



**The employability of learners
completed learnership in 2014/15 to
2016/17**

Monitoring and Evaluation

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Abstract

Learnerships and apprenticeships as skills development mechanisms thus provide a useful case study to investigate the complexity and conditionality of the relationship between educational qualifications and the labour market in South Africa¹. This chapter draws on a large-scale longitudinal study tracking the characteristics of individuals participating in learnership and apprenticeship systems. We analysed the sequence of successes and failures of specific groups distinguished along geographic lines in the processes of accessing training opportunities, completing skills programmes and entering the workplace. Such empirical analysis can contribute to informing national skills strategies. The New Growth Path, for instance, has called for a review of the skills development system to address shortfalls in in the employability, and relationship between employer and learner.

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CHAPTER 1

1. Introduction

Skills development in South Africa is facilitated through various education and training interventions, by amongst many others, the SETA. SASSETA is a statutory body funded through public funds and is regulated mainly by the Skills Development Act No. 97 of 1988 (the Act) and the Skills Development Levies Act (SDLA) No. 9. These acts are supplemented by regulations that are periodically published in the Government Gazette.²

The SASSETA is responsible for skills development facilitation in the safety and security sector and to ensuring that skills needs are identified and addressed through a number of training initiatives. Its mandate is drawn from the Skills Development Act, the National Skills Development Strategy and other subsidiary legislative frameworks.

The SASSETA 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 learnership. It is in this light that the SASSETA identified a need to conduct a tracer study to take stock of the employment status of these learnership graduates, to determine the learner post learning program activities, and 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 successful completion of the learner's final assessments.

Learnerships can be described as a work based learning programme that leads to an NQF registered qualification. Learnerships are directly related to a specific occupation or field of work. The primary intention of learnership programmes is to help learners gain the necessary

² SASSETA Annual Performance Plan – 2017/2017

skills and workplace experience that will open up better employment or self-employment opportunities once completed.³

1.1.1. What is a learnership?

It is a structured learning programme during which the learner spends some time learning theory and some time learning practical skills in the workplace.

It leads to a qualification registered on the National Qualifications Framework. Such a qualification is designed to provide not only technical and work-specific skills, but life skills such as communication and teamwork.

Before the programme is implemented, a contract is drawn up by the employer, the learner and an accredited skills development training provider. Each agrees to specific conditions and the contract protects all parties for the duration of the programme.

1.1.2. What is the difference between a learnership and a qualification?

A learnership leads to a qualification. However, to obtain a qualification, it is not necessary to enter into a learnership.

1.1.3. What are the benefits of learnerships to employers?

- Learnerships involve a high portion of on-the-job training so your productivity is not impacted as much as with traditional learning methods.
- Learnerships carry tax incentives and grants to make them more financially attractive. SETAS offer cash grants for learnerships and the government offers companies tax incentives participating in learnerships.
- Your business can improve its competitiveness by earning additional points on the BEE scorecard that are reserved for learnership training.
- Learnerships are practical and can only be registered if they relate to existing skills needs in an economic sector.
- Learnerships are plugged into the National Qualifications Framework so that they give access to further learning and are nationally recognised.

³ www.saga.org.za/docs/webcontent/2014/web0310.html

As training programmes that combine theory and relevant practical elements, learnerships create skilled people who:

- tend to work more independently, need less supervision and possess enhanced problem solving capabilities;
- are motivated and strive to add value to the business;
- are less likely to leave a company that takes an interest and invests in their personal and professional development.
- entering into learning contracts with unemployed people, contributes to building up the skills pool, from which employers may recruit relevant skills as needed.
- the more skills gained, the greater the productivity and the more meaningful the individual's contribution to South Africa's global competitiveness and to creating an environment conducive to investment.

1.1.4. What are the benefits for learners?

Learners need learnerships because they cannot afford the loss of income that full-time study would cost, and they cannot afford to be on learning programmes that are not directly and practically related to their field of work and better career prospects.

Learnerships also provide a launch pad for further learning and give learners the opportunity to gain a qualification through a structured learning programme. This qualification is nationally recognised and portable from one company to another. Furthermore, a good qualification provides a basis for further personal development. Work standards and job satisfaction are improved and the learner has a greater self image and self esteem.

1.1.5. Are there any drawbacks to implementing learnerships?

Proper planning is required to ensure the success of a learnership. Companies need to make sure that they have a proper learner support structure in place consisting of mentors and coaches that can assist learners with the practical applications of the theory and skills learned during the classroom based training back in the workplace. Another drawback is the administration involved but the financial benefits the companies get in terms of tax incentives, SETA learnership grants to fund the training or the mandatory grants that companies can claim back from paying skills development levies far outweighs the amount of paperwork involved

When stating the functions of a SETA the Act mentions, amongst others, that the SETA must:

- Develop a sector skills plan within the framework of the national skills development strategy;
- Implement its sector skills plan by-
 - establishing learnerships;
 - approving workplace skills plans;
 - allocating grants in the prescribed manner to employers, education and training providers and workers; and
 - monitoring education and training in the sector

The Act also expects the SETA to:

Promote learnerships by—

- identifying workplaces for practical work experience;
- supporting the development of learning materials;
- improving the facilitation of learning; and
- assisting in the conclusion of learnership agreements;

The Act and other legal frameworks compel SASSETA to make funding available to the industry by providing what is termed Discretionary Funding. In terms of the Skills Development Regulation published under GN R713 in GG 27801 of 18 July 2005, as amended, a Discretionary Grant is a grant paid to applicants at the discretion of SASSETA, for Skills Development Projects, linked to scarce and critical skills, in the Safety and Security Sector. Potential recipients of Discretionary Funds include:

- Employers within the jurisdiction of SASSETA who are up-to-date with the levy payments,
- Exempted non-levy-paying entities within the Safety and Security sector,

- Accredited training providers, including public training providers (i.e. Universities and TVET colleges),
- Government departments and entities who are operating in the Safety and Security sector (i.e. Department of Defence, Justice, Correctional Services and State Security),
- Trade unions operating in the sector, and
- Unemployed individuals who want to pursue a Safety and Security related qualification.

1.2. Objectives

Over the years, particularly during 2014/15 to 2016/17 financial years, the SETA has been providing Discretionary Funding to employers and/or accredited training providers to deliver learnerships tounemployed learners (18.2). As stated above, one of the objectives of providing a learnership to unemployed learners is to increase their chances of gaining meaningful and permanent employment.

It is in this light that the SASSETA identified a need to conduct a tracer study to take stock of the employment status of 18.2 learnership graduates. SASSETA's Discretionary Funding records indicate that there are a number of employers who can be described as "recurring recipients". These are employers that have received funding, during this 3-year period, more than once.

The targets as set out in the Service Level Agreement (SLA) between SASSETA and the Department of Higher Education, for the Unemployed Completed Learnership, and the Actual SETA Performance are displayed respectively in the below table:

Financial Year	SLA Target	Actual SETA Performance
2014/15	1 500	859
2015/16	1 200	2 994
2016/17	2 000	2 248

What the records do not indicate is the rate and/or employment indicators of the learners who have successfully completed their learnership. The objectives of the proposed study can be summarised as follows:

- How many learners did the host employers employ after a successful completion of a learnership? Over **6 000** learners were reported under the Unemployed Completed Learnership target by the SETA over the three financial years in review.
- What were the reasons for the host employer not to employ these successful learners?
- Does the factor that the employer did not employ any successful graduates have any impact when Discretionary Grants are distributed?

