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**SSACI**

# Tracking Study of Trainees in Artisanal Training Programmes

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## Contents

1. Background.....	3
2. Sample and the Methodology.....	3
3. Type and Location of Artisanal Training Programmes, and Trainees' Previous Qualifications .....	5
4. Respondents Doing an Apprenticeship .....	8
5. Respondents in Learnerships.....	13
6. Conclusions and Recommendations .....	15
Appendix A: TOOL FOR TRACKING INDIVIDUALS IN OCCUPATIONAL PROGRAMMES	18

## 1. Background

The National Artisan Development Support Centre (NADSC) was established by the Department of Higher Education and Training in June 2012 with a mandate to collect, collate and analyse detailed, accurate and up-to-date data on artisan training and development. To this end, the NADSC operates a central, web-based database into which all available data on the registration, progression and assessment of apprentices is entered.

In 2016, the Swiss-South African Cooperation Initiative, a non-governmental organisation active in the field of technical and vocational education and training, was engaged to assist NADSC with three activities related to the data:

- i. **Analysis of data on the NADSC system** to identify and explore patterns and trends in artisan development and employment
- ii. **Tracking the progression through their training and development programmes of representative samples of apprentices on the database**, to determine typical rates of progress within different programmes and identify blockage and detours within those programmes
- iii. **A tracer study of recently-certified artisans**, to establish their whereabouts in the labour market and typical employment trajectories

This report is on second of these activities – namely, tracking of trainees in artisan training programmes.

## 2. Sample and Methodology

The study comprised telephonic interviews with individuals on the NADSC database that were still in training as at October 2016.

As in previous studies conducted by SSACI for the NADSC, telephonic interviews were chosen as a means of collecting data as the response rate in this method is usually higher than postal, e-mail or online surveys. The interview was kept to a maximum of ten minutes, so as to not take the individuals away from work/training for a prolonged period of time. This limited the number of questions which could be asked. The interviews were conducted out of the NADSC call centre during October 2016 – January 2017, using the tool in Appendix A. Additional calls were also made by SSACI personnel to increase the number of responses.

The database had to be mined to obtain those records which were unique and had current contact details. The number of such unique records came to 1'765. Table 1 shows a breakdown of these records after three attempts to call each of them.

*Table 1: Breakdown of records*

<b>Unique records (i.e. no duplicates)</b>	<b>1'765</b>
Successful Calls	441
Number does not exist/ wrong number	103
Denied doing any occupational programmes	2
Deceased	3
No contact made after 3 attempts	1'216

The low number of contactable trainees seems largely attributable to the frequency with which they change their phone numbers. As custodians of the learnership and apprenticeship contracts, SETAs are responsible for maintaining the records of trainees. Apprentices are supposed to receive regular monitoring visits from SETA technical experts, to check their logbooks and review their progress through the training programme. It should be easy for the trainees' contact details to be updated during these visits, but the evidence suggests that this is not happening.

From the **441** individuals who were contacted, **134** did not want to be interviewed, so the actual interviewees totalled **307**, or just 17.4% of the initial research sample. Table 2 shows the reasons why 134 individuals did not want to be interviewed.

*Table 2: Respondents' reasons for not wanting to be interviewed*

<b>Reasons</b>	<b>Total</b>
Never did apprenticeship/learnership	34
Qualified	28
Program/contract stopped (including dismissal)	27
Did not complete apprenticeship/learnerships	13
Declined to answer any questions	32

### 3. Type and Location of Artisanal Training Programmes, and Trainees' Previous Qualifications

Of the 307 trainee artisans interviewed, 70.0% (215) were in an apprenticeship and 30.0% (92) in a learnership. This tends to confirm a finding of previous research<sup>1</sup> that apprenticeships, after a long period of decline, are once again becoming the main route to artisanship.

Private-sector companies host 52.3% of all apprentices interviewed and 59% of trainees in learnerships, with government entities accounting for the remaining 47.7% and 41% respectively. Given that private enterprises employ 70% of all workers in the formal sector and government just 30%,<sup>2</sup> it is clear that the South African government continues to do a disproportionate amount of all the artisan training in the country.

As shown in Table 3 below, most of the respondents (74.3%) had a Grade 12/National Senior Certificate before entering artisanal training. A small number (7.9%) had the equivalent National Technical Certificate. The high percentage (82.2%) of trainees with a Grade 12 or equivalent reflects employers' preference for such candidates, since only a Grade 11 is required by the regulations. This may suggest a measure of scepticism on the part of employers about the standard of basic education that candidates for artisanal training bring from school.

*Table 3: Trainees' school qualifications*

Grade 9	2,8%
Grade 10	3,7%
Grade 11	11,2%
Grade 12 (NSC)	74,3%
Grade 12 (NTC)	7,9%

Table 4 shows the breakdown of interviewees with TVET college qualifications.

*Table 4: Trainees' prior TVET qualifications*

NCV2	1,9%
NCV3	5,7%

<sup>1</sup> SSACI (2016)

<sup>2</sup> The figures from the Statistics SA's **Quarterly Labour Force Survey**, September 2016, and the 2016 annual reports of the six largest state-owned enterprises (TransNet, Eskom, SAA, Denel, SafCol and AlexKor) show 6'502'000 workers in the private sector and 2'792'000 in the public sector, which includes civil servants and state-owned enterprises.

