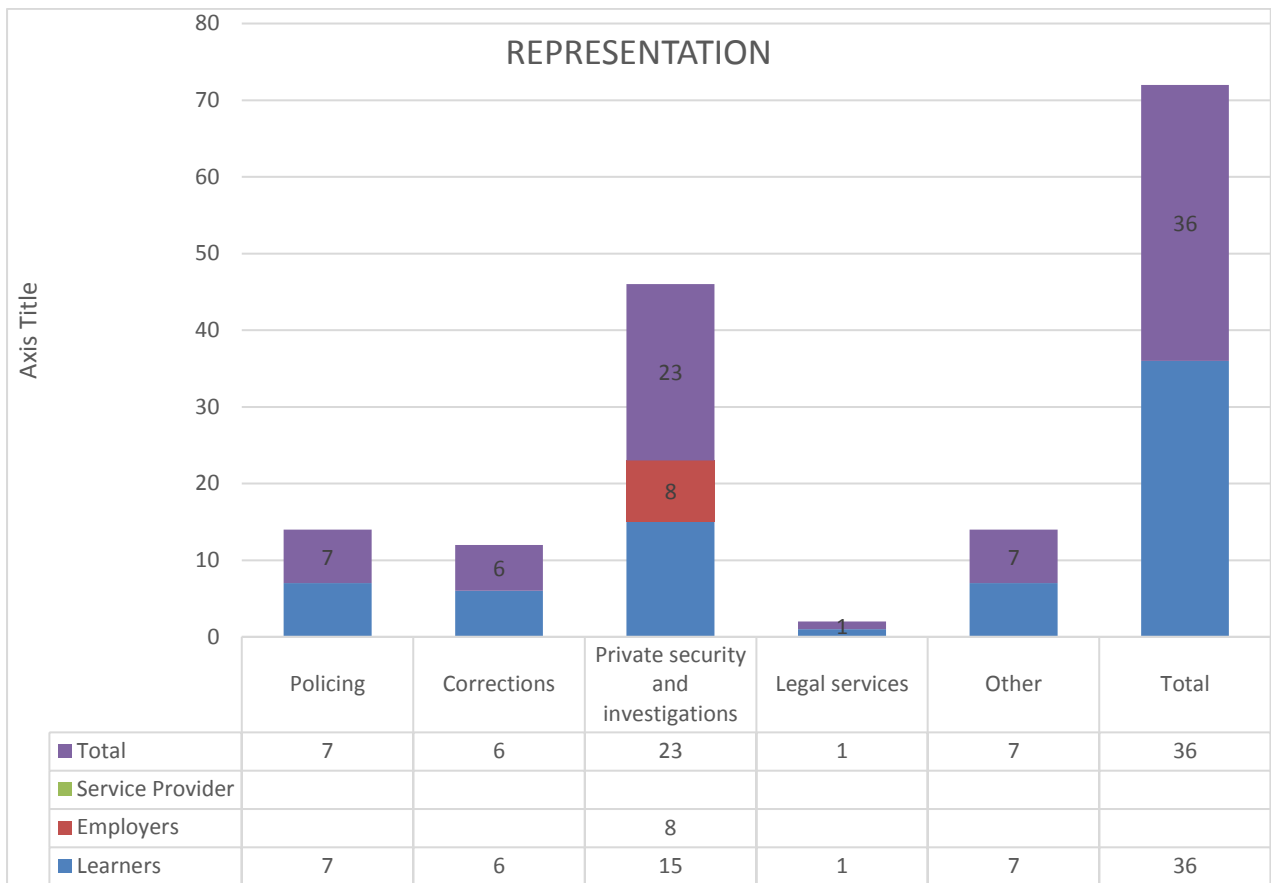


Figure 21: Representation of learner who completed questionnaires

The responses mainly came from private security and investigations.

