Understanding the Impact of the Artisan Programme: *An Insight from Evidence*

Abstract

The South African government identified several critical skills that are in need in the South African labour market. One of the critical skills identified is artisans' skills. To address the skills gap, the South African government passed the Skills Development Act 97 of 1998 which identified key skills that must be developed and improved within the South African workforce. The Act established the National Skills Authority, Sector Education and Training Authorities (SETAs). SASSETA is one of the SETAs that is responsible for funding the training of artisans in South Africa. Between the years 2017-2019, a group of artisans was funded by SASSETA to enrol for the artisan programme.

SASSETA has commissioned this research to determine the impact and effectiveness of the programme during the above-mentioned period. Specifically, the study sought to assess the extent to which the Artisan Programme has contributed to employability of artisans, to evaluate the contribution of the Artisan Programme to towards the host employer, to explore if there are challenges that hinder the effectiveness of the Artisan Programmes, and to ascertain if artisans are satisfied or dissatisfied with the Artisan Programmes. A survey was conducted to answer the research question.

A census of 91 artisans drawn from a list issued by SASSETA was conducted. A questionnaire was sent to the respondent. The questionnaire had both open-ended and closed ended questions. A total of 39 usable questionnaires were returned. The finding revealed that most of the participants were satisfied with the programme, although there are challenges that they identified. Most were satisfied with the learning content that was provided, but others voiced their dissatisfaction especially with the practical component of the programme.

The findings did not find a link between the artisan programme and employment. This could be because most of the respondents were already employed when they enrolled for that programme. There is too much gender imbalance between males and females who participated in the programme. Several challenges were identified by the artisans. One of the main challenges was poor learning facilities provided by learning institutions.

An interview was conducted with a host organisation (employer) of the artisans. This was to determine whether the programme has benefited the host employer and identify challenges that hindered the programme. The findings reveal that the host employer is satisfied with the programme because of the benefits that the programme has brought to the organisation.

Several challenges were identified though that hindered the smooth running of the programme. These are internal and external challenges. The study concluded that artisans and the host employer are satisfied with the programme, despite the challenges that were identified by both learners and the employer. The study recommends that SASSETA should continue with this programme because it is benefiting host employers and the entire South African society.

Table of contents

List of Figures

List of Tables

List of Annextures

<h1 align="center">Chapter 1</h1>

<h2 align="center">Introduction and background</h2>

1.1. Introduction

South Africa has been experiencing skills shortages in many sectors of the economy (Department of Home Affairs, 2021) published a list of skills that are needed in the South African economy. Artisan skills are listed as scarce skill. This report has been compiled to present findings of a study on the effectiveness of an artisan programme that was funded by the Safety and Security Sector Education and Training Authority (SASSETA) in 2017 to 2019. This programme is an intervention by SASSETA to address artisan skills shortages in subsectors under that authority.

The report provides insight on the demographic representation of the those who participated in the programme. It further provides information about whether participants were satisfied with the whole programme and lastly identifies challenges that were encountered during the programme. The last part of the report provides recommendations on how the programme can be improved. The following section present a background to the study.

1.2. Background

The Government of South Africa through the Skills Development Act 97 of 1998 identified key skills that must be developed and improved within the South African workforce. The Act established the National Skills Authority, Sector Education and Training Authorities (SETAs), gives directions on learnerships, and explains the role of the Department of Labour in the skills development endeavour (Republic of South Africa Government Gazette, 1998). This Act was amended in 2008 by The Skills Development Amendment Act 37 of 2008 and in 2011 by The Skills Development Amendment Act 26 of 2011.

Through this act, specific skills gaps and interventions were identified. One of the skills that was identified for development was artisan skills. Artisans' trades include electrician, diesel mechanic, welding, bricklayer, plumbing, carpenter and automotive electrical (SASSETA, 2021). Career Planet and the SASSETA Strategic Plan 2015/16 – 2019/20 list 13 artisans' trades that are critically needed in South Africa. They are bricklayer, electrician, millwright, boilermaker, plumber, mechanic (including automotive mechanic), diesel mechanic, carpenter and joiner, welder, rigger, fitter and turner, mechanical fitter, and pipe fitter.

Artisans' skills shortages are a global challenge. According to Kansas Overseas Careers (2021), the artisan trade is listed among the top 50 sought after skills in Australia. According to Nation Wide Visa (2021) the same situation applies in Canada. Artisan skills such as fitters and electricians are in high demand. There is agreement that South Africa produces too few artisans to meet the needs of

the economy (GTAC, n.d.). The same sentiments are shared by the Department of Home Affairs who have listed the artisan trade as a critical skill in South Africa (Department of Home Affairs, 2021). To address the skills shortage, the Government of South African through its policies and Departments established SETAs. These organisations are tasked with filing the skills gap by providing training and funding to critical skills development areas. One such policy is the National Skills Development Strategy.

It ensures an increased access to training and skills development opportunities by addressing skills shortages and mismatches in the South African Labour Market (National Skills Development Strategy, n.d.). According to the Department of Higher Education and Training (2021), the National Artisan Development (INDLELA) and SETAs are structures that are tasked with skills development of artisans.

1.3. Purpose of the study

SASSETA has implemented the artisans' skills development programme to respond to the skills shortages in South Africa. According to SASSETA Strategic Plan 2015/16 – 2019/20 (n.d.), one of its strategic objectives is to increase the throughput of qualified artisans.

The purpose of the study is to investigate and ascertain the impact of artisan programmes funded by SASSETA during 2015/16 – 2019/20 period. It will also test the relevance of the programmes, effectiveness and efficiency around the delivery of the artisan programmes. This study will focus on artisans' programmes completed in 2017-2019.

1.4. Objectives of the study

Specifically, the objectives of the study are:
a) To assess the extent to which the Artisan Programme has contributed to employability of artisans.
b) To evaluate the contribution of the Artisan Programme to towards the host employer.
c) To explore if there are challenges that hinder the effectiveness of the Artisan Programmes.
d) To ascertain if artisans are satisfied or dissatisfied with the Artisan Programmes.

1.5. Conclusions

This chapter provides the background to the study, the purpose and objectives of the study. The background information is aimed at providing background of the problem under investigation. The purpose of the highlights the overall aim of the study and the objectives are what the study aims to achieve. Finally, the chapter presents the structure of the report. The next chapter is the theoretical framework and literature review.

1.6.   Structure of the report

Chapter 1, introduces and provides the background to the study. The purpose of the study and objectives of the study are highlighted. Chapter 2 presents the conceptual framework and literature review. The conceptual framework defines the main concepts used, and the literature review presents a review of the literature that is relevant to this study.

Chapter 3 present the methods or evaluation design of the study. Chapter 4, present the findings of the study. Chapter 5 discusses the findings. Literature is used to confirm or refute the findings. This provides a comparison between the findings of this study and existing literature. The summary, conclusions, and recommendations of the study are presented in chapter 6. The summary is presented according to the objectives of the study. conclusion and recommendations are drawn from findings and discussions.

<center>**Chapter 2**</center>

<center>**Literature review**</center>

2.1. Introduction

SASSETA is one of the 21 SETAs responsible for skills development in South Africa. To address the challenges of skills shortages, especially artisan skills shortages, SASSETA has implemented the artisans' skills development programme. This chapter discuss the literature review.

2.2. Literature review

Artisans have been trading their skills for millennia. Different authors define artisans and the artisan trades. Omeje et al (2021, p.2) and Career Planet (2021) state that artisans are craftsmen or tradesmen who skillfully and practically work with their hands. Shabane, Schultz and Hoek (2017: 2) defines an artisan as "a highly skilled person working with their hands, with emphasis on practical skills in a technical field that is manual in nature". The Center for Development and Enterprise (2007, n.p.) defines an artisan as any person who works as an electrician, boilermaker, millwright, plumber, mechanic, fitter and turner, pattern maker, or injection moulder.

The artisan trade is broad, it consists of many occupations. Solomon and Mathias (2020, p.2) identified several artisan trades. They state that there are craft beer, specialty coffee, handcrafted soap, handcrafted furniture, and animal butchery artisans. Stenn (2013) adds knitting as an artisan trade. Okwa, Soremekun, Adeseko, and Raheem (2012, n.p.), identified the following artisan trades: food stuff traders, mechanics, panel beaters, vulcanizers, battery chargers and car painters.

Afolabi, De Beer, and Haafkens (2020, p.1) found that artisans perform duties that include among others mechanical repairs, panel-beating, vulcanizing, auto electrical repairs, and painting. Omeje et al. (2012, p.2) states that they can work as carpenters, electricians, bricklayers/masons, interior decorators, iron benders, painters, plumbers, steel fixers, and tilers. SASSETA Strategic Plan 2015/16 – 2019/20 (n.d., 12) list the following artisan trades: bricklayer, electrician, millwright, boilermaker, plumber, mechanic (including automotive mechanic), diesel mechanic, carpenter and joiner, welder, rigger, fitter and turner, mechanical fitter, and pipe fitter.

2.2.1 Artisans' skills shortages and demand: a global and South African perspective

Artisans' skills shortages are a global challenge. According to Kansas Overseas Careers (2021:n.p.), the artisan trade is listed among the top 50 sought after skills in Australia. The Nation-Wide Visa (2021, n.p.) states that the same situation applies in Canada. Artisan skills such as fitters and electricians are in high demand. Solomon and Mathias (2020, p.2) support these assertions and state that in countries such as Australia, the artisan trade has gained prominence and a steady demand of

<center>4</center>

artisans in the United States of America is noticed. This clearly indicates the global artisan skills demand. South Africa has been having the same artisan skills shortage for a while. This problem was identified as early as the early 2000s. van Rooyen, Du Toit, Botha, and Rothman (2010) stated that South Africa faces artisans' skills shortage. They stated that South Africa had to retain artisans because they play a crucial role in infrastructure and economic development.

