

***Evaluation***  
***of the***  
***Swiss South-African Cooperation***  
***Initiative's***  
***Stellemploy Skills Training Project***

**Barbara Jones**  
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# Table of Contents

<b>Acknowledgements &amp; list of acronyms</b>	<b>3</b>
<b>1. Background and introduction</b>	<b>4</b>
1.1 The brief	4
1.2 Methodology	5
1.3 Background of Stellemploy	6
<b>2. Inputs achieved</b>	<b>6</b>
2.1 Needs assessment conducted	6
2.2 Numbers of learners trained	7
2.3 Skills training courses	9
2.3.1 Background and accreditation	9
2.3.2 Welding	10
2.3.3 Bricklaying	10
2.3.4 Brick paving	10
2.3.5 Electrician assistant	10
2.3.6 Building maintenance	10
2.3.7 Auto repair assistant (mechanical)	10
2.3.8 Panel beating & spray painting	11
2.3.9 Carpentry	11
2.3.10 Plumbing	11
2.3.11 Painting	12
<b>3. Quality of the project</b>	<b>12</b>
3.1 Training providers	12
3.2 Strengths and weaknesses of the skills training programme	13
3.2.1 Trainers	13
3.2.2 Life skills training	13
3.2.3 Student selection	14
3.2.4 Student literacy and numeracy issues	15
3.2.5 Course length	15
<b>4. Outputs achieved</b>	<b>16</b>
4.1 Job placement of graduates and tracking	16
4.1.1 Placement support	16
4.1.2 Tracking	17
4.1.3 Work placement	18
4.2 Graduate success stories	19
4.2.1 Carpentry course: November/December 2009	19
4.2.2 Bricklaying: February 2008	20
4.2.3 Building Maintenance: May 2008	20
4.2.4 Electrician assistant: June/July 2009	21
4.2.5 Welding: May / June 2009	21
4.2.6 Spray painting: September / October 2009	21
4.2.7 Auto repair assistant (mechanical:) 2009	22
<b>5. Lessons to be learned</b>	<b>23</b>
5.1 Extending the skills training courses	23
5.2 Marketing	24
5.3 Tracking	24
<b>6. Conclusion</b>	<b>25</b>

Annexure A: People interviewed, face to face or telephonically	26
Annexure B: Stellemploy Registration Form	28
Annexure C: Class lists	31

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Barbara Jones  
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## List of acronyms

CETA	Construction Education and Training Authority
KATC	Khayelitsha Auto Training Centre
NGO	Non-Governmental Organisation (non-profit)
MERSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
SARS	South African Revenue Services
STI	Service Through Integrity Group
SSACI	Swiss South African Cooperation Initiative
TTM	Tjeka Training Matters

# Evaluation of SSACI / Stellemploy Skills Training Project

## 1. Background and introduction

This report presents the findings of a summative evaluation of a skills training project, conducted from May 2007 to December 2009 by a local non-profit organisation (NGO), the Stellenbosch Werknemer-Werkgewer Skakelkantoor (hereafter referred to as Stellemploy), on behalf of the Swiss South African Cooperation Initiative (SSACI).

### 1.1 The brief

The purpose of the evaluation, as outlined in the brief, was largely to establish accountability of the project to SSACI, as well as to serve a possible future developmental purpose by suggesting improvements to project design, planning, curriculum and training delivery, where appropriate.

The evaluation was required to address four key questions:

#### ⇒ ***Did Stellemploy do what it said it would do?***

In terms of the Agreement between SSACI and Stellemploy, for the period 1 May 2007 to 31 December 2009, the following project activities and results were expected:

- A skill needs analysis of local employers was to be conducted prior to commencing training, to inform the type of artisan skills training that might best lead to local employment.
- Between June 2007 and December 2009, Stellemploy was to recruit and select 200 trainees to be enrolled in training and job-placement programmes. These trainees were to be South African citizens or permanent residents; aged 18-26 at the time of enrolment; residents in the Stellenbosch, Franschoek or Klappmuts area; from disadvantaged backgrounds; without further education or training; and currently unemployed or underemployed.
- Selected trainees were to be enrolled by Stellemploy on SSACI approved technical, artisan skills training courses, relating to the construction, engineering and light manufacturing industries.
- These training courses were to be unit standard based, conducted by service providers approved by SSACI, at venues accessible to the trainees.
- In addition, trainees were to receive life skills training approved by SSACI, aimed at preparing trainees for the world of work.

- ‘Graduates’<sup>1</sup> of the training programme were to be assisted by Stellemploy to find employment locally within six months of successfully completing their technical training courses. This assistance was to take the form of:
  - preparation of individual CVs;
  - identifying potential employers and arranging for trainees to be interviewed by them;
  - and preparing the trainee for the interview.
- By the end of 2009, at least 170 of the 200 trainees were to have completed their training and 150 were to have been placed in jobs related to their training.

⇒ ***Did Stellemploy do it well?***

This entailed assessing the quality of project management, trainee recruitment, selection and support, and engagement with other role-players (such as training service providers).

⇒ ***Have the inputs led to the desired outputs?***

In a nutshell, the evaluation had to determine whether the expected numbers of trainees had successfully completed their technical skills training and whether this had enabled them to find related employment within 6 months of finishing.

⇒ ***What can SSACI, Stellemploy and other community development agencies learn from this experience?***

Finally, the evaluation needed to determine the extent to which the overall objectives of the project had been realised; the strengths, successes, weaknesses and failures of the project and how they could be explained; lessons that could be learned for planning and implementing similar future projects; and to present illustrative case studies or vignettes.

## **1.2 Methodology**

Both primary and secondary, and both qualitative and quantitative data were collected.

Secondary qualitative and quantitative data was obtained from Stellemploy Annual Reports, Progress Reports to SSACI and from a 2003 evaluation of Stellemploy training programmes. In addition, quantitative data was obtained from class lists and Stellemploy placement records.

Primary, qualitative data was obtained from a number of interviews, both face-to-face and telephonic, including with Betta Augustyn, the CEO of Stellemploy and Gaino Segers, the office administrator; Ken Duncan the CEO of SSACI; Ken Lightfoot, a former trainer with Telkom in electrical installations, and trainer/advisor/mentor of Stellemploy; eight of the training instructors; the Directors of the two main training providers for the

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<sup>1</sup> The term ‘graduates’ in this report is used to refer to those trainees who completed the SSACI / Stellemploy skills training courses

skills training courses; two employers of graduates; and nineteen graduates from the 2007-2009 skills training programmes. A comprehensive list of interviewees is attached as Annexure A.

It was unfortunately not possible to observe training in action as the evaluation was conducted during the month of April, when Stellemploy training is suspended because of the numerous public holidays. This meant that it was not possible to directly ascertain a sense of the style of teaching, or the integration of theory and practice: this could only be ascertained through interviews.

### **1.3 Stellemploy**

Stellemploy is a non-profit organisation which was established as a church-based initiative in 1995 to combat unemployment in Stellenbosch and its environs. There are only two members of staff who carry out all the work of the organisation: Betta Augustyn, who has been CEO since she started there in February 1997, and Gaino Segers, the Office Administrator, who started in 1998. As an NGO, and therefore reliant on donor funding for their work, they “cannot afford more (staff)”.

It is primarily a community development programme to help unemployed work seekers from disadvantaged communities in Stellenbosch to access work opportunities, but Betta Augustyn has also initiated regular training courses in gardening and cooking to provide unskilled adults in the surrounding communities with employable skills. It has previously conducted skills training in welding, electrical appliance repair and carpentry on behalf of SSACI. Its Vision is “(a) poverty-free Greater Stellenbosch, sustainably” and its Mission is “(t)o empower work seekers to identify and exploit (sic) work opportunities”.

Stellemploy serves communities within the jurisdiction of the Stellenbosch Municipality, which includes outlying farming communities and rural settlements. Its strength is that it is deeply rooted in the broad community of Stellenbosch, including the churches, businesses, local authorities and the University of Stellenbosch, and its work is held in high regard. This extensive network that Stellemploy has access to assists in providing important social support, such as daily meals of sandwiches and fruit for students on the training programmes; work placement opportunities for work seekers and graduates from the training programmes; and funding support.

## **2. Inputs achieved**

### **2.1 Needs assessment conducted**

Prior to Stellemploy commencing the SSACI artisan training courses for unemployed youth that are under evaluation, an independent skills needs assessment of local businesses and industries was conducted. The purpose of this research was to inform a selection of training courses to match local entry-level employment opportunities.

Although the needs assessment research was, by its own admission, quite limited in extent because of the tight time frame, it nevertheless gave some insight into current employment trends and practices in light manufacturing, construction and light mechanical industries in the Greater Stellenbosch area – the area that falls within the boundaries of the Stellenbosch Municipality.

Light manufacturing seemed to offer few employment opportunities locally and the nature of the operations in this sector appeared very diverse. The researcher concluded that it would be difficult to design generic training courses that would be of relevance to potential work seekers or to business in this sector.

A problem identified with the availability of employment in the construction industry was that most construction companies sub-contract different specialist activities to their own preferred providers, even 'importing' these skills from other centres rather than sourcing skills locally from unfamiliar providers. Plumbing and electrical installations appeared to be two areas that were particularly difficult to break into, and local government initiatives to award building contracts to emerging small companies were reported to have limited success. However, carpentry and masonry were identified as scarce skills in this sector, and workers who are multi-skilled in these categories are preferred.

The light mechanical sector appeared to be very active, both formally and informally, with numerous small businesses and self-employed individuals offering motor car servicing and repairs - some of which were associated with motor car spares shops. This was seen as one of the easiest sectors in which to start a small or micro-business, as vehicles, especially in the poorer communities, are on average very old. Welding was identified as a scarce skill, but because businesses in this sector tend to provide a range of services, employment opportunities are greater for those who have varied knowledge and skills. As in the construction industry, workers who are multi-skilled in a particular area, such as in general motor car mechanics, are preferred for employment above those who have narrow mechanical knowledge and skills. A significant observation was that the larger businesses, especially franchises, perform their own induction and internal training so previous training does not necessarily benefit those seeking formal employment in this sector.

A limitation of the needs analysis was that it only considered those fields of artisan training that had already been decided for the SSACI/Stellemploy skills training programmes, and it is possible that other areas of scarce skills associated with more job opportunities may have been overlooked. Limitations in the breadth of the survey as well as in the depth of analysis also meant that the findings were not as useful as expected in helping to target key areas for skills training for employment, except to rule out light manufacturing as a possibility.