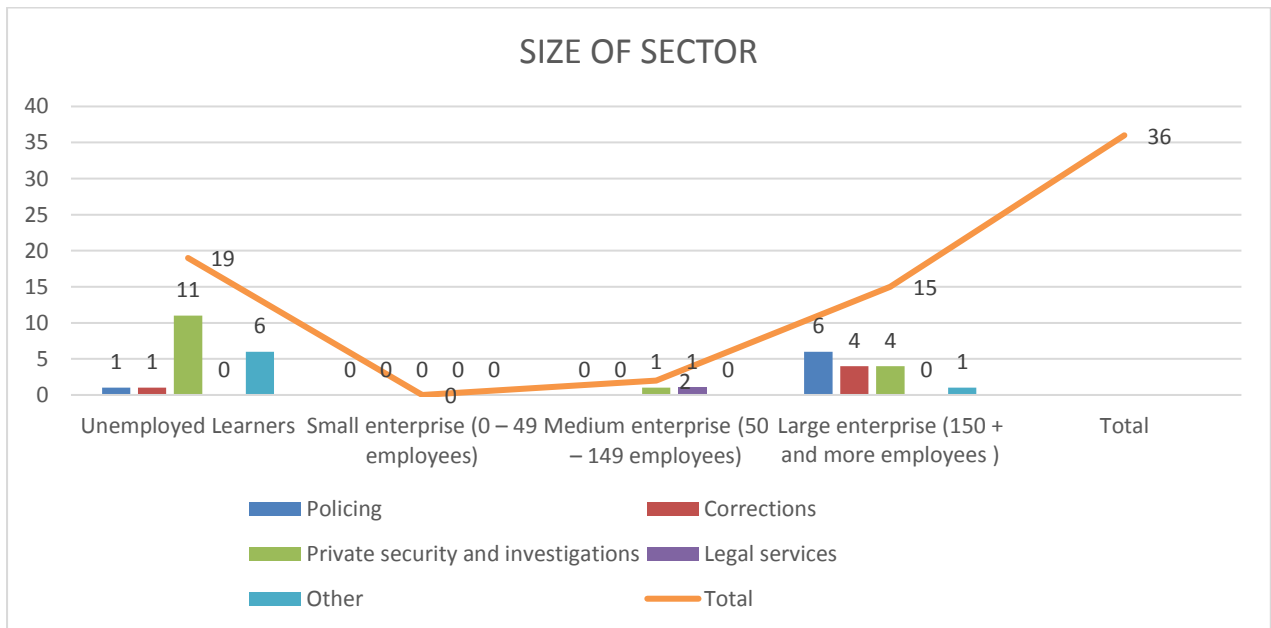


Figure 22: Size of organisations of learner who completed questionnaires

The companies represented are mainly from large enterprises, 15 learners. The private security and investigations had more learners responding to the research, followed by policing and other respectively, thereafter corrections, the least was legal services.