Faught (2012, p.3) stated artisans were hard to find, hence their retention was crucial for South African organisations. They started that the shortage was attributed to closing of artisan training centers, international recruitment or artisans, and a decline in students' apprenticeship numbers. Jordan and Barry (2009) stated that international organisations recruited South African artisans because of their excellent learnership programmes. There is agreement that South Africa produces too few artisans to meet the needs of the economy (GTAC, n.d.). The same sentiments are shared by the Department of Home Affairs who has listed the artisan trade as a critical skill in South Africa (Department of Home Affairs, 2021).

To address the skills shortage, the Government of South African through its policies and Departments established SETAs. These organisations are tasked with filing the skills gap by providing training and funding to critical skills development areas. One such policy is the National Skills Development Strategy. It ensures an increased access to training and skills development opportunities by addressing skills shortages and mismatches in the South African Labour Market (National Skills Development Strategy, n.d.). According to the Department of Higher Education and Training (2021), the National Artisan Development (INDLELA) and SETAs are structures that are tasked with skills development of artisans.

INDLELA's Chief Directorate is made up of four directorates, the Artisan Development, National Artisan Moderation Body, Career Development and Artisan Registration, Assessment and Artisan Recognition of Prior Learning (ARPL) (Department of Higher Education and Training, n.d.). The primary legislation that guides Artisan Development is the Skills Development Act of 1998. A Directorate in the Artisan Development was formed to perform tasks such as strategy development and stakeholder management, career guidance and TVET college liaison, information analysis and management, occupational qualification delivery (Department of Higher Education and Training, n.d.).

The National Artisan Moderation Body performs several tasks as well. It is responsible for monitoring the performance of accredited artisan trade test centres, moderate artisan trade tests, develop, maintain and apply a national data-bank of instruments for assessment and moderation of artisan trade tests, develop and maintain a national data-base of registered artisan trade assessors and moderators; record artisan achievements, determine appeals against assessment decisions,

recommend the certification of artisans to the Quality Council for Trades and Occupations(QCTO), and perform any other prescribed function (Department of Higher Education and Training, n.d.). According to the Department of Higher Education and Training (n.d.), "the Career Development Directorate develops, coordinates and implements artisan related career guidance to school learners and/or post school persons through advocacy programmes such as the Decade of the Artisan and World Skills South Africa.

It is also responsible for the development of artisan career materials to enable the communication of a uniform message on career development. It is further responsible for the coordination of participation of TVET colleges in partnership with industry and SETAs in the World Skills South Africa activities meant to enhance the vocational education and training skills development element through the World Skills International mechanism".

Recognition of Prior Learning is responsible for evaluating artisan applicants' prior learning when they apply to be artisans. This included compiling a portfolio of evidence, and technical evaluations (Department of Higher Education and Training, n.d.). SASSETA is one of the 21 SETAs responsible for skills development in South Africa. Its focus is on the safety and security sector.

There are several learning programmes that SASSETA has implemented to address skills shortages in South Africa. Among the learning programmes are learnerships, skills programmes, work integrated learning (WIL), adult education and training, career guidance, and rural support programmes (SASSETA Annual Report 2018/2019, 2019). It has implemented the artisans' skills development programme to respond to the skills shortages in South Africa. According to SASSETA Strategic Plan 2015/16 – 2019/20 (n.d.), one of its strategic objectives is to increase the throughput of qualified artisans.

2.2.2   Retention of artisans

Retention of artisans is crucial to organisations and the government to address the skills gap. Several authors have provided reasons for the retention of artisans, and suggested ways and methods to retain artisans. Siwela and van der Bank (2021, p.1) state that the shortage of artisans and engineers in the South African job markets warrants ways of their retention.

This is echoed by Shabane, Schultz and Hoek (2017, p.2) who are of the view that artisan retention is important not because they are in short supply in South Africa, but because the average age of an artisan is of concern. Van Rooyen et al (2010, p.4) provided a list of 13 important factors for artisan retention. Ranked top is renumeration, followed by development opportunities, equality, recognition, and ranked fifth is management and a conducive working environment. The sixth ranked factor is working relationships and ranked seventh are merit system, job satisfaction, change management,

sense of belongingness, employee wellness, and job security. Faught (2012, p.61) and Schlechter, Faught and Bussin (2014) found three retention factors found among artisans. They are environment (work-life balance), compensation (level), and compensation (variable). Compensation level is total remuneration per year and compensation variable is variable compensating such as 13th cheque (Faught, 2012, p.63; Schlechter, Faught and Bussin, 2014, p11). Shabane, Schultz and Hoek (2017, p.2) found that artisan retention is made possible by a significant mediation between satisfaction with renumeration and compensation and transformational leadership.

Siwela and van de Bank (2021) investigated artisans and engineers' intention to quit. They found that job fit, psychological meaningfulness, perceived organizational support, and pay satisfaction were positively related retention of artisans and engineers. They advised organisations to foster effective commitment and organizational justice to entice artisans and engineers to stay.

2.3   Legislative framework supporting artisanship programmes

There is several legislation and regulations that regulate the artisans in South Africa. These regulations seek to enforce uniformity in the faculty of artisans, quality and access.

(i) National Skills Development Plan (NSDP)

The NSDP is a policy document, implemented within the broader vision and framework of the NDP. The NSDP sets out a vision for South Africa to have an educated, skilled and capable workforce. In addition, the NSDP is founded on a mission to improve access to occupations in high demand and priority skills which are in line with supporting economic growth, employment creation and achieving social development goals (Department of Higher Education and Training, 2019). In addition, the NSDP seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute to economic growth.

The White paper for Post-School Education and Training acknowledges that realising economic growth has been a challenge for South Africa due to the inability of the education sector to produce adequate skills for the labour market. In response to this, the NSDP calls for an integrated strategy to improve and build a post-school education system that adequately addresses labour market needs such as skills gap amongst others. The policy document supports the NSDP and the New Growth Path (NGP) which emphasises the importance of skills development.

In particular, the NSDP stresses the need to achieve the priorities of the NDP and one of which is improving the quality education, skills development and innovation. The NSDP articulates and builds upon the suggestions of the NGP that higher education sector should do more to meet the skills needs of broad-based development, particularly addressing shortfalls in artisans and technical skills (Department of Economic Development, 2011). This should be done through the expansion of the

college system so that they accommodate more student enrollments that include artisans (Department of Higher Education and Training ,2019).

(ii) Outcomes of the NSDP

The NSDP consist of eight (8) outcomes. The outcomes serve as the end-goal that the education sector hopes to achieve. These outcomes layout plans and milestones that the labour market and the education sector should enhance the development of skills and reduce skills gap.

The outcomes are as follows:

o Linking the education sector and the labour market;
o Improving level of skills in the South African workforce;
o Identify and increase production of occupations in high demand;
o Increase access to occupationally directed programmes;
o Support the growth of public college institutional type as key provider of skills required for socio-economic development;
o Skills developmennt for intreprenuership and coorporative development;
o Encourage and support worker-initiated training, and
o Support career development services.

The forementioned outcomes, in a nutshell, seek to have a skilled and educated workforce through quality and responsive education. As previously outlined, reports indicate that there is lack of synergy between the current education system and the labour market in South Africa. This is evident in that graduates tend to be less equipped with required work skills and that they cannot perform duties that are in line with their scope of work. Hence, one of the outcomes of the NSDP suggest that there should be a link between the education sector and the labour market.

The policy document emphasis that TVET colleges should prepare students for the world of work and promote workplace learning (Department of Higher Education and Training, 2019). According to the document, workplace learning is important in that it prepares and enhances students' skills and increases their chances of employment (Department of Higher Education and Training, 2019).

The NSDP indicates that it is important for all the stakeholders in the post-schooling systems to play a role in the development of quality education and skills development. The document further invites and calls upon employers to support the education system through offering practical training to students and graduates with SETAs as intermediary bodies linking the world of work and education (Department of Higher Education and Training, 2019). The NSDP suggest that the linkage between the education sector and the labour market is critical to achieve graduate placement to address occupations in high demand and priority occupations (Department of Higher Education and Training,

2019). The legislation, as assured by the NDP, NSDP and the White Paper for Post-School Education and Training advocate for an increase in access to occupationally directed programmes. The policy documents, the NDP, prescribes those 30 000 artisans should be produced annually by the year 2030. This is because South Africa's skills base is too low to support the socioeconomic development goals (Department of Higher Education and Training, 2019).

Although the training institutions have an important role to play in terms of training and equipping artisans with required workplace skills, other institutions such as the Quality Council for Trade and Occupations (QCTO) must monitor the quality of the curriculum offered to students so that it meets the requirements and that it is responsive the needs of the industry.

TVET colleges are the primary suppliers of employers with artisan-trained employers. Hence, the NSDP proposes that the government and other relevant bodies should support the growth of the public college institutional type as key providers of skills required for socio-economic development. The NDP regard TVET colleges as critical pillars of the emerging post school-system which are vital for social and economic enhancement.

All, stakeholders should therefore support the growth, and invest in TVET colleges as prospective leaders and suppliers of technical and occupational qualifications. This is because the colleges cannot improve on quality and capacity without adequate support and resourcing (Department of Higher Education and Training, 2019).

The White Paper for Post-School Education and Training posits that for the education sector to be responsive to the needs of the labour market, the quality councils should strengthen their governing quality assurance and certification. In support of this, the NSDP also suggests that quality councils need to ensure that education and institutional enrolment plans are in alignment with the occupational standards and qualifications. This may assist in alleviating the challenge of skills gap in artisan graduates and contribute to economic growth.

The NSDP advocate strong collaboration through partnerships between public sector institutions (i.e., universities and government departments) and private institutions to support skills development. In addition, it suggests that there should be partnership between skills development systems with both private and public providers. In addition, these partnerships should be effective and support participation among social partners, individuals, employers, labour, prospective learners, and the public.

