



*Baseline study on students' perceptions and attitudes towards the HWSETA
Artisan Programme*

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The views expressed in this report are that of the Author and not that of the HWSETA.

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Executive summary

The Department of Higher Education and Training (DHET) launched the National Artisan Development Programme and this was referred to as 'The Year of The Artisans' to promote Artisanism amongst the youth. The launch and development of National Artisan Programme was a result of observed lack of skilled and qualified workers particularly within skilled trades and engineering sectors. Based on the success of the programme a long term initiative was created and referred to as the Decade of the Artisan. The aim of this programme was to increase the number of Artisans who qualify up to 30 000 per year if skills shortage has to be met. To achieve this goal, the Department required a substantial amount of financial investments for the programme to be a success. In line with the Skill Development Act 97 of 1998, SETAs were brought on board.

The Health and Welfare SETA partnered with the Swiss South African Co-operative Initiative to implement the HWSETA Artisan Support Programme. The HWSETAs main role was to provide funding while SSACI, was responsible for the overall project management for the training of Artisans. This responsibility included recruitment, selection, placement in training institutions, placement with a host employer and trade tests. This programme is different from previous programmes in that a learner could complete the programme and qualify within a minimum of 18 months and a maximum two years.

The literature review in the report covers three main areas. Firstly, it defines what is an Artisan and the requirements to become an Artisan. Secondly, the skills shortages currently facing South Africa particularly in the engineering and skilled labour sectors. Lastly, the Accelerated Artisan Training Programme which has reduced the time required for training of Artisans.

The Artisan Programme had been running for two years when a need was identified to conduct a baseline study on the perceptions and experiences of the learners. The purpose of the baseline was to provide a clearer picture of the Artisan Programme.

The study used a concurrent mixed approach of both qualitative and quantitative methods to gather information on the perceptions and experiences towards the Artisan Programme. This comprised of questionnaires and in-depth interviews. The sample of the study was learners, host employers, project co-ordinators from the HWSETA, SSACI and colleges.

The Artisan Programme was overall well implemented with a few hiccups along the way. This is to be expected with any programme that is been implemented for the first time. Though the Artisan Programme experiences a high completion rate and improves the employability of individuals, the study found that 59.6% of those interviewed were currently unemployed. The issue of unemployment can be related to a number of factors such a delays in receiving results and certificates, and the choice of trade.

The trade test results provided by centres do not have official stamps which some employers would not accept as valid. While some employers may accept trade tests results, other employers would insist on a copy of the certificate. With regard to choice of trade, the research study found that of those unemployed many fell into similar trades and the same occurred with those employed. This raised the question of whether the Artisan Programme was recruiting those in trades that are in demand within the industry. Host employers had their own Artisan Programmes, which meant that after completion and qualifying as Artisans they were more likely to employ those who are part of their own Artisan Programmes. A follow up study should be conducted to evaluate the length of time it takes for learners to find employment.

When describing their overall experience, the learners stated that it is a good programme helping those from previously disadvantaged backgrounds to learn and gain the necessary experience.

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III. List of Acronyms

AATP	Accelerated Artisan Training Programme
DHET	Department of Higher Education
HWSETA	Health and Welfare Sector and Education and Training Authority
MERSETA	Manufacturing Engineering and Related Services Sector and Education and Training Authority
MOA	Memorandum of Agreement
NAMB	National Artisan Moderating Body
PPE	Personal Protective Equipment
SETA	Sector and Education and Training Authority
SSACI	Swiss- South African Cooperation Initiative

1. Background

The lack of skilled and qualified workers in South Africa continues to be a challenge for most sectors. It is reported that skilled trades and engineers remain one of the highest skills shortages. However, there are a number of factors to consider. On the one hand market factors make it difficult to appoint additional employees. While on the other hand candidates may lack the necessary technical skills and experience required by employers. Directly linked to the latter is that many individuals are still unable to access secondary and tertiary education or training as a result of poverty. Employers themselves may not have the capacity or financial resources to train young graduates, which will provide the much needed skills (Mateus, 2014).

At present there is a shortfall of Artisans as a skilled trade and the country is unable to produce enough Artisans to meet current demands. In an attempt to encourage the youth to take up Artisanry, the Department of Higher Education (DHET) launched a National Artisan Development Programme and this was referred to as 'The Year of The Artisans' to promote Artisanry. Based on the success and interest received, this led to a long term initiative to produce 30 000 artisans per year by the year 2024 (Department of Higher Education, 2014). This programme is referred to as the Decade of the Artisan (DHET, 2013).

However to make this possible, the DHET needed to supplement the financial resources required. In accordance with Chapter 6A of the Skill Development Act 97 of 1998, all SETAs were brought on board. The Act requires that all SETAs must be compliant to the guaranteed funding model for all artisan trades, all sectors including single simple artisan learner administration and grand disbursement system (Skills Development Act 97 of 1998). Please note that three SETAs (FASSET, BANKSETA, and INSETA) were exempted from the Artisan Development Programme.

2. HWSETA Artisan Programme

As part of Artisan Programme, the Health and Welfare Sector and Education Training Authority (HWSETA), implemented the Artisan Support Programme in 2013. The HWSETA Artisan Support Programme was implemented in partnership and collaboration with the Swiss South African Co-operative Initiative (SSACI) to train Artisans. The role of the HWSETA is to provide funding, while SSACI is responsible for the overall project management to ensure the training of Artisans. This role includes the recruitment of learners, placement in training institutions, placement with a host employer, trade tests, and advertisement stating all requirements either placed on the SSACI website, internet, colleges and newspapers (Lopes, 2014).

Like any other bursary or sponsorship programme there are minimum requirements that potential candidates have to meet. It is important to emphasise that there is a difference between the legal requirements and specific requirements made by a provider, organisation or educational institution. The legal requirements are the minimum requirements that must be met in order to qualify as an Artisan (College SA, n.d.).

For this report, the requirements referred to are those set by SSACI for the HWSETA Artisan Programme. Below is a list of requirements for the Artisan Programme (Careers portal, 2014):

- Be under- or unemployed,
- Be under the age of 26 years,
- Grade 12 with 50% in Maths and English,
- Minimum N4 50% in Maths and 60% in trade-related subjects or,

- NCV level 4 with 50% in maths and 60% in trade-related subjects,
- South African citizen or legal permanent residents,
- Be medically fit, and
- Be from a disadvantaged background.

The above-mentioned requirements will be referred to when discussing the results of the baseline study. Once the learners' agreement is signed, the learners are placed at a college or training centre for a period of six months (step 4). However, due to the capacity of the colleges, the learners go through the Artisan Programme in groups and will begin the Artisan Programme at different times. Thus, at any time during the programme not all learners will be at the same stages.

This is followed by the workplace training (step 5), whereby SSACI must find suitable host employers for the learners. Once this is complete the learners will conduct a trade test (step 6), at an accredited centre. They are given three attempts to pass the trade test.

For the purpose of this study a learner is referred to as an individual who is either an Artisan or Apprentice through the HWSETA Artisan Support programme. An Artisan is any individual who has completed all steps as required, including passing the trade test (step 6). An Apprentice is any individual who is currently receiving practical and theoretical training at a workplace (step 5) but has not conducted the trade test (HWSETA n.d.).

The HWSETA Artisan Support Programme is now in its second year and it is important to have a picture of how the programme is currently been implemented. Therefore, a need was identified to conduct a baseline study. The purpose of the baseline study is to gather information on the perceptions and experiences towards the HWSETA Artisan Support Programme. The main focus is on learners' perceptions and experiences. However, the study also included HWSETA Artisan Support Programme co-ordinators from the HWSETA, SSACI, FET colleges and host employers.

3. Objectives

The objectives of the study are as follows:

- To determine learners' perceptions towards the HWSETA Artisan Support Programme.
- To explore learners' experiences with regards to the HWSETA Artisan Support Programme and programme partners (For example, HWSETA and SSACI).
- To discover successes and challenges of the HWSETA Artisan Support Programme from the perspective of various stakeholders.
- To provide recommendations in order to improve the programme.

The next section is the literature review that provides an in-depth discussion with regard to Artisans and the training of Artisans.

4. Literature review

In this section, the review of the literature on Artisans and the training of Artisans is provided in more details. It begins with an overview of what is an Artisan, followed by a discussion of the skills shortages facing South Africa and the Accelerated Artisan Training Programme.

4.1. What is an Artisan?

Historically an Artisan is referred to an individual who was a skilled worker and would work by using their hands. Over the years and with the development of technology, Artisans had to adapt and know how to use both tools and machinery (Mukora 2009). An Artisan is any person who works either as a millwright, electrician, fitter and turner, boilermaker, welder, heavy equipment operator, plumber, or even a mechanic (Van Rooyen, Du Toit, Botha & Rothmann 2010).

To become an Artisan an individual would have to go through an Apprenticeship, which involves both on and off the job training. The off the job training takes place at a college of Further Education and Training or at a private training provider (Mukora 2009). The on the job training occurs at a workplace where an individual is provided with an experienced and qualified mentor while gaining experience by being exposed to the real life work situation. At completion, the Apprentice must write a trade test to qualify as an Artisan (NAMB, 2015).

There are four approaches to becoming an Artisan. Each approach aims to accommodate either the employed or unemployed. The unemployed are catered for through the Apprenticeship or Learnerships. The employed are catered for through a Skills Programme or Recognition of Prior Learning (Energy and Water Sector Education and Training Authority n.d.). This is often referred to as section 28, which allows an individual with the necessary experience gained over a period of time to submit a logbook and write the trade test (Mukora 2009).

However South Africa is facing a skills shortage of Artisans (Van Rooyen et al. 2010) and is not able to produce an adequate supply of Artisans (DHET 2013). Perhaps individuals do not consider careers as Artisans, no uptake of Artisans by employers or market factors could also play a role. In the next section, the skills shortages that are facing South Africa and plans put in place to address this matter are discussed in detail.