1.3. OBJECTIVE OF EVALUATION

The study should evaluate whether the distribution of Discretionary Grants for the implementation of 18.2 learnership has helped in creating any meaningful and permanent employment for the successful graduates. It should also assess whether funding recipients i.e. employers, are committed in either employing or assisting these graduates once they complete the learnership.

Specifically, this study should evaluate the following:

- The employment rates of successfully completed learnership graduates.
- The number of “recurring recipients” and the impact they are having in alleviating unemployment.
- The role played by the ability and possibility of an employer in the DG distribution.

- The discrepancies, if any, between the employer's Workplace Skills Plan and their DG application.
- The reasons for employers to retain or release learners upon completion of the learnership.
- Whether graduates were able to secure employment outside the learnership host employer after graduating.
- The role that should be played by the SETA to maximize graduate's employability.

In order to achieve this, input, process, output, outcome and impact indicators should be used. Specific objectives should be developed for the different levels of this study.

1.3.1. Achievement of key objectives

The key objectives are set out below together with a brief outline of how these objectives will be achieved.

1.3.2. Key Objective 1: Review of Documentation

The aim of this objective will be to review the documents that have been compiled as part of the programme. The following steps will be undertaken to achieve this objective:

- i. Review of existing documentation, including:
 - a. Relevant documentation; and
 - b. DG contracts and the respective year's DG policy.
 - c. Employer's WSPs and their DG applications.
 - d. Project close out reports.
- ii. Evaluation of methods used to implement the programme.
- iii. Produce literary review

1.3.3. Key Objective 2: Interviews with Key Informants – employers and 18.2 graduates

The aim of this objective will be to obtain informants and collect relevant data to assess the impact of the services and to determine the outputs. The following steps will be undertaken to achieve this objective:

- i. Identification of information that needs to be sourced from key informants.
- ii. Development of questionnaires to form the basis of the interviews to be conducted.
- iii. Development of interview schedule of key informants to be interviewed.
- iv. Identification of other stakeholders for validation purposes and development of interview schedule.
- v. Evaluator to conduct in-depth interviews conducted with identified employers who received DG funding more than once in the 3 years under review.
- vi. Capture data from interviews conducted with identified employers and graduates.
- vii. Capture data from these interviews and analysis thereof.

1.3.4. Key Objective 3. Production of Draft Report

- i. Production of a draft report.

1.3.5. Key Objective 4. Production of Final Report

- i. Integration of comments and feedback
- ii. Production of the final report.

CHAPTER 2

2. Methodology

A structured interview should be developed in order to evaluate and assess the efficiency and effectiveness of the learnership for the unemployed. The interview will be composed in accordance with the developers and supervisors of the project, and the existing documentation of the project.

During the interviews, these themes could be discussed:

- Demographic profile
- Employment status
- Places of employment
- How employment was sorted
- Reasons for unemployment

- Post qualification training

A breakdown of the methodology is as follows:

1. Planning

1.1. Reviewing all DG project related documentation viz. DG policies, DG contract, learner's information etc.

1.2. Compilation of a comprehensive list of all employers who hosted and provided practical training for the learners (Recurring recipients).

1.3. Compilation of a list, with their contact details, of all the learners that have successfully completed 18.2 learnership.

2. Development of data tools

2.1. Development of employer questionnaire.

2.2. Development of graduate questionnaire.

2.3. Development of an interview schedule.

3. Data collection and cleaning.

3.1. Conduct interviews with relevant role-players (graduates and employers).

3.2. Capture data from the structured interviews.

3.3. Evaluate the data captured.

4. Analysis and preliminary results report

4.1. Compile a draft report.

4.2. Present the draft report to the SASSETA for comment.

4.3. Integrate comments into the draft report.

5. Reporting

5.1. Compilation of the final report.

5.2. Presentation of the final report to SASSETA.

3. Literature review

The challenge lies in providing high-quality skills development opportunities to a significant number of young school leavers, workers and unemployed citizens, which will equip them with credentials and qualifications that are sought after in rapidly shifting sectoral labour markets. Labour market analysts thus draw a distinction between the goals of 'employment' and 'employability'. The goal of employment links skills to specific occupations and economic trajectories, and 'employability' focuses on skills formation to develop a highly educated workforce that is equipped for greater occupational mobility and flexible work patterns ⁴(Brown & Lauder 1996). In the current global context, instead of guaranteeing full employment, the role of the state is to invest in education and training to enable workers to become fully employable (Brown & Lauder 1996; Kruse 2004).

Equipping young people for the workplace has thus become both relative and absolute (Brown et al. 2003). An individual may be employable because of their absolute skills, abilities and qualities but they may not succeed in obtaining employment because of relative conditions in the economy and labour market at a specific point in time (Simmons 2009). In other words, the impact of globalisation and the rapid pace of technological change on the nature, structure and practice of work means that it is increasingly outside the ambit of government control to guarantee employment to an individual. The reality is that the context within which certain configurations

et al. (2002) show that employment in an economy is affected by factors that include consumption demand, real wages, tax-like costs imposed on employers, labour productivity, competitiveness, education, training systems, the relative shares of declining and expanding industries in the economy, the investment climate and cyclical factors. Changes in technology affect many of these factors directly.

⁴ (Brown & Lauder 1996).

In the South African context, the relationship between qualifications and the labour market, and investment in employability, is similarly complex. Relative conditions in the economy include high rates of unemployment (particularly youth unemployment) (National Treasury 2011), shortages of critical skills and skills mismatches in key sectors, not to mention the current global economic recession.

Furthermore, our post-school education and training system is fragmented and uncoordinated, and formal opportunities for young people are extremely limited. The scale and nature of demand for education and training credentials exceeds the capacity of formal post-school public sector institutions - the 50 further education and training (FET) colleges and the 23 universities and universities of technology. The promise of higher education for enhancing employability and high-status careers has led to heightened expectations and increased demand for access, even from those who do not possess the requisite entrance qualifications. Historical and new patterns of inequality continue to determine who has access to education and skills development and the opportunity to become employable. The FET college system is grappling with institutional restructuring and multiple shifting mandates to become a viable route to vocational and occupational certification. Moreover, vocational education and training credentials, in the popular imagination, are viewed as a low-status last resort (Allais 2003; Watson 2001; Young et al. 1997).

Since 2011 an evolving set of policy interventions and funding mechanisms has been organised under the rubric of the NSDS, aimed at addressing

the structural problems of the labour market inherited from the past, and transforming the South African labour market from one with a low skills base to one characterised by rising skills and a commitment to

lifelong learning. The NSDS also seeks to ensure that through responsive education and training the labour market is better able to cope with the social development challenges in our country such as poverty, inequality, disease and unemployment. (Department of Labour 2005: 1)

A key role was allocated to new Setas in partnership with employers and a range of public and private training providers. It was in this policy context that the new, more 'modern', system of learnerships was instituted in 2001. A steady decline in the number of apprentices, growing concern about the quality of workplace training and the technical skills produced, and the limited reach of the apprenticeship system in terms of race, gender and industrial sector, informed the creation of learnerships. Learnerships were viewed as a key vehicle to enhance employability in an inclusive manner across all sectors and skills levels. First, they were supposed to foster skills development in the formal economy in order to enhance productivity and, second, to assist new (young) entrants into employment. The state's responsibility was extended to create more opportunities to further employability.