It further envisages to achieve a skilled and capable workforce that can advance the goals of the NDP. In terms of artisan skills development, the policy document encourages the education sector, including TVET colleges to support artisan training and to enhance the quality of the training offered.

This will contribute to the address of skills gap issues experienced by industry and redress workplace challenges.

2.4 Conclusion

In a context of very high unemployment, the main argument for focusing on 'youth' relates to wanting to contain the creation of a new generation of long-term unemployed. Generally, the longer one is unemployed or underemployed, the harder it is to reverse the effects on self-esteem, etc. There is a high chance of long-term unemployment amongst youth who have weaker searching skills and resources.

Institutions like SASSETA are very crucial in answering questions like: What sort of skills or capabilities is required if employment is more likely to be sourced in the services economy? Should education focus on job-specific skills or on general capabilities such as logic, 'searching' and communication? Addressing these questions partnership is important such partnerships should be effective and support participation among social partners, individuals, employers, labour, prospective leaners and the public.

<center>**Chapter 3**</center>

<center>**Research methodology**</center>

3.1. Methodology

This chapter presents and discusses the research methodology. Sileyew (2020, n.p.) defines research methodology as "the path through which researchers need to conduct their research". These are the different methods that a researcher uses to conduct a study. There are three main research methods that are widely used in social research: qualitative, quantitative and mixed-methods research.

According to Myers (2013) qualitative research is "designed to help people understand what they do". They help researchers understand social phenomena in its natural context. Creswell (2009) defines qualitative research as a method of exploring the meaning of groups or individuals related to a social or human problem. Examples of qualitative research are grounded theory, document analysis, action research, and ethnography.

According to Yilmaz (2013) quantitative research investigates phenomena according to numerical data which are analysed mathematically. It involves testing theories consisting of variables which are measured with numbers and analysed statistically to determine causal relationships among them. Quantitative studies are concerned with generalisations, outcomes, and cause-effect relationships through deductive reasoning and prediction. They are suitable methods when a large population is to be studied with a few questions and the results are generalisable to that population (Yilmaz, 2013, p. 313).

Venkatesh et al. (2013), mixed methods is a research method that uses multiple methods; that is, more than one method and more than one world view occur in a research inquiry. Johnson and Onwuegbuzie (2004) define mixed methods as a situation in which quantitative and qualitative concepts, techniques, methods, approaches, and languages are mixed or combined in a single study in order to legitimise the use of multiple approaches to answer a research question rather than constraining the researcher to one choice. Creswell (2009) defines mixed methods research as an approach that combines both qualitative and quantitative forms of research in a single study.

There are three types of mixed methods research described by Creswell (2009, p. 14-15), sequential, concurrent, and transformative. Sequential mixed methods elaborate the findings of one method with another method. Concurrent mixed methods entail the researcher using both methods in the same study concurrently.

Transformative mixed methods are those in which the researcher uses a theoretical lens as a perspective within a study that combines quantitative and qualitative data. This study adopted the concurrent mixed methods approach. This is because both quantitative and qualitative were collected

at the same time. The instrument enabled the collection of both types of data. See research instrument in appendix A. A mixed methods approach was suitable because to measure effectiveness requires statistical data and to identify challenges requires qualitative data. In this study, artisans' satisfaction was measured using quantitative data and their challenges were identified through qualitative data. Employers' perception of the programme and its contribution were identified by both qualitative and quantitative data.

3.2. Research approach: Survey

In a mixed methods study, different research approach can be used together or only one design could be used. In this study, one research approach was used. A survey method was adopted in this study. In a survey, investigators administer a survey to the sample of a population to describe perceptions, attitudes and characteristics of the population (Creswell & Hirose, 2019).

Surveys collect quantitative data using questionnaires, and then researchers "statistically analyse the data to describe trends about responses to questions and to test research questions or hypotheses" (Creswell & Hirose, 2019). Survey research is one of the extensively used methods of gathering information from individuals (Maree, 2016). The principle of survey method research is to seek the opinions of individuals on a particular problem (Aina, 2002).

Sarantakos (as cited in Bapir, 2012:223) describes surveys as the method of collecting data in which information is gathered through written or oral addressing. Surveys gather information by specifically asking participants about their experiences, attitudes or knowledge (Graziano and Raulin, 2004: 309). Questionnaires are mainly used to collect data in surveys.

The main advantage of a survey is that it can be generalised to the population. Its main disadvantage is its low response rate especially online surveys (Saunders, Lewis and Thornhill, 2019). This study adopted a survey research approach. A survey was suitable because of three reasons: the researcher aimed to generalise the findings of the study to the whole population.

Secondly, the researcher aimed to reach out to a large population of respondents (artisans). Thirdly, a survey method was suitable because the researcher used a questionnaire to collect data. A questionnaire is the most suitable research instrument to collect data. This study was able to overcome the main disadvantage of the survey method because the response rate was 43%.

3.3. Population and sampling

A population is all the people or items with characteristics that the researcher aims to study (Bhattacherjee, 2012). McGiven (2006) states that a population is the universe of inquiry. It could be people, organisations, events, or items that are relevant to the research problem. The population of

the study can be certain objects like organisations, individuals or events (Williman, 2010: 94). The study population is the group of a specific sampling unit, which consists of all the sampling units relevant to the research questions (Maree, 2016: 164).

The population of this study was artisans who have completed their studies and are currently working in the artisan profession and the employers of the artisans. This group was selected because they completed between the 2017 and 2019 which is the scope of the study. Only one employer was involved in the study. This is because so far, the artisan programme has been rolled out to only one employer.

3.3.1. Sampling

Two types of sampling techniques are common in social research, namely probability sampling and non-probability sampling. In probability sampling, the elements have a known chance of being selected (Proctor, 2005). In non-probability sampling, the probability of elements being selected is not known, because the researcher might choose a particular element consciously or unconsciously (McGiven, 2006).

Non-probability sampling techniques include judgemental/purposive, convenience, and quota sampling. Probability sampling techniques include simple random, stratified, systematic, and cluster sampling (Tustin, Ligthelm, Martins & van Syk, 2005). In this study, both probability and non-probability sampling methods were adopted. For the quantitative data, probability sampling in the form of a census was used.

According to Lavrakas (2008) a census is an attempt to list all the components in a population. In census survey, everyone has the same opportunity to participate in the study. Therefore, census is appropriate in this current study since the study include all its target population. Mugenda (2003) pointed out that, when the target population is small, taking the whole population would be wise. Hence, this current study included the whole population of artisans. In this study the number of artisans was small enough to be a census.

Non-probability in the form of purposive sampling. Struwig and Stead (2001) describe purposive judgement as the sampling technique where the researcher choses what they believe to be the suitable sample for the study. Justification for the use of purposive sampling method arouse from the fact that the researcher wanted to investigate only artisans and their employers., the adoption of purposive sampling, helped to grasp useful information to achieve the objectives set in this study. This is one of the aims of the purposive sampling method (Singh 2014).

3.3.2. Sampling frame and size

According to SASSETA's annual reports from 2017 to 2019, there are 348 artisans that have completed the artisan programme. A list that was supplied by SASSETA for this research contained 91 names of people who completed the project. Out of the 91 people on the list, 39 participated in the study giving a response rate of 43%.

3.4. Research instruments

Data collection instruments are specific procedures used to gather data for the research (Nkomo, 2010). There are various data collection tools or instruments that can be used in research. They include questionnaires, interviews, content or document analysis schedules, and observations (Maree, 2016). In this study, a questionnaire (see Appendix A) was used to collect data from artisans, and interview schedule (see Appendix B) was used to collect data from employers. The instruments are discussed in detail in the following subsections.

3.4.1. Questionnaire

A questionnaire is a written list of questions which are responded to by study participants (Kumar, 2014:178). Questionnaires could be semi-structured, structured and unstructured questionnaire. Pillai and Omer (2015) states that semi-structured questionnaires can have open and closed-ended questions.

Kothari (2004: 114) is of the view that structured questionnaires are those which are concrete, definite and pre-determined questions. Closed-ended questions are also called unstructured questions (Babbie, 2001:240). Williman (2010:97) opines that questionnaire is a suitable instrument for collecting quantitative and qualitative data. Aina (2002: 24) shares similar sentiments and states that a questionnaire may be considered if one has to collect qualitative and quantitative data.

The main advantage of using questionnaires in a study is that it can collect data from a large population size, easily and effectively. Its main disadvantage is that it can yield very low response rate, it is not easy to probe for more information, and it is unreliable (one cannot verify if the information is true) (Choudhurg, no date).

In this study, a questionnaire was selected because of the large number of respondents that were expected. This was to ensure that an acceptable responses rate is obtained. The questionnaire had open-ended and closed questions. The closed question collected data to measure the satisfaction of artisans with the programme and the open-ended questions collected data on the challenges that artisans experienced during the programme (See appendix A).

3.4.2. Interviews

According to Kumar (2014) interviews are engagements between the participants and the researcher with a specific purpose of gathering opinions from the respondents. Nieuwenhuise (2007, p. 87) defines an interview as "a two-way conversation in which the interviewer asks the participants questions to collect data and learn about ideas, beliefs, opinions, views and behaviours of the participant".

Nieuwenhuise (2007) interviews can be structured and semi-structured. A structured interview developed questions well in advance and the researcher asks those prepared questions strictly with no deviations. In a semi-structured interview, questions are prepared in advance, but the researcher is free to probe and introduce new questions to the interview if the need arise (Nieuwenhuise, p, 2007). This study adopted a semi-structured interview. Questions for the employer were developed before the interview. Where the researcher felt a need to further probe, that was done.