NCV4	7,1%
N1	5,2%
N2	12,9%
N3	23,3%
N4	15,2%
N5	11,0%
N6	13,3%
Other	4,3%

Here, too, we see the effect of employers' preferences on the pool of candidates selected for training. Over two-thirds (69.4%) of trainees with a TVET qualification have completed a level higher than that required for the trade test - namely, an N2 or NCV3. This is not necessarily a bad thing unless - as is often the case - the TVET qualification was acquired *before* the artisanal training began. Employers' frequent insistence that applicants for apprenticeships should already have attained the relevant TVET qualifications seems to stem mainly from two sources: firstly, the employers' desire to reduce the cost of training by eliminating the need to pay for the trade theory courses provided by training institutions and, secondly, the employers' search for a more reliable indicator of the intelligence and/or trainability of the applicant than his/her school results.

Whatever the cause, employers' predilection for applicants who already have a relevant TVET qualification has two undesirable consequences. It tends to disadvantage youths from households that cannot afford to pay for these qualifications themselves<sup>3</sup>. It also reinforces the educationally unsound practice - now widespread in apprenticeships in South Africa - of trying to frontload all the theoretical knowledge required by the trade before any practical training begins. That practical training, in turn, is presented with little reference to the underlying knowledge system. The net result is likely to be a lower level of competence based on poor integration of knowledge and practice - an outcome found by recent research into the development of competence amongst South African apprentices.<sup>4</sup>

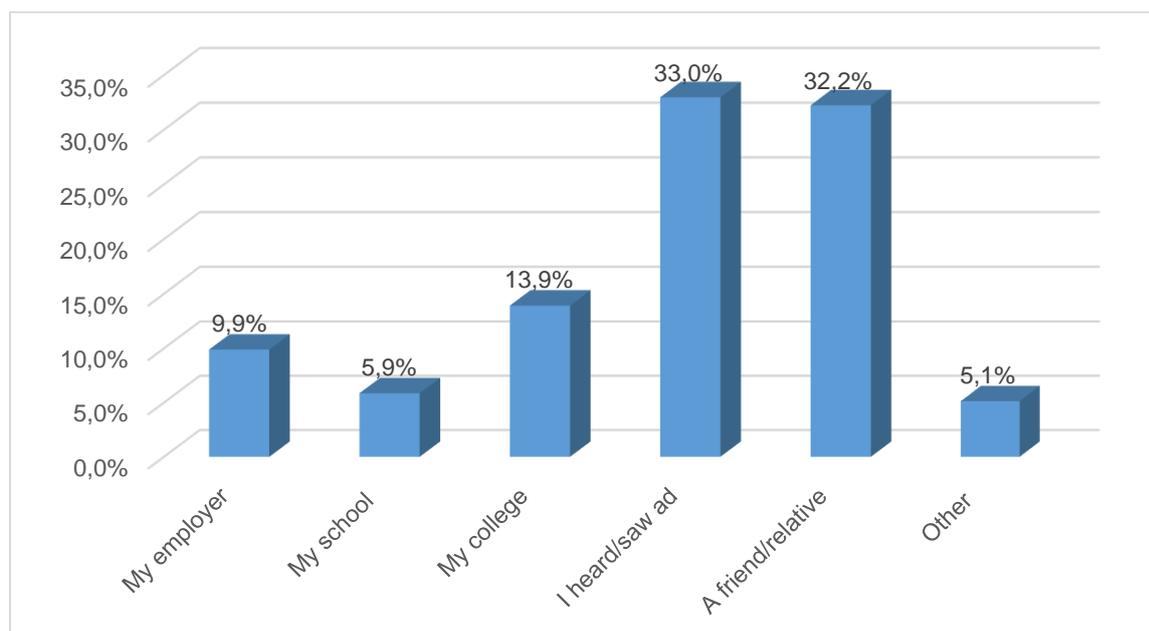
Another concern arising from the respondents' pre-training experience is the source of information about opportunities for artisanal programmes, shown in Figure 1 below.

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<sup>3</sup> Although TVET courses are heavily subsidised by the state, through Treasury grants to the colleges and NSFAS bursaries to individual students from poor families, the problem of inequitable access to these course has not yet been eliminated for the "missing middle" - i.e. students whose family income is too low to cover their study costs but too high to qualify them for a NSFAS bursary.

<sup>4</sup> MerSETA (2016)

*Figure 1: How did you get to know about the training programme?*



What is striking about the pattern in this graph is how small a role schools and colleges seem to play in giving direction to youths interested in artisanal training. Career information and guidance ought to be part of the core business of education and training institutions. That young people are far more likely to get such information from friends, relatives and adverts suggests the institutions are not fulfilling this role.

Further to this, Table 5 below shows that most trainees applied on their own for the training programme they are in, with only a few getting assistance from their school or college.