## **2.2 Numbers of learners trained**

Presumably based on the findings from the needs analysis, SSACI/Stellemploy decided to offer artisan skills training courses in two sectors, namely light car mechanical work and building construction. Light mechanical training courses comprised general motor mechanical servicing and repairs; and panel beating / spray painting. Building construction courses included general building maintenance; carpentry, bricklaying and plastering; brick paving; painting; and basic electrical installation and repairs. Despite the findings from the local skills needs assessment, that there is little work available for emerging electricians, two courses for the training of electrician assistants were conducted. General welding skills was identified as a scarce skill and this was also offered.

Drawing on class lists, the following record of skills training courses was compiled.

Table 1: Skills training conducted by Stellemploy on behalf of SSACI from 2007 – 2009

Course	Duration (weeks)	Dates	Nos. enrolled	Nos. completed
		<b>2007</b>		
Auto repair assistant (mechanical)	5	Oct/Nov	12	11
		<b>2008</b>		
Bricklaying	4	February	10	9
Brick paving	3	March	10	9
Building maintenance	2	May	12	12
Electrician assistant	3	June/July	15	15
Painting	2	August	12	12
Welding	4	Sept/Oct	15	12
Bricklaying	4	Oct/Nov	10	7
Electrician assistant	3	Nov/Dec	14	13
		<b>2009</b>		
Brick paving	3	February	9	8
Building maintenance	3	March/April	12	12
Welding	5	May/June	12	12
Electrician assistant	3	June	18	17
Auto repair assistant (mechanical)	6	July/Sept	14	14
Panel beating & spray painting	8	Sept/Oct	12	11
Building maintenance	4	Nov/Dec	6	6
Carpentry	4	Nov/Dec	8	8
<b>Total</b>			<b>201</b>	<b>188</b>

As can be seen, 201 trainees were recruited onto the different courses during the period June 2007 to December 2009, thus meeting SSACI requirements of 200 trainees, and 188 completed the courses. Judging from the personal identification numbers of enrolled students, 14 were over 26 years of age and of these older students, three – from the bricklaying course - dropped out before finishing. The highest dropout rates reportedly occurred on the bricklaying and brick paving courses as these were very labour intensive and physically demanding. Betta Augustyn explained that although it was a departure from the contract with SSACI to enrol students over 26 years of age, older candidates were selected occasionally because they had related work experience but had no certificates or qualifications, and appeared to have a strong chance of success. Doing the training and obtaining a certificate would enable them to advance their careers.<sup>2</sup>

Although the contract with SSACI stipulated that 40 learners were to have completed skills training courses between July and the end of November 2007, there were unavoidable delays in renovating the training centre - an old school building which had been 'donated' to Stellemploy<sup>3</sup> by Distell, a leading producer and marketer of South African wines and spirits, based in Stellenbosch. The official hand over of the building to Stellemploy took place in October 2007 and the first course, in motor car mechanical

<sup>2</sup> Aron Mvulani is an example of such a case. See 4.2

<sup>3</sup> Stellemploy pays a nominal rental of R12 per annum to Distell for the use of the centre.

repairs, was able to commence. Although the training centre is 10km outside Stellenbosch, students were bussed to and from the venue everyday, from Stellemploy offices in the centre of the town, with project funds. In addition, where necessary Stellemploy subsidised the individual transport costs of those students who lived some distance outside Stellenbosch, in the surrounding rural areas, to ensure that the training was accessible to all selected trainees.

The result of the late start in 2007 was that eight skills training courses needed to be scheduled over the remaining two years, many of these running concurrently with Stellemploy's gardening courses and the popular cooking training course which is offered by a local hotel school. It was emphasised that Stellemploy tries to avoid running two artisan skills training courses concurrently as animosity can develop between students in the two different classes. This is especially so if there are different minimum enrolment criteria for the courses, such as a grade 12 pass for one course and only a grade 9 pass for another.

Scheduling eight courses in a year was said to be problematical not only logistically in terms of recruiting candidates, but also insofar as it is much more difficult for Stellemploy staff to build up a relationship with the students and with the trainers, and this ultimately affects their placement in employment. Betta Augustyn maintained that the ideal was to hold five to six skills training courses per year, and that it was also easier to place these graduates.

## **2.3 Skills training courses**

### *2.3.1 Background and accreditation*

All the SSACI/Stellemploy artisan training courses that were delivered during this period were basic skills programmes, most of the content being at NQF level 1. A skills programme consists of a selection of closely related unit standards and is regarded as the minimum learning needed to be employable in a particular job. Instructors from Tjeka Training Matters (Pty) Ltd (TTM) taught the building construction related courses, including the Electrician Assistant and Carpentry course. Instructors from Khayelitsha Auto Training Centre (KATC) taught spray painting and basic motor car mechanical repair courses.

Both TTM and KATC are accredited training providers (see section 3.1 following) and the short courses they ran for SSACI/Stellemploy were all unit standards based. Successful SSACI/ Stellemploy students who graduated from the courses were all awarded official SETA accredited certificates, detailing what they had learned. This allowed those who should decide to continue their studies in this particular field at a later stage, to have their learning accredited through a process of recognition of prior learning (RPL). KATC specifically provides an RPL service to assist candidates who have work experience, or previous short course training, to gain an accredited qualification.

As is the usual practice on all the training courses Stellemploy offers, the courses began with teaching basic safety and those trainees who did not complete this component adequately were not allowed to continue the training. The practical training for all the training courses took place on site at the Stellemploy training centre. For the building construction courses, trainees performed actual construction and repair work on the

building and associated structures. All trainees were encouraged to obtain their driver's licences to improve their chances of employment.

### *2.3.2 Welding*

Learners were exposed to Arc, Gas and Mig welding skills as this broad exposure is expected to prepare them better for the labour market. They also learned simple cutting and how to bend steel, as well as how to design and measure precisely. By the end of the course learners were able to design and manufacture their own welded models.

### *2.3.3 Bricklaying*

Simple theory comprised 20% of the course and formed the basis of the practical work. Learners were taken step by step through the process of setting out a building, digging and building the foundations, using tools correctly to build a neat structure, and plastering the completed structure. Particular challenges for learners were reported to be basic arithmetic and how to use a level accurately, as their numeracy levels were not strong.

### *2.3.4 Brick paving*

Brick paving also challenged learners in basic arithmetic, as they needed to calculate quantities of bricks for different patterns, which they learned as part of the theory component of the course. They learned how to handle tools safely, prepare surfaces, lay out bricks in geometric patterns, cut bricks using both hand and power tools, compact the laid bricks and finish off the final product.

### *2.3.5 Electrician assistant*

This was the only course that required a grade 12 pass for enrolment as students need to understand and apply basic theoretical concepts of electricity and electrical circuits. The course included selected unit standards from the National Certificate in Electrical Engineering, NQF level 2. The first week of the course was spent on theory, such as understanding electricity, magnetism, Ohm's Law, and electrical fields. After this they worked with and designed models to apply what they had learned, under supervision. Once they had mastered the integration of theory with practical circuitry, they were given the opportunity to assess and repair home electrical appliances, install plugs and switches, and install electrical conduiting and house wiring.

### *2.3.6 Building maintenance*

This course introduced students to the multiple skills they would need for maintaining and repairing built structures, such as repairing holes in walls before painting, or fixing doors and windows. They were therefore exposed to basic plumbing, building, painting and carpentry skills. This broad exposure allows them to specialise in a particular field in future, should they so wish.

### *2.3.7 Auto repair assistant (mechanical)*

Students learned theory in the first week and then practiced servicing vehicles and doing repairs, such as cleaning engines, replacing oil filters, replacing wheel bearings, fitting brakes and overhauling clutches. This practical work was carried out on actual vehicles that needed repairing, brought by trainees to the training centre, with the proviso that they provided the parts needed. To give these trainees a better chance of becoming employed or being able to start their own businesses, the instructor integrated life skills and some essential business skills into the course as, he emphasised, "coming from a poor background they need these things". Once they had completed the training, the

instructor invited students to his house from time to time to give them the experience of doing private car repair jobs and to earn some money. He also freely gave advice to those students and graduates who phoned him for help on how to do a particular repair job, and he even went to help them on occasions.

### *2.3.8 Panel beating & spray painting*

This was an eight week course of which five to six weeks were spent on practical applications; working on cars that students had brought to the centre for repairs. In addition, life skills and business skills were integrated into the course and students learned job interview techniques and how to draw up a CV. In comparison, the MERSETA certificated panel beating and spray painting courses run by KATC at their premises are each six months long, with additional work placement to gain practical experience. Despite having to compact this syllabus into such a short period for SSACI/ Stellemploy students, the instructor nevertheless maintained that they learned enough to become employed or to earn money privately in many different ways, such as by beating out individual car panels and selling them, or doing up the bodywork of a car and selling it: "It gives them the opportunity to take a chance in life." In addition, when he received work that he felt they could manage, he would call them in to do the work and monitor that their work was of a good quality. He also gave advice to students that phoned him on how to do specific tasks that they were unsure about, and passed work opportunities along to them. He asserted that he knew two students were employed by auto body repair companies and that four or five of them were working for themselves, although he was not sure of exactly who they were.

In this case, as has been described, the instructor trained as well as mentored his students, and helped them obtain work and work experience.

### *2.3.9 Carpentry*

During the three-week carpentry course students learned to do basic carpentry repair work, such as:

- Measuring and cutting a wooden square
- Measuring and cutting quadrants (inner/outer 45%) and cutting and installing skirting boards
- Fixing and fastening loose pelmets
- Installing door, cupboard and drawer locks
- Installing wooden shelves between two walls on wooden cleats
- Replacing brandering and roof tiles
- Replacing corrugated/IBR roof sheeting

Much of the practical work was carried out as actual repairs and improvements to the training centre.

### *2.3.10 Plumbing*

The plumbing course included:

- The use of tools and types of materials used
- Replacing damaged gutters and soldering galvanised gutters
- Soldering copper pipes and repairing copper and galvanised water pipes
- Curing airlocks and noisy pipes
- Connecting a geyser
- Replacing the geyser overflow and the relief valve

- Connecting fittings and high pressure PVC water pipes
- Replacing waste pipes (rubber and PVC), flush and connectors

### 2.3.11 *Painting*

Skills taught on the painting course included

- Replacing glass in wooden and steel frames
- Painting steel structures
- Painting new galvanised gutters or sheeting
- Painting wooden surfaces

Again, the students practiced their skills on improving the training centre as part of their practical work.

## 3. Quality of the project

This section of the evaluation report addresses how well the project was managed and the quality of the inputs.