3.1. Learnerships and apprenticeships have high completion rates and lead to employment

Critical questions have been raised about the impact of learnerships and the revived apprenticeship systems on the national capability to learn and hence, ultimately, on enhancing competitiveness and inclusive economic development. There are many who are extremely critical of these systems, arguing that learnerships are untested and that apprenticeships are outdated and still need to be modernised. To what extent are these systems meeting the targets set by the NSDS II and contributing to the strategic goals of skills development, equity and economic growth?

To what extent are these two skills development mechanisms achieving their goals of

certification and upgrading at basic, intermediate and high skills levels for the employed and the unemployed, particularly those most socially and economically vulnerable and marginalised? Are they providing more of the right levels and kinds of skills that companies in key sectors require and that enable young people to make successful transitions to the labour market?

To address these 'big' strategic policy questions requires large-scale empirical data on the size and shape of the learnership and apprenticeship systems in the first instance. How many young unemployed people do these systems cater for, and how many of those in employment are participating in skills upgrading programmes? How do different groups of young people proceed from school to apprenticeship or learnership programmes? How employable are those who attain qualifications and do they make the transition to the workplace - and how - in key sectors? Are there patterns of inclusion and exclusion that reflect South Africa's unequal social structure? How do learnerships and apprenticeships articulate with other institutional mechanisms, such as public and private FET colleges and the higher education system?

3.2. A pathways methodology adopted

Here we face a major problem - there has been a lack of reliable and valid study that regularly monitored access to, progress through and completion of learning programmes, or tracked transitions to the workplace of those who completed learnerships and apprenticeships. This is a general problem in South Africa, where data on skills development and vocational education and training are woefully inadequate. There are little data available in the public realm that allow for assessment of the outcomes and impact of the public FET college system on skills development, for example. By 2009, while progress had been made in developing mechanisms and methodologies, neither a management information system for

the FET and Seta systems nor a skills-supply information management system was available (Elliot 2009). The lack of supply-side data is particularly acute in relation to learnerships and apprenticeships. Seta databases have been used for aggregated reporting against targets to the Department of Labour, but have not been analysed systematically. A similar problem is evident in the lack of analysis of the National Learner Record Database maintained by the South African Qualifications Authority. There is a general lack of priority accorded to these skills qualification routes by education and labour market Evaluators.

3.3. Mismatch between skills provision and demand

Evidence from case studies raised concern about a mismatch between the adequacy of the skills and capabilities developed during training and those required in the workplace. To illustrate the challenges faced more widely.

The extent to which skills certification translates to skills and capabilities required in the workplace is the real test and this is the challenge currently facing skills development systems. It may be that these qualifications serve more as an indication of employability, rather than of possessing specific skills in specific sectors. The learnership and apprenticeship systems may, at the very least, be effective signalling devices for the employability of individuals.

The mismatch between qualifications and capabilities highlights the importance of policies that address concerns about the quality and alignment of theoretical and experiential learning. Central to achieving this objective is a focus on strengthening the structures, frameworks and mechanisms that enhance interaction between Setas, companies, education and training providers, and intermediary organisations to improve quality curriculum and assessment standards. There needs to be an increased focus on strengthening the alignment between the quality of apprenticeship and learnership programmes and the trade test to improve artisanal pass rates and to ensure skills and



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capabilities match company demand.

CHAPTER 3

4. Evaluation design

4.1. Introduction

This chapter will provide with study methodology that has been followed. These kinds of methodology include the way Evaluator is going to design, approach analyse and how the data has been collected. During the study, there were limitations that were found such as language barrier, time, accessibility a which make it difficult for Evaluator to get everything in order. Ethical consideration has been covered in this chapter.

4.1.1. Pilot study.

A pilot study is a study project that the Evaluator conducted on a limited scale that allowed Evaluator to get a clearer idea of what the Evaluator want to know and how can best find it out without the expense and effort of a full-fledged study. The Evaluator used commonly to try out survey questions and to refine study hypotheses. Few service providers (employers and Training providers) were consulted because of their performance as per attached samples.

4.1.2. Validity and reliability

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the study instrument is considered to be reliable. Therefore, there is reliability in this study because of results that the Evaluator obtain from Learners, Training Providers and Employers were consistent over time.

Validity determines whether the study truly measures that which it was intended to measure or how truthful the study results are. In other words, does the study instrument allow you to hit point of your study object? Evaluators generally determine validity by asking a series of questions, and will often look for the answers in the study of others. The series of questions that were asked were responding to the objective of the study and focusing on the employability of learners who completed learnership.

4.1.3. Study design

A study design has two meanings. It can be understood as the planning of any scientific study from the first to the last step. In this sense, it is a programme to guide the Evaluator in collecting, analyzing and interpreting observed facts. A second, more specific definition of a study design is that it is a test of specific hypothesis under given conditions (Bless & Higson-Smith, 1995:63).

The tools/ study methods that are going to be used in this study are both quantitative and qualitative. The tools that the Evaluator is going to use are; surveys for study for all participants. The unit used survey monkey as a source to collect data.

Quantitative study is aimed at testing theories, determining facts, statistical analysis, demonstration of relationships between variables, and prediction (Garbers, 1996:282).

In this study, a quantitative approach in the form of survey using questionnaires was employed to collect data. The reason of using this kind of approach was to get statistics learners who got employed. In this paper both qualitative and quantitative methods have been used to get stats and facts and scenarios about learnership execution.

The Evaluator has also used qualitative approach by using case studies to get facts and views from participants. learners were interviewed telephonically to gather information. Training providers were randomly interviewed.

4.1.4. Study approach

Methodology specifies how Evaluators may go about practically studying whatever they believe they can be known. The study is aimed at exploring the challenges on the executing learners and how completed learners are treated. This study will cover both approaches qualitative and quantitative.

A study design is a strategic framework for action as bridge between study questions and execution or implementation of the study. Study design are plans that guide the arrangement of conditions for collection and analysis of aims to combine relevance of the study purpose with economy in procedure.

4.1.5. Sampling

The main concern in sampling is representativeness. The aim is to select a sample that will be representative of the population about which the Evaluator aims to draw conclusions. The populations in this study are unemployed graduates, and employed learners through SETA funding and employers participated..

There are different sampling procedures, each is designed to deal with a different type of study situation and each has particular identifiable advantages and disadvantages. Evaluator chooses to apply sampling method/procedure that is deemed suitable for this type of study project. Subsequent to study problem and selected type of study, Evaluator decides on which people are included as subjects in the study project. It is going to be impracticable to collect data from the entire population, thus there is a dare need to sample the population. Chosen subset of population represents the total population (Baker, 1988: 159).

According to Baker snowball sampling refers to a form of sampling in which you first find a few subjects who are characterized by the qualities you seek. You interview them, and then you ask them for names of other people whom they know who have the same qualities or

other qualities that interest you. In this manner you accumulate more and more respondents by using each respondent you get as a source of new names for your sample (Baker, 1988: 159).

Snowball sampling is useful only if the members of the target group maintain some kind of formal or informal communication network among themselves. Officials of the skill development sectors work as a team to accomplish a common goal. They share and communicate the information both formally and informally. In this case the Evaluator managed to sample unemployed graduates to respond on the interview questions (Baker, 1988: 159).