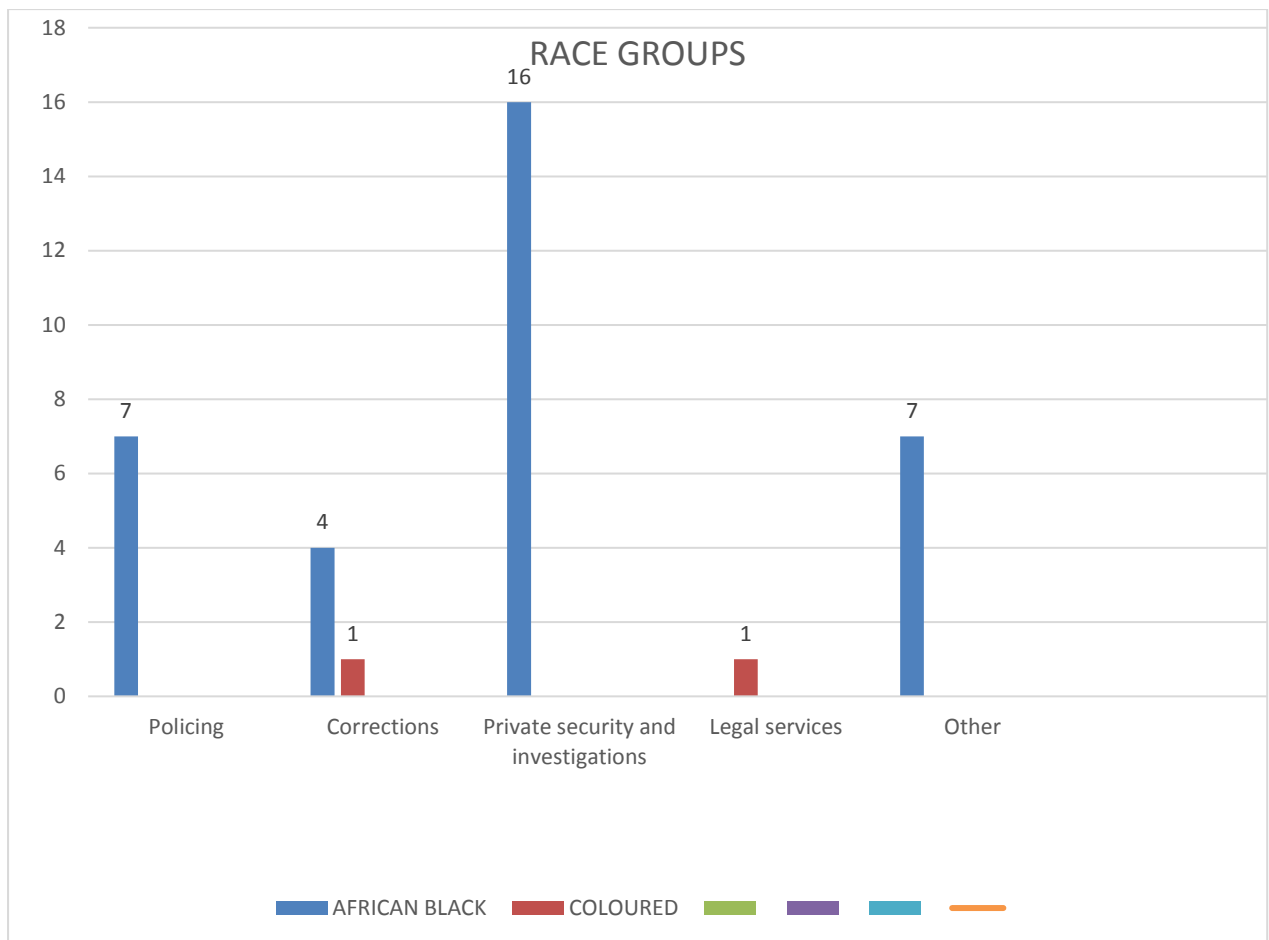


Figure 23: Race categories of learner who completed questionnaires

The race group of learners who completed the questionnaire are mainly Black African at 34, followed by Coloured 2. Most learners were from the private security and investigations with 16 learners, followed by policing and other respectively, thereafter corrections and the least was legal.

