

Evaluation Study:  
Challenges & Opportunities In Artisan  
Development Programme  
Final Report  
2018 - 2021

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## Acronyms

ARPL:	Artisan Recognition of Prior Learning
ASGISA:	Accelerated and Shared Growth Initiative for South Africa
BCEA:	Basic Conditions of Employment
CoS:	Centres of Specialisation
CHIETA:	Chemical Industries Education and Training Authority
COTT:	Central Organisation of Technical Training
DHET:	Department of Higher Education and Training
DOE:	Department of Education
EEA	Employment Equity Act
FET:	Further Education and Training
JIPSA:	Joint Initiative on Priority Skills Acquisition
merSETA:	Manufacturing, Engineering, and Related Services SETA
NATED:	National Technical Education
NDP:	National Development Plan
NDP:	National Development Plan
NQF:	National Qualifications Framework
NSA:	National Skills Authority
NSDS II:	National Skills Development Strategy II
NSDS III:	National Skills Development Strategy III
NSDS:	National Skills Development Strategy
NSDS:	National Skills Development Strategy
NSF:	National Skills Fund
NSF:	National Skills Fund
NSFAS:	National Student Financial Aid Scheme
SAQA:	South African Qualifications Authority
SASSETA:	Safety and Security Sector Education and Training Authority
SDA:	Skills Development Act of 1998
SETA:	Sector Education Training Authorities
TVETC:	Technical Vocational Education and Training Colleges
VET Model:	Vocations Education and Training Model
W&RSETA:	Wholesale and Retail Sector Education and Training Authority
WP-PSET:	Post-school Education and Training
WWII:	World War II

## Executive Summary

The Safety and Security Sector Education and Training Authority (SASSETA) set out to **assess the effectiveness and support of the apprenticeship programmes** they fund for Apprenticeship learners in South Africa. To achieve this goal, the study focused on a cohort of apprentices who either participated or were currently enrolled in apprenticeship programmes **between the periods 2018-2021**. Over the course of our study, we meticulously collected and analysed data, employing a mixed-methods approach that blended quantitative and qualitative methodologies to provide a holistic perspective on the subject.

The extensive experience of SASSETA has been broadly **impactful in creating opportunities** and empowering the Artisans who have completed the apprenticeship programmes as stipulated in the key findings. The **skills provided by SASSETA are applicable** in real life and also empower Artisans to access employment. **74% of the employed apprentices are able to get employed immediately after completing their programme.**

A combined **82% of participants in the same category were able to secure employment within a year of completing the programme.** This strongly correlates with 61% of the study participants who asserted that the apprenticeship programmes provided by SASSETA made significant contributions to their job placement and 77% of the participants who found the skills acquired from the apprenticeship programmes to be practically applicable.

# CHAPTER 1

## Orientation, Overview and Structure

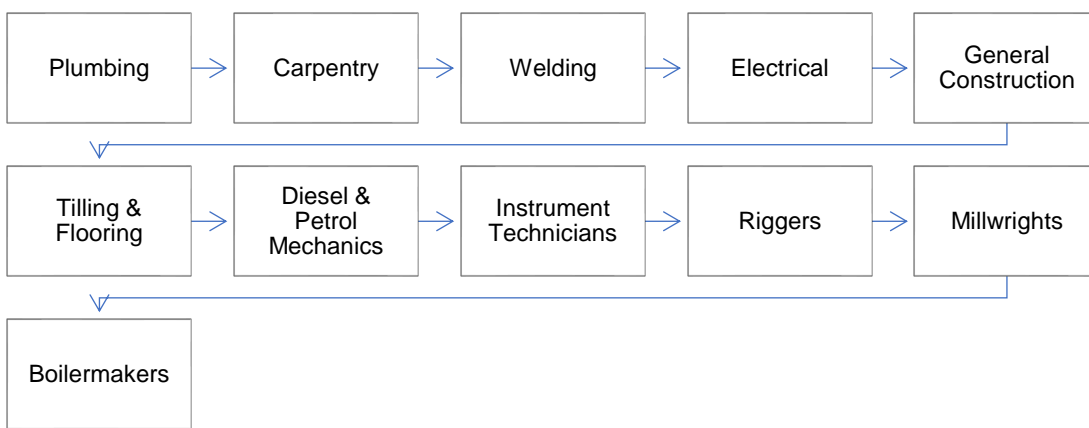


### 1.1. Introduction

Artisan Development in South Africa is seen as a critical area of growth and development, as the country faces a shortage of skilled workers in many trades. The Safety and Security Sector Education and Training Authority (SASSETA) has conducted a qualitative and quantitative Evaluation Study to assess the Challenges and Opportunities in Artisan Development apprenticeship programmes.