The Evaluator has managed to use this method of sampling by getting the information as follows

Sampling will be 10% of the following:

Province	Name of provider	Learning programme	Financial year	Project Code	No of completions
Free State	Kroonstad	Further Education and Training Certificate: Corrections Services	Qmr3 13/14		455
	Kroonstad	Further Education and Training Certificate: Corrections Services	Qmr1 14/15		447
Gauteng	Zonderwater	Further Education and Training Certificate: Corrections Services	Qmr3 13/14		277
	Zonderwater	Further Education and Training Certificate: Corrections Services	Qmr1 14/15		234
	Gauteng Education Department	GSO	Qmr4 13/14		792
	Ifihlile Training	GSO	Qmr 4 14/15		113

Province	Name of provider	Learning programme	Financial year	Project Code	No of completions
Free State	Kroonstad College	FETC: corrections services	15/16		984
	Kroonstad College	FETC: corrections services	16/17		524
	Kroonstad College	FETC: corrections services	16/17		531
	Gremick Security	NC:GSO	15/16		139
	Bjoko Security	NC:GSO	15/16		135
	Midrand Training	NC:GSO	15/16		100
	Sebenzani Security	NC:GSO	15/16		110
	Situational Security	NC:GSO	15/16		165
	Chippa Security	NC:GSO	15/16		159
	Zonderwater	FETC: corrections services	16/17		465
	Nomaduku	NC:GSO	16/17		207
	Zonderwater	FETC: corrections services	16/17		438
Mpumalanga	Aim Naspoti	NC:GSO	15/16		100

4.1.6. Analysis of data

Once the data are collected it is the Evaluator's task to scrutinize the scores, draw certain conclusions concerning the subject's performance, and interpret the data in terms of the original study question. (Drew,1980:242).

Data analysis is a practice in which raw data/unprocessed data is ordered and organized so that useful information can be extracted from it. It is not all collected data will be used to

answer study question(s), some will be disused while others will be used effectively. All these will be possible by analysis. The process organizing and thinking about data is a key to understanding what the data does and does not contain (Drew,1980:242). Data analysis involves reading through your data repeatedly, and engaging in activities of breaking the data down and building it up again in novel ways. In this study data which is in numeric forms and graphs has been analysed to get into the bottom of study problem. The Evaluator has drafted recommendation from the analysis of data.

4.1.7. Data collection.

Qualitative semi-structured In-depth interviews (telephonically and or face to face), questionnaires, surveys, and participant's observation will be the particular data collection methods in this study depends on the preference of the participant. The Evaluator used these kind of methods because they save time and money. Self-developed semi-structured in-depth interview schedule will be utilized to collect information on the experiences and feelings of the participants regarding learnership implementation. This kind of method has been decided upon because of the sensitive nature of the topic as well as my desire to gain in-depth understanding of their circumstances.

The experiences and feelings of people who are implementing learnerships and those who the policy is directed to can be enriching if it is gained from their own point of view. In in-depth interview the focus is on the other person's own meaning contexts.

The relevance of in-depth interviewing in studies such as this one is highlighted by Liamputtong & Ezzy (2005:55) when they regard in-depth interviewing as a privilege because it is rewarding and satisfying to talk to another person for an hour or more in such a way that a particular part of their life is understood 'in-depth'.

4.1.8. Limitation of the study

According to Hofstee (2006:87), limitations are inherent in academic work. Every study has some problems with reliability and validity of the data, size of the sample, the questionnaire design, the implementation, or the analysis plan.

The Evaluator can commit sins of both commission and omission. In this study it is kept in mind that the following limitations can be expected. There have been few studies conducted to this subject of Employability of Learnership. Therefore, there will be few data sources for the study. Secondly some of the sampled learners that will be interviewed had changed their contact details.

4.1.8.1. Gender of the participants

Skills development policies are very profound to the lives of skills development seekers or stakeholders irrespective of gender. They may affect lives differently on terms of gender. Gender issue is very sensitive in this regard. Gender stereotypes have characterized the treatment of Individuals and provision of services ever since in the early eighties. This should therefore hardly be ignored in study as the gender of the Evaluator might also spoil the validity of data. It is therefore expected in this study that because the Evaluator is a male and the participants are both male and female, this might spoil the study by producing data which is not true and valid. In this study I intend to overcome this factor by being as neutral as possible when coming to discussing sensitive and gender related issues (Hofstee, 2006:87).

4.1.8.2. Age of the participants

The age of the Evaluator can never be underestimated especially in sensitive topics such as employment and salary bands. Being a young adult in the late twenties might either inhibit or facilitate openness for discussions of sensitive issues. To guard against this Evaluator will rely on the daily preferences of the participants. In other words, Evaluator will give them the

right to decide on what matters to discuss and how to discuss them but still guided by the objectives and goal of the study.

4.1.8.3. Time

The time during which the project is conducted can also be a subject to limitation. This study will be conducted during the same days on which the officials execute their duties and on which unemployed are out there looking for job and the duration will be only two hours for two months. This can limit the quality of information and therefore spoil the quality of study (Hofstee, 2006:87).

4.1.8.4. Accessibility of relevant data

Accessing data especially of learners who are currently at their working might be difficult due time constrains and tense schedule. Again due to the policies and regulations unknown to me that regulates information flow and sharing. For the purpose of this study protocols recommended by the training providers, stakeholders, learners will be followed where a formal letter of request to access data will be delivered to the affected sector (Annexure 6).

4.1.9. Elimination of bias.

Qualitative study is a type of scientific investigation that aims to provide answers to a question without bias. It uses predetermined procedures such as interviewing participants to collect information and produce findings. Biases occur naturally in the design of study, but the Evaluator can minimize their impact by recognizing and dealing with them. An impartial qualitative study project respects the dignity of the study participants, observes fundamental principles of ethics and takes all of the variables into account.

Before, the Evaluator was fair and transparent in the study. There were no restrictions on demographics. Every participant was given a same opportunity to present their knowledge on the study. The sample was equally divided (10% per population received).

4.10. Summary and Conclusion

In conclusion, the background on literature of employability of learners completed learnership including its role players and their perspective on the running of the system, many authors, Evaluators, education and training organisations and academics wrote about employability on skills development matters in South Africa and around the globe. Policy implementation as a process with its ups and downs indicates that the employment provision has its own challenges, as indicated in the aforementioned topic. It is still not clear what challenges are that causes the education and training sector to partly fail in implementing the policy as expected. It is therefore the purpose of this study to explore the challenges. Study methodology will follow in the next chapter on how the information will be started and finalized

Chapter 4

5 Data analysis

Figure 1.

Year 2014-2017

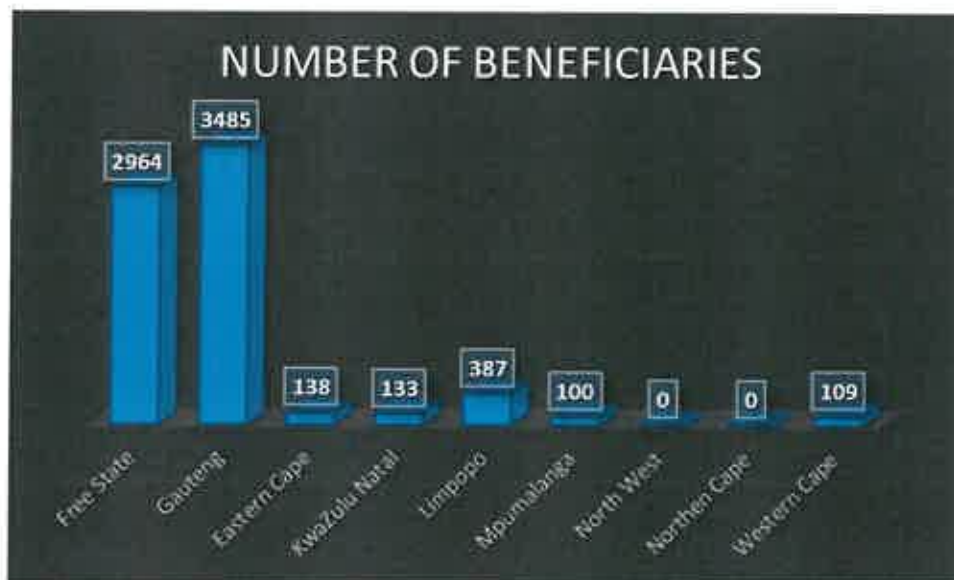


Figure 2.