4.2. Skills shortages

Post-apartheid South Africa is undergoing a radical transformation that includes the renewed economic approaches to tackle the growing level of unemployment, poverty and inequality, thus, the promotion of Artisan Programme is one of this transformation which aims at addressing imbalances of the past and create economic opportunities for the majority of the population (McGrath, 2005). There is no doubt that Artisans play a critical role within South Africa to enable sustained growth (Mukora 2009). Artisans possess the technical skills required to enable infrastructure development, economic growth and wealth creation. It is reported that the average age of the Artisan workforce is over 50 years and are likely considering retirement in the years to come (Van Rooyen et al. 2010). It is known that every time an employee leaves an organisation, they take with them the knowledge obtained over the years and the skills they possess. This creates an even bigger need to produce more Artisans to help strengthen the country's skills base (DHET news 2015).

However, one of the biggest impact leading to skills shortages could be the lack of training. As previously mentioned many individuals are still unable to access secondary and tertiary education due to a lack of funding (fin24.com 19 June 2015).

The unemployed often sit at home with an N6 qualification but are unable to find the required workplace experience due to a lack of mobility or resources. Furthermore, employers also require some form of experience when advertising for job opportunities (Altman 2007). Therefore, it was important for the government to step in and help to provide the necessary training.

Previously Apprentices were trained for a period of between 4-7 years. However, to meet current demand an Accelerated Artisan Training Programme (AATP) was created where an individual could be trained within a minimum of 18 months and maximum of two years (Swanepoel 2009). In the next section the AATP with regard to some of its benefits are discussed.

4.3. Accelerated Artisan Training Programme

The AATP was created to accelerate the training of Apprentices to help meet the current skills shortages in South Africa. Though the AATP programme is of a shorter duration, the Apprentices are still required to complete on and off the job training and write the trade test to become qualified Artisans. When AATP was launched by the Manufacturing Engineering and Related Services SETA it was hoped that the majority of Apprentices would be trained through government funded projects. Employers from the private sector were also welcome to train the Apprentices (Swanepoel 2009).

The Artisan Development Programme is conducted in seven steps as illustrated below (Energy and Water Sector Education and Training Authority n.d.).

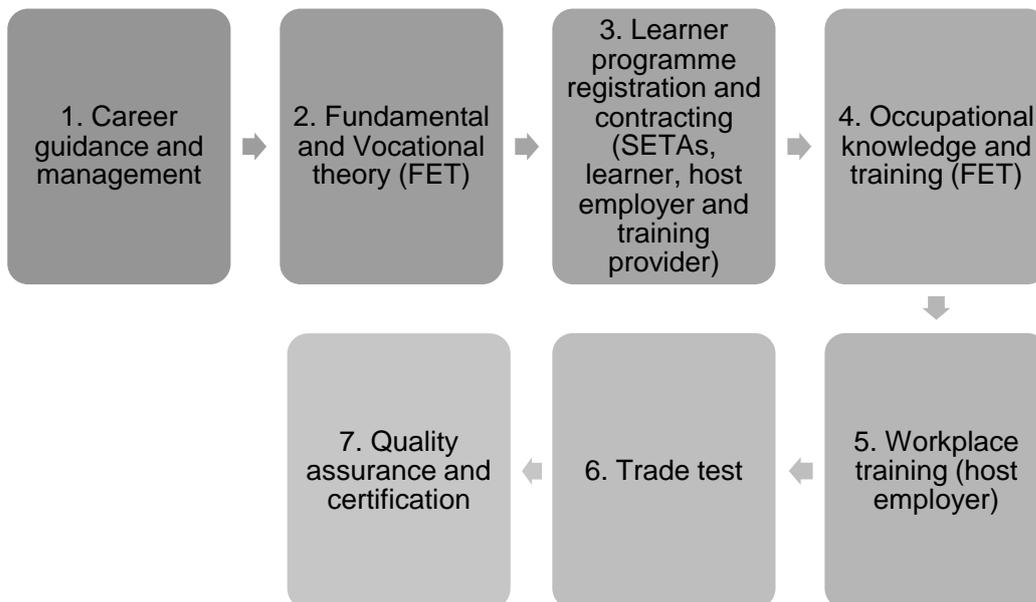


Figure 1. Seven Step Artisan Development Programme

The seven step Artisan development programme is as follows (EWSETA n.d.):

- Step 1: *Career guidance and management* is when high schools pupils are provided with career guidance regarding possible career choices.
- Step 2: *Fundamental and vocational theory*, is teaching that takes place at the FET colleges.

- Step 3: *Learner programme registration and contracting*, is conducted by the SETAs where an agreement is signed between the learner, the host employer and lead employer (and training provider if necessary).
- Step 4: *Occupational knowledge and training*, during this time a learner is based at a training centre (or college) for a period of six months, where he/she will begin with his/her training.
- Step 5: *Workplace training*, during this time a learner is placed with a host employer who will train the learner by offering practical experience for a period of 12 months.
- Step 6: *Trade test*, this is conducted at any accredited centre.
- Step 7: *Quality assurance and certification*, the Apprenticeship must be quality assured and certified. Though this process is built into the entire process.

Our main focus for the HWSETA Artisan Support Programme is the Apprenticeship. The Apprenticeship includes partaking in all seven steps till a learner is a qualified Artisan.

5. Research methodology

The study used a concurrent mixed method approach. This provided the opportunity to focus on different aspects of the study, while both methods were complement to the information gained from the research study (Castellan 2010). Both the quantitative and qualitative methods used included a set of questions regarding the perceptions and experiences towards the HWSETA Artisan Support Programme. More specifically the research study used a questionnaires and in-depth interviews.

5.1. Quantitative and qualitative research approach

5.1.1. Quantitative approach

A quantitative method aims to explain phenomena by collecting numerical data that can be analysed using mathematical based methods (Louis, Lawrence and Keith, 2000). With quantitative data it was possible to quantify data and make generalisations to a similar population under the study.

5.1.2. Qualitative approach

Qualitative method is a research approach which seeks to understand data through a deep intense and holistic overview of the context under study, often involving interacting within the everyday lives of individuals, groups, communities and organisation (Gray, 2009). This approach was useful to this study in obtaining an in-depth understanding of the study issues and reflected the views and perceptions of the participants.

5.2. Data collection methods

A survey was administered in the form of a questionnaire. The qualitative phase comprised of individual in-depth interviews.

5.2.1. Questionnaire

A survey was administered in the form of a questionnaire. With a questionnaire the data are presented as numbers and are objective and generalisable to other populations (Castellan 2010). The questionnaire was administered to learners at their host employer or place of convenience for those who have completed the Artisan Programme. The information gathered through the

questionnaire provided information on both perception and experiences towards the HWSETA Artisan Support Programme.

5.2.2. In-depth interviews

The qualitative phase comprised of individual in-depth interviews. These were in the form of semi-structured interviews comprising of open-ended questions. The in-depth interview provided data that has insight, a broader understanding of personal experiences and requires some personal involvement (Castellan 2010). The information obtained was more in-depth from which the researcher was able to identify emerging themes.

5.3. Definition of target population

The target population of the baseline study were learners who were part of the HWSETA Artisan Support Programme. The sample of the study involved apprentices, artisans and HWSETA Artisan Support Programme co-ordinators.

5.4. Sampling

The study used stratified sampling as a sampling technique. In stratified sampling the population is partitioned into groups called strata, and sampling is performed separately with each stratum (Rossi, Wright, and Anderson, 2013). The learners were divided between apprentices and artisans. Within each of these strata the researcher used random sampling to select participants to either conduct the questionnaire or in-depth interview. Therefore this study used a stratified random sampling technique. Please see table 1 below for the actual and achieved number of interviews.

The programme co-ordinators comprised of one HWSETA official, one SSACI official, 17 host employers and two college officials. There were only two colleges that were used as part of the artisan training programme. The in-depth interviews were conducted with all co-ordinators except for the host employer where eight were purposively selected to participate. Please see table 2 below for the actual and achieved number of interviews.

Table 1: Learner sample breakdown of actual and achieved interviews.

		Apprentice		Artisan	
Target population		Learners who are part of the HWSETA Artisan Support Programme.			
Total population size		39		79	
		Actual	Achieved	Actual	Achieved
Sample size	In-depth Interview	4	4	7	2
	Questionnaire	35	22	40	35

Table 2: Programme Co-ordinator breakdown actual and achieved interviews.

Target population	Region			
	Gauteng		Western Cape	
	Actual	Achieved	Actual	Achieved
HWSETA	1	1		
SSACI	1	1		
Colleges	1	1	1	0
Host Employers	4	2	3	2

5.5. Recruitment

As previously mentioned the sample for the study involved apprentices, artisans, HWSETA Artisan Support Programme co-ordinators and host employers. For the Apprentices, the host employer was contacted to arrange a suitable time to conduct the survey at their offices. Furthermore the host employer was interviewed on the same day as the Apprentices. The Artisans were contacted directly to arrange at the identified locations. After a number of attempts and the low participation rate by Artisans, the research team had to change its strategy and instead conduct the interviews telephonically. Apprentices are generally hard to reach on the phone as most companies do not allow the use of cellphones. All programme co-ordinators were contacted individually and appointments for in-depth interviews were arranged at their place of employment.

5.6. Data analysis

5.6.1. Quantitative analysis

Once all questionnaires were completed, they were each allocated unique identification numbers and captured by the research team. Once capturing was complete, a quality check was conducted on all questionnaires. The data was analysed using Statistical Package for the Social Sciences (SPSS) to provide simple descriptive statistics. Where applicable with the rating questions, the researcher reported on the top two and bottom two box percentages. The percentages were calculated by adding the percentages of the top two and bottom two boxes and not the two highest score or two lowest score respectively. This is applied with caution as the weight or value of the individual scores may differ (Thomas, 2015). The actual percentages are reflected in the graphs. The researcher has used frequency counts in reporting for the open-ended questions and not percentages

5.6.2. Qualitative analysis

All students were required to sign a consent form that gave permission to the research team to record and conduct the interview. All in-depth interviews were recorded. These recorded interviews were transcribed and summarised. The data analysis was conducted using thematic analysis. Thematic analysis is “a method for identifying, analysing and reporting patterns within data” (Vaismoradi et al., 2013:340). These patterns that emerged were vital in helping the researcher to describe the phenomenon of the study. The researcher used the common themes that began to emerge and searched across all interviews for common threads (Fereday, Muir-Cochrane, 2006). These were used to provide a richer understanding from the transcripts and tell a story. The approach to the analysis of the data was based on thematic analysis. This is due to the research questions which are open-ended and meant to elicit a broad range of responses. The semi-structured interviews generated data which is more suitable to analyse thematically. The idea was to get data which would show meanings, attitudes and subjective factors that are critical in producing findings relevant to the research question. Thematic analysis allows for themes, patterns, convergences, paradoxes and contrasts to be identified.