### 3.1 Training providers

Stellemploy clearly took great care in sourcing training providers who were not only accredited, but whose trainers were experienced, skilled artisans and who were experienced in training unemployed, adult learners from underprivileged backgrounds. Indeed, those interviewed had between seven and twenty-eight years of experience as training instructors! As previously mentioned, Tjeka Training Matters (Pty) Ltd (TTM) and Khayelitsha Auto Training Centre (KATC) were the two main training providers for this project

TTM gained provisional registration as a Private Further Education and Training College with the Department of Higher Education and Training in January 2010 and has been registered as a training provider with the Construction Education and Training Authority (CETA) since 2006. All the construction-related training courses it offers are accredited with the CETA. TTM has training centres in six South African provinces and, in the Western Cape, run its accredited courses from a local FET college.

KATC is an accredited training provider with the Manufacturing, Engineering and Related Services Education and Training Authority (MERSETA), offering training in motor car mechanical repairs, panel beating and spray painting. It has been in operation for 10 years and is located in Khayelitsha so that it is easily accessible by unemployed learners from the poor communities that it serves. It has joined forces with the STI (Service Through Integrity) Group, an alliance of auto body repair centres which is committed to “first class service with integrity in a responsible, ethical and professional manner”<sup>4</sup>, and together they train people from underprivileged communities on learnerships. Trainees receive six months of basic training at KATC, which includes life skills and foundational business skills, after which they are placed at STI auto repair shops for an additional six

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<sup>4</sup> [www.dejongh.co.za/sti\\_iframe](http://www.dejongh.co.za/sti_iframe)

months of practical, hands-on training. This provides them with basic panel beating and spray painting experience as well as the opportunity to become familiar with the operations of a workshop.

There are reportedly no welding trainers in the Western Cape, so the first course, held in 2008, was run by Protech, a Pretoria based accredited training provider. However, the training was found to be largely theoretical, with insufficient practical experience for the students, so the next course, which was held in 2009, was run by Trainall – also based in Pretoria - using a mobile training unit. The quality of training from this provider was found to be much more satisfactory.

## **3.2 Strengths and weaknesses of the skills training programme**

### *3.2.1 Trainers*

A considerable strength of the training courses was that the trainers were all very experienced in their respective fields of building construction or motor car maintenance and were in touch with the requirements of these sectors. Those instructors who were interviewed for this study were clearly passionate about training, having given up or retired from their businesses to train at KATC or TTM, although some continued to do occasional private jobs. They seemed to identify very strongly with their students, and to be patient and understanding of the challenges they faced. As one trainer emphasised, “I come from a poor background myself so I understand where they are coming from and I worry about them sitting at home in their pondoks”<sup>5</sup> (with no future).

Both trainers from KATC willingly assisted students and graduates from their courses on private jobs, after hours and over weekends, with their advice and even hands-on practical assistance. In this way, as previously mentioned, they were providing mentoring over and above the skills training.

### *3.2.2 Life skills training*

SSACI specified in their contract with Stellemploy that trainees should also receive life skills training that prepares them for the world of work, such as “Self-Management, Career Planning, Personal Finances, Work Place Ethics, Problem Solving and Conflict Resolution, and HIV/AIDS in the workplace”<sup>6</sup>. A separate life skills course was run by KATC with the first group of skills trainees in December 2007, once they had finished their auto mechanical repair course. However, it was reported that the trainees did not see the value of this and appeared unmotivated and bored, so it was decided that the life skills component should rather be integrated into the skills training courses in future, and in this way be made more relevant. Indeed, it was mentioned that, at KATC, life skills components are introduced midway through the learnership training, once learners have some work experience, and it is directly related to the skills they are learning to make the material more meaningful.

Several of the trainers described the life skills topics that they touched on during the courses, such as budgeting, estimating and costing materials, how to reduce wastage of

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<sup>5</sup> Interview with Mr Eugene Philander, KATC Mechanics trainer, on 14 April 2010.

<sup>6</sup> Agreement between SSACI and Stellemploy, 1 May 2007 – 31 December 2009, pp 4-5.

materials, estimating the area of workspace needed for a small business operation, personal care and hygiene, how to compile a CV and job interview preparation. All of these topics would be clearly of value to the trainees, coming from underprivileged backgrounds. However, although the trainers evidently cared for their students and were doing their best to prepare them for becoming productively employed, a lack of a set of specific outcomes or of a curriculum meant that life skills was probably unevenly implemented in the different courses. Indeed, some of the trainers reported not including life skills in their courses. Whilst it is understood that many essential life skills are embedded in unit standards as critical cross-field outcomes, and are given substance in the process of applying knowledge and skills to work situations, consideration should perhaps be given to making explicit those life skills that should be addressed in the skills training courses. The other concern is that, despite it being good educational practice to integrate life skills into the skills training, this would have reduced the skills training time even further, which was considered by all the trainers interviewed to be too short already. Although there is no magic answer to how to address life skills education, all these issues need to be considered when planning and structuring such courses in the future.

Nevertheless, it was emphasised that the skills training gave students confidence and they developed stronger senses of self-worth when they discovered what they could achieve. They also learned to get along with people from different backgrounds: some of them reportedly started the courses with negative attitudes towards others, but once they started to get to know each other and get used to each other, these attitudes disappeared and they were able to work as a team. These, in themselves, are important life skills.

### *3.2.3 Student selection*

Stellemploy undertakes a formal selection process for its regular gardening and cooking training courses, and the same process was followed for SSACI/Stellemploy trainees. All job-seekers and potential candidates for skills training courses complete the same application form (see Annexure B), in either English or Afrikaans. Initially, applicants fill in all their personal details, which allows Stellemploy personnel to observe and assess their literacy, and if they express an interest in doing a training course they are questioned as to what sort of training they are interested in and why. This helps establish their real knowledge of and interest in the field and also provides evidence of their ability to communicate verbally in English or Afrikaans. Before the training is due to start potential candidates are called for a second interview, to which they are required to bring proof of educational qualifications, possible work references, proof of residential address etc. At this interview they are questioned further about their knowledge of the type of work in the sector for which they are seeking training, to ascertain their level of motivation and commitment to this field. No formal literacy or numeracy tests are conducted, but potential candidates are usually given a short English text to read and are then questioned briefly on their understanding of the content. Trainees are selected from this final group. Generally, no more than 14 trainees are selected for a course as this is the maximum class size stipulated by the SETAs for such skills programmes.

Trainers and employers interviewed all agreed that Stellemploy's selection processes were good, and that trainees were generally motivated and of a reasonable standard. One of the building construction trainers emphasised that Stellemploy students were of a

much higher calibre than those he encountered in his classes at an FET college; they were eager to learn and worked hard.

#### *3.2.4 Student literacy and numeracy issues*

Despite Stellemploy's sound selection procedures, the low education level of some of the students presented challenges to the trainers. For example, the electrician assistant training was the only course for which a grade 12 was compulsory, and applicants with as low as a grade 9 were accepted for some of the courses. Although Stellemploy's training programmes are specifically targeted at at-risk, under-educated youth who have few prospects for self-improvement, trainers reported that, as a result, they encountered many trainees with low levels of English literacy and communication, which made teaching difficult. English was the medium of instruction for all the skills training courses and all the notes were in English, despite Afrikaans being the language of most workplaces in the Stellenbosch area. As a way round this, the trainers were happy to switch to Afrikaans where this helped the trainees, and also encouraged Xhosa-speaking members of the class to explain concepts to each other in their home language, for easier understanding. As one trainer pointed out, this strengthened their capacity to work as a team, which would be required of them in the workplace.

The prime reason for using English as the medium of instruction was that this is SETA policy, as it is considered the language of the workplace nationally and internationally. In addition, it was pointed out that many of the industry terms are English, and it helps trainees' employment prospects if they are familiar with the correct technical language. Nevertheless, the skills needs analysis that was conducted prior to the commencement of the training programme found that an inability to communicate in Afrikaans was a definite liability for people seeking employment in the Stellenbosch area.

Another reported problem was that low levels of numeracy among many of the trainees meant that a lot of time was wasted in explaining simple skills, such as how to take measurements and do basic calculations. It was suggested that some sort of numeracy assessment be conducted by Stellemploy to ensure that all trainees are approximately at the same level of ability, so that those who are able to do the work are not held up unnecessarily by others who are not. It was clear from the research carried out for this evaluation that the dedication of the trainers, and their desire to assist their students achieve better prospects in life, meant that they constantly went the extra mile to help their students overcome these sorts of challenges.

#### *3.2.5 Course length*

The argument for running short skills programmes, rather than longer courses, was that trainees needed to become employed as soon as possible, and as long as they can get entry-level employment – a toe in the door - they can build on their skills and gain more experience with time. The concern was also that should courses be longer, students may either find work part of the way through or lose momentum and drop out before finishing.

However, the overwhelming majority of training instructors interviewed emphasised that the courses were too short to be able to lead to meaningful, sustainable employment. Essentially, it was maintained that these were foundation courses, an orientation to the industry, and far more practical training was needed, even to be able to perform the basics well. A building construction trainer maintained that, even as artisan assistants,

they would need to be able to work quickly and accurately on a worksite as contractors cannot afford to be unproductive and uncompetitive. An employer confirmed that, rather than the training itself making a person employable, it was more the fact that they had made the effort to do a course, which indicated their motivation and commitment. In other words, the employer was suggesting that these are the essential life skills that are needed for entry-level employment, rather than low-level technical skills. Even the students who were interviewed said they would have liked their courses to be longer so as to learn more. As one student stated: “we need more time to perfect our skills”.

Nevertheless, trainers felt that the courses provided a good start and that those trainees who applied themselves could get jobs as artisan assistants, but that they would need continued and varied experience from there. However, should they not find employment within two to three months of completing their training, they would quickly lose their skills. In addition, although the concept of using the training centre for trainees to practice their different skills is a good one, a trainer pointed out that the students need not only more practice but more varied tasks, which the training centre as a workplace locus could not provide. Graduates would have a far better chance of employment if they could get practical exposure to real-life workplaces, and if they performed well during these internships they might well be employed by the company afterwards.

Trainers felt that those who did not find employment had learned enough to be able to start their own subsistence, informal businesses, such as doing small jobs for neighbours. A problem with this argument is that, as small scale enterprises, they would need to buy their own tools and equipment and these are relatively expensive. Doing small jobs for little payment may not allow them to save enough money to buy the equipment they need, or to practice the variety of skills they have learnt. Moreover, as one of the trainers pointed out, to expand their businesses they would need to be registered with SARS and the relevant professional bodies, and they would need intensive entrepreneurship and more technical skills training to take their businesses to this level.

Despite these apparent drawbacks, many of the students do succeed in their chosen field and some of these success stories are described in section 4.2

The achievement of just two Stellemploy staff in managing such a project must not be underestimated, and these apparent weaknesses in the training need to be understood in the context of the sheer numbers of under-skilled young adults that Stellemploy is trying to assist, and the logistics of successfully implementing such training, relative to the resources of such a small NGO.