According to national spread Gauteng is the highest followed by Free State. The reason why these two provinces are having huge number of completion is that; huge volume of learners is coming from Department of Correctional Services. Government departments guarantees their absorption of learners who completed their learnerships.

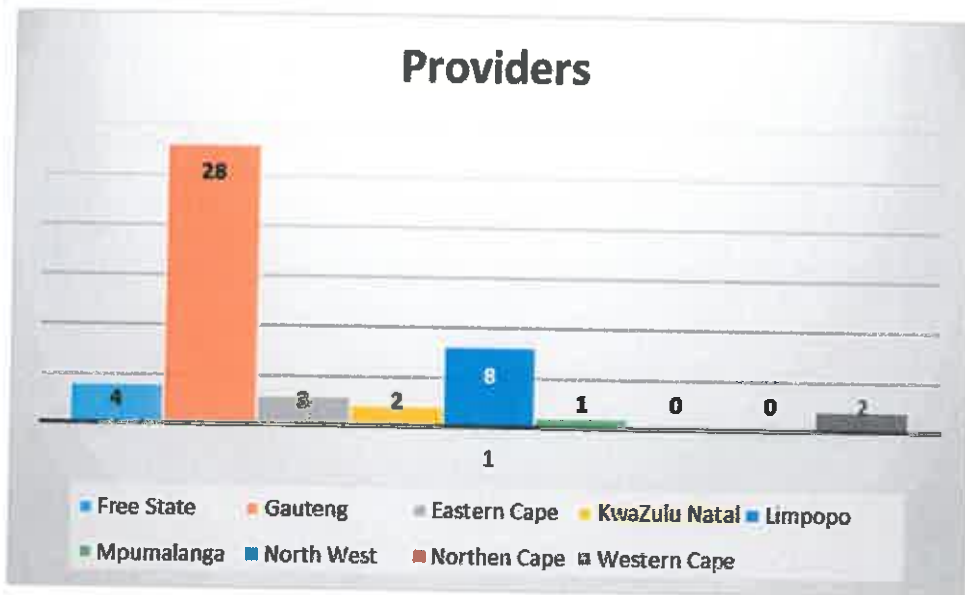
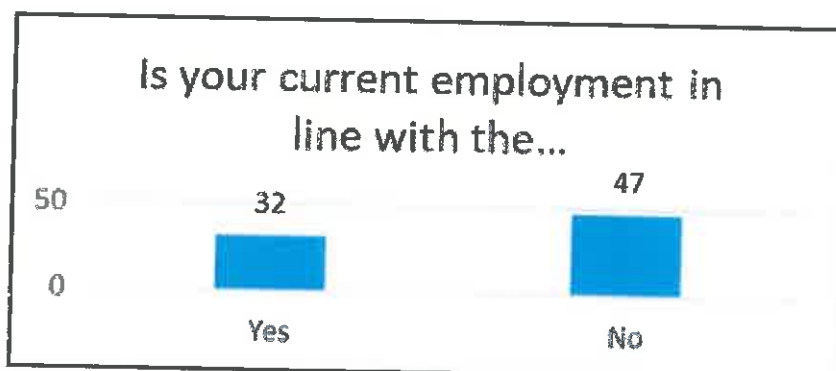
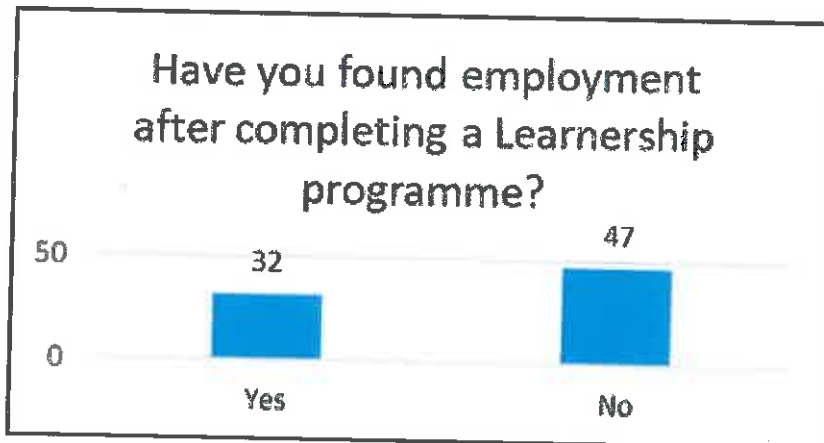
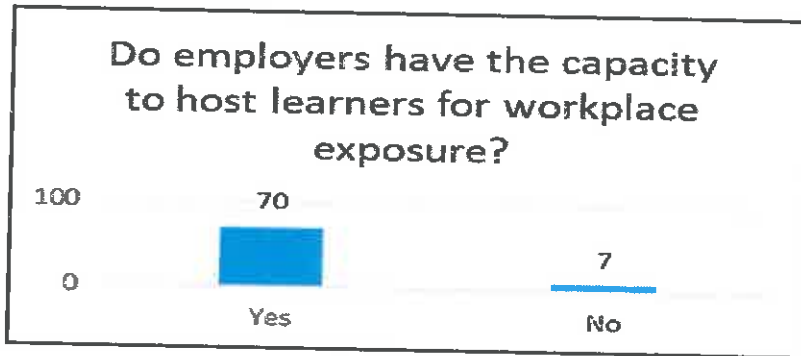


Table 3.

Majority of providers are spread in Gauteng followed by Limpopo. This is based on the demand of security services in those areas. In some provinces there are few big providers that are dominating throughout the province. which open up a room of monopolising training in those areas. In this study you will find that employers are also training providers, which make it easy for learners to attain work experience.