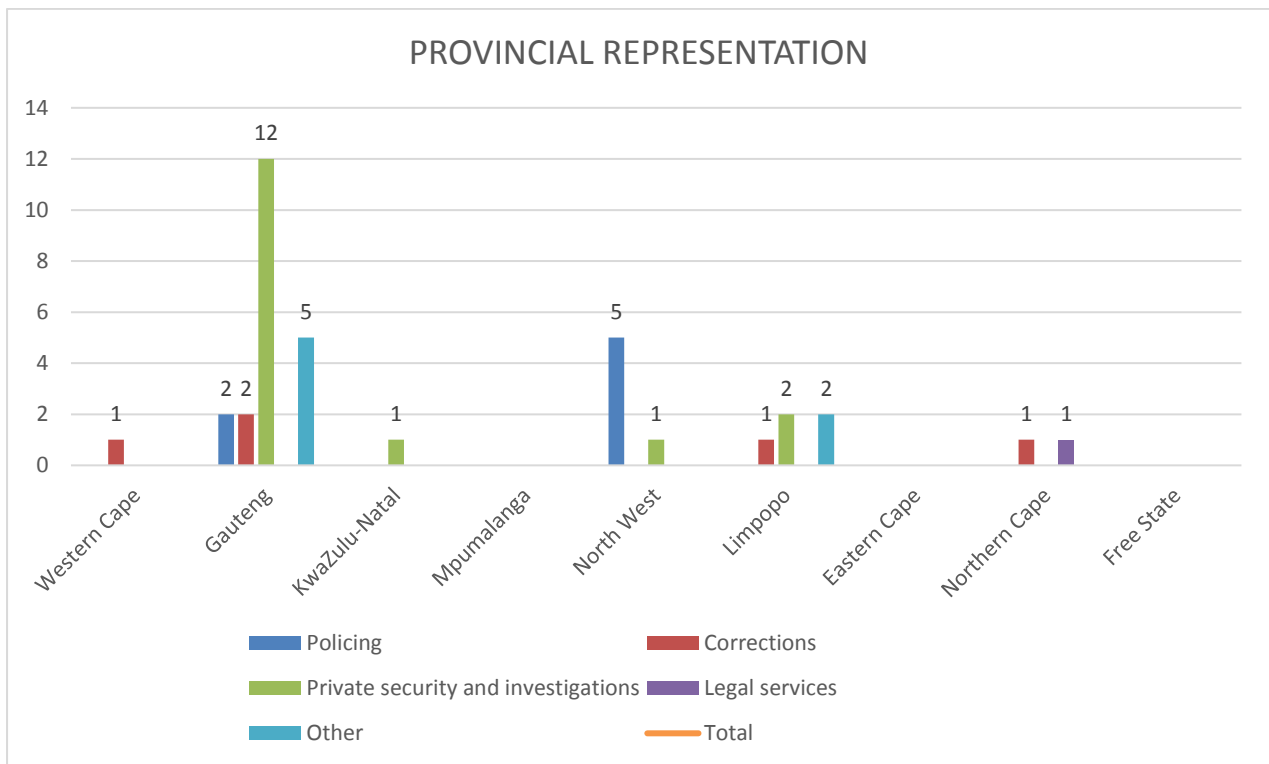


Figure 24: Provincial representation of learner who completed questionnaires

The learners completing the questionnaire were mainly from Gauteng, with 18 learners, followed by North West with 6 learners and thereafter Limpopo with 5 learners. The least was Northern Cape with 2 learners followed Western Cape and Kwa Zulu Natal with 1 learner respectively. There were no responses from Eastern Cape and Free State.

#### CHALLENGES EXPERIENCED BY LEARNERS

The challenges experienced by learners in their responses included the following:

- **Shortage of learning material such as photocopying, stationery shortages.**
- **I had to quit because I had got another job where I am still working currently.**
- **Not enough money for transport and food. Stipend was not enough I ended up not completing my studies.**
- **We did not do practicals, they could not find companies to place us for on the job learning.**
- **Stipend sometimes delayed by about 2 days.**
- **Stipends were not enough to cover expenses.**
- **Overcrowded accommodation**
- **Poor fitness levels.**
- **We were overall happy except for the delay in receiving uniforms**

|  |
|--|
| <ul style="list-style-type: none"> <li>• It went well. But I had trouble with some subjects. I was not well focused.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• We were not exposed to practicals. I think they should include at least 6 months of practicals in the training.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Did not get intended skills due to poor choice of company for workplace learning.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• There is late issuance of certificates after completion. Some learners still do not have their certificates</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Students sometimes fall ill and this disturbs their studies.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Service providers do not have the relevant equipment to cater for visually impaired learners</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Visually impaired learners are discriminated against by service providers when it comes to enrolling into programmes. They think that they are unable to do the courses.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Stipends were not enough to support the learners</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Small class rooms. Not enough room to carry out practicals</li> </ul>   |

#### RECOMMENDATIONS FROM THE LEARNERS

Learner recommendations included the following:

|   |
|---|
| <p><b>They should give more people a better future and be employed.</b></p>   |
| <p><b>They can change learnership into TVET college programmes so that we get diplomas which are more powerful.</b></p>   |
| <p><b>They should focus more on young people in order to have an impact on society. Young people complete matric and have nothing to do, they should be enrolled in Learnerships otherwise they end up being criminals.</b></p> |
| <p><b>If they take learners they must make sure that they hire them.</b></p>  |
| <p><b>They must make sure that they get both theory and practicals. Most people are not working and they were part of the learnership.</b></p>  |
| <p><b>They should have more internships because a lot of people have completed learnerships but they have no work experience.</b></p>   |
| <p><b>They must not restrict age group for learnerships. (currently it was 18-35) Sometimes they want only 18-25 year olds. Allow people over 35years of age access into learnerships.</b></p>                                  |
| <p><b>People with disabilities are discriminated against when it comes to entrance into learnerships.</b></p>   |
| <p><b>Increase the stipends R1500 in 2014. It should increase to about R3500</b></p>  |
| <p><b>Improve on the Uniform distribution because you train in uniform. Stipends were enough because we got food and accommodation.</b></p>   |
| <p><b>Enrol people from poor backgrounds for opportunities.</b></p>   |