Interviews were transcribed and a three step process of coding was followed of *open, axial and selective coding*. Open coding involves the researcher assigning initial codes in a first attempt to condense the data into categories. Axial coding is a second pass through the data whereby the focus is on the initial codes rather than the data. Selective coding involves scanning all the data and previous codes; major themes are then generated with this phase of the coding process (Neuman, 2006). The idea of the coding strategy was to reduce the large data into a manageable size which follows on the themes generated through the interviews.

In presenting the data, the researcher uses tables highlighting the main themes and sub-themes that emerged. Also for some of the open-ended questions, the researcher used a table and listed some of the positive and negative words that were used to describe learners' experiences. Where certain words were neither negative nor positive, they were placed under 'caution'. This would be words or phrases learners used that could be a cause for a concern but do not carry a negative connotation.

5.7. Limitations

As previously mentioned the participation rate by learners' was low and as a result, surveys with the Artisans had to be conducted telephonically. There were a number of factor that led to the low participation rate. Listed below are some of the reasons:

- Data collection was conducted at a busy period particularly for companies' involved in production. This made it rather difficult to gain access to premises and obtain permission to conduct the survey.
- The research team also learnt that many of the learners had recently started at the college, or had recently left the host employer. Learners' who were only beginning the Artisan Programme at the college were not part of the sample.
- Individual appointments had to be made with those learners' who had completed. Learners who had completed were unemployed and thus some had returned home. Some learners were still living in the two provinces, however as they were unemployed they could not afford to travel to the selected locations where the surveys would be administered.
- In the case of two learners who were identified as Apprentices, when the host employer was contacted to set up an appointment during recruitment, the learners had completed.

6. Analysis of findings

In this section, the researcher provides an analysis of the findings.

6.1. Quantitative analysis

This section begins with the demographics section, registration and contracting, knowledge and practical learning, workplace learning and the trade test section. The researcher also asked learners to describe their overall experience while on the Artisan Programme and to provide any recommendations for the Artisan Programme.

6.1.1. Demographics

Most (64.9%) participants stated that they began with the Artisan Programme in 2014 and the lowest (10.5%) having started in 2013 (Figure 2). The Artisan Programme was only implemented in 2013 and the learners are enrolled in the Artisan Programme in groups. Thus, it makes sense for the numbers to increase in 2014.

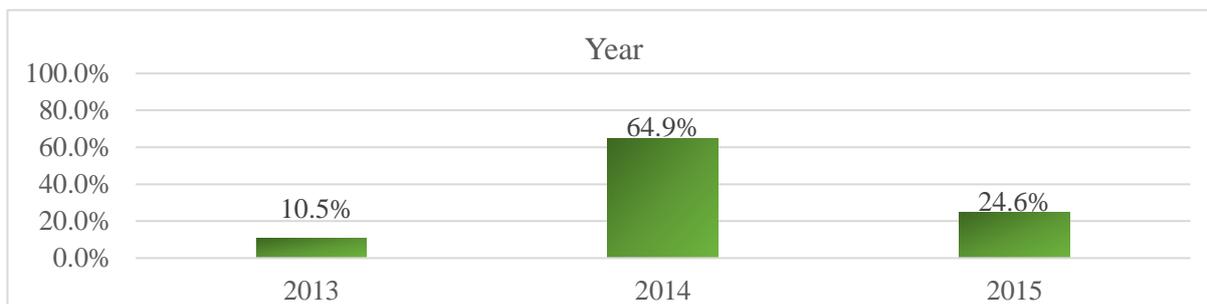


Figure 2. Year learners' commenced with the Artisan Programme.

Most of the learners (80.7%) are between the ages of 16 and 25 years. All learners' are below the ages of 35 years (Figure 3). One of the requirements of the Artisan Programme is that learners must be below the ages of 26 (Skills portal, 2014).

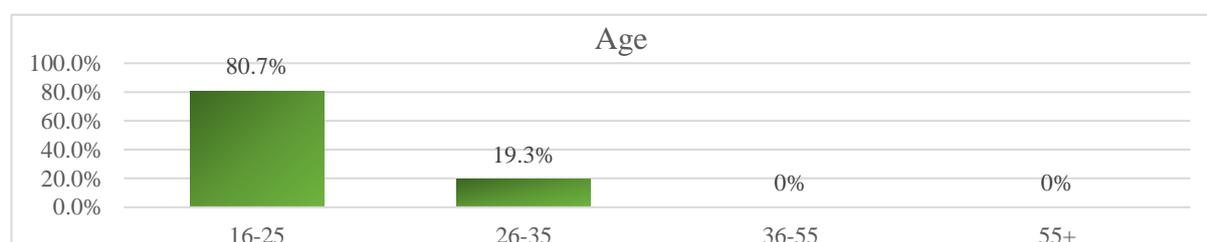


Figure 3. Age of learners.

Males comprise 70.2% of the learners, while females' make-up 29.8% of the learners (Figure 4). The requirement according to the transformation and equity imperatives is 60% for females, however it is an industry that is historically male-dominated and as such meeting the gender quota may prove to be challenging. No learners reported having a disability, though the MOA required that at least 5% should be people with disabilities. It is important to note that the extent of medical fitness required is dependent upon the particular trade (Skills portal, 2014). Thus the nature of disability should be determined per each individual case. Furthermore the enrolment figures according to race, gender, disability and other factors by colleges, TVET colleges and other educational institutions directly influences the quotas of learners in any Artisan Programme.

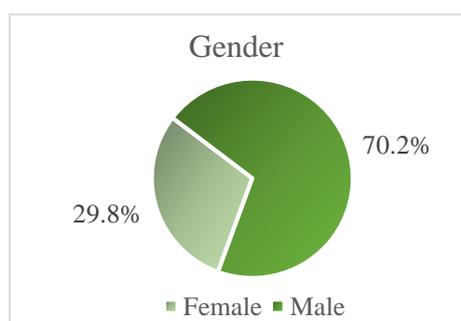


Figure 4. Gender of learners.

Figure below shows that, blacks are the majority at 81.3%, followed by coloureds at 12.5% and lastly whites at 6.2%. These figures reflect the national norm of race representation in South Africa.

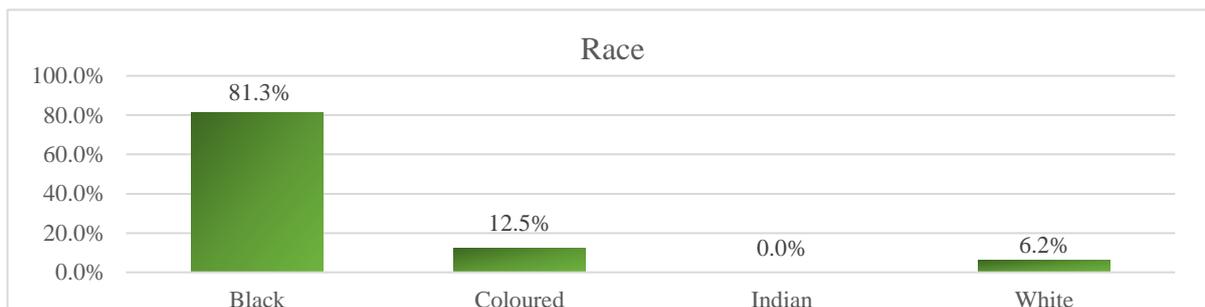


Figure 5. Race of learners.

Most learners were unemployed at 59.6% at completion of the Artisan Programme (Figure 6). At the start of data collection most learners' had completed trade tests. Hence the majority of our sample consisted of Artisans (those who completed). However the percentage of those unemployed is almost two thirds which is a high number. This does raise the question of the employability of the learners at completion of the Artisan Programme. Of those unemployed it would be of interest to follow up at a later stage to determine how long it takes for learners to find employment.