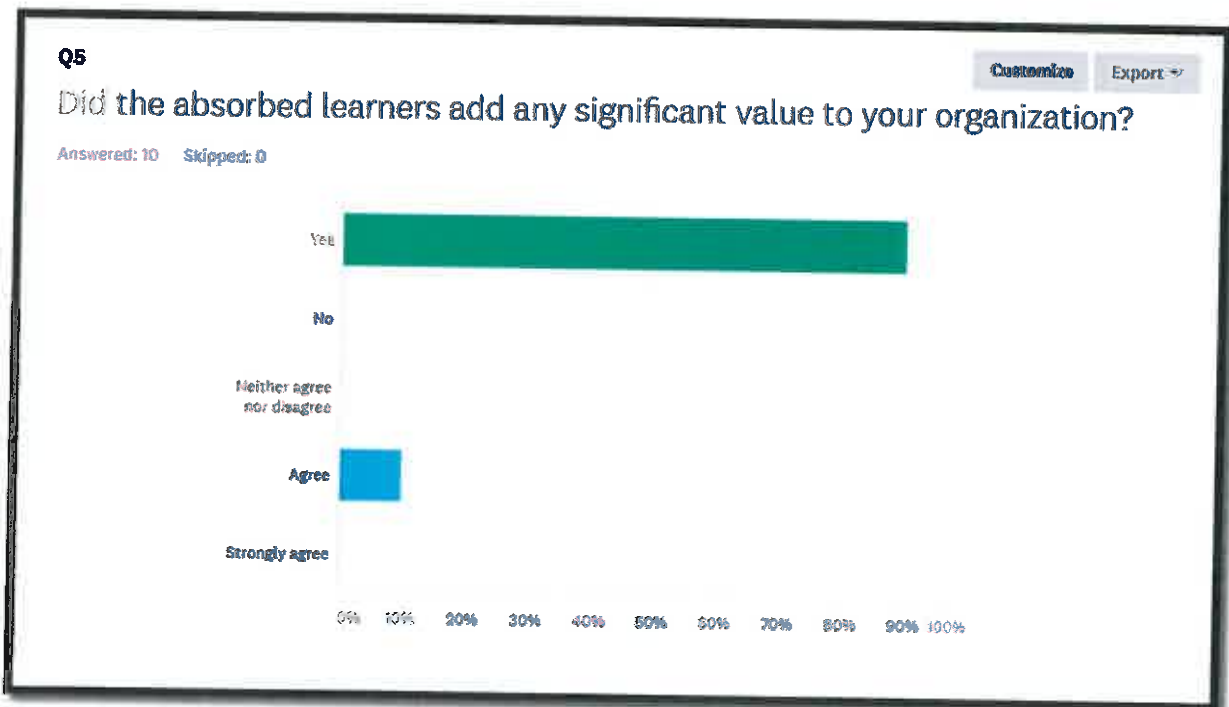
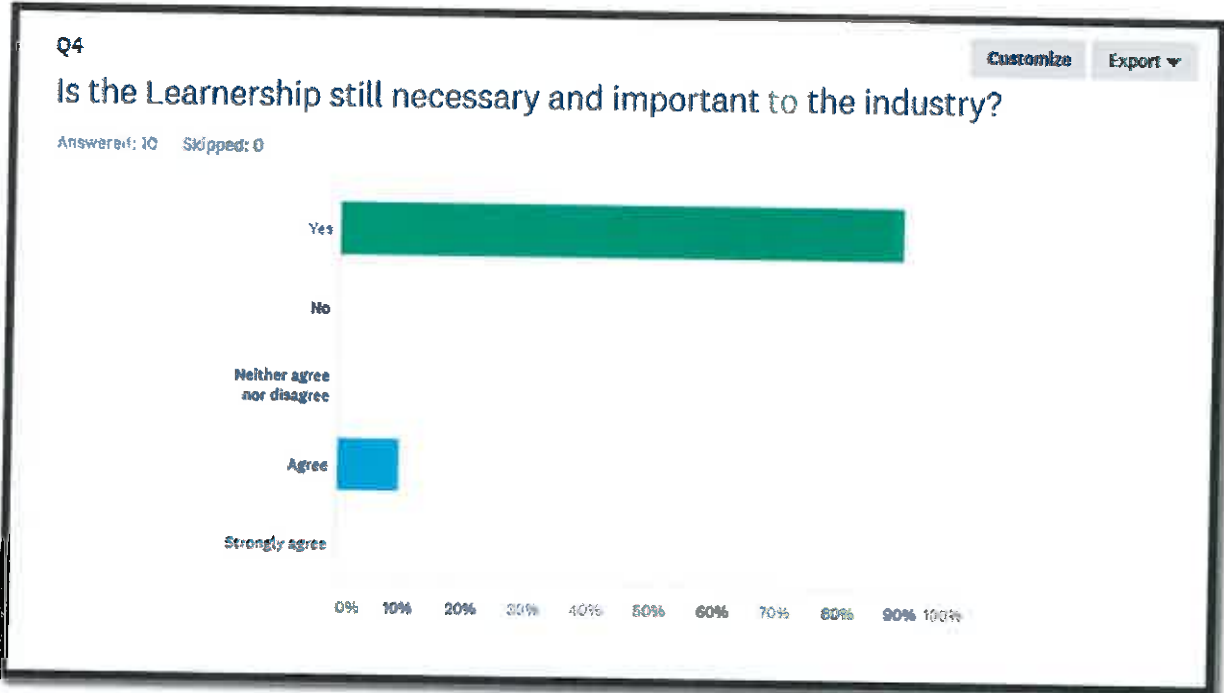
6 Learner Evaluation survey results