|  |
|--|
| <b>Have more accessible information about learnerships so that more people join to reduce unemployment</b>   |
| <b>Improve on living conditions of learners -we were crowded</b>   |
| <b>Improve stipend distribution - avoid delays.</b>  |
| <b>Include gym training so that we are able to run, improve fitness</b>  |
| <b>Should assist people who complete learnerships to get employment. This can encourage others who are not in the programme.</b>   |
| <b>They should offer more learnerships because the stipends help to alleviate the unemployment.</b>  |
| <b>Facilitators should be trained on how to handle learners with disability and visual impairment.</b>   |
| <b>Increase stipend amount particularly in expensive areas like Gauteng province.</b>  |
| <b>Improve on disbursements of stipends to ensure that they are distributed on time and consistently.</b>  |
| <b>SASSETA must concentrate on assisting learners discover what skills they are good at and then they develop those skills. Youths should not ignore learnerships that are being offered by SETAs. They should be encouraged to participate.</b> |
| <b>Give other youths a chance to do what they want in terms of jobs. Train youth's knowledge that they will use at the end. Poverty will be reduced if more learnership opportunities are availed to the youths.</b>                             |
| <b>Work with companies to find out the critical scarce skill then offer learnerships in those skills. Learners will be able to get jobs after completion.</b>  |
| <b>SASSETA should make follow ups every month to see how learners are doing.</b>   |
| <b>Assist learners with work placement after completion especially the disabled.</b>   |
| <b>Improve on disbursements of stipends to ensure that they are distributed on time and consistently.</b>  |
| <b>Think of students' needs and their future. Not just about the money and numbers.</b>  |

## INTERVIEWS

The interviews were held with employers and the responses are as follows:

|  |
|--|
| <b>The type of learnerships offered by employers</b>                 |
| <b>General Security Practices (Full learnership)</b>                 |
| <b>General Security Practices (NQF 3) and Specialist Security L4</b> |
| <b>PARALEGAL LEARNERSHIP</b>   |
| <b>National Security Certificate</b>                                 |
| <b>No of learners hosted by employer</b>                             |
| <b>206 plus</b>  |
| <b>45 unemployed, 30 employed</b>                                    |
| <b>4500</b>  |
| <b>50 Paralegal, 100 +- Correctional services,20 Justice</b>         |
| <b>125</b>   |
| <b>20</b>  |
| <b>No of drop outs from the learnership programme</b>                |

1 NC dropped out Maximum of 10 (less than 10)  
None. Two dropped out and were replaced.  
1 to 1.5%  
very little  
3 drop outs  
3 dropped out but were replaced.

#### **No. of completions of learnerships**

106 still in system. 100 have completed.  
All 75 learners. There were 2 replacements.  
98.5% have completed.  
49 Paralegal, 96 Correctional Services, 20 Justice.  
122 completed  
20 completed

#### **The main reasons for learner drop outs**

Ladies because of personal problems with children- no one looking after the kids. (R1500 stipend- increased to R2000). 2)  
Men- getting job elsewhere (in construction). 3) Unemployment rate see stipend as an income.  
One got a job. Felt learnership was too long. The other one was non-payment of the stipend  
Mostly because of operational requirements they are not able to complete the programme. Some passed away. Some resigned, 2 or 3.  
Some resign from company and get better work opportunity. The pressure is high and there is a lot of homework.  
Got permanent job/ another job, pregnancy. Programme not of value, some had diplomas.  
They were not happy with late payment of stipends. They were not sure of job guarantee after completion of learnerships.

#### **Recommendations to decrease or minimise the drop-out rate**

Three party learnership agreement- controls training. Signing a contract of employment. SASSETA should sign a contractual agreement, they must know that the SETA has powers to withdraw the money. A subtle threat. An agreement between the SETA and the learner.

The time to pay the stipend is three months, that is unreasonable. Must speed up payment of stipend and pay it up on time. The stipend is too little for learners to survive on per month. Consider amount of stipend R2500

The material is too long. Learners do not like to read.

The programme can be streamlined and have a module based approach. Work closely with managers and ask managers to allow for extra classes and homework. The programme is successful as the company is invested in their workers and support them.