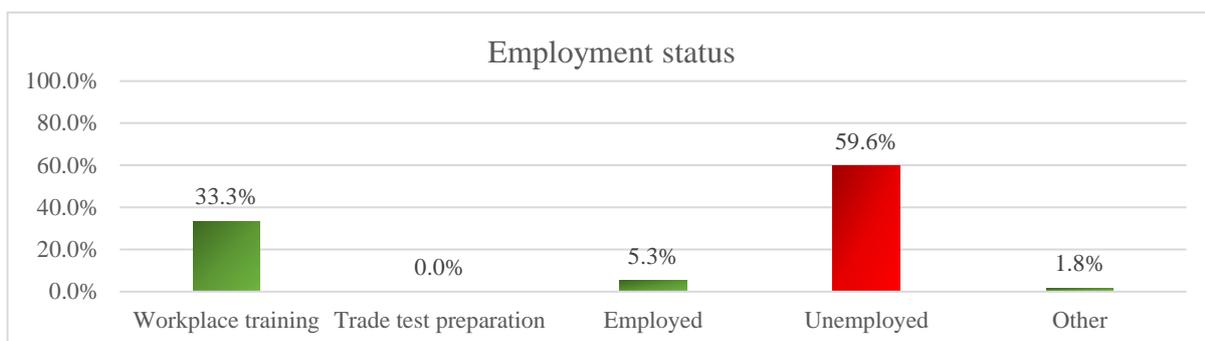
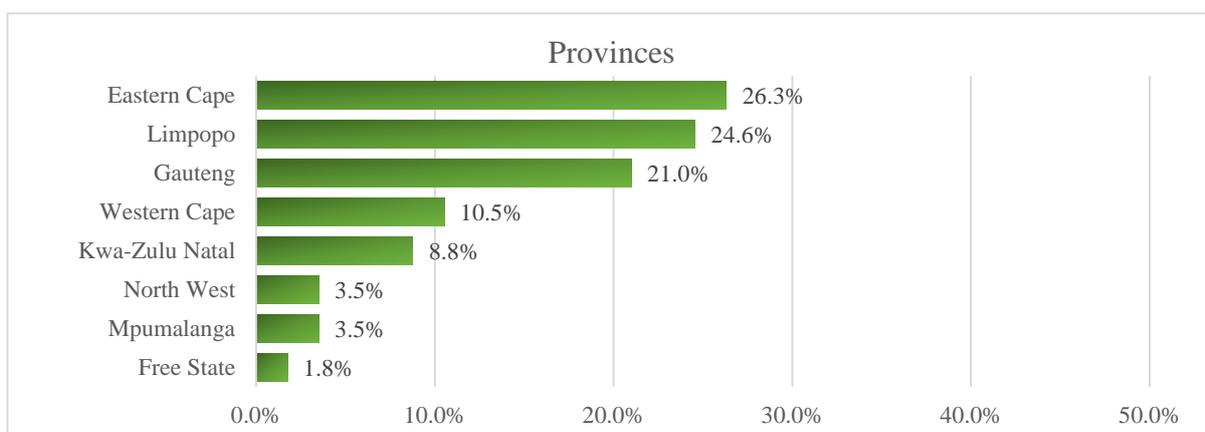


Figure 6. Current employment status at completion of the Artisan Programme.

Below (Figure 7) is a list of provinces where learners are originally from and not where they are currently living as some of the learners had relocated. The Artisan Programme only used two training centres, thus it was compulsory for the learners to relocate. The learners would have relocated to attend college prior to the Artisan Programme or specifically to participate in the Artisan Programme.



Below is a list of the different municipalities the learners are from (Table 3).

Table 3. Municipality learners are from.

Municipality	%
Ekurhuleni	20.83%
Cape Town	10.42%
Elundini	4.17%
Greater Tubatse	4.17%
King Sabata Dalindyeddo	4.17%
Mnquma	4.17%
Sekhukhune	4.17%
Vhembe	4.17%
Bojanala	2.08%
Buffalo City	2.08%
Bushbuckridge	2.08%
Capricorn	2.08%
Greater Giyani	2.08%
Intsika Yethu	2.08%
Johannesburg	2.08%
Madibeng	2.08%
Makhado	2.08%
Makhuduthamaga	2.08%
Maluti-A-Phofung	2.08%
Mbhashe	2.08%
Mbhashe	2.08%
Mhlontlo	2.08%
Mogalakwena	2.08%
Nkangala	2.08%
Thulamela	2.08%
Tshwane	2.08%
uMhlathuze	2.08%
Umzinyathi	2.08%
Vhukile	2.08%

The majority of learners at 58.8% said they didn't know or were not sure what the current combined estimated income was. This was followed by 30.4% who said the combined household income was between R1001 and R5000 (Figure 8). This included learners who were currently still training.

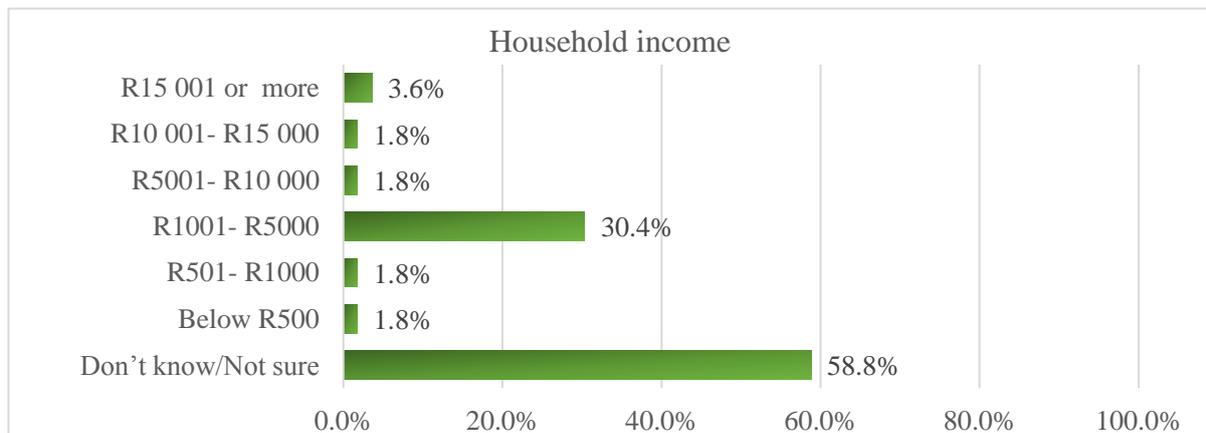


Figure 8. Current estimated household income.

The majority at 31, 6% said a sibling is the breadwinner at home. This is closely followed by the father at 29.7% and mother at 21.1% (Figure 9). Those who selected ‘other’ said the breadwinner was either themselves, or there was no breadwinner or it was a combination of members of the family.

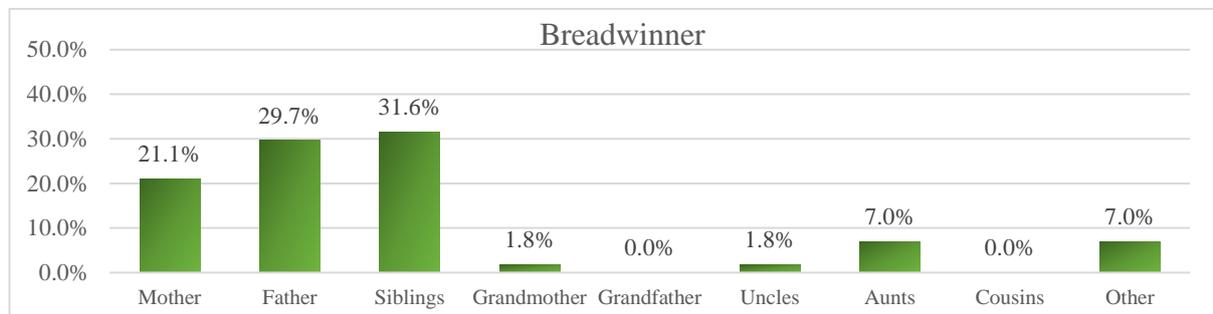


Figure 9. Breadwinner at home.

Almost half (49.1%) of learners said their highest qualification was an advanced certificate. This was followed by 43.9% who had a higher certificate before the Artisan Programme (Figure 10). Furthermore, 71.9% said they were studying as the main activity before the Artisan Programme. This is not surprising as a requirement potential candidates were required to have minimum level N4 or NCV level 4 (Skills portal, 2014).

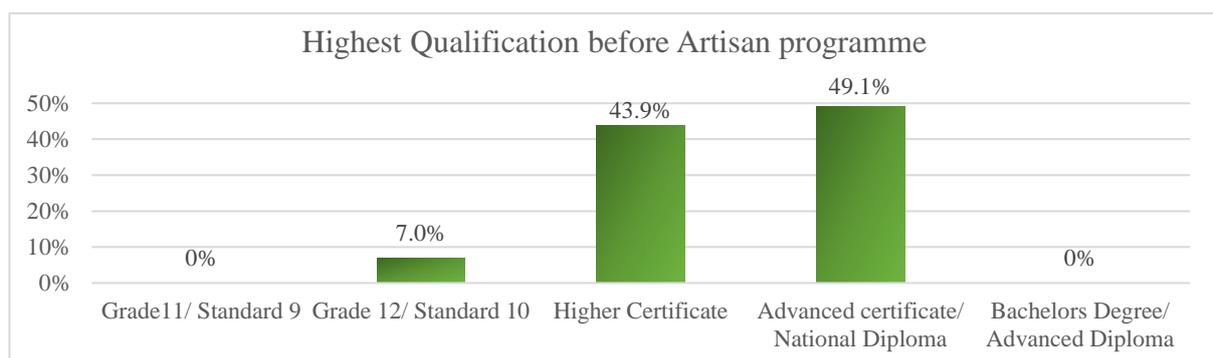


Figure 10. Highest qualification before Artisan Programme.

Before joining Artisan Programme, the majority of the respondents, representing 71,9% were still studying followed of 15,8% of those who were unemployed and 5,3% were employed on part-time basis while 7,0% had not specified the kind of activity were involved in before joining Artisan Programme.

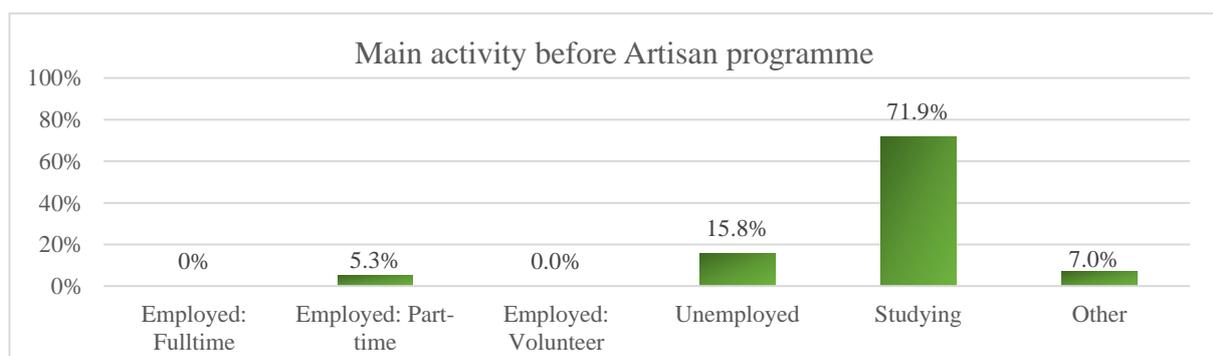


Figure 11. Main activity before Artisan Programme.