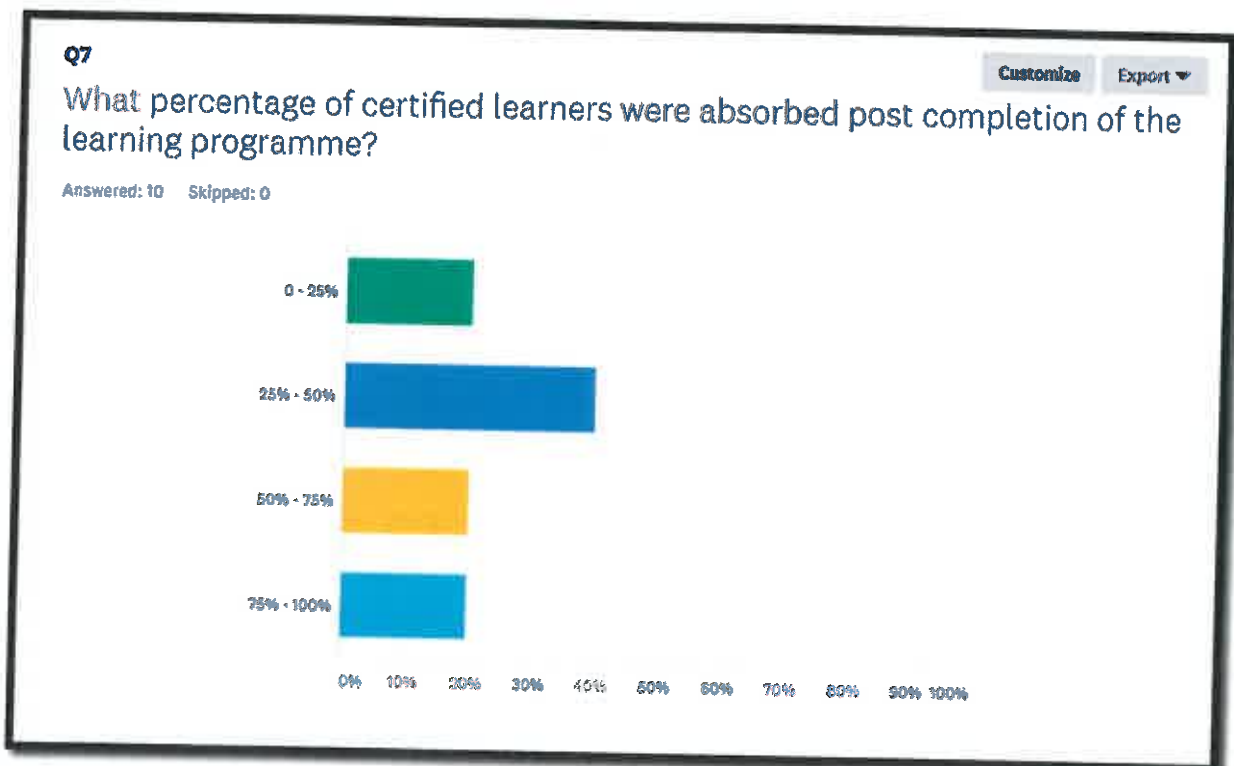
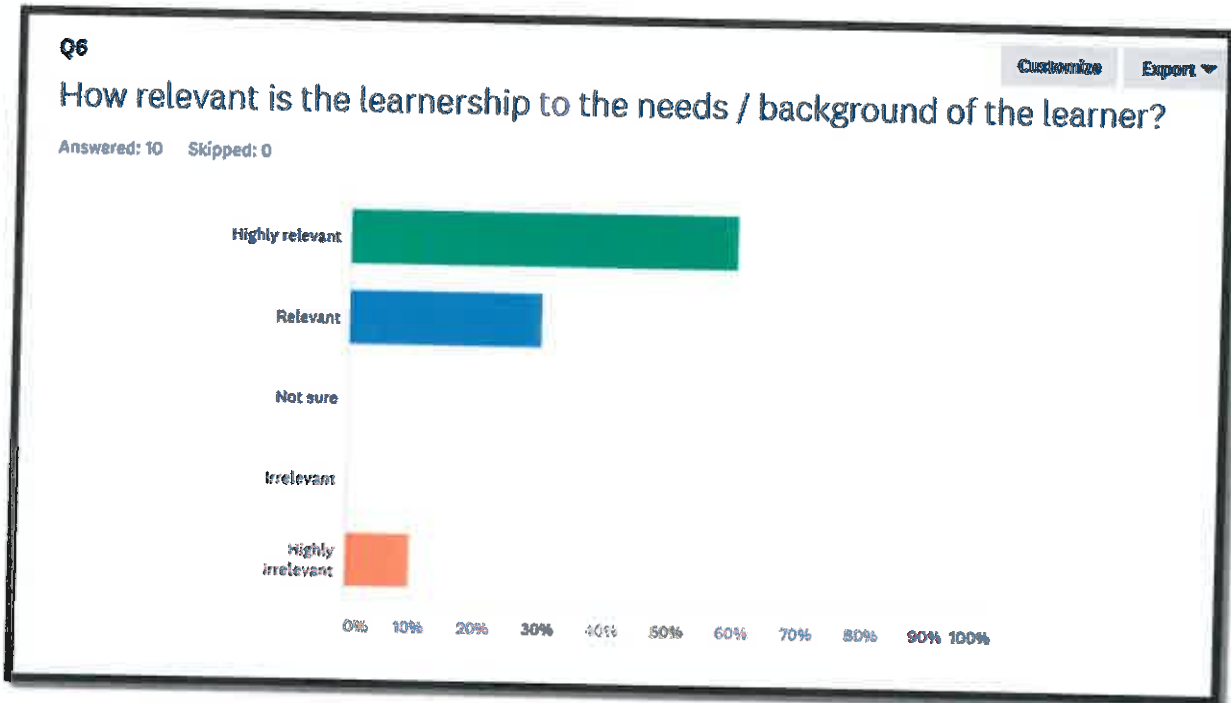


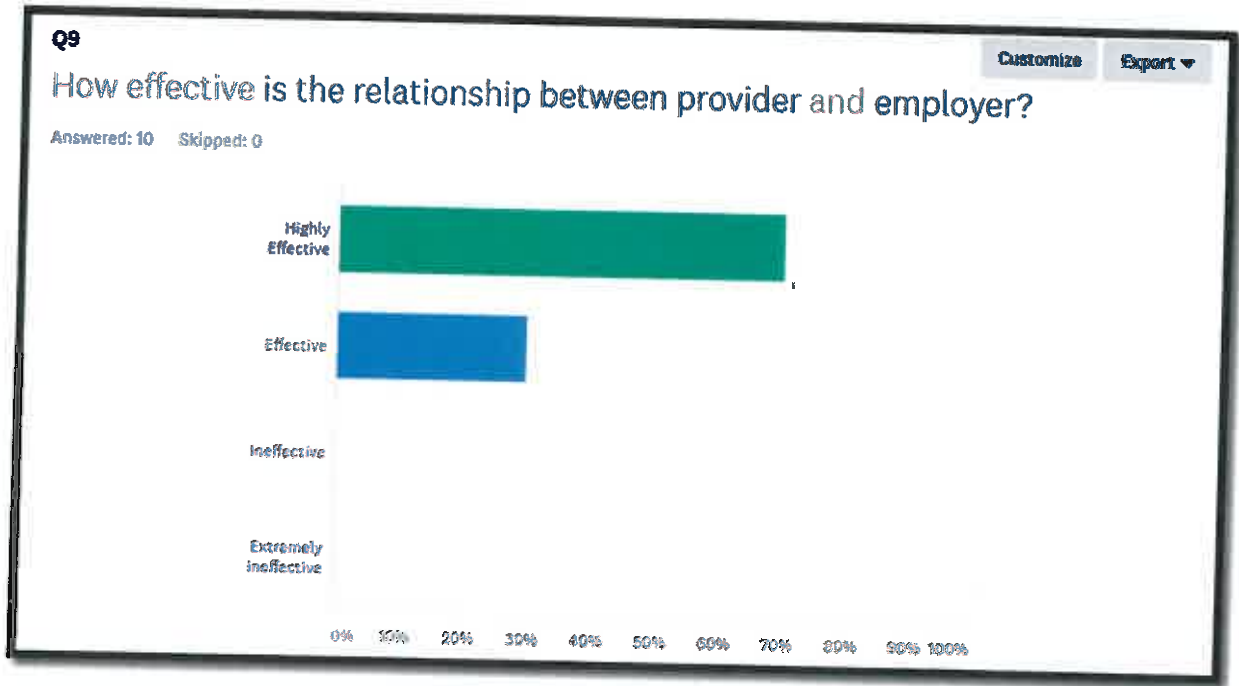
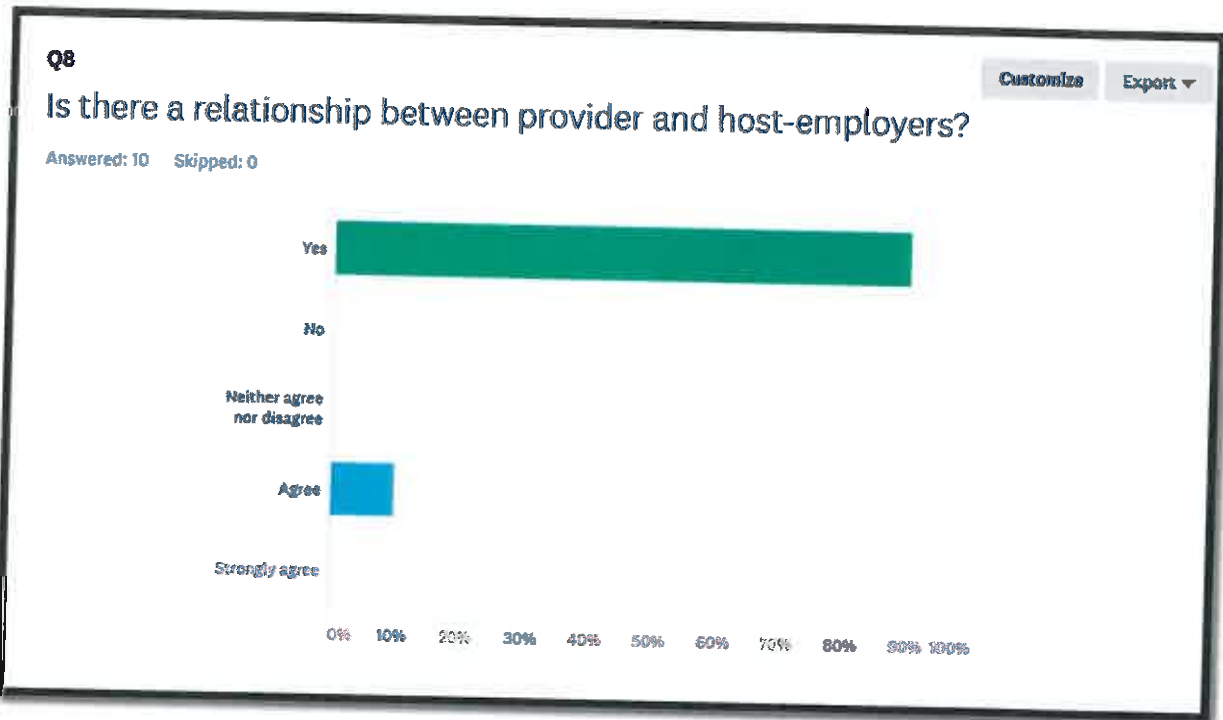