Below are some of the artisan trades for which the apprentices receive funding:

Figure 1: Artisan Trades



### 1.2. Purpose of the Study

The purpose of the study is to assess the impact of the initiatives employed by SASSETA. These initiatives include the support provided to apprenticeship programmes for individuals who enrolled and completed their apprenticeship programmes from 2018 to 2021. This study will focus on evaluating support provided by SASSETA to apprentices and evaluating apprenticeship programmes to enhance apprentices' preparation for trade tests and to assess workplace practices, including the availability of tools, equipment, and mentorship, among others. Through these evaluations, best practices will be identified. The outcomes of this study will also ensure that apprentices have access to the necessary tools and knowledge to succeed in their chosen field.

### 1.3. Objectives of the Study

The study addresses the following objectives:

- i. To assess the challenges and successes of the apprenticeship programmes.
- ii. To assess the support rendered by SASSETA from the time of registration to completing the programme.
- iii. To compare and contrast international best practices to workplace training.
- iv. To analyse the implementation of apprenticeship programmes projects across various service providers and host employers.
- v. To explore the effectiveness of workplace training in creating capacity in Artisan Development.
- vi. To identify areas of improvement in the apprenticeship programmes.

#### 1.4. Structure of the Study

From the inception of the study, different milestones needed to be achieved from start to end. The following are the five (5) distinct chapters of the study, each with defined timeframes.

Table 1: Structure of the Study

	Description		
<b>Chapter 1</b>	Introduction	Overview	Structure
<b>Chapter 2</b>	Literature Review		
<b>Chapter 3</b>	Research Methodology		
<b>Chapter 4</b>	Key Findings	Study Results	
<b>Chapter 5</b>	Recommendations	Conclusion	

#### 1.5. Conclusion

The project aims to discover the different routes taken by apprentices through their apprenticeship and post-apprenticeship journeys. In addition to this, we seek to understand the effectiveness of

the support provided to apprentices by SASSETA and the impact they have in their roles they potentially have. The purpose for this is to discover these journeys and aid SASSETA in enhancing these journeys and mitigating any challenges that might affect future apprentices in their journeys. The subsequent sections enable this research to completely understand the context of the topic and the methods used to measure and assess the context of apprenticeship training in South Africa.

The literature review taps into existing research and writing on the same topic, which broadens context, understanding and brings to the fore some of the findings that have been yielded by research within the topic. The methods section reveals the tools utilized to track and trace apprentice's experiences. This section leads into the key findings which can be viewed as the results yielded by the research which will form the foundation of recommendations provided for future implementations and mitigations.

# CHAPTER 2

## Literature Review

## 2.1. Introduction

Artisan development plays a pivotal role in the socio-economic growth and sustainability of nations, particularly in the context of emerging economies. In South Africa, the artisan sector has gained significant attention as a catalyst for job creation, skills development, and empowerment. According to the Department of Higher Education and Training (2020), artisan development has provided a resolution to the socio-economic challenges in South Africa. This was a collaborative effort between the government, private sector, civil society and other stakeholders through the National Development Plan.

The NDP 2030 vision highlights key socio-economic challenges facing the country which require directed interventions. This is compounded by low economic growth which includes, among others, the triple challenges of poverty, inequality and unemployment (DHET, 2020). These challenges could be attributed largely to skills deficiencies, skills mismatches and non-actionable skills.

The advent of Covid-19 has exacerbated the increased rate of unemployment, inequality and level of poverty. In the face of pressing socio-economic challenges, optimal skills planning should coordinate several distinct priorities, including promoting economic growth and facilitating transformation, as well as reducing unemployment, poverty and inequality. While there have been considerable efforts to plan for the need for skills in South Africa since 1994, sustained skills imbalances reflect the need for a coordinated, coherent and responsive skills planning system informed by evidence.

This literature review aims to provide an analysis of existing research, theoretical frameworks, and practical interventions related to artisan development in South Africa. Through this, the study provides an assessment of SASSETA's impact with a focus on the artisan sector.