The majority (49.1%) of learners said they first heard about the Artisan Programme at college. While 24.6% heard about it on the internet and 14% heard about the Artisan Programme by word of mouth. At the present moment there is no agreed upon method for advertising the Artisan Programme between the HWSETA and SSACI and neither does SSACI have a policy with regard to advertising of programmes. Information regarding the Artisan Programme is available on the SSACI website and online job search portals.

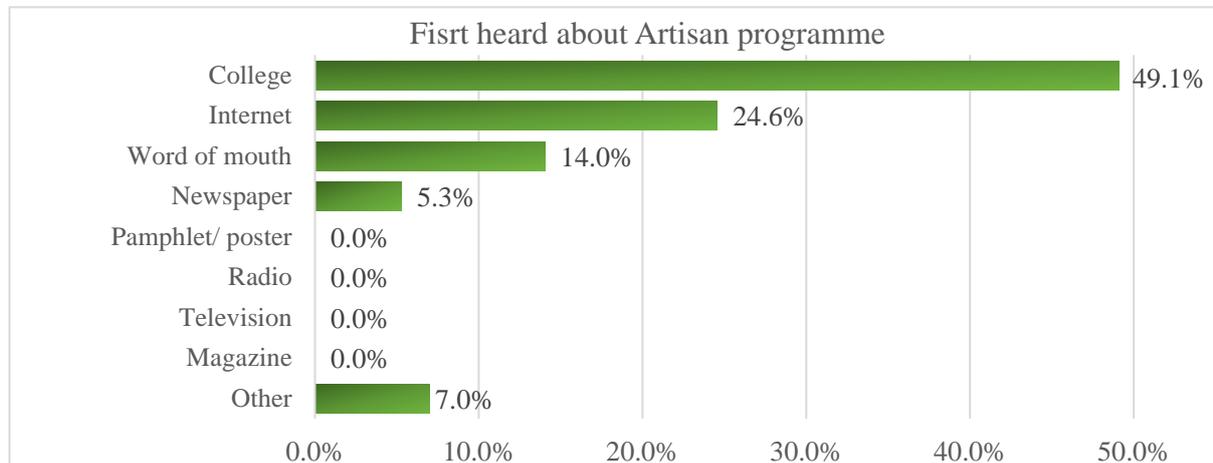


Figure 12. First heard about Artisan Programme.

The graph below illustrates the various trades learners are currently enrolled for or have completed (Figure 13). Most learners (47.7%) were in the Electrical trade and 10.5% were in the Millwright trade. From those who selected the option ‘other’ had the highest percentage of Fitter and Turners (72.2%), followed by the Refrigeration (16.7%) trade (Table 4).



Figure 13. Trade trained in or currently training in.

The table below shows other Trades learners were enrolled differently from those listed in figure 12 and result shows that 72, 2% were in Fitting and turning, 16, 7% in refrigeration, 5, 6% in refrigeration and air-conditioning and 5, 6% in tool, jig and die makers.

Table 4. Other: Trade

Trade	Count	Percentage
Fitting and turning	13	72.2%
Refrigeration	3	16.7%
Refrigeration and aircon	1	5.6%
Tool, jig and die makers	1	5.6%

When comparing trade with current employment status, the majority of those unemployed are within the electrical trade, followed by other. During discussions held with learners it was found that those within the refrigeration trade were all employed. Which does raise the question of whether the Artisan Programme is recruiting learners from trades where there are identified shortages. Providing career guidance at this phase would prove to be rather pointless if not difficult as most learners would have already been studying towards a particular trade. Colleges also enrol learners for courses which they choose and are not necessarily obligated to refuse a learner their own choice of course based on employability of certain courses as a result of market needs.

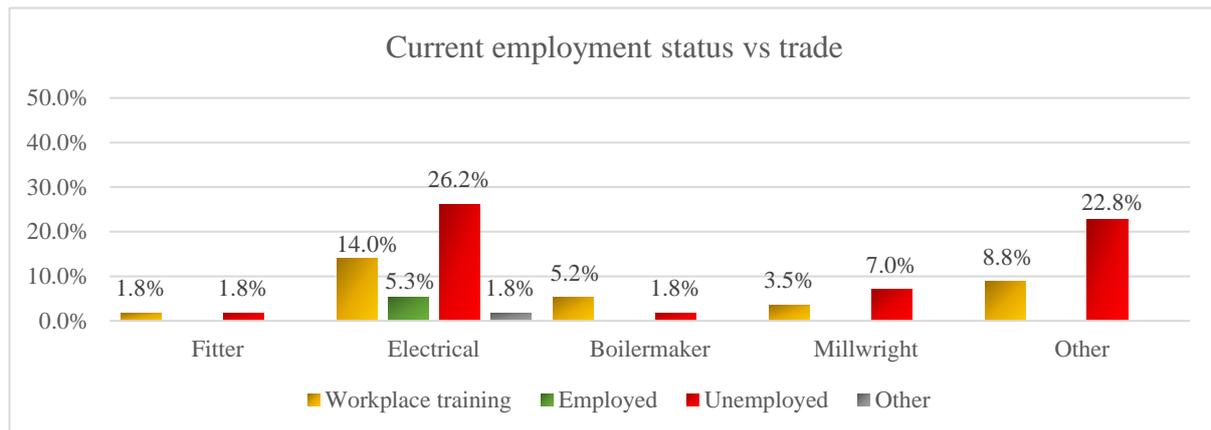


Figure 14. Trade vs employment.

The learners were asked to provide some of the reasons they chose the Artisan Programme (Table 5). For most learners it was to become a qualified Artisan (45%), or to gain the experience (18.3%). Others reasons mentioned include taking the programme out of interest (4.2%), some saw an opportunity (10%), and others even mentioned family circumstances (2.8%).

Table 5. Reasons for choosing the Artisan Programme.

Theme	Count	Percentage
To be a qualified Artisan	32	45.0%
Experience	13	18.3%
Goal	9	12.7%
Interest	3	4.2%
An opportunity	7	10.0%
Good with hands	5	7.0%
Family circumstances	2	2.8%
Total	71	100.0%

Below is a list of qualifications and courses learners said they would be interested in, after completion of the Artisan Programme.

Table 6. Learners' qualification interests after completion of the Artisan Programme.

Wireman's licence	Inspector
Government Certificate of Competence (GCC)	Engineering
B-Tech/ Diploma	Proceed till N6
Technician	Certificate of Compliance (COC)
Programme Logic Controller (PLC)	Installations Rule course
Instrumentation	Degree

6.1.3. Registration and contracting

In this section the researcher discusses the registration and contracting phase. In this phase of the Artisan Programme, learners are short-listed, go through a selection process (this includes an interview, aptitude test and medical test) and if they have passed all these they are selected into the Artisan Programme. The learners' are also required to sign a learner agreement. They were asked regarding their experiences during selection, the criteria used and the requirements as stated in the contract.

Most learners (89.5%) agreed that the requirements and processes required for the Artisan Programme were explained clearly. Regarding the selection criteria, 92.9% of learners agreed that they were fair. While 89.2% of learners said they were satisfied with terms and conditions in the learner agreements. Almost all learners (94.7%) said they understood all requirements as stated in the learner agreement.

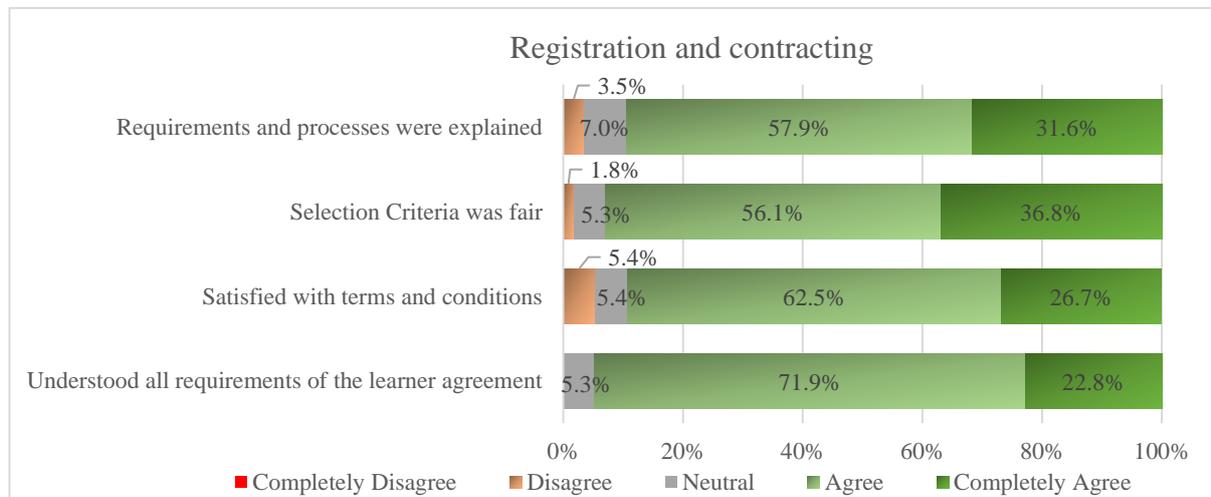


Figure 15. Registration and contracting.

Learners were then asked to tell us about their overall experience during the application process (Table 7). The learners reported the application processes as similar, with most learners stating they first heard about the college through a poster at the college, from a friend, newspapers advert or through the internet. After the cv's were submitted, this was followed by an interview, aptitude test and medical examination. Most learners used positive words to describe their overall application experience. Under the caution section in table below, some learners stated that they just received a call or that the college applied on their behalf. The question raised is whether the learners are aware that the college is applying on their behalf. Another learner stated that they were assisted with choosing a trade, this would not be possible as all learners are already pursuing a specific trade by the time they join the Artisan Programme.

Table 7. Learners experience with the application process.