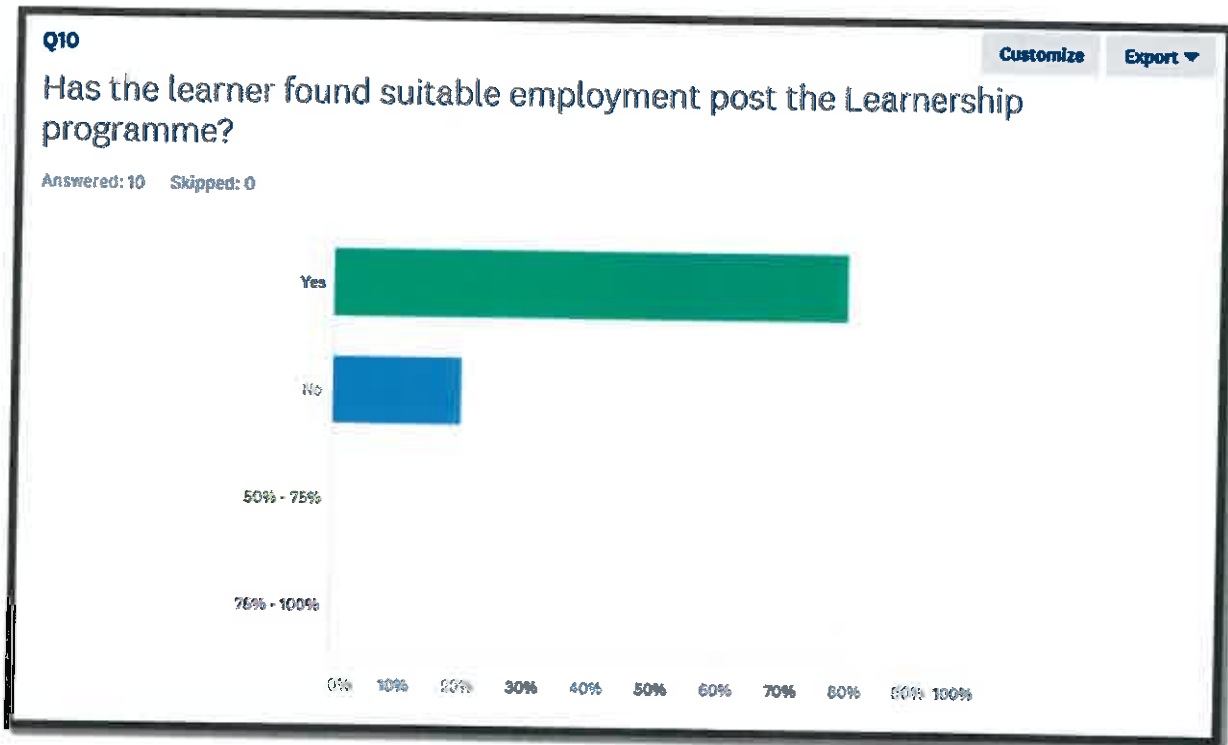
- 🌟 During the interview, 82% of participants had agreed that their employers does not have capacity to host learners for workplace learning. Only few employers do have capacity. Same number of participants got their employment outside their employer who trained the. This is contravening with discretionary grant policy, which enforce employers to absorb 30%.
- 🌟 42 % had found employment after completing the programme. However out of that (42%), 67% of participants are already employed permanently by their respective employers and 33% are still temps and on a contract basis.
- 🌟 Some of these learners who completed got jobs from other industries outside security.
- 🌟 In some provinces certain ethnic group were prioritised by employers within security industry.
- 🌟 It was also noted that, 91% of employers did exposed learners for work experience. This exercise balances theory and practise for full qualification.

7 Employer Evaluation Survey Results









- ✚ Although there are some challenges in absorbing learners by employers who were conduction learnership; the industry finds it necessary to continue with learnerships e.g. GSO, Paralegal etc.
- ✚ Employers are preferring learners who come from the path learnership since they are orientated with theory and practice.
- ✚ Those learners were absorbed by certain employers are adding significant value in the organisation they are operating in.
- ✚ It was found that, maximum of 40% and minimum of 20% completed learners are being absorbed by their employers.
- ✚ In some instances, you found that employers are also training provider, but in some scenario training providers are outsourced by employer. 70% of the time this relationship is highly effective

8 Recommendations

It should be compulsory for a training provider to have a partnership with an employer to accommodate learners for practical work

It is an ideal that all the beneficiary / employers should at least absorb 30% of learners after they completed learnership.

Lifelong learning should be encouraged to learners for broader employment opportunity.

Employers/ providers who does not have capacity to train should not attain funding from SASSETA.

Due diligence should be conducted by external personnel to ensure fairness and transparency. This practise will verify capability of the employer vs number of leaners allocated.

It has noted that most benefiting providers/ employers are based in GP and LP. Rural development should be considered for geographic spread of training as per NSDSIII requirement.

Employers and learners are benefiting from learnership programmes which make learners more employable. However, there should be an increase opportunity for employment internal (abortion) and External.

9 Reference

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Drew, J. C. 1980. *Introduction to Designing and conducting Research*. second edition. USA. The C.V Mosby Company

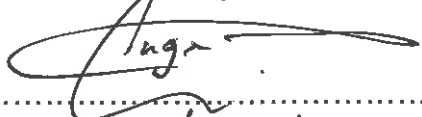
SASSETA Annual Performance Plan – 2016/2017

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10 Sign off

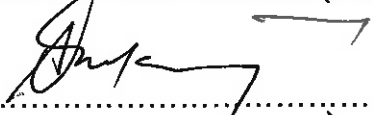
An evaluation report was delivered to the Senior Manager (Skills Planning, M&E and Research) by;

Name: Lubabalo Ngxola (HoD: ME&R)


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Date: 28 / 03 / 2018

This report was approved by:

Name: Vukani Memela (SM: Skills Planning, M&E and Research)


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Date: 30 / 03 / 2018