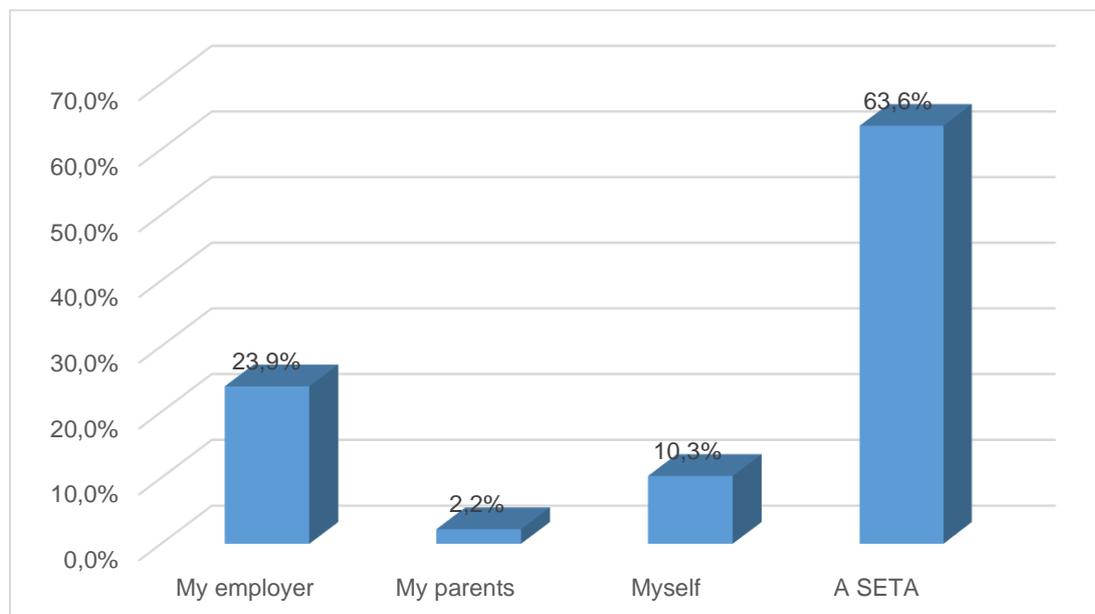
*Table 5: How did you get into the training programme?*

My employer applied	10,0%
My school applied	3,2%
My college applied	11,7%
I applied	75,1%

Again, we see here a heavy reliance on individual initiative and little evidence of support from educational institutions.

Regarding the funding of their training, Figure 2 below shows that almost two thirds of respondents believe that a SETA is footing the bill while just under a quarter think that it is being paid for by the employer.

Figure 2: Who is paying for your training programme?



It is important to note that the above responses are an indication of the *trainees' perceptions*, not necessarily of the reality of the situation. SETA grants for apprenticeships and learnerships are usually paid to the employer, who in turn pays the college or training service provider. Few employers are willing to offer these training opportunities without a SETA grant to defray some of the costs, including the trainee's allowance. Such grants do not cover all the employer's costs, especially if the employer falls under a bargaining council agreement that stipulates higher allowances for apprentices than the Department of Labour's sectoral determination for learners in the workplace. That said, it is still clear from these responses that the levy-grant system is central to the funding of occupational training.

#### 4. Respondents Doing an Apprenticeship

The overwhelming majority of apprentices are undergoing standard competency-based, modular training (CBMT) - that is, they are working their way through a series of practical training modules, with progression determined by their development of competence rather than a fixed time-period for each module. As soon as the trainee can demonstrate the outcomes required by any module, he/she can move on to the next one. In South Africa, artisan training through CBMT typically takes 3-4 years, an indication that most trainees can cope with the demands of the programme and make steady progress

As noted earlier in this report, many apprentices have already acquired a TVET college qualification or part-qualification covering the theory of the trade before the commencement

of their apprenticeship. This makes CBMT cheaper for employers, at the expense of the prospective trainees and taxpayers who had to cover the cost of the prior college programmes.

*Table 6: Type of Apprenticeship*

Type of Apprenticeship	%
Standard CBMT	91,1%
AATP	7,3%
DSAP	1,7%

A small number of apprentices (7.3%) are in an accelerated artisan training programme (AATP), a kind of fast-tracked CBMT open to college graduates who have completed a relevant N4 or above. The AATP was designed to accommodate college-leavers who have demonstrated above-average ability or determination in trade-related courses at TVET colleges. It typically comprises 24 weeks of full-time institutional training at an accredited training centre, followed by 60-70 weeks of structured, work experience with an employer. This programme has the potential to bring large numbers of high-calibre college graduates up to trade-test readiness within a relatively short period of time and thus go a long way to alleviating the country's immediate shortage of artisanal skills. However, the uptake of AATPs by industry has been slow, owing to high up-front costs (especially the institutional training, during which the apprentice is unproductive for the employer) and a lack of tailored funding from SETAs.