Interviews are conducted face-to-face, telephone and virtually. In face-to-face interviews, the researcher physically conducts the interview with respondents. The main advantage of a face-to-face interview is its ability to enable personal exchange of information with the respondent. The main disadvantage is that it can be intimidating to the respondent. A telephone interview is conducted over the phone. Its major disadvantage is that it eliminates the personal sharing of information. Virtual interviews are conducted over the internet by using platforms such as Zoom and MS Teams.

In this study, interviews were conducted virtually using Zoom virtual platform. This was the most convenient way to conduct the interviews because of distance. The researcher could not travel to the respondent's site, hence the use of a virtual. The interview was recorded with the permission of the respondent, and it lasted about 40 minutes.

3.5. Data collection procedure

Data was collected cross-sectionally, which means that it was collected at once. After the sampling frame was determined, actual data collection began. Data was collected telephonically. The data collectors, called the respondents on their mobile phones (all ethical protocols were observed). The data collectors explained the purpose of the call to the respondents and asked whether the respondent agreed to respond to the questionnaire. After they agreed, the researcher asked the questions and recorded the responses of the responders.

For example, if a respondent selected agrees, the data collector ticked 'agree' on the questionnaire. Qualitative data was collected the same way from artisans. They were asked to explain, and the data collector wrote the responses verbatim. To complete the whole questionnaire took about 15-20 minutes. After collecting data from artisans, an interview was arranged with the employer of the

artisans. The interview was also done telephonically. The lead researcher requested the employer to record the interview and permission to record was granted. The interview took about 45 minutes.

3.6.   Data analysis

This study collected quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data. Maree (2016) defines descriptive statistics as the collective name for several statistical methods that are used to organise and summarise data in a meaningful way. Maree (2016) identifies two ways of representing statistical data. They are graphical and numerical. In this study, graphs, numbers, and pie charts were used to present the data. Descriptive statistics in the form of frequency counts and percentages are presented in graphs and pie charts. Microsoft Excel was used as a data analysis tool.

For the qualitative date, thematic content analysis was used to analyse data. According to Krippendorff (2004) and Elo and Kyngäs (2008) content analysis "is a systematic reading of texts, images and symbolic matter through classification, tabulation and evaluation in order to ascertain its meaning and probable effect". In thematic content analysis, data are analysed and grouped into categories/themes. This study followed this approach because it aimed to group responses to themes emerging from the data. After data analysis, six themes were identified. They are reported in the next chapter.

3.6 Validity and reliability

Issues of validity and reliability are very important in research. These are benchmarks that are used to validate research. A valid study must show what exists and a valid instrument must measure what it is supposed to measure (Bapir, 2012). Le Compte and Goetz (1982) state that reliability is concerned with whether a study can be replicated. In this study, validity and reliability was used by pretesting the instruments before the final instruments are distributed.

3.7 Ethical consideration

Every researcher is expected to consider research ethics. In any research involving people, respondents are protected from any form of harm. Privacy and anonymity of participants was observed. Participants were notified that participation is voluntary and that they can withdraw at any time of the study without any form of sanctions. The questionnaire had consent information that the participants read. Information obtained from respondents is kept safe and will be used for the purposes of this study only.

3.8 Conclusion

A literature review was undertaken to inform the formulation of the problem statement and set the context for the evaluation. Information gathered through various sources was integrated using the method of data triangulation. The integration of the data culminated in drawing conclusions and providing answers to the evaluation questions, which in turn informed the formulation of recommendations.

In addition, semi structured interviews rolled out to allow for more in-depth reflection from beneficiaries on their experiences on the programme. One of the greatest benefits of an interview is that it is a purposeful and guided conversation that allows for the interviewer to probe further and gain a greater, in-depth understanding of the topic at hand. The nature of the study requires, specific individuals to participate in the programme because of their experience.
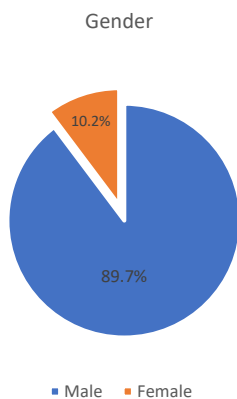
Chapter 4

Findings of the study

This chapter presents the findings of the study. Descriptive statistics and content analysis were used to analyse the data. Quantitative data is presented in tables and pie charts. Qualitative data is presented with direct quotations from respondents and summaries of the quotes.

4.1. Demographic details

The demographic details of the participants were intended to determine gender and race representation in the study. This was to determine gender and race representation in the workplace. It is a legal requirement in South Africa to determine gender and race representation at the workplace and to evaluate representation for transformation purposes.

4.1.1. Gender

Figure 4.1: Gender representation (%)

Gender representation of the participants was determined and is presented in figure 4.1. The findings reveal that there were more males (89.7%) than females (10.2%) who participated in the study. This means that for the sampled population, there are more male artisans than females. These findings are quite worrying if that is the true reflection of the gender representation of the entire population of artisans.

Source: Authors Calculations (2022)

4.1.2. Race

Figure 4.2 shows the race representation of the participants. South African people are classified into four race groups. They are Black African, Coloured, Indian, and White people. The findings indicate that there are more Black African 87% respondents (34 out of 39 participants) than the rest of the other race groups. There was only one Coloured person who responded and no Indian and White people.

Figure 4.2: Demographic of Participants (%)
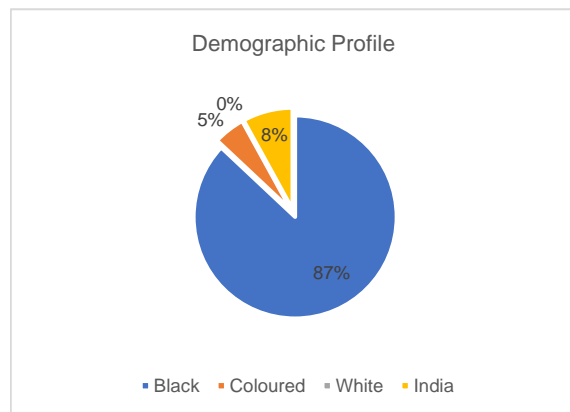
Author's Own Calculation (2022)

4.1.3. Age range

Figure 4.3: Age range of participants (%)
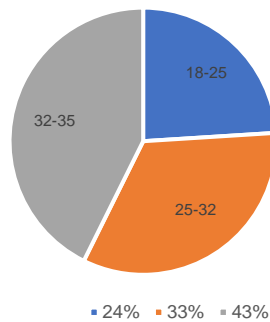
Figure 4.3 shows the participants age group. This was to determine the age range that are found in the host organisations. The findings indicate that most respondents fall within the over 32-35 age range, followed by those who fall within the 25-32 age range. This means that most artisans in the participating organisations are within the 35 years of age.

Author's Own Calculation (2022)

4.2. Work experience

Participants were asked to state their work experience as artisans. This was done to determine the number of years that each participant has in the workplace as an artisan. There findings reveal that most respondents (31) have been working in the artisan trade for more than three years, followed by those who have been working for less a year (4), and those who have worked between one and three years (4). Figure 4.4 shows the findings.

Figure 4.4: Work experience

Author's Own Calculation (2022)

4.3. Artisans' satisfaction with the artisan programme

This section presents findings about the satisfaction of the artisans with the programme they enrolled for. This was to evaluate whether they are satisfied with the academic content, workplace, and the overall satisfaction with the whole programme.

4.3.1. Satisfaction with theory provided by training institutions

Respondents were asked to state whether they are satisfied or unsatisfied with the academic theory that they learned from college. All respondents stated that they are very happy with the theory they learned. It is encouraging to know that respondents are happy which means that training colleges are providing good academic content to students. Figure 4.5 presents the findings.

Figure 4.5: Satisfaction with theory provided

Author's Own Calculation (2022)

4.3.2. Satisfaction with practical training

Respondents were also asked to state if they are happy with the practical training that they received from training colleges. The responses indicate that the majority 14 (78%) are happy, but 4 (22%) are not happy with the practical skills taught to them. Figure 4.6 presents the findings.

Figure 4.6: Satisfaction with practical training

Author's Own Calculation (2022)

4.3.2. Satisfaction with time allocated to programme

Respondents were asked if they were satisfied with the time allocated for the whole programme. The responses present mixed opinions. Although the majority is happy with the time provided for the programme, others felt that the time allocated was not enough and others were not sure whether the time was enough or not. Figure 4.7 presents the findings.

Figure 4.7: satisfaction with time allocated
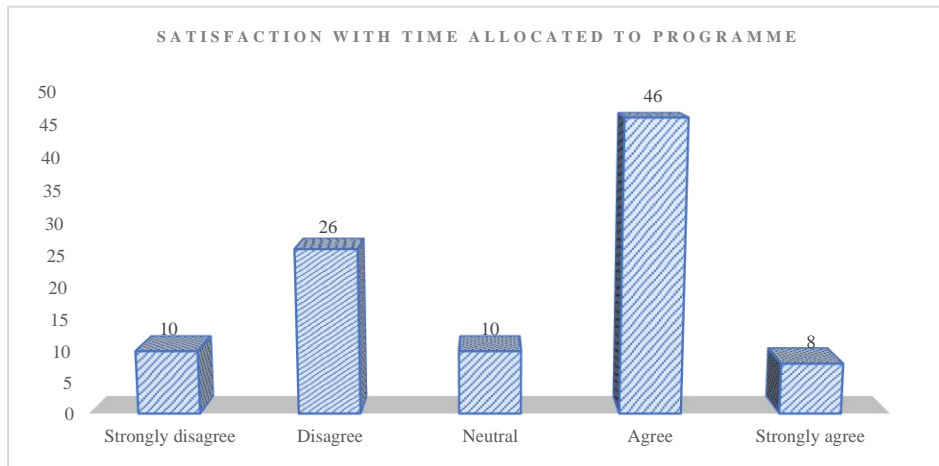
Author's Own Calculation (2022)

4.3.3. Satisfaction with knowledge and skills acquired in the programme

The study sought to determine whether respondents are satisfied with the knowledge and skills that they have acquired from the programme. The findings indicate that 16 (89%) of the respondents are satisfied with the knowledge and skills that they acquired from the programme. Only two respondents indicated they are not satisfied with the programme. Figure 4.8 shows the findings.