## 2.2. Historical Overview

### 2.2.1 Artisan Development

The earliest labour laws in South Africa were those established to govern labour relations between white employers and their black African employees in colonial South Africa (Mbatha, Wildschut-February, Mncwango, & Ngabiza, 2014). Among these laws were the Masters and Servants Act, first promulgated in 1856 (and amended in 1904), and the Native Labour Regulation Act 15 of 1911

(Johnstone, 1994). Research has been able to point out the origins of artisan training further back than this. Specifically, around the time of the arrival of European settlers in the 1600s. This indicates that artisan training had its colonial roots and links to the system of slavery (Mbatha et al., 2014). Artisan training, according to this research and literature, allowed slave owners to 'apprentice' the children of male slaves and free Khoisan or Hottentot women until adulthood.

The 2<sup>nd</sup> World War also had a marked effect on Artisan development in South Africa. This impact was aligned with a loss of skilled labour from mining and other sectors to military service. This loss was related to the introduction of the National Technical Education (NATED) system in 1935, in conjunction with the creation of technical colleges organised under the Central Organisation of Technical Training (COTT) to cope with the growing demand for skilled labour (NTB/HSRC, 1985; Mbatha et al., 2014)

COTT was created primarily to deal with the demand for skills in munitions, civilian defence work and armed forces at the outbreak of WWII. Within the COTT system, technical training was fast-tracked to span a few months in many of the trades mentioned; for example, eight weeks of training were required for electric welding (Mbatha et al., 2014).

According to (van Zyl, 2018), during the Second World War, there was a drive to maximise shop floor efficiency in order to ensure that there was sufficient production to supply the war effort and meet domestic supply. This led to new technological developments in the industrial process that divided the traditional encompassing skill set of the skilled artisans into individual mechanised functions which could be performed by workers with limited skill – resulting in the systematic “deskilling” of the traditional skilled artisan.

In the post-apartheid era, expanded skills development has been a key element of the government's efforts to address social and economic transformation, as well as to secure South Africa's continued industrial and human development. Since 2009, the Department of Higher Education and Training (DHET) has prioritised the development of a credible institutional mechanism for skills planning to inform the kinds of policy intervention and incentives needed to promote skills development. Artisan training has come under the spotlight in this context, to address a major gap in the labour market at the intermediate skills level.

According to Mussea (n.d), the top benefits of vocational learning include:

1. **Gain practical experience:** Learning is hands-on, contextualised and applied in the workplace, making the academic or theoretical concepts real.
2. **Specialised training:** Practical and technical skills are developed in line with specific industry needs, increasing employability.
3. **More career opportunities:** Closer relationships are made with the industry or sector of interest, increasing job prospects.
4. **Ready-to-employ workforce:** Seamless transition from apprenticeship to full-time employment.
5. **Accessible and affordable:** Cheaper and flexible, vocational education is a good alternative to traditional university programmes.
6. **Lifelong learning:** Whether entering the workforce or retraining, employees can continuously develop their skill sets and acquire specialised training and knowledge at any point in their career (Musseau, nd, p. 1).

Although artisan development has clear goals and measurable impacts, challenges have also been documented and specific to Africa, some of these challenges are outlined in the subsequent section. Within South Africa, there has not been enough research on artisan training and this has led to a lack of data on artisans and artisan training- for example, how many artisans does South Africa need and in which trades, how many learners are currently being trained in the various trades and what workplaces exist to provide workplace training for these learners (Human Resources Development Council South Africa, 2017).

Funding is also applied differently and the lack of a guaranteed single funding model has also been depicted by literature as a challenge that is encountered in South Africa. In addition, apprentices are considered to be employees in terms of current labour legislation, which discourages some employers from offering apprenticeships programmes (Human Resources Development Council South Africa, 2017).

### 2.2.2. International Overview: Artisan Development

Today, Switzerland is a global leader when it comes to vocational training, on-the-job training and employability and its Vocations Education and Training (VET) model is considered a “gold standard” in comparison to other VET systems (Musseau, nd). The range of TVET programs provided in Switzerland includes apprenticeship, Federal Vocational Baccalaureate, Professional Maturity, Higher Vocational Education and Training, Federal Diplomas, and Professional Training Courses (Musseau, nd).