Positive	No complications	Process alright	Good
	Friendly	Helpful	Simple process
	Not bad	Easy/ Not difficult	No problems
	Everything was clear	Application fair	Best thing
	One week to respond	Great	Short process
Caution	Just got a call	Assisted to choose trades	The college applied for me

6.1.4. Knowledge and practical learning

In this section, the researcher will discuss the registration and contracting phase. In this phase of the Artisan Programme, the learners are based at the training centre for a period of six months. This includes both theoretical and practical learning. They were asked questions regarding their experiences while at the training centre.

The majority of learners (86%) said they agreed that the lecturers were supportive. More than eighty percent said agreed that there was adequate opportunity at the college for practical's, while 80.7% agreed the time spent at the college was adequate. However, 12.3% of learners' disagreed with this statement. This is not surprising as the issue of time allocated either at the college, work place or trade test preparation was raised a number of times during data collection. Most learners at 87.7% said they were satisfied with training received at the college.

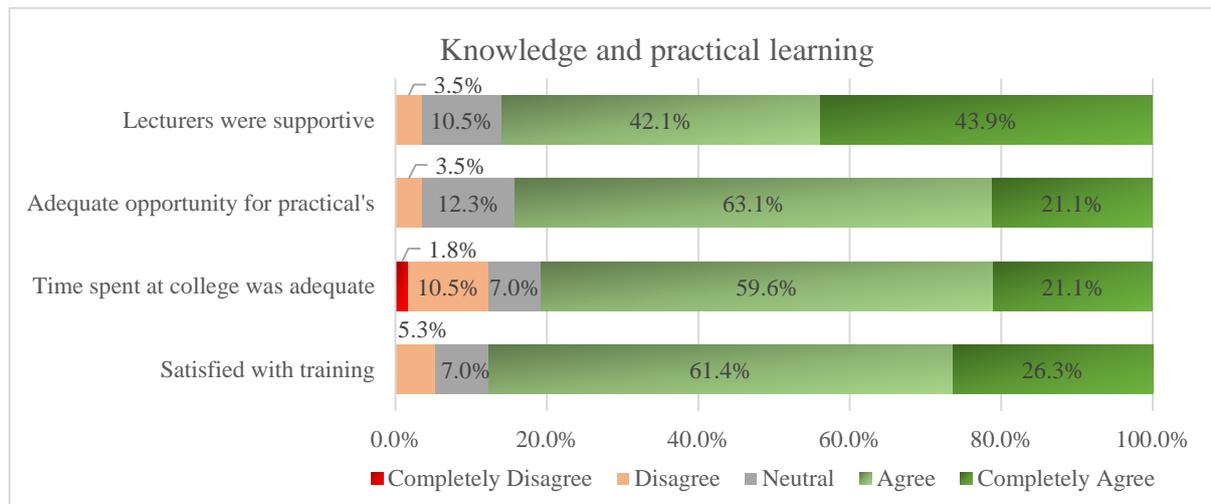


Figure 16. Knowledge and practical learning.

Learners were then asked to tell us about their overall experience at the college (Table 8). Mostly used positive words to describe their experiences. Somethings to be cautious of is learners staying at the college longer than six months. This occurred as no host employer was available to accommodate the learners. Furthermore, issues were raised regarding the quality of equipment and lack of support from lecturers. Some negative comments of concern is that learners were not permitted to use plates or do any assembling. This raises the issues of learners having enough opportunity for their practicals. There was a comment on racism but no explanation or context was provided.

Table 8. Learners experiences at the college.

Positive	Great	Learned a lot	Learnt new things
	Got basic training	Lecturers helpful	Good
	Practiced theory	Experience impressive	Lecturers supportive
	Enjoyed everyday	Perfect	Training fair
	Organised	Best lecturer	Prepared for host company
	Fun	Met expectations	Time was enough
	Nice	Amazing	
Caution	Stayed longer	Not enough time	Components not good
	Not enough equipment	Clashing practical's	No certificates for practical's
	Very short	Instructors not supportive	Components bad condition
Negative	No assembling	Not permitted to use plates	Racism

6.1.5. Workplace learning

In this section, the researcher discusses the workplace learning. In this phase of the Artisan Programme, the learners are placed with a host employer that is trade related for a period of 12 months. The learners were asked questions regarding their experiences while gaining work experience and the relationships they had with fellow colleagues.

Almost two-thirds (63.1%) of learners said the treatment received at the workplace was encouraging. While 78.9% said their managers were supportive and 89.4% said they had a positive relationship with their supervisors. Of concern is that only 58.9% said the experience gained was sufficient to prepare for the trade test and 68.4% said they were given adequate opportunity to learn.

The workplace learning is important for a number of reasons. Firstly, and most importantly, it provides the learners with experience and secondly, learners are required to complete a number of hours on each task as set out in the logbooks which must be signed. Lastly, through the workplace experience learners start to become comfortable within their trade and able to start working and thinking independently when facing a task. The last two reasons are more relevant for purposes of the trade test. For the trade test learners are required to complete a number of tasks. Now for instance, a learner that is not performing a task may forget how to complete it and also if they are not able to think independently when faced with a task they may be unable to complete it during a trade test.

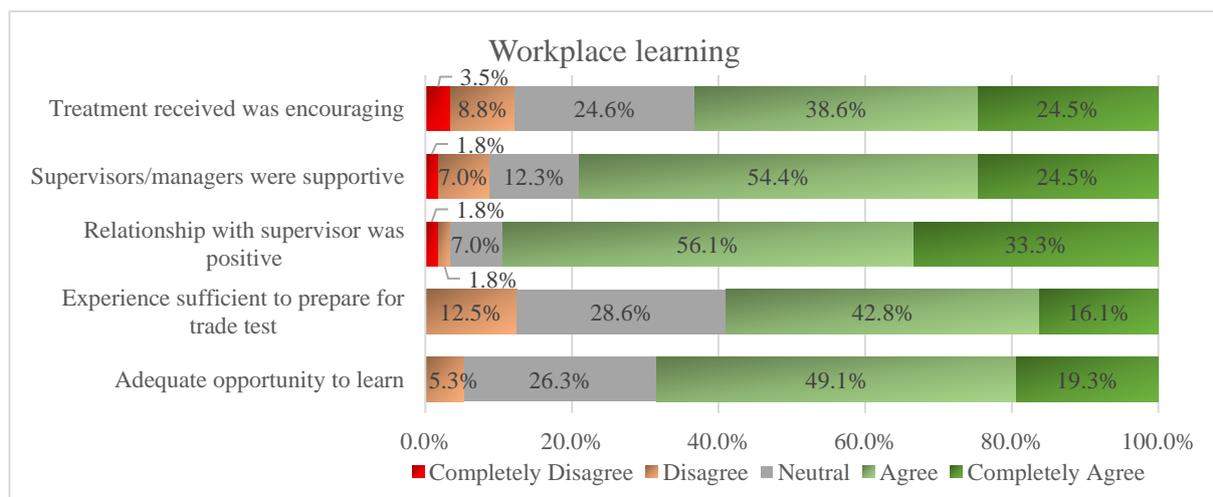


Figure 17. Workplace learning.

Learners were then asked to tell us about their overall experience during workplace training (Table 9). Once again a fair amount of positive comments were given by learners. However, the number of negative comments increased. Something to be cautious of is that learners felt that there wasn't enough time allocated or the right facilities were not selected for workplace training. For instance, some stated the tasks they were completing were very different or that they were doing the task repetitively. Learners also mentioned that there was no support from other colleagues who feared they may lose their jobs or that the training is time consuming. The support from colleagues is important as it affects to what extent a learner will learn.

Most negative comments were about racism that was experienced in the workplace. The companies were only communicating in the Afrikaans language while only affording white learners the opportunity to train and complete tasks while black learners would be requested to

clean the workstations once the white learners had completed tasks. This particular issue was reported and has been resolved.

Table 9. Learners experiences with workplace learning.

Positive	Experience good	Treatment good	Learnt a lot
	Getting experience	Support from all	Lot of help
	Learnt skills and tricks	Good exposure	Going well
	Good mentors	Benefit from working with Artisans	Learnt independence
	Welcoming	Good so far	Team player
	50/50	Fair	Ups and downs
	Great facilities		
Caution	Learning different tasks	Shortage of PPC	Difficult to learn
	Not enough opportunity	Only observing	Exposure not great
	Lack of access	One sided	Not perfect for trade
	Others fear job losses	No support from colleagues	Same task everyday
	No induction	12 months not enough	Made to feel we don't belong
Negative	Use of Afrikaans	Lack of trust in blacks	Racism
	Opportunities to whites	Blacks only cleaned	Company has no idea
	Company has no time for training		

Lastly learners were asked if they were aware of any insurance that may cover them against injury or damages. Most learners (78.9%) said they were unaware of any insurance (Figure 18). Those who said yes, stated that it was for the purposes of injury, loss or damage. Though most learners said no, this does not imply that there isn't anything in place to cover them for injury or loss. The training centre does require a certificate of good standing from SSACI.

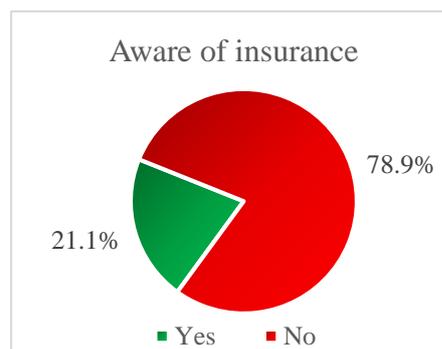


Figure 18. Awareness of insurance.

6.1.6. Trade test

In this section, the researcher discusses the trade test. In this phase of the Artisan Programme, the learners are at the training centre to prepare for the trade test. The length of time learners are provided to prepare will depend on their trade. Once preparation is complete, learners will conduct the trade test and are given three attempts to pass the test. The learners were asked questions regarding preparation received from the workplace.

Only two trade test centres were used, namely; Procedo training and Technotrain (Figure 19).



Figure 19. Trade test centre.