.Transport- Funding guidelines - rural learners, checking assets, accommodation. Provide learnership mentoring- 3-4 months showed how to place. Incubation, already in business.

They need to talk to companies to hire learners after completion. They should hold workshops with training providers after learnership. They must pay service provider on time. The learnership of SASSETA is better than PSIRA, it is more practical. They have better skills after completion. Also hired some security. They are here working for the company.

Lack of induction and delays of the stipend payment. The system used for payment is not consistent. The staff capacity is too little at SASSETA to deal with administration of payments.



## 5. OUTCOMES ON SASSETA LEARNERSHIPS

In the exploration of the learner drop outs, the following outcomes were deduced:

**Outcome 1:** Gender distribution of Learnerships is equally distributed between males and females; with females leading slightly with 50,48% of Learnership and males following closely 49,52%. Whilst, the gender of Learnerships completions indicates a similar picture over the years, although the completion rate is lower than the enrolled rate. Females slightly lead with 50,12% whilst males follow with 49,88%.

**Outcome 2:** The overall Race/Racial distribution of Learnerships is predominantly Africans with a higher percentage of 95,48% followed by Coloureds with 3,55%, thereafter Whites with 0,67 and the least are Indians with 0,29. The completion rates indicate that over the years Africans are the highest with 94,59%, followed by Coloureds with 4, 02% and the lowest were Whites and Indians with 0,93% and 0,44% respectively. The safety and security sector relies heavily on African men for drawing their labour.

**Outcome 3:** Provincial spread of Learnerships enrolment indicate Gauteng leading with a higher percentage of 40,23 followed by Eastern Cape and Limpopo with 12,75 and 12,47 respectively, followed closely by Kwa Zulu Natal with 11,16%, thereafter other provinces with lower percentages. The provincial distribution of completed Learnerships indicated a variety display of learners from different provinces. Whist, the leading province is Gauteng with 46,22%, followed by Western Cape, Eastern Cape and Kwa Zulu Natal with % 11, 40%; 11,04% and 10,82% respectively, thereafter Limpopo and Free State with 5,69% and 5, 65% respectively; followed by Mpumalanga and North West with 4,41% and 3,04% respectively. Lastly, Northern Cape with 1,72%.

**Outcome 4:** The enrolled Learnership provider status indicates that 57,62% is in public institutions and departments with 40,88% of the enrolled Learnerships with private institutions and 1,49% indicated as unspecified. Whilst, the completed Learnership provider

status indicates that 54,64% is in public institutions and departments with 43, 59% of the completed Learnerships with private institutions and 1,77% indicated as unspecified.

**Outcome 5:** The residential area status of enrolled Learnership indicates that 77% is in residing in urban areas with 20,6% of the enrolled Learnerships residing in rural areas and 2,04% indicated as unspecified. Whilst, the completed Learnership on residential area status indicates that 77,06% is in residing in urban areas with 21,10% of the completed Learnerships residing in rural areas and 1,82% indicated as unspecified

**Outcome 6:** The enrolled Learnership on learner age status indicates that 86,14% is youth with 10,36% of the enrolled Learnerships on learner age status indicated as not applicable and 3,47% indicated as unspecified with 0,2% indicated as adult. Whilst the completed Learnership on learner age status indicates that 80,99% is youth with 18,99% of the completed Learnerships on learner age status indicated as not applicable with 0,01% indicated as adult.

**Outcome 7:** The enrolled Learnership on disability status indicates that 0,72% is disabled with 99,27% indicated as not applicable which implies they are not disabled. Whilst the completed Learnership on disability status indicates that 0, 61% is disabled with 99,39% indicated as not applicable which implies they are not disabled.

**Outcome 8: Questionnaire responses.** The gender of the learners who completed the questionnaires was almost equal, male, 15. Females represent 14.

**Outcome 9: Questionnaire responses.** The age group of the learners is mainly in the 25-34 category are 30.

**Outcome10: Questionnaire responses.** The race group of learners who completed the questionnaire was mainly Black African at 34, followed by Coloured 2.

**Outcome 11: Questionnaire responses.** The learners were mainly from Gauteng, 18, followed by North West 6 and Limpopo 5.