A tiny handful of apprentices are in a dual system apprenticeship programme (DSAP). The characteristic feature of a dual-track apprenticeship is that it combines education at a TVET college with on-the-job training in the workplace *in a single, integrated learning programme*. This is different from ordinary apprenticeships in South African, where theoretical components (such as the N-courses) and sometimes even practical components are presented, assessed and certificated separately from workplace experience. Benefits of the dual system for colleges include regular interaction with local employers, which in turn leads to closer alignment of the college curricula with the needs of industry and fewer differences between college and company in terms of work practices and ethos (including discipline, timekeeping and quality standards). It also provides a foundation for other forms of collaboration between college and company, such as staff exchanges, additional work and training contracts in both directions, and the promotion of action-research and reflective practice. Dual-system apprenticeships are a recent innovation in South Africa and have yet to prove themselves under local conditions. If workable, they could be a powerful mechanism for overcoming the longstanding disjunction between public TVET colleges and the industries they are intended to serve.

The extent of the disjunction is reflected in employers' preference for in-house or private provision of the theoretical and simulated practice components of the apprentices' training rather than that offered at public TVET colleges. As shown in Table 7 below, only 25.3% of apprentices receive any training at a public TVET college.

*Table 7: Where were you sent for training?*

Institution	%
Public TVET college	25,3%
Private college	12,3%
Company's in-house training centre	62,3%

This is cause for concern. The public TVET colleges are heavily funded by the state<sup>5</sup> but employers prefer not to use them. And, for their part, colleges do not see industry as a client. Nor do they need to. The current funding model allocates state subsidies to the colleges on the basis of head-count enrolment figures and the costs of programmes offered; it takes no account of employer demand or of student pass rates, throughput rates or employment rates<sup>6</sup>. This situation completely belies the assertions in the government's 2013 **White Paper on Post-School Education and Training** that:

'The main purpose of [TVET] colleges is to train young school leavers, providing them with skills, knowledge and attitudes necessary for employment in the labour market... (p11)

"Since the main purpose of the TVET colleges is to prepare students for the workplace, it is essential that they develop and maintain close working relationships with employers in their areas." (p16)

For this clear vision to become a reality will require an overhaul of the funding model for public colleges, including the introduction of incentives for being responsive to the skills needs of industries and penalties for failing to be so.

In the meantime, apprentices report the usual range of problems that trainees everywhere complain about, shown in Table 8 below.

<sup>5</sup> In 2015-16, the state allocated R6'112'818'000 to the public TVET colleges in subsidies and operational grants and another R2'095'129'942 to college students in NSFAS bursaries. See DHET (2017).

<sup>6</sup> Although all colleges submit data on these metrics quarterly to the DHET, it is never analysed or used to give feedback to the colleges, nor does it in any way affect their funding

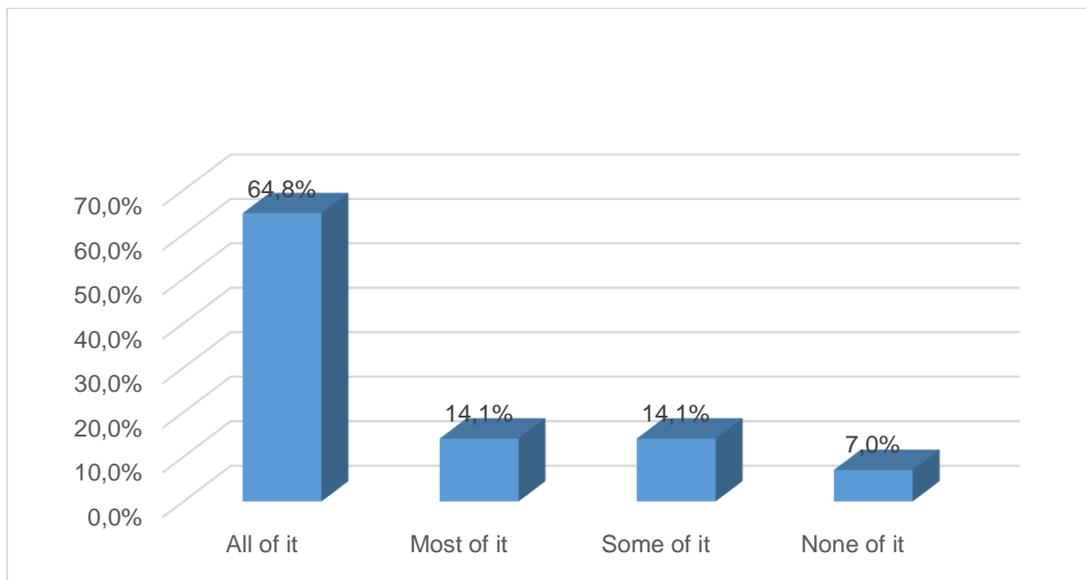
*Table 8: Problems encountered by apprentices during training*

The theory is difficult	5,7%
Instructor does not teach properly	11,4%
Supervisor at company does not support me	8,0%
Theory and practice do not match well	6,8%
Not enough time spent at training centre / college	5,7%
Not enough time spent at workplace	12,5%
Other	50,0%

'Other' covers anything that did not fit into the previous categories and includes individual complaints such as allowance being paid late, insufficient learning resources at the college or inadequate equipment in the workplace. The fact that no single problem really stands out in this list suggests that, for the apprentices, there are no major systemic obstacles to getting the instruction they need. This is a positive sign.