Figure 4.8: Satisfaction with knowledge and skills acquired
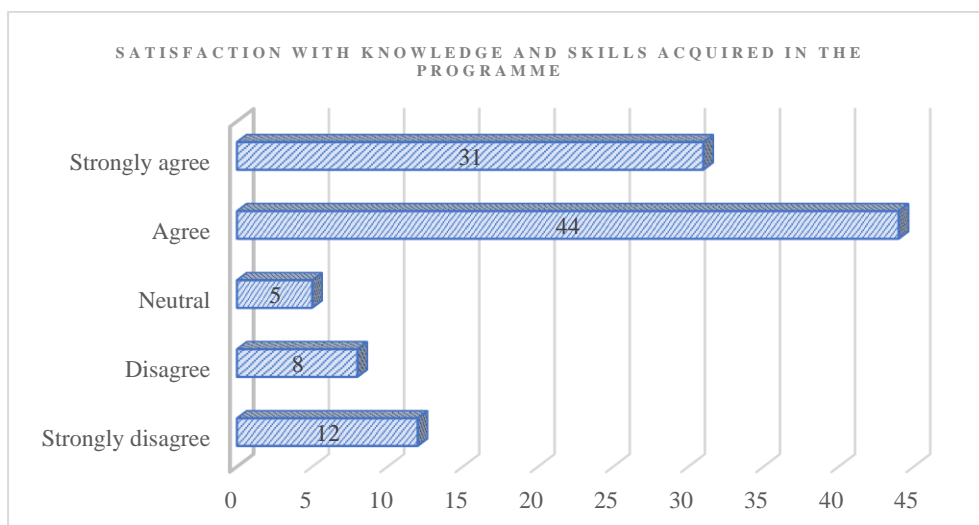
Author's Own Calculation (2022)

4.3.4. Application of knowledge and skills on the job

Respondents were asked whether they apply the knowledge and skills they acquired from training in their daily jobs. The findings indicate that all but one respondent apply their knowledge and skills in their current jobs. It is encouraging to know that respondents are applying their knowledge and skills after training. Figure 4.9 present the results.

Figure 4.9: Application of knowledge on the job
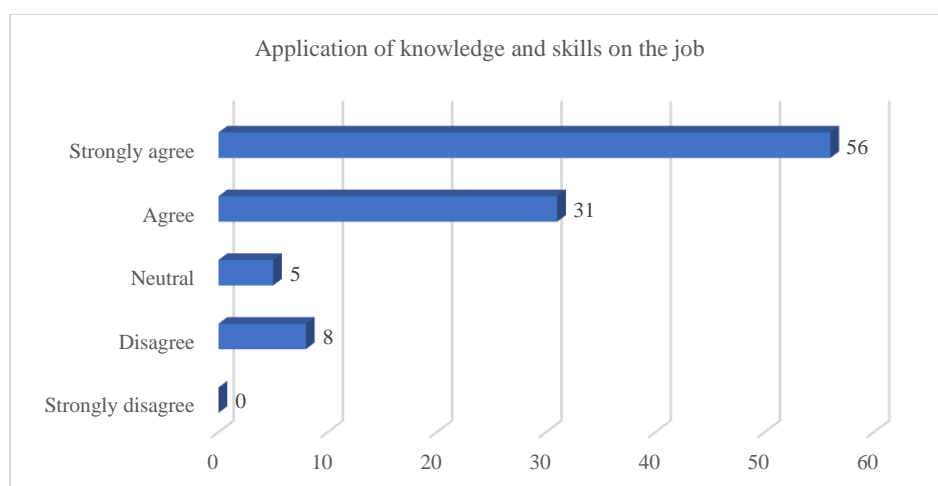
Author's Own Calculation (2022)

4.3.5. Artisan programme and employment opportunities

The study sought to determine whether there is a direct link between the artisan programme and employment opportunities. That is, did respondents get employment after the artisan training programme? All respondents stated that it is not the case. It means that their current employment is not directly linked to the artisan programme. This is not surprising though because this programme is a skills top-up programme. It means that respondents were employed before they enrolled into this programme, hence it did not contribute to employment. Table 4.1 shows the findings.

Table 4.1: Artisan programme and employment opportunities

Artisan programme and employment		
Responses	**Frequency**	**%**
Strongly disagree	19	48
Disagree	16	41
Neutral	0	0
Agree	1	3
Strongly agree	3	8
Total	39	100

Author's Own Calculation (2022)

4.3.5. Satisfaction with host employer

The study sought to determine whether respondents were satisfied with their respective host employers. The findings indicate that all respondents are happy with their host employers. This could be because most, if not all are hosted by their permanent employers. Figure 4.10 shows the findings.

Figure 4.10: Satisfaction with employer
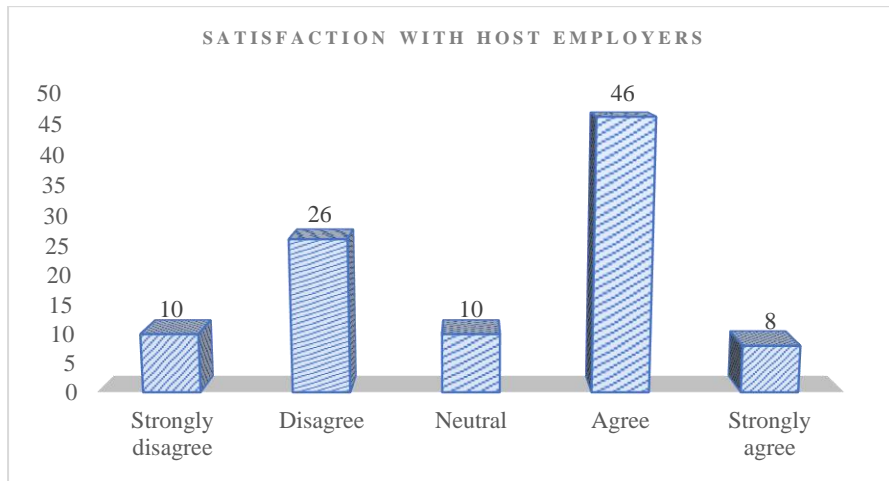
Author's Own Calculation (2022)

4.3.6. Satisfaction with artisan work

Table 4.2 depict the satisfaction with the artisan work as the respondents were asked to state if they were satisfied with artisan work. This work was asked to measure the level of satisfaction with the artisan profession. The findings indicate that all respondents are very happy with the artisan trade. This is encouraging because it could be easy for respondents to consider continuous professional development in the field.

Table 4.2: Satisfaction with artisan work

Satisfaction with artisan work		
Responses	**Frequency**	**%**
Strongly disagree	0	0
Disagree	0	0
Neutral	4	10
Agree	10	26
Strongly agree	25	64
Total	18	100

Author's Own Calculation (2022)

4.3.7. Encouraging others to enroll to artisan programme

Respondents were asked if they would consider encouraging others to enroll to the artisan programme. This was also meant to determine their level of satisfaction with the programme. The responses indicate that all respondents would encourage others to enroll. This confirms their level of satisfaction with the programme is high. Table 4.3 shows the results.

Table 4.3: Encouraging others to enroll to the artisan programme

Encouraging others to enrol for programme		
Responses	**Frequency**	**%**
Strongly disagree	0	0
Disagree	0	0
Neutral	4	0
Agree	14	36
Strongly agree	21	54
Total	39	100

Author's Own Calculation (2022)

4.3.8. Intention to further develop artisan knowledge and skills

Respondents were asked if they consider to further develop their artisan knowledge and kills after enrolling to this programme. The findings indicate that all respondents are willing to further their knowledge and skills in the trade. Table 4.4 shows the responses.

Table 4.4: Intention to further study

Intension to further artisan knowledge and skills		
Responses	**Frequency**	**%**
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	0	0
Strongly agree	39	100
Total	39	100

Author's Own Calculation (2022)

4.3.9. Opinions on continuation of programme by SASSETA

Respondents' opinions were solicitated to determine whether SASSETA should continue with this programme. All respondents agreed that SASETTA should continue with the artisan programme. This also shows the level of satisfaction with the programme by respondents. Table 4.5 shows the findings.

Table 4.5: Opinions on continuation of programme by SASSETA

Opinion of the continuation of programme		
Responses	**Frequency**	**%**
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	11	28
Strongly agree	28	72
Total	39	100

Author's Own Calculation (2022)

4.3.10. Overall satisfaction with programme

Respondents were asked whether they are satisfied with the whole artisan programme. All respondents stated that they were satisfied. Table 4.6 shows the findings.

Table 4.6: Overall satisfaction with programme

Overall satisfaction with programme		
Responses	**Frequency**	**%**
Strongly disagree	2	5
Disagree	5	13
Neutral	3	8
Agree	10	26
Strongly agree	19	48
Total	39	100

Author's Own Calculation (2022)

5. Challenges encountered during the artisan programme

Qualitative data was collected to ascertain whether graduates and the host employer encountered challenges during the artisan programme. The first part will present responses from graduates and the second part responses the host employer.

Thematic content analysis was used analyse the data. Responses from students are grouped into six themes identified. Theme one is no challenges, theme two is about time challenges, theme three is material challenges, theme four is content challenges, theme five is about other identified challenges, and the last theme is about solutions to the challenges identified. The themes are discussed in detail in the following subsection.

5.1. Responses from graduates

This section presents responses from graduates. As stated above, there are six themes.