A widely cited key driver and ingredient to the Swiss economic success is its world-leading vocational education and training (VET) system. The Swiss VET system is firmly engrained in the Swiss culture and economic engine (Musseau, nd). This is further enhanced by combining theory and practice within the model which is the most popular form of upper secondary education in Switzerland. With two-thirds of young people opting for foundational vocational training after coming out of compulsory education, Swiss VET caters for all kinds of students, including high achievers, who can choose from 250 different occupations. The world-class system that is used in Switzerland is based on a dual-education – or dual-track VET system combining part-time classroom instructions (usually one to two days a week) with part-time paid workplace training or apprenticeship at a host company (usually three to four days a week) (Musseau, nd).

The VET model in Germany has also received literature citations as it has effectively transformed the economy. According to this model, after completing the first or second year of high school, students enrol on a VET program which can last from 2 to 4 years depending on the type of specialization (Megayo, 2019). The dual-track VET has two components: classroom education and on-the-job training in a firm. Students spend about 40% of their time in the classroom learning theory. The other 60% is in the workplace under a professional (Megayo, 2019).

Each of the artisan training programmes in Switzerland lasts four years and results in highly educated professionals which form the basis for an excellent talent pool for companies based in Switzerland. The ranking of countries with the best vocational training is stipulated below:

*Table 2: Vocational Training - Top Ranking Countries*

Country	Rank
Switzerland	1
USA	2
Netherlands	3
Austria	4
Denmark	5
Finland	6
Germany	7
Singapore	8
Malaysia	9
Norway	10

*Source: (Switzerland Global Enterprise, 2020)*

Although Switzerland has been able to receive a gold standard in terms of its programmes, this has not come without a share of challenges. Looking at the times before the last decade as a frame



of reference since they have placed measures to counter these challenges, Switzerland was affected by the global recession which might have negative effects on VET, in particular the provision of apprenticeship places. Another challenge for Switzerland has been the demographic changes with shrinking cohort numbers which literature suggests may sharpen competition between academic and vocational education; VET faces competition from academic tertiary education (Organisation for Economic Co-operation and Develop, n.d). In addition, the entry of international companies without a training tradition threatens the Swiss dual-track learning arrangement. Switzerland also faces various equity concerns which have been signalled in literature to be confronting the VET system (Organisation for Economic Co-operation and Develop, n.d).

Technical and vocational education and training in Africa is still going under immense transformation as it has an important role to play in promoting integration into the labour market and in combating poverty (UNESCO, 2021). According to the International Labour Organization (2023), Africa's TVET systems themselves suffer from weaknesses that limit their performance. In addition to economic challenges, TVET systems themselves are not well-gearred to maximize their performance. Governments are recognizing the importance of TVET and have formulated higher-level objectives, regularly accompanied by strategic documents and, sometimes, policy frameworks.

However, implementation is uneven at best (International Labour Organization, 2023). Consequently, formal TVET systems cater to only a small share of potential learners and struggle to provide the majority of them with the skills that are most needed in the labour market. At the same time, policymakers tend to devote relatively little attention to informal training, including traditional apprenticeships, even though this is the most widespread form of work-focused skills development on the continent (International Labour Organization, 2023).

### 2.3. Policy and Legislative Frameworks Influencing Artisan Development and Legislation

According to van Zyl (2018), in 1951 the Native Building Workers' Act 27 of 1951 ("Native Building Workers' Act") and the Training of Artisans Act 38 of 1951 (Training of Artisans Act") were enacted to address the demand for skilled labour in the economy. The Native Building Workers' Act provided for "natives to be trained to perform skilled work of a nature and standard required for the construction of buildings for use by natives in native areas" (van Zyl, 2018).

In 1981, the Manpower Training Act 56 (“Manpower Training Act”) was enacted in response to the findings of the Commission of Enquiry into Labour Legislation, under the chairmanship of Prof NE Wiehahn (“Wiehahn Report”); and the Commission of Enquiry into Legislation Affecting Manpower Utilisation (except legislation administered by the Departments of Labour and of Mines), under the chairmanship of Dr P Riekert (“Riekert report”), in the late 1970s. The act repealed inter alia the 1944 Apprenticeship Act, the Training of Artisans Act, the Bantu Employees’ InService Training Act and the In-Service Training Act 95 of 1979 (“In-Service Training Act”) (van Zyl, 2018).

In the late 1980s, the public artisan training system started experiencing a decline. Between 1985 and 1995, the number of artisans in development decreased from an annual high of 33 000 in 1985 to just over 22 000 in 1994 (Mzabalazo, 2022). Furthermore, towards the end of the last millennium, the Skills Development Act of 1998 (SDA) was passed and a new learnership system was introduced.