**Outcome 12: Questionnaire responses. Themes are as follows:**

## **Resources**

- There was a lack of training materials
- There was a lack of uniforms for learners
- There was not enough relevant equipment to assist visually impaired learners
- Lack of exposure to practicals’.
- Poor fitness levels

### **Stipends**

- There was a delay in the payment of stipends
- The stipend is insufficient to cover daily expenses

### **Accommodation**

- Overcrowded accommodation
- Small classrooms

### **Certification**

- Late issuance of certificate after completion
- Did not get indented skills due to poor choice of company

## **Outcome 13: Interview responses. Themes are as follows:**

### **Reasons for Drop outs**

- Finding jobs
- Operational requirements unable to complete course
- Learners passing away
- Learners resign for better job opportunities
- Pregnancy
- Late payment of stipends

### **How to decrease drop outs**

- Enforcement of the learnership agreement
- Increasing of stipend
- Mentoring of the learnership more closely
- Paying of the stipends on time
- Material is too much and it should be streamlined
- Have an induction programme
- Increase SASSETA staff capacity who deal with the administration and payment of the stipends.

## **6. RECOMMENDATIONS ON SASSETA LEARNERSHIPS**

**Recommendation 1:** Gender distribution of Learnerships should continue to be a focus and the recruitment should continue to emphasize the gender balance.

**Recommendation 2:** The overall Race/Racial distribution of Learnerships should continue with the prescribed racial distribution especially aligned to NSDS III.

**Recommendation 3:** Provincial spread of Learnerships enrolment should concentrate on the Rural provinces where the unemployment is highest in the country. This will assist in the alleviation of poverty and unemployment in the rural provinces.

**Recommendation 4:** The recruitment of learners for the learnerships should prioritise the recruitment of youth as that is where the highest levels of unemployment is.

**Recommendation 5:** The recruitment of disabled learners should be prioritised with regard to national norms, that is 4% as stipulated in NSDS III.

**Recommendation 6:**

### **Resources**

- The lack of training materials must be addressed by the providers and SASSETA should ensure that all learners have the necessary materials for the course
- Learners should be given a uniform allowance for the duration of the learnership
- SASSETA should monitor the providers to ensure that they have equipment to assist visually impaired learners

### **Stipends**

- The payment of the stipends should not be delayed so that learners meet their daily expenses for the duration of the course.

- SASSETA should review the stipend in the light of the increases of transport and food and should increase it, to increase the living standard of the learners.

### **Accommodation**

- The accommodation of the learners should be carefully monitored to avoid overcrowding.
- The classroom space of providers should be monitored to prevent the use of small classrooms.

### **Certification**

- The certification of learner achievement should be issued as soon as learners complete their training.

### **Recommendation 7**

#### **Drop outs**

The minimizing of drop outs can be achieved through improving the conditions of learners so that they are able to concentrate on the coursework.

#### **Other areas to strengthen include:**

- Enforcement of the learnership agreement
- Mentoring of the learnership more closely
- Streamlining of the learning material
- The introduction of induction programme
- The Increase of SASSETA staff capacity who deal with the administration and payment of the stipends

## 7. Conclusion

The impact study of the SASSETA Learnership programme has made many findings. Most of the interviews with employers have indicated that learners were successful where the core business of the company was security related.

The causes of the drop outs can be related to the following:

- Lack of opportunities for job placement and learners resign for better job opportunities
- Not enough money for food and transport
- The stipend not being sufficient to cover all learner needs
- Lack of placement for workplace learning
- The late payment of stipends
- Better opportunities and monetary rewards in other sectors
- Lack of adequate training material per learner

The learnership has led to many learners completing the learnership and being employed on a full-time basis although there have been many learners who have dropped out of the programme.

The areas that have been highlighted as areas of improvement for SASSETA include the payment of stipends on time, the alignment of material so that it is more streamlined, and the increase capacity of staff who disburse stipends.

There was an acknowledgement from stakeholders that the services of SASSETA has improved and that they are pleased with the higher levels of efficiency that they are experiencing.

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REPORT SIGN-OFF

SIGNATURE OF OD MANAGEMENT SERVICES



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DR BURTON MALGAS  
MANAGING DIRECTOR

DATE: 29 MARCH 2018

SIGNATURE OF SASSETA



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SIGNATURE OF MANAGER  
NAME/POSITION

DATE: \_\_\_30 MARCH 18\_\_