5.1.1. Theme 1: No challenges

Respondents were asked to state whether they encountered any challenges when applying for the programme, during the programme, and at the workplace. Some learners stated that they did not encounter any challenges at any stage of the programme. These are selected responses.

> *"I would be lying if I could say I encountered challenges".   [Respondent 3]*
> *"I don't remember any serious challenges; it's been a while since I did this". [Respondent 7]*
> *"No challenges at all". [Respondent 10]*

Judging from these responses, the study concludes that some students did not encounter challenges during the programme. It is possible that maybe others do not remember because they completed the programme a while ago (2017-2019). These responses do not reflect agreement across the board, others did encounter challenges as presented in the following subsection.

5.1.2. Time challenges

Other respondents stated that they encountered time challenges during the programme. Of this category, student complained that the time allocated to the programme was too short. These are some of the responses received from respondents:

> *"We did not get enough time, training providers didn't do well in terms of teaching us theory", [Respondent 6].*
> *"Time; the duration of the course should be longer", [Respondent 1].*
> *"Very little time, I do not believe that I am a qualified artisan", [Respondent 4].*

These responses confirm that some students felt that there was very little time that was allocated to the programme. This is a concern for the students because they feel that they had not learned enough, and others are even questioning their qualification. On the other hand, these might not be an issue because the researcher assumes that curriculum developers did consider the duration of the course in its inception.

5.1.3. Theme 3: Material challenges

The respondents also expressed their unhappiness with the material resources that were provided during the programme. They stated that training institutions offered very poor material resources and conditions. Some said:

> *"Materials and tools are old and not in good condition". [Respondent 4]*
> *"The was shortage of material and the service delivery was poor". [Respondent 11]*
> *"No panels, the facility was not good". [Respondent 2]*

> *"We had challenges with practical materials. For example, plumbing; there were not enough tools to complete required tasks". [Respondent 6]*

These quotes confirm the respondents' dissatisfaction with the material and conditions that were provided by training institutions. It is suggested therefore that service providers must look at this issue.

5.1.4. Theme 4: Content challenges

There are other respondents that were not satisfied with the content that was provided by training institutions. They viewed this as a challenge. Some were not happy with the theory provided and others were not happy with the practical component.

> *"Training providers didn't do well in terms of teaching us theory". [Said respondent 2]*
> *"There was not time to complete practical and we did very little". [Respondent 6]*

5.1.5. Theme 5: Other challenges

There are other challenges that were provided by the respondents but did not warrant to be put as separate themes because they were provided by only one or two students. They are as follows:

   a) Students not getting their certificates after completion
   b) Difficulty in findings jobs after training

5.1.6. Theme 6: Solutions to challenges encountered by artisans

There were several solutions that were suggested by respondents to the challenges that they encountered. Most of the solutions are directed to the challenges that have been highlighted above. They suggested the following:

   a) More time should be allocated to the programme.
   b) Training institutions should provide more materials including books and tools.
   c) Provide more training programmes (I think this means more time)

5.2. Reponses from the host organisation (employer)

This section provides responses from the host organisation. The host employer was interviewed to determine the benefits the programme had on the organisation and the challenged that were faced. The host organization is a Department of the South African Government. So far it has hosted 121 artisans. This figure includes qualified artisans and those who are still in the artisan programme. There are five artisan trades that the Department specializes in: bricklaying, carpentry, electricity, plumbing and welding.

The host organisation was asked the reasons behind these areas of specialization and the response was that they are important because they are specifically transferred to offenders, and they are also important for the internal operations. They host organisation said:

> *"Our department deals with offenders, the skills that have been acquired by the officers will be transferred to the offenders who are interested in the above-mentioned artisan trades. These trades are also important because we use the skills internally. For example, if we have a blockage, our plumbing officers attend to that blockage instead of requesting external help. The electricians will be able to change light bulbs, etc. This will be cost effective to the department."*

The host organisation was asked whether they belived that the artisans acquired the required artisan knowledge and kills from the programme. The host organization respondend as follows:

> *"Yes, I think they are well skilled. I say this because the service providers are competent and efficient. I would say that our artisans are now independent, they can perform their duties without the intervention of anybody else. I am confident that the programme has enabled the department to rely on itself instead of hiring external service providers."*

The host organization was further asked to give their opinion on whether their organization could not have acquired artisan skills if it was not for the artisan programme. The host organization said,

> *"Yes, I do believe that. The department has not been training artisan. It was after this programme that the department was able to be independent and not hire external service providers. Also, because these skills are going to be transferred to the offenders, that will have a huge societal impact. Image an offender after they complete their sentence and become qualified artisans and they start working for themselves. Remember there is unemployment out there, and no one wants to employ offenders, so if they are skilled, they can work for themselves.*

The host organization was asked about how long they intend to continue with the programme? The response was:

> *"As long as SASSETA is going to fund this programme, as long as we still have people who want to be trained as artisans, and as long as I am still in the department, this programme should not end. This programme has a potential to uplift our officers because they can earn a second salary outside of work. So, it is not only the department that benefits, but also the officers who gain lifetime skills."*

When asked whether they thought the programme can address artisans' skills shortages in South Africa, they host employer responded as follows:

> *"Yes! Offenders can be self-employed, and officers can earn extra income. We need more official to be trained as artisan to add value to the economy of the country and SASSATA can do that by training more artisans."*

When asked if they will encourage other organisations to consider this programme, they host organization replied,

"Definitely, more especially to train your stars (the youth) because they youth have a long way to go."

The host orgsanisation also commented on the running of the programme by SASSETA. These are the comments,

"I think they have improved because they used to fund the programme for a year which I believe a person could not be a fully-fledged artisan for a year. Now they have decided to fund the people for the whole programme so that the person can be assessed and get their qualification certificates. I also believe that the project leader at SASSETA is also hands-on.

The interview reveals the following:

- That the artisan programme benefits the host organization by being able to transfer skills to offenders, by being able to use the skills in the running of the organization (having a skilled workforce)
- Having a skilled workforce saves the host organization costs because they do not need the services of external service providers
- The South African society at large benefits from this programme. There are two benefits: addressing the artisans' skills shortages and contribution to the South African economy.
- The host organization with satisfied with the overall running of the programme by SASSETA.

The second part of the interview focused on the challenges that were faced during the programme. They challenges are categorized into internal challenges and external stakeholder challenges (SASSETA, and training providers). The host organization was asked to state the challenges that they have encountered as an organization. The host organization responded that,

"Yes, at the beginning of the programme we ask for nominations, and we are given names of nominated people, but later find that once the person starts the programme, they are withdrawn by their departments, and you find that the person does not complete the programme. This causes fruitless expenditure."

The host organization further stated that,

"Another challenge is that when the person completes the programme, sometimes they are not placed according to their newly acquired skills. Then the question is, why have you trained the person in the first place."

The host organization continued to say,

"Another challenge we have resources and sufficient PPEs. There are people who are supposed to be tested but because of the shortages on the PPEs, we delay their practicals which is not good at all. And this means delaying their employment opportunities and income."

Another challenge faced by the host organization is the department working in silos. The host organization said,

"The other thing we can look at is not to work in silos. If I was the director, I would rotate officials according to departmental skills needs. For example, if a certain area has skills shortages, I will send skilled official there to work and transfer skills there, but we work in silos and that does not happen."

The responses from the host organization identifies the following challenges it faces:

- People not completing the programme because of several reasons
- People not being placed in suitable roles after completing the programme
- The age participants cause challenges
- Working in silos also cause challenges because skills are not transferred across departments and regions.

The host organization identified only one challenge with service providers. It was poor service. The host organization said,

"When SASSETA appoints service providers, they must do due diligence because onetime they appointed a welding service provider whom I believe was not well qualified or equipped and they provided poor service. They even did not finish what they started. I suggest that SASSETA must conduct a background check on potential service providers before they are appointed. For example, check their equipment, their credentials, their training center, check the qualification of the facilitators, etc."

The host organization was asked with they have had challenges with SASSETA. They identified several challenges. They identified challenges with the procurement of personal protective equipment (PPE), tools, medical examination of students, finding internship spaces for students, and the small number of students that SASSETA accepts to the programme. The host organization responded as follows:

"There is the purchase of PPE. The students have been buying them themselves. We don't know who is supposed to provide the students with PPE. Is it themselves, SASSETA or the service provider? This is a challenge."

"The is also a challenge with the tools. The students always buy tools for themselves, and we don't know who is supposed to provide them with tools."

"The other issue is the medical examination that they need to do before they go for experiential learning. We don't know who is supposed to pay for that."

"The other issue is getting a service provider for workplace exposure (internship/experiential learning), but overall, they are trying their best."

The host organization was then given a chance to comment on anything on the programme. The host employer suggested that SASSETA increase the number of artisans that enroll to the programme.

"I would suggest that SASSETA increase the number of people who can enroll for this programme. I believe that the department needs more trained artisans.", the host organization commented.

5.3. Conclusions

This chapter presented the findings of the study. The findings are for graduates and one host organisation who participated in the study. Findings from graduates are divided into three sections, the demographic details, satisfactions with the artisan programme and challenges encountered during the programme. Responses of the host organisation divided into two: benefits of the programme to the host organisation and challenges faced by the host organisation during the programme. A conclusion and recommendations are presented in the next chapter.

Chapter 5

Discussions of findings

This chapter discusses the findings of the study. The discussions are based on the findings and literature will be used to confirm and refute what has been found in this research.

5.1. Students' demographics and satisfaction with the artisan programme

The study found that there were more males that participated in the study than females. This means that between the years 2017-2019, there were more male participants in the artisan programme that females. These findings are not surprising because artisan trades are male dominated. South Africa is also still battling to address gender imbalances in the workplace.