## **4. Outputs achieved**

### **4.1 Job placement of graduates and tracking**

#### *4.1.1 Placement support*

As part of their contract with SSACI for this funding period, Stellemploy is required to assist graduates from the skills training programmes to find local employment. This was to take the form of:

- assisting them with compiling a CV;

- identifying potential employers and arranging for likely candidates to be interviewed by them;
- preparing the candidates for the interview.

This Stellemploy undoubtedly does, and reports testify that candidates are well selected and prepared for the job interview. Stellemploy also ensures that complete work references are attached to their CVs, to present as full a picture as possible of their abilities. Stellemploy does not promise jobs, but encourages its graduates to actively seek out their own employment, preparing them for how to apply and where to apply. Many of those who were interviewed for this evaluation spoke of going from company to company, applying for work and dropping off their CVs. It was apparent from the interviews that most of those who are unemployed or under-employed lack confidence, possibly either because they have had no success or because they do not communicate well in English, and it seemed that these young people, in particular, could benefit from refresher workshops in job application techniques and some form of motivational support, although it is acknowledged that the responsibility lies with them to contact Stellemploy in this regard.

#### *4.1.2 Tracking*

Statistics given by Stellemploy were that 80% of graduates from the SSACI 2008 skills training courses were employed within a few weeks of completing their training, and that usually 40% of work seekers off the street are placed, which indicates that the organisation has established a strong network of potential employees. However, because there is no formal or consistent tracking of graduates, and with Stellemploy relying largely on anecdotal information of whether and where graduates are employed - from people who drop in to the employment centre, or from chance meetings on the streets with past trainees, these statistics could not be verified. Furthermore, it cannot be ascertained how long they remained in these jobs, whether they were temporary or permanent jobs, and what work, if any, they are doing now.

Stellemploy does keep a simple database of graduates from its training courses and of job seekers. But this is largely in the form of a manual filing system of individuals personal details, categorised according to their skills and/or training. This is accompanied by an alphabetical list of all the people who have passed through their doors and coded as follows: (see example attached as Annexure C)

S1 – those who have found their own employment

S2 – those who have been placed by Stellemploy

S3 – uncontactable

S4 – deceased.

The reason for a manual system, at this stage, is that the computerised data was lost when one of their computers 'crashed' a while ago.

Reportedly the biggest problem with tracking graduates, or of trying to contact candidates for employment opportunities, is that the telephone numbers on record are often out of date and messages to contact the Stellemploy office frequently have to be left with friends or family members. I encountered the same difficulties when attempting to make contact with graduates - a random sample of forty - as part of a tracking exercise for this evaluation. In many cases, either the telephone number was no longer operational, or there was no answer, or, on a few occasions it was possible to obtain the

correct telephone from the person who answered the phone or leave a message with them. It was very rare to make direct contact with the person sought at first try.

#### *4.1.3 Work placement*

The global economic recession that started to affect the South African economy in 2009 has apparently had a profound impact on job availability in the Stellenbosch area. Betta Augustyn recounted how people came flooding in off the streets to seek employment, having lost their jobs, but that they could not be placed as companies stopped taking on staff. As a consequence, instead of the usual 280 - 300 placements made per annum (including off-the-street job seekers), these dropped to only 60 in 2009. Moreover, work was in the form of more short-term contracts than usual. Indeed, when analysing the figures given in the Stellemploy 2008 / 2009 Annual Report for placements made between January and July 2009, only eight placements were made in artisan trades: six artisans and two assistants. The vast majority of placements during this period were for gardeners or house cleaners, most of which would probably have been part-time work, which was not the intention of the skills training programme.

The trainees that were most severely affected by the recession in 2009 were reportedly those who had done brick paving, as jobs dried up. The availability of building work is also expected to diminish severely in 2010 as the market becomes flooded by workers from the completed 2010 soccer stadium in Cape Town. Yet the recession also, reportedly, had a positive impact on the motor car repair industry, especially body work repairs and spray painting, creating many opportunities for private jobs in the community.

The recession could not be predicted, but because the job market is generally so fluid, Betta Augustyn felt that the ideal would be to conduct an annual needs analysis of local employers, to try and maximise the relevance of their training to the local job market. Although, on the one hand, it is undeniable that there is little point in training people for jobs that do not exist, on the other hand one needs to look at longer-term possibilities than just jobs that are available now, and to assess more sustainable options. So conducting such frequent needs analyses may not be particularly helpful for job placement in the long term, although it could indicate employment trends. Even so, immediate work experience after training, even if only short term, would help the graduate consolidate what has been learned.

On tracking the graduates from the 2009 welding class, it was surprising to discover that, of the six graduates who were contactable, only one of them had done any welding work since finishing the course. He had worked for a month making windows and did small jobs where he could. The others were all doing menial, poorly paid and temporary or part-time work, unrelated to welding. As welding is regarded as a very scarce skill, one would have expected higher employment figures in this sector, even at a very basic level, but the general observation was that they could not get work because they had no experience. The equipment was also expensive, which prevented them from starting their own businesses. It would seem that some work placement experience would be necessary for these trainees in future for them to obtain related employment.

It was argued out that building construction is always contract work and that employment for graduates is a process: first they get exposure to the world of work; then they start to pick up short-term contracts; then they obtain full time / permanent employment. As they move through the process, they pick up more skills which open other doors for them.

The major problem seems to lie with getting that first job exposure, and then being able to follow it up with contract work, as companies are reportedly reluctant to take on recruits with no experience and very low skills levels. Nevertheless, trainers emphasised over and over again that the success of the skills training ultimately rested with the individual trainee: if they were not motivated or did not work hard, they would not do well, find employment or start their own businesses. Instructors from KATC maintained that, as a rule of thumb, only the top two students in a class really succeed, although half of them will be able to get jobs.

Despite these apparent weaknesses in the programme, Stellemploy staff were found to be doing their utmost to assist their students and other job seekers to become employed, and their hard work and commitment must be recognised and applauded. There are also definite success stories of graduates from the SSACI/Stellemploy project, which are discussed in the next sub-section of the report.

## **4.2 Graduate success stories**

Of the forty graduate students that were sampled for tracking purposes for this evaluation, nineteen were contactable<sup>7</sup>. Some of their stories are included below, according to the training course they completed.

### *4.2.1 Carpentry course: November/December 2009*

#### **Craig Brill**

Since he finished the Stellemploy training course, Craig has been working at de Jager's, a clothing store in Stellenbosch, doing carpentry and electrical maintenance work one or two days per week. He enjoys the work and is paid well, and supplements this by doing occasional carpentry and electrical jobs for people in the community. He emphasised that he wished the course could have been longer, so that he could have gained more experience, but he is building up his own set of tools and is determined to run his own successful carpentry business one day. He asserted that once he is on his feet he wants to study further and become fully qualified as a carpenter: his girlfriend is apparently very supportive of his ambition.

#### **Elton de Klerk**

Elton had some experience as a carpenter prior to doing the Stellemploy training course, having worked for two Wendy House manufacturing companies. His reason for doing the carpentry course was because he needed the papers: "people don't want to pay you for a job if you don't have a qualification". He maintained that the course was long enough for his needs and was not planning to study further as he is continuously learning from experience.

Since he finished the course he has been fully employed, working on private jobs. His first was a big contract with a church that wanted laminated flooring done – he managed to get this job through Stellemploy. He mostly does jobs in the community such as building Wendy Houses, doing roofing, building dry walls, making cupboards etc. He has some of his own tools but also borrows from friends when he needs to. Elton said that he is building a name for himself and will start his own business one day. Although he does

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<sup>7</sup> The complete list of graduates tracked is attached as part of Annexure A

not make a lot of money yet, he is nevertheless able to give some of his earnings to his mother, to help her.

#### *4.2.2 Bricklaying: February 2008*

##### **Aron Mvulani**

Aron's is a particularly inspiring story. Aron had been doing gardening work before he enrolled on the bricklaying course at Stellemploy, so he had no previous relevant work experience. He emphasised that the most important thing he learned from the course was how to read a plan and the importance of following the plan: "you mustn't start until you have the plan".

After finishing the course, he worked for Tempo construction and then at Agriforum for a year, as a farm worker and construction worker, until March 2009. After this he was out of work for a while and decided to go to Johannesburg where, he maintained, there are more jobs and the pay is better. There he secured a job with Concord Construction, a big construction company, where he has been working since September 2009. Although a contract worker, he generally works six days a week on a site and is currently earning R350 a day. He said that he has gained an enormous amount of work experience and can now do plastering, tiling and a host of other skills, but is struggling a bit with carpentry. At the moment he is negotiating with Concord to become an independent sub-contractor to them.

He is now married and supporting a wife and is able to send money to his extended family in Cape Town. His message to other students is that they need to believe in themselves, work hard and be committed if they are to succeed.

#### *4.2.3 Building Maintenance: May 2008*

##### **Siyabonga Tshakweni**

Siyabonga had several years of experience in building before he came on the course. As with Elton de Klerk, he needed to do the course so that he could get a qualification, but he now wants to obtain a full qualification so that he can apply for tenders – "I need the papers". He particularly enjoyed learning about plumbing while on the course, as this was new to him.

Since finishing the course he has used what he has learned and continues to develop his work experience. Shortly after finishing the course his uncle died and he had to return to the Eastern Cape. Here he did various small plumbing jobs in the rural areas, like fixing taps. He also built a complete house for a schoolteacher with the assistance of two labourers. The house consisted of three bedrooms, a lounge, a dining room, a kitchen and a bathroom, which he plastered inside throughout. The outside was face brick. He also learnt how to make roof tiles, using a special machine, and how to lay them. Although he should have earned well from this project, Siyabonga maintained that people in the Eastern Cape earn low salaries so they cannot pay much, and he was only paid R15,000 altogether for the job, out of which he still had to pay the labourers, provide for his wife in Cape Town and his family in the Eastern Cape.

As a result he came back to Cape Town in 2010 where he did a full renovation of a house in Kayamandi. The house had to be almost fully rebuilt, and required plastering,

painting and paving. However, Siyabonga maintained that it was difficult to find this sort of work and that it is much easier with a full qualification.

#### *4.2.4 Electrician assistant: June/July 2009*

##### **Ashley Adams and Devan September**

Ashley Adams was sent by his Cloetesville community to Stellemploy because his family was struggling financially. He was initially placed as a fieldworker, conducting surveys for a housing project, where he was able to earn a small income of about R1,000 per month until the electrician training started. He was only nineteen years of age at the time, but he and Devan September, a trainee on the same course, were both employed after this by Rural Maintenance as electrician assistants, having been sent for the interview by Stellemploy.