Respondents in the workplace were asked to indicate how closely their work tasks were related to the college training they had received. As shown in Figure 4 below, almost two-thirds of them indicated that all of their company-based work was related to their training and another 14% said that most of it was. In other words, 79% of apprentices experience a high degree of alignment between their institution-based training inputs and workplace experience - another positive state of affairs.

*Figure 3: How much of the work you doing is related to your college training?*

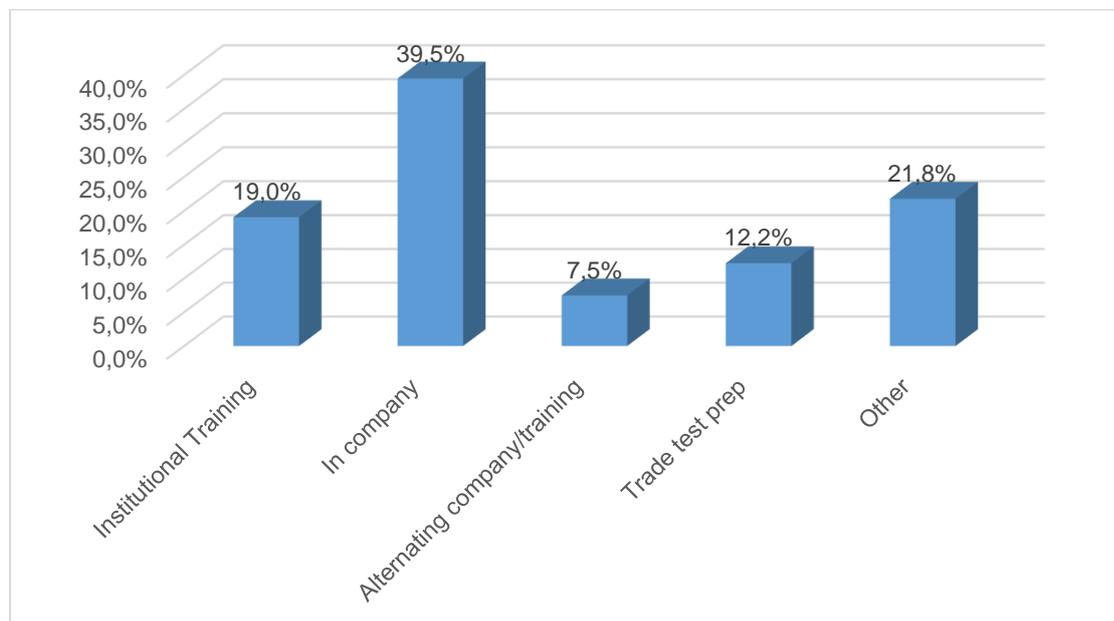


Nevertheless, the sizeable number (21%) of apprentices who experience a disconnection between their theoretical and practical training and workplace experience is cause for some concern. By delaying the progress of a fifth of all trainees, it wastes valuable training resources

- notably the time of college lecturers and workplace instructors and mentors who are in short supply. It also suggests that some employers and colleges would benefit from more support in implementing apprenticeships. This ought to come from the SETAs. In other countries, training for workplace supervisors and mentors in how to implement work-based learning to the benefit of both trainees and employers has proved to be an effective and worthwhile investment.<sup>7</sup> It is something the SETAs should be funding much more of.

As indicated by Figure 3 below, just on 40.0% of the respondents reported that, at the time of interview, they were getting practical experience in the workplace, while almost 20.0% were in institutional training and 12% were brushing up on their weak spots in preparation for the trade test; this could include theory and/or simulated practice. These percentages do not look right from a training management point of view, in that during the course of an apprenticeship, a trainee will typically spend about two-thirds of his/her time in the workplace, perhaps a quarter in a training room or simulated-practice workshop and a tenth on trade-test preparation. A snapshot of the location of current apprentices at any given time should more or less reflect those proportions.

*Figure 4: What are you currently doing?*



The anomaly here is that 22% of respondents indicated 'other' when asked what they were currently doing. Asked to be more specific about this, they cited a range of situations, including 'completed trade test', 'doing nothing', 'unemployed', 'did not complete programme' and 'training programme cancelled'. Such responses are puzzling: an apprenticeship ends when any of these situations arises, so why are these individuals still listed as apprentices on the

<sup>7</sup> Kis (2016)

NADSC database? A few rogue cases are to be expected, but not a fifth of all respondents. This high percentage reinforces the impression described earlier that SETAs are not monitoring apprentices' progress through training and are not keeping their records up to date.

When asked whether their employer had yet offered them a job, 21.5% of respondents answered in the affirmative. This is a positive sign because one would not expect an employer to make a firm job offer before the apprentice has passed the trade test or is close to doing so. Since fewer than 15% of the respondents fell into those categories, the fact that 21.5% of them have been offered jobs on condition that they pass the trade test would seem to suggest that employers are eager to secure their services.

## 5. Respondents in Learnerships

Questions to trainee artisans in learnerships were identical to those asked of apprentices and many but not all of the responses were similar.

As shown in Table 9 below, the spread of learners across public and private TVET colleges and in-house training centres again shows employers' preference for private or in-house training rather than that offered by public TVET colleges, though by a ratio of only 66:33, as opposed to 75:25 in the case of apprenticeships. The reason for this difference is unclear.