Most learners (64.9%) felt the workplace had prepared them for the trade test (Figure 20). While 35.1%, said no. Learners were asked for some of the reasons why they felt whether or not the workplace prepared them for the trade test (Table 10). Learners used phrases such as, 'training at the college helped' or they had enough time to prepare before the test'. This is a concern which means that learners were more reliant on the preparation time provided at the training centre prior to the trade test than the host employer. Later in the report the researcher discusses the differences between what is taught at college and the experience offered by host employers. There certainly is a slight disjuncture between the two.

More of the negative comments are that learners were not been given chances to complete tasks or a company focused more on one side of the trade. For example with the fitting and turning, a company may only offer fitting. The issue of time allocated at the host employer and for trade test preparation was mentioned on a number of occasions by learners. As we see in figure 20 below; 86.5% of learners reported that they passed the trade test on first attempt. The learners aren't necessarily failing the trade test, however, based on above mentioned comments there is a general concern amongst learners regarding what is been taught at the college, the type of experience provided by the host employer and the time allocated at the college, host employer and for trade test preparation.



Figure 20. If learners felt the workplace training prepared them for trade test.

Table 10. Learners experiences regarding whether workplace provided enough preparation for trade test.

Positive	Worked on tasks everyday	Learnt a lot	Had everything to learn from
Caution	Training at college helped	Preparation at college	Enough time to prepare before test
	Trained thoroughly	Lecturer provided tips	Trained by training centre
Negative	No training on turning	Racism	Not given chances
	Main exposure provided by private companies		

A question was directed to the learners on how many trade test attempts were made in order to qualify as Artisans and the figure below shows that 86,5% of the respondents made it on the first attempt, 8,1% was for their second attempt, while 5,4% had no knowledge of their test results.

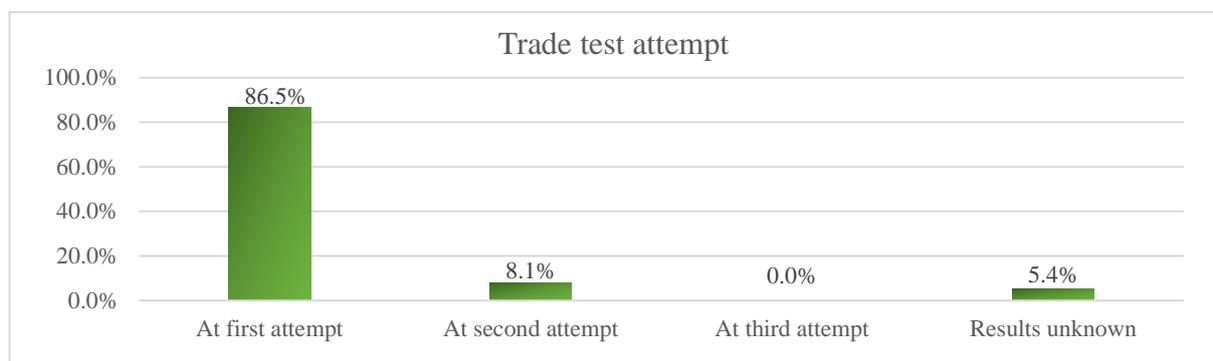


Figure 21. Number of attempts at trade test.

Learners were asked to describe their overall experience with the Artisan Programme. There is a fair share of both positive and negative comments (Table 11). The commonly mentioned themes is that it's a good programme, which helps individuals particularly from disadvantaged backgrounds to learn and gain the necessary experience. The negative comments stem around the duration of the programme including trade test preparation and the host companies selected and the type of experience they should be providing to learners. The negative comments are discussed in more depth later in the report. For instance, there are factors that affect employability, the time allocated for trade test preparation and the companies selected to host learners.

Table 11. Learners overall experience with the Artisan Programme.

Positive	Good	Trained well	Great
	Learnt a lot	Learnt all	Helpful
	Fun	Greatful	Gained experience
	Happy	Well designed	Enjoying it
	Pleased	Supportive	Effective for experience
	The beginning	Good opportunity	Recommend to anyone
	SSACI attentive	Benefited a lot	Built self-esteem
	Helping the disadvantaged	Provided people skills	
Negative	No check-ups	SSACI didn't come	Machines different from training centre
	Test results a copy, no stamp	Not enough preparation for trade test	Extending
	Not sure if the promised jobs	Not good for turning	Problems with SSACI and employer
	Corruption	Host companies	Struggle to find jobs

Lastly, in the questionnaire, learners were asked to suggest recommendations for the Artisan Programme. Below is a list of the identified themes that were mentioned by the learners (Table 12). The first recommendation is to increase the amount of time learners were spending with the host employer and for trade test preparation. The second recommendation was for the HWSETA and SSACI to ensure learner well-being. At present it is a requirement that both SSACI and the HWSETA conduct site visits. The HWSETA is required to submit monitoring reports. While SSACI should visit each site at least every three months. The third recommendation is with regard to the host employer that is selected. Some of the experience employers provide may be different to what learners are taught at the college. The fourth recommendation is about job placements. As already seen 59.6% of learners who completed the survey are unemployed which is of concern. Other recommendations made were to address the quality of the PPE provided to learners, increase stipend amounts, increase the footprint and also the requirements are too high and should be reduced.

Table 12. Learner recommendations for the Artisan Programme.

Theme	Sub-theme
Length of time	Increase time with host employer
	Increase preparation time for trade test
	Host employer not found in time
Learners well-being	Site visits by SSACI and HWSETA
	HWSETA to send inspectors
Host employer	Consider the experience they can offer
	Relevant to trade
Job placement	HWSETA and SSACI must get us jobs
	Train and leave us
Others	Quality of PPE
	Stipend amount should increase
	Requirements are high
	Increase footprint

In the next section, the researcher provides a qualitative analysis from the interviews that were held with learners and programme co-ordinators.

6.2. Qualitative analysis

In reporting the qualitative data, the researcher will aim to provide a detailed description of the learners' experiences during the Artisan Programme. As for the quantitative section, the analysis follows the same order and begin with the registration and contracting, then followed by the knowledge and practical learning, workplace learning, the trade test and overall experience with the Artisan Programme.

As a reminder, the in-depth interviews were conducted with learners (either Apprentices or Artisans), HWSETA co-ordinators, SSACI co-ordinators, Host employers and College co-ordinators. A document analysis was conducted on the MOA and learner agreements but was used merely to enrich the researchers understanding of the Artisan Programme. A few points are made in reference to these documents for purposes of supporting arguments and the analysis.

6.2.1. Registration and contracting

The registration and contract phase refers to the recruitment of learners and signing of learner agreements. Starting with the application process learners either faxed or e-mailed their cv's directly to SSACI. Alternatively, other stated that they submitted their cv's to the college where the Artisan Programme was advertised. All learners went through the same application process, from the interview, aptitude test and medical exam. For the medical exam, it is explained to the learners that their medical fitness is according to trade. Sight and hearing are considered the most important and should be at an acceptable level.

At this phase of the project neither the host employer nor the colleges are involved with selection. However, the colleges may assist with administering the aptitude tests but do not make any recommendations. Once the results are finalised, they are handed over to SSACI for selection. Both aptitude and medical tests are paid for by SSACI.

The learners agreed that the selection criteria was fair and necessary because people can be deceitful about certain things to get a job or ahead in life. Another learner even mentioned that an N4 requirement was within reach, whereas with an N5 or N6 many students struggle to complete their trade till N6. Learners must also achieve a certain percentage for their subjects. A learner with lower marks may be considered depending on which subjects are lower and thus it is determined on a case by case basis. Learners that are above the age requirement of 26 years are also considered, however once again it is on a case by case basis.

When asked for reasons for selecting the Artisan Programme, learners did not choose the programme because it was particularly funded by the HWSETA but rather because the HWSETA was offering an Artisan Programme and they were selected. When considering that almost half (49.1%) of learners first heard about the Artisan Programme from the college, this could mean that learners were simply looking for an Artisan Programme. This is also an accelerated programme which is a maximum of two years and therefore, may be more appealing than other programmes which take three or four years. Another issue to consider is that learners begin with their N-courses unaware of some of the requirements before they can become employed when enrolled in such trades.

The programme is chosen to increase employment opportunities as one learner said,

“...It’s the only programme that will make us have skills in order to go out there and be employed. You get the experience, enough exposure” (Participant XX, interview 14 December 2015).

Other learners are also selecting the programme as they are informed by their lecturers that they need practical experience at completion of their N-courses as one learners said,

“So I asked the lecturers...they said I have to look for an Apprenticeship” (Participant XY, interview 08 December 2015).

Learners’ reasons for choosing the Artisan Programme are valid even though some may have been unaware of the practical’s that are required. This means a learner is probably even more determined to complete the programme. The aim of such programmes is to increase an individual’s employability by providing learning opportunities and workplace experience. When learners were asked upon completion of the programme what was their level of qualification, most learners stated it is a red seal certificate or the certificate meant they are now qualified Artisans. During the interviews many struggled to understand what was meant by level of qualification or what their level of qualification would upon completion. Those learners who applied for the Artisan Programme or the N-courses as a pathway to continuing with their studies will not be disappointed to learn that their qualification is equivalent to a level 4.

The learner agreements are either signed before the programme starts or on the first day at the college. The learnership agreement is between SSACI as a lead employer, the host employer and the learner. The agreement is similar to an employment contract outlining duties of the learner and the requirements that must be fulfilled and met at the end of the training period.

6.2.2. Knowledge and practical learning

At this phase learners’ are at the college for six months. The learners receive an induction from the college and another induction by SSACI comprising of only learners who are funded by the HWSETA. The induction provided by the college is used as an opportunity to familiarise learners with the code of conduct, safety and provide each learner with a logbook. The code of conduct outlines how learners are to conduct themselves while at the college. What the college aims to achieve is for learners to start behaving in a manner more appropriate for the workplace and to start showing the discipline required in a workplace environment. The use of cellphones is not permitted in the workshop and things like late coming are not tolerated. Furthermore, issues surrounding safety are also discussed which includes the dress code. Learners must wear PPE and boots and jewellery is not allowed.