Although neither of them has been promoted yet, they have both been made permanent employees. Speaking to their employer, he said that both Ashley and Devan had made a good impression at the interview and they seemed eager to learn. The fact that they had done a training course was an added factor in employing them – at least they had made an effort to improve themselves. In terms of the value of the Stellemploy training course, as electrician assistants they did not need to know much, but it meant they were able to pick up skills and knowledge more easily. He was satisfied with both of them, but particularly Devan as he is quick to learn and has a good attitude to his work. Their positions will be reconsidered in the middle of this year but they will need more training before they can get promoted.

Interviewing Devan, he seemed to have a very positive attitude and emphasised that what he is enjoying most about the job is how much he is learning. He would like to study further and become a fully qualified electrician, and is hoping that the company will help him in this regard.

#### *4.2.5 Welding: May / June 2009*

##### **Bronwin Lindoor**

Bronwin has been doing arc welding for the last four months at a small welding company in Blackheath, making gates. Although he is still only on the temporary staff, he is earning between R4,000 and R5,000 per month and has been told he is going to be made permanent. He says he is enjoying the work and is learning a great deal. At the moment he is still living with his parents, but is able to pay rent and contribute towards the education of his younger brother. He is not a very articulate person, but it seems he will go far.

#### *4.2.6 Spray painting: September / October 2009*

##### **Luyanda Momo**

This is another very inspiring story. After Luyanda had finished the spray painting course he approached Eikestad Panelbeating in Stellenbosch for work. They did not have a vacancy at the time but suggested he rather continue his studies and re-apply after this, and referred him to STI (a SETA accredited training college in Goodwood) to do a learnership. Having completed the level 1 spray painting course at Stellemploy enabled him to be accepted onto the level 2 learnership, where he started on 1 March 2010 and expected to finish on 15 December this year.

When I initially contacted Luyanda, he expressed his determination to continue on to the level 3 learnership in 2011 and, after that, to do the practical work that would enable him to achieve a full level 4 qualification. He also expressed the hope that Eikestad Panelbeating would employ him after this. In reply to my questions, he mentioned that he was only being paid a stipend of R240 per week on the learnership, out of which he had to pay rent, his transport, electricity and toiletries, which left him R60 per week for food. Nevertheless he was managing to survive on this, and emphasised: "You have to sacrifice. It is important to have a profession. In the future you can earn more money." When asked if he was managing to earn some extra money from private jobs, he said that he was planning on running his own small business over weekends to supplement his income, and wanted to work with a friend who does mechanical repairs. In addition, a friend of his had offered to teach him computer skills.

He had also helped Wanda Zweni, a classmate from the Stellemploy spray painting course, to apply for and get accepted on to the level 2 learnership at STI.

A few days after this conversation, Luyanda phoned in great excitement to say that he had been selected from a group of students, by the company where they had done three week's practical work on the learnership, to apply for an apprenticeship. Should he be successful, he would progress straight to level 4, the advanced level, for a full qualification. He would also earn R600 per week as an apprentice. Before the interview he would be revising some of the theory that he had learned on the Stellemploy course with the KATC instructor, who would also prepare him for the interview. Stellemploy will need to continue to track this young man's progress.

### **Monde Valashiya**

Since November 2009 Monde has worked part-time at Mondi Timbers, as an unskilled worker, but was also working part-time doing spray painting for a private individual in Grabouw, earning R170 per day. He had been advised by a company in Parow to get his licence before they could employ him as a spray painter, which meant he would need to become fully qualified.

#### *4.2.7 Auto repair assistant (mechanical): 2009*

### **Liaan Jooste**

Liaan had enrolled for the Stellemploy course because he had found the trimester course in car mechanics at Northlink College, which he initially enrolled for, too theoretical.

In the last four months he has been working as an informal apprentice to a small business owner who services and repairs the trucks of private owner drivers, who are contracted to Distell. Liaan is working on the trucks, on bakkies and cars with a qualified diesel mechanic and loves it. He is learning a great deal and the money is good, so he is able to give his mother some of his earnings.

Having completed the Stellemploy training, and having gained some practical experience, Liaan has re-registered for the one-trimester National Certificate in Mechanical Engineering, this time at Cape College, as he said it will be much easier to do the theory now that he has done the practical. He will be studying full time, but he needs the qualification and he will still be able to continue working part time with his

current employer. He maintained that other opportunities may arise while he is studying, as sometimes people come to the college to recruit students for jobs: otherwise he intended to stay with his present employer.

His dream was to do a computer course one day so that he could work on cars that are electronically controlled, as so many cars today are programmed by computer.

The employer, who has thirty years experience as a mechanic and a welder, was also interviewed, to ascertain his opinion of Liaan as a worker. He mentioned that knows Liaan's family well and wanted to give Liaan a chance, so took him on as an assistant. He said that Liaan was still learning, but was eager and quick to learn and so he lets Liaan do the work, but supervises him and teaches him the finer points. He has also been teaching Liaan brazing and welding which Liaan appears to really enjoy. As he pointed out, the big problem with finding employment in the auto repair industry is either having no experience, or too much, the latter of which is his particular problem.

## **5. Lessons to be learned**

### **5.1 Extending the skills training courses**

A concern that was raised by SSACI is that many companies in the sectors in which the Stellemploy trainees are expected to become employed do not employ low-skilled artisans, and that such short-course training does not equip them for advancement. Moreover, of the 800,00 to 900,000 jobs lost in South Africa during the recession, this affected mostly those who were under 26 years old, were new to the job market and who had only low level skills. It can be argued that those with a minimum of a grade 12 education, and especially those with good results, could be trained to a higher level and stand a better chance of obtaining meaningful, long-term employment with opportunities for advancement. However, this would exclude the very youth whom Stellemploy is attempting to offer a chance in life. An alternative for Stellemploy could be to reconsider the duration and structure of the skills training courses

It was apparent that the trainees would have benefited from longer skills training courses, especially if these had been linked to work placements where they could have honed their skills and been exposed to the broader work environment. This may also have opened up opportunities for some trainees to become employed by the companies in which they were working. It is recognised that many companies neither have the time nor the resources to offer work-based training to interns, and identifying enough willing companies and placing so many trainees from such a range of courses would have been a huge logistical undertaking for Stellemploy, but with sufficient preparation and human resource capacity this could be done. Students who are trained on construction learnerships run by TTM (Tjeka Training Matters), for example, are all placed in companies to complete their workplace training and TTM asserted that they could have assisted place these trainees from Stellemploy, had this been arranged in advance.

Actively marketing Stellemploy graduates to industry bodies, such as the Electrical Contractors' Association and other similar fora, would not only help these graduates with employment, but could also provide a pool of companies prepared to take interns. Because companies could not be expected to pay these interns a wage, the contract agreement with SSACI could have included a stipend for them, at the same rate as for a learnership, which is approximately R250 per week, to cover food and transport. A two-

month internship could make all the difference to these trainees in terms of becoming very capable artisan assistants, with the relevant work experience and exposure for them to be much more readily employable or to start their own businesses.

## **5.2 Marketing**

Stellemploy has built up extensive networks in the community and many companies approach the organisation when they are looking to recruit staff. However, actively marketing Stellemploy to industry bodies, such as the Electrical Contractors' Association and other similar fora, would not only help graduates with employment, but could also provide a pool of companies prepared to take their trainee interns. Stellemploy could discuss such a strategy with their training providers and establish which bodies and professional organisations would be suitable to approach in this regard.

## **5.3 Tracking**

Stellemploy lost all its electronic data when its computer crashed a while ago, and it does have a manual database of all its clients and graduates, but it may be that an electronic database could assist in updating records more regularly and in quickly obtaining accurate employment data for reporting purposes. This data could not only be used to promote the valuable work of the organisation to local companies and funders, but a database could also provide data for skills audits, helping to inform the selection of training courses offered. For example, it could have been established that, even though welding is a scarce skill, there are clearly not enough entry-level jobs available locally to warrant repeating this skills training course, until opportunities improve.

Thorough tracking needs to be conducted on a regular basis to update records, and more is needed than relying on information through the grapevine or from chance meetings with graduates, as useful as this is. It is suggested that tracking be conducted twice per annum, as individual contact and employment details seem to change so often, but this would require an assistant dedicated to the task of phoning every graduate and following up on leads where they are not readily contactable. A volunteer could be sought, or an unemployed graduate with the appropriate skills could be paid a small wage, to undertake this task for two or three weeks twice a year.

It was interesting to note that several of the graduates whom I contacted for tracking purposes during the course of this evaluation, or with whose families I left a message, contacted Stellemploy shortly afterwards, to let them know how they were progressing and to enquire about possible work opportunities. This suggests that regular contact with graduates, such as through bi-annual tracking, could in itself motivate those who are not working or under employed to be more persistent in their job search and to pursue employment possibilities with Stellemploy. It is also worth noting that those who were unemployed, sitting at home, tended to speak poor English and to not communicate well. Whether this was because of low self-esteem, as a consequence of being unemployed, or whether they were unemployed because of their low self-esteem and poor communication skills, is unclear, but these graduates could definitely have benefited from a refresher life skills and personal motivation workshop. This is something that Stellemploy might want to consider doing from time to time, especially as, being at home, these graduates would be readily identified and contacted through regular tracking.

## 6. Conclusion

Stellemploy achieved most of the objectives that it had undertaken in its contract with SSACI, and has done so well. The one area in which it could have improved was the placement of its students, but the economy is so unpredictable and so many forces are at play in the job market that it is very difficult, if not impossible, to guarantee that trainees will become sustainably employed after training. The attitudes of the trainees themselves affect how employable they are, both in terms of their approach to learning in the classroom and in the workplace, and in terms of their behaviour in the workplace. Their ability to communicate is also a significant factor in their employability.

Nevertheless, it is suggested that if the courses were to be a little longer, with more time for the trainees to practice what they have learned and gain confidence in being able to do the work quickly and well, with minimal supervision, their chances of becoming employed would be far greater. Their employment opportunities could be further enhanced by marketing Stellemploy to the relevant industry bodies and professional councils and forming relationships with companies who are willing to take graduates for one or two month internships, after their training. Funding would need to be sought to pay the interns a stipend during this period, but it is believed that the marginal additional cost might far outweigh the benefits of such internships, as not only would the trainees gain very necessary exposure to a real workplace and learn work responsibilities, but they would also learn more practical skills and might even be employed by the company, should they perform their work well.