*Table 9: Where were you sent for training?*

Institution	%
Public TVET college	33,3%
Private college	13,6%
Company in-house training centre	53,0%

Table 10 shows that the problems that learners encounter during their training are similar to those of apprentices. The allocation of time to the theory and practical components seems to be much more of an issue for trainees in learnerships than for apprentices, with 40% of learners reporting problems in this regard compared to just 17% of apprentices. This may be due to the less prescriptive time allocations in learnerships, and the heavier reliance on the learner's initiative in organising his/her time to accommodate the required 'notional learning hours', which often results in learners studying in their own time at home. But that is speculation.

Table 10: Problems encountered by individuals during training

The theory is difficult	6,7%
Instructor at training centre does not teach properly	6,7%
Supervisor at company does not support me	6,7%
Theory and practice do not match well	3,3%
Not enough time spent in training centre	20,0%
Not enough time spent at workplace	20,0%
Other	36,7%

As to the link between theory and practice, learners were less positive than apprentices. Figure 5 shows that only half of the learners experienced a complete match, compared to almost two-thirds of apprentices. However, the overall picture is still good, with another 35% of learners saying that *most* of the work they are doing is related to their training.

Figure 5: How much of the work you doing is related to the training?

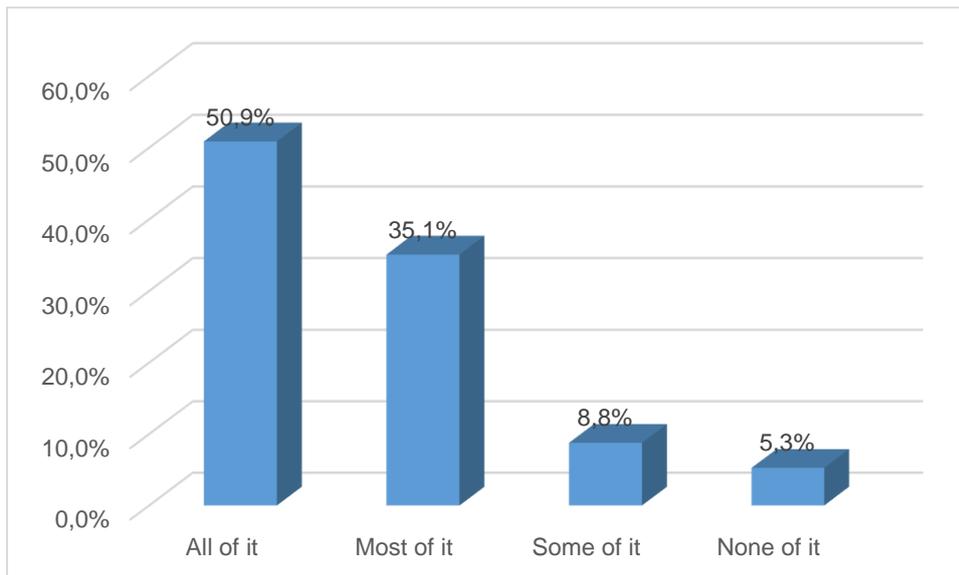
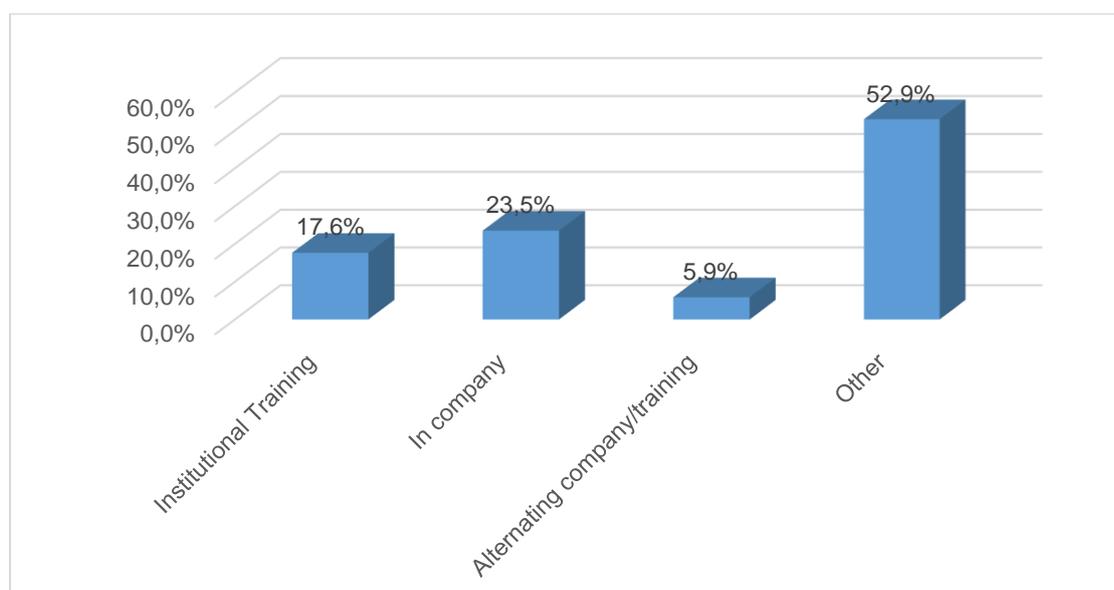


Figure 6 that follows is alarming. It indicates that, when asked what they are currently doing, barely half (47%) of trainees in learnerships were able to cite a worthwhile activity. The majority of responses fell into were in the “Other” category, which includes ‘doing nothing’, ‘unemployed’, ‘did not complete programme’ and ‘programme cancelled’.