Mayer and Wildschut (2014) found similar findings in their study of the artisan trade in South Africa. Their study found that in 2011, 89% of artisans in South African were males. Teti (2016) also found that men are dominant in the artisan profession in South Africa. Siegrist (2021) found that only 15% of artisans in a Kenyan based programme are females. Nwagwu (2015) also found that 76% of artisans in Nigeria are male. In another study of artisans in Lagos, Nwagwu (2020) found no female artisans. This shows that this is a male dominated trade. Interventions must be made by authorities to address this gender imbalance.

The study found that many of the artisans are Black Africans, with only one Coloured person and no Indian and White people. These are surprising findings because one could have expected that all South African demographics are represented in this trade. This could be a result of affirmative action in South Africa. According to Adcorp (2021), the apartheid government excluded Black Africans from obtaining artisan skills and this led to a shortage of Black Artisans in South Africa. The government and all sectors of the society could be trying to address this situation.

According to the findings of this study, many artisans are over the age of 35 years. This means that many artisans are young adults. This age range is acceptable, but one could have expected more young people to have been trained as artisans. Duarte (2017) expressed concerns about the lack of young artisans in South Africa.

According to Duarte, employment priority should be given to youth people between the ages 18-30 because this age group has the most unemployed people in South Africa. Smith (2020) reported that the average age of artisans in South Africa is 55 years. This figure is confirmed by van den Berg (2021) who states that the average age of artisans is 55 years. This is worrying age because it means that most artisans are close to retirement. This is an issue that stakeholders must consider addressing. Oleka and Noormahamad's (2014) survey of artisans in India found that 60% of artisans were between the ages 21-30. It is encouraging to see young people being employed as artisans. Nwagwu

(2020) found that many artisans in Lagos Nigeria are between 27-32 years of age. This age range is also satisfactory because these are young adults. The study found that artisans are happy with the content that is provided by training institutions. That is, they are happy with the theory and the practical provided. This is encouraging because it means that the training institutions are providing good content.

Keržič (2021) found that students are happy with the content if it is well designed, there is teacher support, quality of information activity and technical support. Rajabalee and Santally (2020) share similar sentiments and state that course design is the main factor that satisfies students to learn. Gao, Zhuang and Chang (2021) found that teaching content, teaching methods, teaching conditions and teaching management have a significant positive correlation with the teaching quality and satisfaction of student.

Gibson (2010) states that that, academic factors such as the quality of teaching, skills and knowledge acquired and the curriculum itself are the most significant determinants of overall satisfaction. Several other non-academic factors, however, such as the student's feeling of 'belonging' and perceptions of the institution's responsiveness and concern, also contribute significantly to overall satisfaction. In this study, the researcher assumes that the students are happy with the content that is being given to them. There was no non-academic reason given by the students.

The findings also revealed that artisans were also satisfied with the knowledge and skills acquired from the programme. These are positive findings because it means that the training institutions are providing quality education. It was also revealed in the study that artisans were satisfied with their current employers and their artisan work. This is in line with a study by Oleka and Noormahamad's (2014) who found that artisans were satisfied with their employers and their jobs.

Artisans stated that they were satisfied because of good working facilities and conditions. The findings of this study are different from the findings of Nwagwu (2015) who found that 47% of artisans were satisfied with their current jobs, but 80% indicated that they were planning to quit the profession. In a similar study, Nwagwu (2020) found that artisans are happy with their jobs because they are proud of the artisan trade (high self-esteem).

Artisans apply the knowledge and skills they acquired during their training in their current jobs. This means that training provided them the required knowledge and skills to carry out their jobs well. Barbaras (2016) is of the opinion that knowledge and skills are acquired during training and internship. Students learn about the profession and familiarize themselves with the working environment. They also get the opportunity to apply theory to practice. Bender (2020) is of the opinion that students can acquire skills such as technical, professional, and communication skills during internship training. These are the skills that are assumed that artisans gained from their

training. Surprisingly, there was no direct link between employment opportunities and artisan training. The study assumes that this is because participants are already employed and that the artisan programme is continuous professional development (CPD). CPD is the continuous extension of knowledge and skills through continued development of one's ability by further training, professional updating, and study of any kind (Wilkins, 1997).

The London School of Business and Finance (2019, n.p.) defines CDP "the process of training and developing professional knowledge and skills through independent, participation-based or interactive learning. This form of learning allows professionals to improve their capabilities with the help of certified learning". Respondents also stated their desire to further their studies in the artisan trade. This will be further reinforced by CPD. It aims at enhancing the knowledge and skills of employees by means of orientation, training and support (Lessing and de Wit, 2007).

The findings also reveal that participants would encourage others to enroll for the artisan programme. This further confirms their satisfaction with the programme. Nwagwu (2015) found that people can be introduced to a profession by friends, family, and other factors. Schulz and Lucido (2011) found that colleagues play vital role in encouraging others to study. Safarmamad (2019) found several factors that encourage people to enroll into a programme. They include family, job occupation, friends, and prior learning. Granel et al. (2021) also found that students' satisfaction with a programme leads them to encouraging others to join the programme. This was the case in their study of nursing students who enrolled into a short programme.

The study found that overall, students are satisfied with the programme. The researcher assumes that this is because they are happy with academic content as highlighted above. Granel et al. (2021) found several reasons why students are satisfied with programmes. Among such reasons are professional growth, cognitive development, and learning outcomes of the programme. In this study, professional growth is believed to be most important because the respondents are already employed but they enrolled for professional growth.

Wilkins and Balakrishnan (2013) found that the availability of quality resources is one factor that satisfies students enrolled in a programme. Fernandes,Ross, and Meraj (2013) also found a positive relationship between resources and satisfaction with a programme. They also found that the teaching quality of the programme, the library and IT resources are factors that are associated with student satisfaction. Andin and Ambotang (2015) found that students are satisfied with a programme if the academic content and learning resources are good.

They further state that student will be dissatisfied if the teaching quality is poor. Whelan and McGuinness (2021) found that students' satisfaction with the programme is associated with quality teaching, personal development, job prospects, practical learning approaches, and skills acquisition.

5.2. Challenges encountered by students during a learning programme

As much as students proclaimed their satisfaction with the artisan programme, there were some students who highlighted that they encountered challenges during the programme. It is worth noting that these challenges do not mean that they are unhappy with the whole programme. The challenges that students faced are time, content, material and other challenges not associated with learning, for example, students not getting their academic certificates after completing their studies and finding it hard to find employment after completing their studies.

Respondents stated time allocated was not enough. These findings are surprising because programme designers must know how much time to allocate to a programme. Johnston (2009) states that the is a direct link between time and learning. Johnston is of the view that enough time must be allocated for teaching and learning because short time allocated can lead to student not learning adequately. Anderson, Humlum, and Nandrup (2016) also found a positive relationship between time allocated to a programme and increased learning. They are of the view that more time must be allocated to teaching.

Students also find it difficult to learn because they get pre-occupied with things and therefore have very little time for academic work (Schaffhauser, 2017). The study found that artisans complained about the lack of good material for learning in education institutions. One respondent even reporting that they could not complete practical work because of lack of material and tool for practical work. Maffea (2020) believes that the lack of material in schools leads to a frustration to students and therefore are unable to learn well.

Gaotlhobogwe (2012) is of the view that learning becomes difficult when students lack learning materials. Badenhorst and Radibe (2018) found that South African TVET colleges lack teaching material and that negatively affected the learning in those institutions. Johnson (2013) found that there is a lack of resources in traditional Black colleges in Tennessee, USA has a negative effect on the teaching and learning of Black students. Johnston (2013, p. 65) states that "resource limitations significantly impact institutional capacity to develop and implement academic success programs".

In Kenya, Kigwilu, Akala and Wambua (2016) found that inadequacy of resources is one of the challenges that hinder the implementation of artisan programmes in a Kenyan college. There is no doubt that lack of resources negatively affects students' learning. This is an issue that training institution must look at.

Some students stated that they were not satisfied with the academic content that training institutions provided. Their emphasis was put on practical work which they said lacked a lot. The literature has provided several reasons why students become dissatisfied with a course or programme. Reasons range from academic, social, financial, personal. Hampshire, Willgoss and Wibberley (2012) found that students were dissatisfied with their programme because of academic workload and support and personal challenges.

5.3 Conclusion

The White Paper for Post School Education and Training states "It is close to twenty years since South Africa discarded the apartheid regime and replaced it with a democratically elected government. Much has been achieved since then, but much remains to be done to rid our country of the injustices of its colonial and apartheid past. The findings confirm this statement. Institutions like SASSETA and its associates needs to do more to ensure that the production of artisans is not compromised and promote the artisans as the department motto says: "It's Cool to be a 21st Century Artisan."

Chapter 6

Conclusions and recommendations

6.1. Introduction

There are widespread claims of a shortage of artisans in South Africa. While there is general agreement that artisan development is crucial, there is little consensus about the scale and nature of the demand, or about the nature and quality of artisanal training and work preparation.

The majority of artisan training and learning happens in the workplace. It is in the workplace that apprentices get to apply the theory and practice they have acquired in classroom. Then the conclusions are drawn and finally recommendations are going to be presented.

6.2. Summary

- **To assess the extent to which the Artisan Programme has contributed to employability of artisans**.

This objective was difficult to achieve. This is because data is not available. The study was able to identify only one employer of the artisans and it is understood that before being trained as artisans, the respondents were already working for the current employer. This was a skills development programme whereby people already working were given the opportunity to learn new skills. SASSETA annual report from 2016-2020 were also looked at to see if they contain information about the employability of artisan. The annual reports only provide figures about the overall enrolment and completion but does not state whether graduates are employed or not employed. This objective was therefore not achieved.