It must be said, however, that Stellemploy is doing important work in giving unemployed youth in the greater Stellenbosch area basic skills training to better themselves and open doors to a better way of life, should these young people embrace this opportunity. Betta Augustyn and Gaius Segers, as the only two staff members of Stellemploy, have taken on this challenge and the challenge of assisting them and the constant stream of work-seekers to find employment, with energy and unswerving commitment. It is hoped that this evaluation will be able to assist their programme gain in strength in the future and enable them to do already excellent work, even better.

## Annexure A

### People interviewed, face to face or telephonically

#### **Stellemploy staff**

Betta Augustyn, CEO

Gaino Segers, Administrator.

#### **SSACI staff**

Ken Duncan, CEO

#### **TTM Staff/training instructors**

Gawie Burger, CEO

Kosie Jacobs, training instructor

Vernon Geduld, training instructor

Manie Abdurahman, training instructor

Ronnie Adonis, training instructor

#### **KATC staff/training instructors**

Neil Galant, CEO

Eugene Philander, training instructor

Bronwin Hull, training instructor

#### **Employers**

Frank Williams, mechanic and welder

Pieter du Toit, Rural Maintenance (electrician)

#### **Other**

Ken Lightfoot, a previous Telkom and Lungisa electrician training instructor and 'friend' of Stellemploy.

**Graduates interviewed from the SSACI/Stellemploy cohorts, July 2007 – December 2009**

<b>Course</b>	<b>Name</b>	<b>Employment</b>	<b>Further study</b>
Carpentry 2009	Craig Brill	Part time & private jobs	
	Elton de Klerk	Private jobs	
Spray painting 2009	Emelio Bennett	Small private jobs in spare time	Learnership in car mechanics
	Adrian Wanza	Part time at winery	
	Luyanda Momo		Learnership in spray painting
	Monde Valashiya	Part-time spray painting & part time at Mondi	
Auto mechanic repairs 2007	Clyde Pool	Part time & casual work Private mechanic jobs	
Auto mechanic repairs 2009	Liaan Jooste	Working as an assistant mechanic for Frank Williams, private employer	National certificate in Mechanical Engineering
	Thulani (Eric) Bofula	Private jobs. Learning to work with diesel engines	
Building Maintenance 2008	Siyabonga Tshakweni	Private contracts: building & renovations	
Bricklaying 2008	Aron Mvulani	Concord construction, Johannesburg	
Welding 2009	Thando Mkehle	Labourer, Cape Saw Mills	
	Vuyisani Nqandisa	Cleaner	
	Nico Smit	Temporary work, Distell	
	Mpumelelo Mkhosana		Studying a business course at W Coast College
	Luyanda Bam	Part time, Parmalat	
	Henry Jones	Occasional small private welding jobs; part-time landscape gardening	
Electrician assistant 2009	Ashley Adams	Permanent, electrician assistant	
	Devan September	Permanent, electrician assistant	

# Annexure B STELLEMPLOY

Registration Number: \_\_\_\_\_

Possible employer
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_____
_____

Nature of work
_____
_____
_____

1. Identification details

1.1. Surname \_\_\_\_\_ FirstName: \_\_\_\_\_

1.2. ID Number: \_\_\_\_\_ Gender: \_\_\_\_\_

1.3. Driver's Licence: \_\_\_\_\_

1.4. Address: \_\_\_\_\_

\_\_\_\_\_

1.5. Contact no. (owner or neighbour): \_\_\_\_\_

1.6. Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

1.7. Religious denomination: \_\_\_\_\_

1.8. Marital status: \_\_\_\_\_ Spouse: \_\_\_\_\_  
Job: \_\_\_\_\_

1.9. Number of children: \_\_\_\_\_

Name and Surname	Date of Birth	School / job
_____	_____	_____
_____	_____	_____
_____	_____	_____

1.10. How long have you lived in Stellenbosch? \_\_\_\_\_

2. Education

**2.1. School qualifications**

Grade: \_\_\_\_\_ Year: \_\_\_\_\_ School: \_\_\_\_\_

Subjects: \_\_\_\_\_

\_\_\_\_\_

**2.2. Training after school:**

Formal: \_\_\_\_\_

\_\_\_\_\_

Informal: \_\_\_\_\_

\_\_\_\_\_

2.3. Current educational needs?

**3. Job Status**

3.1. Jobless: \_\_\_\_\_ Since: \_\_\_\_\_

Temporary job: \_\_\_\_\_ Since: \_\_\_\_\_

Char work: \_\_\_\_\_ Since: \_\_\_\_\_

**3.2. Experience (job description)** \_\_\_\_\_

**3.3 Job record**

Employer	Tel. nr.	Period	Reason for termination	Nature of job
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**3.3.1. Comments from referees:**

**3.4. What kind of work would you like to do?**

**4. Criminal status**

Do you have a criminal record? \_\_\_\_\_

If so, what was the nature of the offence? \_\_\_\_\_

**5. General information**

**5.1. Appearance (information on neatness and identifying features, e.g. tattoo marks)** \_\_\_\_\_

**5.2. Communication**

**5.2.1. Languages:**

Afrikaans	read _____	write _____	speak _____
Engels	read _____	write _____	speak _____
Xhosa	read _____	write _____	speak _____
Other _____	read _____	write _____	speak _____

**5.2.2. Comments on communication ability:**

**5.2.3. Quality**

Clear _____	Indistinct _____
Open _____	Withdrawn _____
High level _____	Low level _____
Credible _____	Not credible _____

**5.3. Positive and negative characteristics (ask applicant to identify)**

**Positive:** \_\_\_\_\_

**Negative:** \_\_\_\_\_  
\_\_\_\_\_

6. General Impressions

\_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_ hereby give permission for information contained to be made available to prospective employers.

**Date:** \_\_\_\_\_

**Applicant:** \_\_\_\_\_

**Registration Officer:** \_\_\_\_\_

## Annexure C: Class lists

### REPAIR SHOP ASSISTANT (MECHANICAL) TRAINING CANDIDATES

All students should be at Stellemploy on Monday 22 October 2007 at 8h00

NAME	ID NUMBER	ADDRESS	CONTACT NO.
Adonis, Andries	78110752180084	House 47, Muldersvlei, Elsenburg, Stbsch 7600	079 197 4650
Arnolds, Cassiem	8812125165084	28 Adendorff St, Idas Valley, Stbsch 7600	021 887 8446
Cornelsen, Roderique Ignatius	8603085190083	31 Madeliefie St, Cloetesville, Stbsch 7600	082 566 8212 021 887 0825
Elias, Anthony	7312185066083	Uitkyk Farm, PO Box 3 Muldersvlei, Stbsch 7600	076 192 2200
Esquire, Julian Abel	8510095209086	70 Davy St, Idas Valley, Stbsch 7600	021 887 9574
Isaacs, Dwayne Jorosh	8905045194083	Lavanda Flats, Jan Cilliers St, Stbsch 7600	073 973 6887
Kivido, Romorio Maurice	7912105688088	Uitkyk Farm, PO Box 3 Muldersvlei, Stbsch 7600	079 995 9091
Lenatha, Kekeletso Justice	8710146006081	48 Chris Hani St, Kayamandi, Stbsch 7600	082 965 2002
Page, Joshua	87804095084082	32 Davy St, Idas Valley, Stbsch 7600	021 883 3151
Clyde, Romeo	8712075119083	31 Ostara St, Jamestown, Stbsch 7600	021 880 1750
Twalani, Jason Lukhanyo	85052062528089	E 12 Masithandane St, Kayamandi, Stbsch 7600	073 193 4028
Woodman, Darrel Tyrone	8810085094088	51 Lang St, Cloetesville, Stbsch 7600	021 889 5301

## BRICKLAYING TRAINING CANDIDATES

All students should be at Stellemploy on Monday 4 February 2008 at 8h00

NAME	ID NUMBER	ADDRESS	CONTACT NO.
Adonis, André David	8804025163087	3 Achilles St, Cloeteville, Stellenbosch 7600	021 889 7197
Arendse, Brandon Adonis	8902025282087	PO Box Muldervlei, Central, Elsenburg, Stellenbosch 7600	073 889 7197
Banetti, Lusanda	8901265820085	0 13 C, Kayamandi, Stbsch 7600	076 457 9561
Jaftha, Leonard	6630015678087	PO Box 1, Plaisir de Merle, Simondium, Stbsch 7600	021 874 1027
Mvulani, Zamikhaya Aron	7808295826084	67 Dahlia St, Idas Valley, Stbsch 7600	074 296 7868
Myburgh, Randell	8212205187084	15 Arnold St, Cloeteville, Stbsch 7600	021 889 5063 082 404 5753
Nomatyenge, Sipatha Elias	8605215506088	C 151 Mdala St, Kayamandi, Stbsch 7600	083 591 0791
Petersen, Elton Mark	84111175130088	22 Bergstedt St, Cloeteville, Stbsch 7600	021 889 6009
Poni, Sandisile	8501126092088	0 228 B Luyolo St, , Kayamandi, Stbsch 7600	073 603 5225
Slinger, Owen	8302055172086	18 Primrose St, Cloeteville, Stbsch 7600	083 960 3675
Soetzenberg, Alroy Lorenzo	8801155170080	PO Box 6 Simonsig Estate, Koelenhof, Stbsch 7600	073 051 5980
Swartz, Ivano Samino	8712175140088	Okkie Jooste Landdienskamp, Jonkershoek, Stbsch 7600	021 886 1430
Thuthukezi, Masithembe	86120459894088	F 62 Strong Yard, Kayamandi, Stbsch 7600	078 426 7783

## BRICKPAVING TRAINING CANDIDATES

All students should be at Stellemploy on March 2008 at 8h00

NAME	ID NUMBER	ADDRESS	CONTACT NO.
Bikitsha., Jongile	8812206331084	M 8 13 <sup>th</sup> St, Kayamandi. Stellenbosch, 7600	071 482 6236
Fezela, Siyathemba	8103285974089	0 1 Kayamandi Flats, Kayamandi, Stbsch 7600	071 366 5443
Fulani, Lungile (Strandvest)	8509056815089	C 195 Mdala St, Kayamandi, Stbsch 7600	083 728 2911 073 586 8937
Haas, Simphiwe (Strandvest)	8103255983086	N2 13 <sup>th</sup> Ave, Kayamandi, Stbsch 7600	079 974 1661
Loubser, Vivaldo	870128 5184086	35 Madeliefie St, Cloetesville, Stbsch 7600	073 221 4828 073 378 7875
Mlilo, Thabo	8607205355088	0 4 Bassi St, Kayamandi, Stbsch 7600	078 744 5370 073 787 1444
Ntsokotha, Unathi Ruben	8404136160088	27 School Crescent, Snake Valley, Kayamandi, Stbsch 7600	072 986 3394
Nyingwa, Brightman Bekisa	7408015976085	0 4 Bassi St, Kayamandi, Stbsch 7600	078 576 1024
Patani, Luphamlo	8809126069083	1226 Vineyard St, Kayamandi, Stbsch 7600	021 889 9228 084 618 9995
Qaoka, Fihlang (Strandvest)	8408296096081	C 19, Kayamandi, Stbsch 7600	084 536 2485