Figure 6: What are you currently doing?



This is strikingly different from apprentices' responses to the same question and implies that over half of the trainee artisans in learnerships are wasting their time there. It also contradicts previous research which indicated a high success rate for learnerships in artisanal trades but supports other research which suggested a low success rate.<sup>8</sup> There is a great deal of anecdotal evidence to suggest that many learners are signed on by national ministries, provincial government departments, municipalities and parastatals that cannot provide the necessary workplace slots, and the learners are then sent home to await a call to work that never comes. This issue needs to be thoroughly researched and related questions about the value of learnerships in artisanal trades answered as a matter of urgency.

Only 4.5% of learners reported being offered a job by their host employers, compared to 21.5% of apprentices. This may indicate that, when it comes to the training of artisans, employers have much more confidence in the effectiveness of apprenticeships than that of learnerships.

## 6. Conclusions and Recommendations

From the foregoing data, it is clear that there are many positives aspects to the training that prospective artisans, especially apprentices, currently receive. These include:

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<sup>8</sup>An example of research drawing favourable conclusions about learnerships is Kruss *et al* (2014). By contrast, Rankin *et al* (2014) draw unfavourable conclusions. Little comparative research has been done on apprenticeships versus learnerships in artisanal trades.

- Substantial funding from the state through Treasury grants to TVET colleges, NSFAS bursaries to college students and SETA training grants to employers
- Multiple avenues to an artisanal qualification (namely, learnerships, CBMT apprenticeships, accelerated apprenticeships and dual-system apprenticeships) and a variety of training service providers (public TVET colleges, private colleges and company training centres), which in theory at least make access to a artisanal training easier for diverse categories of trainees
- An openness within the system to innovation and experimentation
- Fairly good alignment between the content of the theoretical training and simulated practice provided to trainee artisans by colleges and training centres, and the work assigned to them by employers in the workplace
- Timely progression of most apprentices through the different phases of their training to trade test (This is less clear for trainees in learnerships)
- General satisfaction amongst trainee artisans - especially apprentices - with the quality of the training they receive and the value of the work they are assigned to do by the host employer.

The data also point to some systemic problems that need to be addressed, namely:

- **Insufficient training spaces in the private sector.** Employers in private companies wish to be free from the many bureaucratic and regulatory constraints currently upon them; they will then have to be incentivised to do more artisanal training.
- **Insufficient exploitation of new approaches to training.** In particular, the potential of accelerated and dual-system apprenticeships to deliver artisanal skills quicker, faster or to a higher level of competence needs to be explored more vigorously.
- **Inflexible grant-funding systems.** For the above two problems to be addressed in the manner proposed, funding for artisan training must be more flexible and tailored to the specific approach being implemented. This refers not so much to the amount of grant funding available to employers but to the timing and manner of its disbursement.
- **Poor monitoring and record-keeping by SETAs** throughout the duration of training, especially in the case of apprenticeships. Regular on-site visits should be made to trainees in the workplace, their logbooks checked and their contact details updated.
- **The input-based funding model for public TVET colleges,** which does not reward excellence and discourages responsiveness to the skills needs of industry. This should

be overhauled and replaced with a model that is based, at least to some extent, on outputs and, in particular, the three key measures of college effectiveness - pass rate, through-put rate and employment rate.

- **Lack of career guidance for school-leavers.** Most prospective artisans seem to get little or no information about career options before they make their choice. A massive and sustained effort to provide useful guidance to high school learners in Grades 9-12 is required.
- **Uncertainty about the effectiveness of learnerships as a mechanism for training artisans.** This fundamental question needs to be researched and answered as a matter of urgency.

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# Appendix A: TOOL FOR TRACKING INDIVIDUALS IN OCCUPATIONAL PROGRAMMES

## TOOL FOR TRACKING PROGRESSION OF INDIVIDUALS IN OCCUPATIONAL TRAINING PROGRAMMES

### INSTRUCTIONS FOR THE NADSC INTERVIEWER

Introduction to interviewee:

Good Morning/Afternoon. Is this Mr/Ms ..... You are speaking to ..... From the National Artisan Development Support Centre. Is this the convenient time for you? (If not ask for time when you can call back).

We would like to talk to you about the occupational programme you currently doing. Please be ensured that your name and responses will remain confidential. This interview will take approximately 10 minutes.