- **To evaluate the contribution of the Artisan Programme to towards the host employer**

The study found that the host employer benefited a lot from the programme. There are four benefits to the host employer: artisans are transferring skills to offenders, and they can use their skills in the daily operations of the host organisation. The host organisation benefits from having a skilled workforce. Having a skilled workforce saves the host organisation costs. The skills that are acquired by the officers do not benefit the most organisation only, but also the larger South African society through skills acquisition and economic prosperity. This objective was achieved.

- **To explore if there are challenges that hinder the effectiveness of the Artisan Programmes**

The study found that there are challenges that were encountered by artisans when they were enrolling for the programme. Four challenges were identified by artisans: time, material, academic content, and other challenges. Their study revealed that artisans felt that the time allocated to the programme was not enough. They felt that they did not learn enough for them to be qualified artisans. This concern is debatable because curriculum designers could have taken into consideration time

allocation to the programme. The study also found that the material that was provided during the programme was poor. Artisans lamented the poor state of resources provided by training colleges. They complained about lack of tools, books, and poor venues.

Artisans also complained about academic content. Some feel that they did not cover enough theory and practical work. Several students did complain about lack of practical work during the programme. The researcher assumes that students expected to be taught theory and then do practical work either in workshops or any relevant place. The researcher assumes that such practical work should have been included in the curriculum by designers. Students also identified two other challenges: difficulty in findings jobs after training and not receiving their academic certificates after completion.

It is not clear what respondents meant by not findings jobs because the researcher understand that they are currently employed but assumes that finding a professional artisan job in difficult. In the latter is the case, it is contrary to what the South African government and labour market has been saying about the shortage of artisans in South Africa. It is also not clear what makes it difficult for students to get their academic certificates after completing their studies. Artisans then offered suggestions to all the challenges that they faced. For example, they suggest that more time is allocated to the programme and that service providers must provide sufficient material resources.

The host employer also identified several challenges that were encountered during the programme. These are internal and external (stakeholders) challenges. Internally, the host organisation found that nominated officers sometimes do not complete their studies because of internal disputes and because of age. It was also found that those who complete, they are sometimes not placed in the roles/jobs that they have acquired the skills for. This causes frustration to the recently qualified artisans. It was also discovered that the host institution works in silos which affect the transfer of skills and the everyday operations of the organisation.

There are also challenges that are associated with the funders, SASSETA. The host employer stated that they encountered challenges with the procurement of personal protective equipment (PPE), tools, medical examination of students, finding internship spaces for students, and the small number of students that SASSETA accepts to the programme. Poor service was identified as the main challenge with service providers.

- **To ascertain if artisans and the host employer are satisfied or dissatisfied with the Artisan Programmes**

The last objective of the study was to ascertain if artisans were satisfied with the artisan programme. The majority indicated that they are happy with the programme. This was revealed by the quantitative

data. It was revealed that artisans were happy with the overall programme. Artisan with genal happy with the time allocated, the academic content, the employer, the knowledge and skills attained from the programme, and are satisfied with being artisans. Because they are satisfied with the programme, they will encourage others to enroll, they encourage SASSETA to continue with the programme.

The findings are someone contradictory when it comes to time allocated and academic content. Quantitative data reveals that most students are happy with time allocated and academic content. The researcher therefore assumes that those who indicated that they are not happy could be just a few students. This objective was therefore achieved.

The host employer expressed their satisfaction with the whole programme. This is because of the skills that the programme has contributed to the host organization. They are also satisfied with the way SASSSETA runs the programme.

6.3. Conclusions

The following are the conclusions of the study:

- There are more Black Africans who have enrolled to the artisan programme.
- There are very few female artisans that have enrolled into the programme
- The average age is artisans is 35 years old, which is worrying because it means the youth is excluded from the programme.
- Generally, artisans who enrolled into the programme are satisfied with it, but others expressed concerns with time allocated and the materials used, the academic content, not getting certificates after completion ad not getting employed.
- The host employer is satisfied with the programme because of the benefits it has brought to the organisation.
- Several challenges hinder the smooth running of the programme. They are mainly caused by the shortage of required materials such as PPE and tools.

6.4. Recommendations

The study recommends the following:

(i) Recommendation to host employers

- It is recommended that employers address their internal disputes before programme nominees are confirmed to start the programme. This will reduce the number of dropouts and save the funders money.
- Host employers must place newly qualified artisans to their areas of expertise to avoid frustration on the side of artisans and to get a return on investment.

(ii) Recommendation to service providers

- They must improve their services and provide quality services to students, SASSETA, and employers.

(iii) Recommendation to SASSETA

- SASSETA must continue with the programme because it is relevant and leads to skills development in host employer's organisations and the general South African society
- SASSETA must consider increasing the number of artisans enrolled to increase input of artisans.
- SASSETA must check the credentials of service providers before learning takes place to ensure that service providers can deliver quality content to students.
- There is gender imbalance in the programme. It is therefore recommended that SASSETA and its stakeholders consider implementing gender quotas in the programme because males dominate this profession.
- The average age of artisans is worrying. It is recommended that SASSETA and its stakeholder consider age quotas so that the youth is given priority.

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Appendix A: Questionnaire for artisans

This instrument addresses the following objectives:

1. To explore if there are challenges that hinder the effectiveness of the Artisan Programmes
2. To ascertain if artisans are satisfied or dissatisfied with the Artisan Programmes.

Section A: Demographic details

1. Gender Male …………Female………..other……………..
2. Race   Black Africa …..Coloured…..Indian……White…………….
3. Age   Below 20 years…….20 -29 years….30-39 years….40-49 years……
         50 -60 years……more than 60 years…..
4. Number of years working as an artisan………….

Section B: Satisfaction with the artisan programme

This section evaluates the level of satisfaction with the artisans' programme. From a scale of 1-5,

1 = strongly disagree; 2 = Disagree; 3=Neither agree nor disagree; 4=agree; 5=strongly agree, please select your position regarding the following statements:

Questions	1	2	3	4	5
1. I am satisfied with the theory provided by training institutions					
2. I am satisfied with the practical provided by training institutions					
3. I am satisfied with the resources provided by training institutions					
4. The time allocated for the training at colleague (e.g., FET, TVET, etc.) was enough for me to acquire the necessary knowledge and skills.					
5. My artisan training equipped me with the required knowledge and skills in this trade.					
6. I can apply my knowledge and skills in my current job.					
7. The artisan training and development programme enabled me to be employed					
8. I am satisfied with my host institution or employer					
9. I like my artisan work					
10. I would encourage others to enrol for the artisans' programme					
11. I intend to further develop my skills and acquire more knowledge in this trade					
12. The time allocated for learnership is enough					
13. I would encourage the responsible authorities (SASSETA, and others) to continue with this programme					
14. Overall, I am satisfied with the artisan's programme					

Section C: Challenges experienced by artisans during the programme

1. If you believe that there are challenges in this programme, please comment on the following:
   a) Challenges that you encountered when you applied for the programme
   b) Challenges that you encountered when you were training for this programme
   c) Challenges that you have encountered during your learnership
   d) Challenges you have encountered with resources (material and financial)
   e) Any other challenges
   f) How do you think such challenges (in A to E) could be addressed?

Appendix B: questionnaire for employers

This instrument addresses the following objectives:

e)   To evaluate the contribution of the Artisan Programme to towards the host employer
f)   To explore if there are challenges that hinder the effectiveness of the Artisan Programme in organisations.

Section A: Company Details

1. Briefly explain the core business of your organisation…………………
2. For how long has your organisation hosted artisans? Please tick the most appropriate.

Less than one year	
Between 1 & 2 years	
Between 2 & 4 years	
Between 5 & 10 years	
More than 10 years	

3. How many artisans have you hosted between 2017 and 2019? Please tick the most appropriate.

Less than 10	
Between 10 & 19	
Between 20 & 29	
Between 30 & 49	
More than 50	

4. Please select the artisan trades that your organisation is interested in. Please select as many choices as possible.

Boilermaker	
Bricklayer	
Carpenter and joiner	
Diesel mechanic	
Electrician	
Fitter and turner	
Mechanic (including automotive mechanic)	
Mechanical fitter	
Millwright	
Pipe fitter	
Plumber	
Rigger	
Welder	
Other (please specify)	

5. Please explain why the trades selected above are important in your organisation………..

Section B: Evaluation of the artisan programme

This section aims to evaluate the artisan programme in your organisation.

Questions

1. Please explain if you believe that the artisans your organisation hosts are well trained, highly skilled and knowledgeable.
2. Have the artisans contributed their knowledge and skills to the organisation. Please explain how.
3. Do you believe that if it was not for the artisans' programme, your organisation would not have gained artisanal knowledge and skills?
4. Does your organisation intend to continue with this programme because of its contribution to the organisation?
5. Would you encourage other organisations to consider the artisans' programme? Please elaborate on your answer.
6. Please comment on the overall running and management of the programme in your organisation.
7. Please comment on the running and management of the programme by SASSETA.
8. Would you encourage SASSETA to continue with this programme? Please explain your answer.
9. In your opinion, do you believe that the artisans' programme has helped address artisans' skills shortage in your organisation. Please explain your answer.
10. Do you believe that the artisans' programme can address unemployment in South Africa? Please explain how.
11. Overall, is your organisation satisfied with the artisans' programme? Please explain your answer.
12.

Section C: Challenges faced by the artisans' programme in your organisation

2. If you believe that there are challenges in this programme, please comment on the following:
   a) Challenges with the implementation of the artisans' programme.
   b) Challenges that you encountered with the artisans' skills and knowledge.
   c) Challenges that you encountered when your organisation was preparing for this programme.
   d) Challenges that you have encountered with stakeholders such as SASSETA.
   e) Challenges you encountered with training institutions.
   f) Challenges you have encountered with resources (material and financial).
   g) Any other challenges you would like to highlight?
   h) How do you think such challenges (in A to H) could be addressed?
3. Any other comments about the artisans' programme?