## BUILDING MAINTENANCE TRAINING

DATE: 12 May 2008 - 28 May 2008

TRAINING PROVIDER: Tjeka Training Matters

NUMBER REGISTERED: 12 trainees

NUMBER GRADUATES: 12

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
Adonis, Bronwinn Sedick	850311 5098 08 4	18 Charlie Street, Kayamandi, Stellenbosch, 7600	021 889 6656
February, Jaun - Enrico	890103 5149 08 8	49 Gorridon Street, Idas Valley, Stellenbosch, 7600	078 296 6412
Hendrickse, Ghillian Marthinus	860322 5190 08 4	44 Chippendale Street, Cloetesville, Stellenbosch, 7600	021 889 8117 / 072 688 0709
Isaacs, Donigan Steve	860120 5092 08 0	42 Lang Suid Street, Cloetesville, Stellenbosch, 7600	021 883 8494 / 072 688 0709
Jantjies, Cheslin André	890106 5144 08 2	11 Stelita Park, Cloetesville, Stellenbosch, 7600	073 872 2268
Makupula, Akhona	860311 6036 08 1	B 38 Masithandane Street, Kayamandi, Stellenbosch, 7600	078 243 5598
Meyer, Anthony Deon	871102 5103 08 0	12 Japanica Street, Kylemore, Stellenbosch, 7600	084 441 4558
Ngqalo, Sicelo	850812 6179 08 8	O 174 Bassi Street, Kayamandi, Stellenbosch, 7600	078 378 4147
Olifant, Siyabonga Gladstone	850602 5958 08 1	O 229 Zone O, Kayamandi, Stellenbosch, 7600	073 308 1391
Philander, Moegamad Wasfie	830826 5056 08 4	25 Stelita Park, Cloetesville, Stellenbosch, 7600	021 889 5756
Royi, Malwande	860415 6222 08 6	O 174 Bassi Street, Kayamandi, Stellenbosch, 7600	078 028 3129
Tshakweni, Siyabonga	790401 5579 08 50	O 36 A Bassi Street, Kayamandi, Stellenbosch, 7600	076 774 9893 / 071 207 0615

## ELECTRICAL TRAINING

DATE: 23 June 2008 - 11 July 2008

TRAINING PROVIDER: Tjeka Training Matters

NUMBER REGISTERED: 15 trainees

NUMBER GRADUATES: 15

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
Bokolo. Ayanda	850702 5635 08 3	84 Swartbooi Street, Kayamandi, Stellenbosch, 7600	073 111 8216
Bokolo, Alfred Mava	850128 5565 08 0	84 Swartbooi Street, Kayamandi, Stellenbosch, 7600	078 322 0487
Claassen, Donevin Carlo's	870522 5125 08 3	6 Le Clerc Street, Idas Valley, Stellenbosch, 7600	021 887 7900 / 073 106 1965
Fryer, Jerome	810425 5043 08 7	38 Webers Valley Road, Jamestown, Stellenbosch, 7600	076 855 8558 / 076 410 3529
Juta, Thembela	850122 5987 08 9	34 Masithandane Street, Kayamandi, Stellenbosch, 7600	021 889 7626 073 257 0151
Lottering, Dewitt Jay	890119 5271 08 6	13 Ismail Street, Cloetesville, Stellenbosch, 7600	021 889 8985 / 084 633 2296
Mangxongxoza, Mangaliso Heaven	830922 6324 08 2	Zone O no: 415, Kayamandi, Stellenbosch, 7600	076 191 7090 / 079 298 5038
Mentoor, Daniel Morgan	860520 5302 08 4	914 Bassi Street, Kayamandi, Stellenbosch, 7600	084 563 3026
Mlambo, Welcome Siphwe	890729 5240 08 7	Pluimvee Farm, Muldersvlei, Stellenbosch, 7600	082 734 1193
Moses, Cheslyn	880709 5084 08 3	2 Oliphant Street, Cloetesville, Stellenbosch, 7600	021 889 5248 / 073 948 7092
Natus, Clayvin Elrich George	890530 5082 08 5	1 Dahlia Street, Idas Valley, Stellenbosch, 7600	021 885 1458 / 072 184 4416
Ngoqo, Thulisile	801019 5523 08 0	531 Mgabadeli Street, Kayamandi, Stellenbosch, 7600	084 081 9119
Olivier, Cobin Recardo	820923 5193 08 2	201 Phyllaria Street, Jan Cillers Street, Stellenbosch, 7600	021 883 8447 / 073 979 0940
Snell, Abré	880908 5094 08 0	5 Parker Singel, Tennantville, Stellenbosch, 7600	021 887 6382
Tyitiko, Sean Vuyisile	840924 6136 08 4	Room F 6, Kayamandi, Stellenbosch, 7600	072 551 0779 / 073 779 1991

## PAINTING TRAINING

**DATE: 11 August 2008 – 29 August 2008**

TRAINING PROVIDER: Tjeka Training Matters

NUMBER REGISTERED: 12 trainees

NUMBER GRADUATES: 12

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
Elias, André William	850609 5054 08 4	5 Sylvia Street, Cloeteville, Stellenbosch, 7600	079 974 1665
Elias, Ruben	820919 5152 08 6	5 Sylvia Street, Cloeteville, Stellenbosch, 7600	079 974 1665
Hendricks, Zane Graven	841009 5120 08 8	5 Bergsiprus Street, Cloeteville, Stellenbosch, 7600	072 852 4991
Jantjies, Jerome Eben	830110 5060 08 5	11 Stellita Park, Cloeteville, Stellenbosch, 7600	021 889 5802
Julies, Donavan	831102 5186 08 4	PO Box 104, Stellenzicht Stellenbosch, 7599	021 880 0221 / 083 464 8495
Mdingi, Luzuko	821205 5311 08 1	J 80 Zone, Bassi Street, Kayamandi, Stellenbosch, 7600	078 207 8787
Mkwela, Azola	830922 6258 08 2	J 77 Bassi Street, Kayamandi, Stellenbosch, 7600	073 080 4041
Nkohla, Nkosinathi	820209 6089 08 5	6 Sesihlani Street, Kayamandi, Stellenbosch, 7600	078 287 4193
Ngcwayi, Ncedo Victor	891021 5185 08 5	J 74 Bassi Street, Kayamandi, Stellenbosch, 7600	078 389 2295
Pietersen, Edmund	890122 5569 08 7	8 Bergsiprus Street, Cloeteville, Stellenbosch, 7600	021 889 7623
Ockhuis, Granville	900211 5137 01 7	17 Monte Christo Flat, Rhode Street, Cloeteville, Stellenbosch, 7600	021 889 6327
Van Wyk, Wilton Ross	860722 5134 08 3	20 Stellita Park, Cloeteville, Stellenbosch, 7600	079 555 5218

## WELDING TRAINING

DATE: 1 September 2008 – 2 October 2008

TRAINING PROVIDER: Protech Training

NUMBER REGISTERED: 15 trainees

NUMBER GRADUATES: 12 \*the names in red did not finish the training\*

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
*Bosi, Simbongile	840811 5823 087	J31 Ndumela Street, Kayamandi, Stellenbosch	074 683 4955
Bostaander, Taswell Keith	890513 5032 086	40 Lakamstraat, Tennantville, Cloetesville, Stellenbosch 7600	(021) 8839 208
Elias, Marthinis Johannes Jacobous	760823 5187 088	Elsenburg, Muldervlei, Posbus 34, Stellenbosch, 7606	(021) 8844 810 082 0633 658
Ford, Curtis Glen	890830 5198 083	Comice Straat 1, Idasvalley, Stellenbosch, 7600	(021) 887 3827 072 038 7029
*Jacobs, Clint Gunther	851229 5091 082	Woonstel E4, Kloofstraat Cloetesville, Stellenbosch, 7600	072 528 1172
*Jacobs, Gavin Thomas	841226 5067 081	Kloofstraat Woonstel E4, Cloetesville, Stellenbosch, 7600	(021) 889 5191 072 528 1172
Jarvis, Alvezo Enrico	893016 5074 086	39 Eikestraat, Cloetesville, Stellenbosch 7600	073 565 5108
Koelman. Reagan Ashwell	871010 5407 080	20 Gousblomstraat, Kylemore, Stellenbosch, 7600	(021) 885 2828 (021) 885 1428 (tannie)
Muller, Marius Jacobs	760322 5217 086	PO Box 11179, Webersvallei, Jamestown, Stellenbosch, 7600	079 687 9437
Nyokana, Xoloni	831102 5855 084	C119, Kayamandi Hostell, Stellenbosch, 7600	071 1711 074
Olivier, Leonard	890310 5222 084	Gorridonstraat 62, Idasvallei, Stellenbosch 7600	084 4336 279
Sese, Kalipha	770912 5724 087	No. 1862, Snake Valley, Kayamandi, Stellenbosch, 7600	076 1715 019
Smith, Clement Micheal	831228 5302 080	13 Waaierpailstraat, Cloetesville, Stellenbosch	078 987 5977
Van Rooyen, Markus Dylon	890529 5103 081	20 Betastraat, Cloetesville Stellenbosch, 7600	073 186 6046 (broer) 078 233 5535 (ma)
Van Wyk, Lawrence Randell	870911 5185 082	Malvastraat 24, Kylemore, Stellenbosch, 7600	(021) 885 1460 (ouma) 079 0667 730