#### 1. BIOGRAPHICAL INFORMATION

<b>1.1 Surname: (Pre-populated)</b>	
<b>1.2 First Name: (Pre-populated)</b>	
<b>1.3 ID (Pre-populated to confirm OR fill in if blank)</b>	
<b>1.4 Nationality (pre-populated)</b>	
<b>1.5 Current Contact Details: (pre-populated to confirm AND change as required)</b> Cellular Alternative cell Landline	
<b>1.6 Equity (pre-populated)</b>	
<b>1.7 Gender (pre-populated)</b>	
<b>1.8 Disability status (pre-populated)</b>	
<b>1.9 Province (pre-populated to confirm AND change as required)</b>	
<b>1.10 Trade (pre-populated)</b>	
<b>1.11 SETA (pre-populated)</b>	

## 2. PREVIOUS QUALIFICATION AND GETTING INTO TRAINING PROGRAMME

2.1 Which training programme are you doing?	Tick (√)
a. Apprenticeship	
b. Learnership	
c. Skills programme (note: if the person indicates this, then end the interview by saying you only want to speak to those doing apprenticeship/learnership)	

2.2 What academic qualification/s did you have before you started this training (may tick more than 1)?	Tick (√)
a. Grade 9	
b. Grade 10	
c. Grade 11	
d. NSC (matric)	
e. NTC (Technical matric)	
f. NCV 2	
g. NCV 3	
h. NCV 4	
i. N1	
j. N2	
k. N3	
l. N4	
m. N5	
n. N6	
o. Other	
Specify:	

<b>2.3 How did you get to know about the training programme you are doing?</b>	<b>Tick (√)</b>
d. My employer told me about it	
e. My school told me about it	
f. My college told me about it	
g. I heard/saw an advertisement about it	
h. A friend/relative told me about it	
i. Other	
Specify:	

<b>2.4 How did you get into this training programme?</b>	<b>Tick (√)</b>
a. My employer applied for me	
b. My school applied for me	
c. My college applied for me	
d. I applied on my own	

<b>2.5 Who is paying for your training programme?</b>	<b>Tick (√)</b>
a. My employer	
b. My parents	
c. Myself	
d. A SETA	

### 3. FOR THOSE DOING APPRENTICESHIP:

<b>3.1 Is your apprenticeship:</b>	<b>Tick (√)</b>
a. Ordinary Apprenticeship -CBMT (Competency Based Modular Training)	
b. AATP (Accelerated Artisan Training Programme)	
c. DSAP (Dual System Artisan Programme)	

**3.2 When did you sign the contract for apprenticeship (year, month; eg 2015 - 05)**

<b>3.3 What are you currently doing?</b>	<b>Tick (√)</b>
a. Institutional Training (Go to 3.6 and 3.8)	
b. In the company (Go to 3.5 – 3.9)	
c. Alternating between institutional training and company (Go to 3.5 - 3.9)	
d. Trade Test Preparation (Go to Q 3.4 – 3.9)	
e. Other	
Specify	

<b>3.4 If you are doing Trade Test preparation, have you been given a trade test date?</b>	<b>Tick (√)</b>
a. Yes	
b. No	

<b>3.5 If in the company (or alternating between training centre and company, or trade test prep), how much of the work you are doing is related to the training?</b>	<b>Tick (√)</b>
a. All of it	
b. Most of it	
c. Some of it	
d. None of it	

<b>3.6 During your training, have you been sent for training to?</b>	<b>Tick (√)</b>
a. Public TVET/FET College	
b. Private College	
c. Company Training Centre	

<b>3.7 Has your employer offered you a job after you pass your trade test?</b>	<b>Tick (√)</b>
a. Yes	
b. No	
If No, why?	

<b>3.8 Have you had any of these problems? (may tick more than 1)?</b>	<b>Tick (√)</b>
a. The theory is very difficult	
b. The instructor at training centre does/did not teach properly	
c. The supervisor at the company does not support me	
d. The practice and theory do not match well	
e. Not enough time spent at the training Centre	
f. Not enough time spent at the company	
g. Other	
Specify	

<b>3.9 Employer Name/s (some may have more than 1 employer)</b>
1.
2.
3.

#### 4. FOR THOSE DOING LEARNERSHIP

<b>4.1 When did you sign the contract for learnership (year, month; eg 2015 - 05)</b>
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<b>4.2 What are you currently doing?</b>	<b>Tick (√)</b>
a. Institutional Training (Go to 4.3 and 4.5)	
b. In the company (Go to 4.2 – 4.6)	
c. Alternating between institutional training and company (Go to 4.2 - 4.6)	

<b>4.3 If in the company (or alternating between training centre and company), how much of the work you are doing is related to the training?</b>	<b>Tick (√)</b>
a. All of it	
b. Most of it	
c. Some of it	
d. None of it	

<b>4.4 During your training, have you been sent for training to?</b>	<b>Tick (√)</b>
d. Public TVET/FET College	
e. Private College	
f. Company Training Centre	

<b>4.5 Has your employer offered you a job when you complete your training?</b>	<b>Tick (√)</b>
a. Yes	
b. No	
If No, why?	

<b>4.6 Have you had any of these problems? (may tick more than 1)?</b>	<b>Tick (√)</b>
a. The theory is very difficult	
b. The instructor at training centre does/did not teach properly	
c. The supervisor at the company does not support me	
d. The practice and theory do not match well	
e. Not enough time spent at the training Centre	
f. Not enough time spent at the company	

<b>4.7 Employer Name/s (some may have more than 1 employer)</b>
1.

2.
3.