The induction by SSACI, is an introduction into the Artisan Programme and this is when some of the learners’ will be receiving learner agreements to sign. The learners on the Artisan Programme receive Protective Personal Equipment (PPE) and a toolbox from SSACI. At times there are delays with receiving PPE and the toolbox. Some learners reported having to wait till other learners have completed a task to borrow equipment. Learners have reported that delays are dealt with, within a reasonable amount of time. Though the delivery time frame of PPE and toolboxes varies from each group.

Overall learner reported a positive experience regarding the time spent at the college. The learners consider the lecturers as supportive, good and fair. Though a complaint was raised with the amount of time. This varies from each individual and the trade is enrolled for. Some individuals may learn and work at a faster pace while others may need a little more time.

In a situation whereby a host employer has not yet been identified for a learner, the learners are required to remain for a longer time at the college. This is somewhat frustrating to some learners as it means they are already in the programme for longer than they had anticipated.

6.2.3. Workplace learning

At this phase of the Artisan Programme learners are receiving workplace learning with a host employer for a period of 12 months. The companies are approached directly by SSACI to host learners. However, a learner is placed with a host employer when and if a company has the capacity to accommodate the learner. At first glance, the first incentive is that the company will be hosting a learner for free. However, teaching and training an individual takes time and will take up the time of the company. This also limits the number of learners a company is able to host.

The host company at this point is not involved in selecting which learners' they will be hosting. The learners are allocated to a host company according to their trade. A factor that is taken into consideration is that learners will be placed as close as possible to their current residence. Although this is not always possible.

Once placed with a host employer, learners' must receive an induction from the host employer. Some learners reported they were made to feel welcome and as if they belong. You can imagine not all employees will be accepting of the learners which is also influenced by what they understand about the programme and what is expected from them during the 12 month period. Thus, the treatment received varies from one company to another and from one individual to another. At times you may find the manager is supportive and welcoming while the Supervisor, Foreman or qualified Artisan who must train the learner has a different attitude towards the learner or the Artisan Programme. When in a workshop, production line or factory learners are treated differently by all employees. One employer stated that certain tasks are easier performed by learners who are of a particular height. The task was easier to perform but did not mean other learners could not perform entirely but this meant when certain tasks were performed or within certain areas some learners were overlooked.

One learner seemed to be of the view that bad treatment or feeling excluded was normal in the workplace is unlike at the college, it is the real world. This is what the learner said,

“But from training the lecturers told us that it will be something like that, if it does happen. You just have to be strong” (Participant XY, interview 08 December 2015).

Providing learners with the company PPE or uniform was one method used by some host employers to make learners feel welcome. Not all host employers had uniforms, while others simply did not provide any PPE or uniform.

This is what one learner had to say,

“...but if they want us to feel comfortable, they must atleast give us a t-shirt from the company. But they didn't do that” (Participant XY, interview 08 December 2015).

To what extent a learner thinks they have learnt a lot is also influenced by the learning or experience a host employer is able to provide and the expectations of a learner. Host companies with a structured programme or plan where they take learners through different processes often leaves the learner fulfilled that they are been taken through different things and are gaining experience. One host company admitted that in its first year of implementing the Artisan Programme there were many teething problems and no formal plan. As a result this frustrated the learners.

Another host company stated that they were not able to take learners through certain tasks which they learnt at the college as they simply did not have the equipment or the need to perform certain tasks. This issue was particularly raised by the host company as they were unaware that the learners were only been offered two weeks for preparation. They felt this was not enough especially due to the fact that a learner may be required to perform this task in an exam but has not had practiced this task in 12 months and is only given two weeks to prepare.

Both the above-mentioned scenarios are linked to learners' expectations. What they learn at the college they expect to also practice in the real world, in a factory or production line. For this reason some learners also felt that the host companies selected did not offer quality training or training that is relevant to their trades. What a learner is required to learn to pass the trade test is different to what is available from a host company. Mechanisation has meant that some tasks can now be done by machine or a computer and thus for 12 months a learner isn't practicing what they have learnt at the college. In fact, they are now probably learning something which is different. This becomes frustrating and learners' begin to question whether the host company is right for their trade or if the time allocated for trade test preparation is enough.

Not all learners consider this to be a major problem and some say they were prepared for this. This is what one learner had to say,

“Our lecturers told us...because it being there at the college doesn't mean it's in the world. They said the world is different than the things you do there” (Participant XX, interview 14 December 2015).

Of concern is host employers who simply do not teach learners a task. One employer was reported for taking learners logbooks and signing for hours and tasks which the learners did not cover. This is what the learner had to say,

“...they took our logbook and they sign other stuff that we didn't do and they never show us” (Participant XZ, interview 15 December 2015).

This particular problem was dealt with at the time of occurrence and has been addressed with the host company.

6.2.4. Trade test

At the end of a 12 month period with a host employer learners will return to the college or training centre and begin their preparation for the trade test. Apart from the lack of exposure, some reported that they were ready for the trade test or that the workplace in some way did assist them to thoroughly prepare for the trade test.

Only 8.1% of those who have attempted the trade test, passed at the second attempt. A comforting thought that even though there is a disjuncture between the college and host employers, it does not leave the learner at a disadvantage.

6.2.5. Overall experience

Overall once again the learners stated that they had gained a lot of experience and have learnt a lot during the Artisan Programme. The only disappointment was that the host employers do not hire the Apprentices and thus they are looking for employment while conducting training. Based on the HWSETA monitoring and evaluation reports a number of learners have left the Artisan Programme to join other programmes. The aim is to find employment and have the experience that you makes you employable and thus to be unemployed at the end would a disappointment for the learners. One learner said they would consider volunteering just to gain the experience.

A few suggestions, were made with regard to choosing the right employer to provide good quality training and to increase the length of time allocated for trade test preparation.

7. Discussion

The Artisan Programme has been implemented successfully with a few bumps along the way. These hiccups are visualised in some of the main recommendations that learners made regarding the Artisan Programme. The main themes that emerged from the recommendations are to increase the length of the Artisan Programme, to ensure the learners' well-being, the right host employer must be selected to ensure that learners receive enough and the necessary exposure. The biggest challenge that remains is the placement of learners in permanent employment upon completion of the Artisan Programme.

The researcher would like to discuss a few factors that should be taken into consideration, although not all are major problems for the Artisan Programmes. The first is the definition of disability. Any occupation has its own limitations when it comes to level of disability, which can be both mental and physical. Certain levels of disability limit the sort of jobs and tasks an individual can complete. Rightly so, it would seem cruel to expect a blind individual to drive a forklift for instance. However, there are currently no people living with disabilities in the programme, which raises the questions as to how disability is defined within the different trades. Sight and hearing are considered the most important. What this means is that an individual with a hearing aid will be considered disabled and not able to work. Though this seems harsh, hearing needs to be at an acceptable level. Is enough been done by employers to accommodate people living with disabilities? Are the colleges also encouraging people living with disabilities to apply for these trades?

The programme did experience a number of drop-outs as evidenced in the monitoring and evaluation reports conducted by the HWSETA. The monitoring and evaluation reports are conducted as part of the conditions stated in the MOA. However, neither the MOA nor the monitoring and evaluation reports define what is a drop-out and conditions of such. When a learner leaves the Artisan Programme, the HWSETA must be notified. However, at present any learner who leaves because they have found permanent employment, or switched to a different Artisan Programme and even in the case of a death are considered drop-outs. The phrase has a negative connotation as to say that these learners have failed and were unable to complete. Perhaps the learner did not complete this Artisan Programme but still intends to continue and become a qualified Artisan. What remains in one's mind is that learners are not completing and begins to question what factors may prevent a learner from completing.

As already discussed, the experience of workplace training varies from one company to another and will be different for all individuals. Host employers are expected to train learners and complete a number of hours on a certain tasks. In cases where a host company can only provide one side of the trade as with fitters and turners, the learners' would be based with a host employer for six months to do either fitting or turning. They would then be placed with another host employer for the remaining six months to complete either the fitting or turning.

As mentioned host employers must also be prepared to host the learners and create a programme to ensure that a learner is taken through different processes. This makes it more structured and a learner is not left frustrated repeating the same tasks or doing random task and not knowing what to expect.

Having a lead employer and host employer did create some concern. The employer you raise concerns and problems with, is not the same employer you report to and deal with on a daily basis. At times learners felt that SSACI as a lead employer did not visit often enough. It is also stated in the learner agreement that learners must inform the lead employer of any issues they may have.

What learners were taught at the college was aligned to the trade test. The experience offered by host companies was different and more applicable to 'today's' world. Thus, many learners felt the amount of time allocated for trade test preparation was not enough, as it had been 12 months since they had completed a task.

The results the learners received did not have any official stamp from the test centre and thus these results are not accepted by employers and would not employ the learners. At times there were delays in receiving the test results and certificates. While some employers were willing to employ learners' provided the results had an official stamp, other employers do not even consider individuals who do not present the red seal certificate.

Lastly, there was the issue of employment upon completion by the host companies. One factor that played the biggest role was that some of the host companies already had Artisan Programmes in place that were either funded by other SETAs or through the company itself. This meant that they were more likely to employ those individuals who were part of their programmes. Some of the Apprentices that were part of the host employers Artisan Programme, were already employees and this was part of an employee's professional development and thus any positions available are already put aside till the employee completes their training. Other employment opportunities apart from the host employer are very difficult to find. The HWSETA is currently paying a recruitment fee to SSACI and even with this in place, the placement rate is still very low.

8. Recommendations

The following recommendations are proposed by this research:

- The HWSETA needs to be more involved in the Artisan Programme,
- As this is a HWSETA funded Artisan Programme it would only makes sense to increase the involvement of employers within the health and social sectors in the following ways;
- To provide workplace learning,
- And to employ the Artisans.
- Training centres need to provide learners with results with an official stamp.

- Host employer should present a programme which they will use to train learners during the 12 period.
- Monitoring and evaluation visits by the HWSETA should be more learner based,
- Recruit for trades that are in demand,
- Increase the number of people living with disability.

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