## BRICKLAYING TRAINING CANDIDATES

**DATE: 20 October 2008 – 14 November 2008**

TRAINING PROVIDER: Tjeka Training Matters

NUMBER REGISTERED: 10 trainees

NUMBER GRADUATES: 7 *\*the names in red did not finish the training\**

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
<i>*Daniels, Peter Graham</i>	<i>790317 5174 08 3</i>	<i>76 Hoek Street, Cloetesville, Stellenbosch, 7600</i>	<i>079 313 9799</i>
Dyasi, Siphellele	861124 5964 08 1	F 93, Kayamandi, Stellenbosch, 7600	082 596 4272
Janda, Siyabulela	840902 6001 08 6	169 Box, Kayamandi, Stellenbosch, 7600	083 767 9050
Jonga, Lwazi	870519 5844 08 5	C 143, Kayamandi, Stellenbosch	073 194 2939 / 072 2141 038
Mhlauli, Tembanani Thabang	820615 6690 08 8	755 Bassi Street, Kayamandi, Stellenbosch, 7600	072 805 7543
<i>*Pietersen, Jacob</i>	<i>760620 5098 08 7</i>	<i>53 Jakaranda Street, Kayamandi, Stellenbosch, 7600</i>	<i>074 482 0394</i>
<i>*Vimbayo, Mzwamadoda</i>	<i>760904 6088 08 5</i>	<i>J 86, Kayamandi, Stellenbosch, 7600</i>	<i>074 550 8804</i>
Vuza, Bulelani	880422 5731 08 9	Kayamandi, Stellenbosch, 7600	078 235 6262
Wollow, Eugene	820724 5185 080	31 Juffenburg Street, Idasvalley, Stellenbosch, 7600	021 887 2574
Zingana, Mnikelo Matthews	840520 5958 08 8	61 Sokugala Street Costaland, Kayamandi, Stellenbosch, 7600	073 340 4467

**ELECTRICAL TRAINING**

**DATE: 17 November 2008 – 5 December 2008**

TRAINING PROVIDER: Tjeka Training Matters

NUMBER REGISTERED: 14 trainees

NUMBER GRADUATES: 13 *\*the names in red did not finish the training\**

SURNAME	ID NUMBER	ADDRESS	CONTACT NO.
Alexander, Clayton Mark	860513 5086 08 8	63 Davy Street, Idas Valley, Stellenbosch, 7600	071 983 8167
Alfestus, Donovan Daniel	870209 5039 08 0	45 Ersmusmith Street, Idas Valley, Stellenbosch, 7600	021 886 6076 / 079 588 3706
Bergstedt, Byrone	850611 5074 08 8	59 Lückhoff Street, Idas Valley, Stellenbosch, 7600	021 887 5507 / 076 150 5260
Booyesen, Shaun	890701 5096 08 2	38 Last Street, Cloetesville, Stellenbosch, 7600	021 889 9892 / 071 988 9306
<i>*Duisel, Hayward</i>	<i>830603 5318 08 1</i>	<i>6 Newman Street, Idas Valley, Stellenbosch, 7600</i>	<i>021 887 6374 / 083 505 9070</i>
Erasmus, Llewellynn Elhroy	850214 5190 08 5	9 Bloekom Avenue, Idas Valley, Stellenbosch, 7600	021 886 7087/ 084 238 2770
Jejane, Lucas	850713 5685 08 5	316 Ntshanga Street, Kayamandi, Stellenbosch, 7600	078 603 4053
Keiller, Jody Joseph	851202 5197 08 4	28 Lindida Drive, Idas Valley, Stellenbosch, 7600	021 887 0788 / 078 149 6754
Mhlamanzana, Simphiwe	770202 6759 08 8	J 225 Mdumela Street, Kayamandi, Stellenbosch, 7600	072 710 0929 / 073 591 8898
Mithi, Andile Christopher	800529 5439 08 8	B 158 Mawethu Street, Kayamandi, Stellenbosch, 7600	073 980 9671 / 073 961 6804 021 889 7408
Nomefele, Ayanda	830628 5737 08 9	60 Cedile Street, Kayamandi, Stellenbosch, 7600	021 889 7032 / 078 608 4500
Ontong, Miehzaan	890131 5485 08 7	37 Tennant Street, Cloetesville, Stellenbosch, 7600	021 887 2114
Siko, Bulelani	8711 06 5859 08 8	K 2 Ndumela Street, Kayamandi, Stellenbosch, 7600	021 889 5892 / 078 605 2943
Van Rooy, Gareth Brent	871225 5096 08 5	91 Bloekom Avenue, Idas Valley, STBSCH 76000	021 883 3770

## MECHANICAL TRAINING

DATE: 27 July 2009 – 7 September 2009

TRAINING PROVIDER: Khayelitsha Auto

NUMBER REGISTERED: 14 trainees

NUMBER GRADUATES: 14 Trainees

Bofula, Thulani	830620 5979 08 4	0319 Bassi Street, Kayamandi, Stellenbosch, 7600	078 881 5689
Combrick, Adriaan	890119 5161 08 0	32 William Street, Cloeteville, Stellenbosch, 7600	021 889 8905 / 073 770 6937
Davids, Leroy William	901129 5199 08 5	64 Dahlia Street, Idas Vallei, Stellenbosch, 7600	082 971 0281
February, Abdul Mubeen	890218 5137 08 9	18 Azalea Street, Cloeteville, Stellenbosch, 7600	074 273 3584
Jooste, Liaan	890317 5248 08 4	Hill Street 19, Pniel, Stellenbosch, 7600	021 885 2777 / 084 224 0175
Luzipo, Sakhumzi	900818 6181 08 1	0 404 Kayamandi, Stellenbosch, 7600	078 595 6818
Mgijima, Emmanuel Mbulelo	881124 5295 08 6	35 Masithandane Street, Kayamandi, Stellenbosch, 7600	079 / 047 7148 / 078 592 0408
Morosi, Zolani	880101 6690 08 6	No. 44 Molteno Park, Stellenbosch, 7600	071 991 5956
Mvulani, Julius Bongikhaya	860824 5869 08 8	67 Dahlia Street, Idas Valley, Stellenbosch, 7600	074 869 8690
Petersen, Elton Arthur	870603 5132 08 7	15 Starking Street, Pniel, Stellenbosch, 7600	078 384 0034 / 074 159 2415
Simons, Broderick Enzeline	820628 5256 08 2	Uitkyk Landgoed, Elsenburg, Stellenbosch, 7600	021 884 4649 / 078 669 0696
Van Niekerk, Ashwin	911218 5367 08 7	Neetlingshof, Vlottenburg, Stellenbosch, 7600	076 225 5141
Visser, Clinton Raswell	890921 5163 08 4	20 Kahler Street, Idas Valley, Stellenbosch, 7600	084 801 2363
Williams, Phillip Robert	890306 5171 08 1	31 Gabriel Street, Cloeteville, Stellenbosch, 7600	021 889 6799

## SPRAYPAINTING TRAINING

DATE: 7 September 2009 – 30 October 2009

TRAINING PROVIDER: Khayelitsha Auto

NUMBER REGISTERED: 12 trainees

NUMBER GRADUATES: 11 Trainees

Benn, Alister	880722 58213 08 1	7 Doedar Street, Kylemore, Stellenbosch, 7600	021 885 2543
Bennett, Emelio Arcial	890330 5107 08 5	24 Lugister Street, Forest Heights, Eersterivier	021 889 5082 / 073 499 7065
Daniels, Kheene	850520 5349 08 7	4 Second Street, Cloeteville, Stellenbosch, 7600	021 882 8706 / 084 671 0269
Isaacs, Gilbert	860112 5114 08 9	15 Gabriels Street, Cloeteville, Stellenbosch, 7600	021 889 5069 / 084 474 2847
*Loggenberg, Micheal Mornay	860323 5104 08 3	2 Charlie Street, Cloeteville, Stellenbosch, 7600	021 889 8057 / 079 123 3736
Momo, Luyanda Patrick	810909 5593 08 4	53 Cedile Street, Kayamandi, Stellenbosch, 7600	071 013 0037
Nichols, Heinrich Deon	910303 5140 08 9	70 Malva Street, Kylemore, Stellenbosch, 7600	021 883 3177 / 083 403 1699
September, Jason Jacobus	8790205 5093 08 1	21 A Die Berke, Pappegaa Street, Stellenbosch, 7600	073 530 1412 / 076 202 3773
Valashiya, Monde	861113 5850 08 5	23 Watergang, Kayamandi, Stellenbosch, 7600	078 389 2476
Wanza, Adrian Moses	891123 5142 08 0	3 Le Clerk Street, Idas Valley Stellenbosch, 7600	084 628 3862
Willemse, Elton	860415 5222 08 7	409 Lavanda Flat, Jan Cilliers Street, Stellenbosch, 7600	021 886 5313
Zweni, Wanda	880430 5713 08 0	434 Bassi Street, Kayamandi, Stellenbosch, 7600	078 211 2232 / 073 922 3303

## CARPENTRY TRAINING

**DATE: 9 November 2009 - 4 December 2009**  
 TRAINING PROVIDER: Tjeka Training Matters  
 NUMBER REGISTERED: 8 Trainees  
 NUMBER GRADUATES: 8 Trainees

Brill, Craig Wayne	850119 5198 08 9	4 Eike Street, Cloeteville, Stellenbosch, 7600	074 684 3004 / 074 279 4917 / 082 673 0125
De Klerk, Elton	851213 5281 08 3	2 Sylvia Street, Cloeteville, Stellenbosch, 7600	078 323 3383
Khweyiya, Lennox	831105 534 608 7	N 36 Kayamandi, Stellenbosch, 7600	079 952 3682
May, Angus Edgar	860508 5201 08 3	56 North End Street, Cloeteville, Stellenbosch, 7600	083 532 4288
Nonca, Monde Sydwell	771125 5736 08 9	Room 152 Mdala Street, Kayamandi, Stellenbosch, 7600	073 354 5320
Petersen, Danlin Fergus	861126 5073 08 6	5 Lang Suid Street, Tennantville, Stellenbosch, 7600	084 800 2034 / 073 634 3613
September, Valasco Caine	870316 5133 08 4	1 PC Petersen Street, Kylemore, Stellenbosch, 7600	021 885 2629
Smith, Keagan Hurman	860321 5266 08 4	32 Last Street, Cloeteville, Stellenbosch, 7600	021 889 7346

## BUILDING MAINTENANCE TRAINING

**DATE: 9 November 2009 - 4 December 2009**  
 TRAINING PROVIDER: Tjeka Training Matters  
 NUMBER REGISTERED: 6 Trainees  
 NUMBER GRADUATES: 6 Trainees

Daniels, Francois	871004 5423 08 0	9 Omega Street, Jonkershoek, Stellenbosch, 7600	076 225 0031 / 073 926 1779
Lakey, Dean William	900307 5193 08 1	3 Hector Street, Idas Valley, Stellenbosch, 7600	073 333 6623
Manuel, Tanweerul	860628 6196 080	402 Lavanda Flats, Jan Cillier Street, Stellenbosch, 7600	073 244 8341
Mdlongwa, Lwando	901201 5933 08 4	2708 Watergang Street, Kayamandi, Stellenbosch, 7600	072 646 0755
Willemse, Francois Ramano Jacobus	850528 6222 08 8	Sonop Farm, Koelenhof, Stellenbosch, 7600	073 300 0549
Zibiko, Richman Mbulelo	830926 5695 08 7	Zone O 530, Kayamandi, Stellenbosch, 7600	073 592 4912