Although the learnership system was not aimed at removing apprenticeships or existing artisan development processes, during the period of the National Skills Development Strategy (NSDS) 1, (2000 to 2005) it was mainly learnerships that received funding from the newly established Sector Education Training Authorities (SETAs). As such, by early 2005, the number of artisans produced per annum had fallen to around 4 500. In 2007 and 2008, the national master scarce skills lists reflected an increase in demand of around 60 000 for engineering and construction-related artisans (Mzabalazo, 2022).

The route to achieve artisan status is uniquely characteristic of an artisan occupation and usually includes features such as:

- A structured learning programme of knowledge, practical and work experience;
- A structured learning programme that must be successfully completed before a final assessment is attempted; and
- A final external summative assessment must be passed and is known as a trade test.

Chapter 6A Section 26D of the Skills Development, Act 97 of 1998 states that no person may obtain an artisan qualification in terms of this Act unless they have successfully undergone a trade test administered by an accredited trade test centre. A person may apply to undergo a trade test in respect of that if:

- That person has completed a learnership relevant to that trade;
- or that person has satisfied the relevant requirements of an apprenticeship in respect of that trade;

- or an accredited trade test centre has certified that the person has acquired sufficient prior learning related to that trade;
- and that person has completed any other learning programme resulting in an occupational or vocational qualification inclusive of prescribed work experience that entitles such person to undergo the relevant trade test (Republic of South Africa, 2008).

## 2.4. Evolution of the Artisan sector in South Africa

The 4 pathways to becoming an Artisan are:

1. Apprenticeships
2. Learnerships
3. The merSETA NC(V)4 to artisan pathway in the public TVET colleges
4. Artisan Recognition of Prior Learning (ARPL)

In 2011, the National Skills Development Strategy III (“NSDS III”) was issued by the DHET and was enforced until March 2018. NSDS III presents a shift from a few broadly defined objectives, linked to numerical success indicators, towards a more expansive identification of broad problem areas, linked to priorities and goals rather than quantitative targets. The only exception being the numerical target set for the training and qualifying of artisans, namely 10 000 per year (Mbatha et al., 2014).

The Joint Initiative on Priority Skills Acquisition (JIPSA) was launched in March 2006 to support the government's initiative to accelerate economic growth. JIPSA has identified seven skills shortages as priorities, with one of these being: Artisan and technical skills, with priority attention to infrastructure development (DPLG, 2012). JIPSA has identified artisanal skills as one of the high-profile priority skills areas in need of immediate attention. The Skills Development Amendment Act 37 of 2008 (“Skills Development Amendment Act”) defines an apprenticeship as a “learnership in respect of a listed trade, and includes a trade test in respect of that trade”.

Apprenticeship registrations and completions in the priority artisanal skills areas (as determined by JIPSA) comprised respectively 78% and 77% of total apprenticeships for the duration of NSDS II (van Zyl, 2018). It seems therefore that although the total number of learnership registrations for new entrants decreased during the period NSDS II was applicable, JIPSA was successful in the prioritisation of artisanal skills in respect of apprenticeship training (van Zyl, 2018).

The 1994 democratic government inherited a population with low education and skill levels and an education and training system that was fragmented, dysfunctional and unequal (Reedy, et al., NA).

One of the primary tasks of the new government then was to repeal apartheid legislation and institute legislation that enabled access for all as well as redress measures for inequalities from the apartheid period. From 1994 to 2009, the Department of Education (DOE) was responsible (amongst other aspects) for higher and technical vocational education delivered through universities and further education and training (FET) colleges.

The DOE was responsible for workplace skills programmes, delivered largely through the Sector Education and Training Authorities (SETAs). This split in the education, training and workplace skills production created difficulties in delivery and the education and training levels of the population did not improve much. The education, training and skills system was described as ineffective and inefficient.

The 2009 government created a single ministerial portfolio of Higher Education and Training. The portfolio shifted the higher and further education and training functions associated with colleges and universities from the Minister of Education to the new Department of Higher Education and Training (DHET). All skills-related functions associated with the National Skills Development Strategy (NSDS), the SETAs, the National Skills Authority (NSA), the National Skills Fund (NSF), the National Student Financial Aid Scheme (NSFAS), as well as the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA), were removed from the DOE and linked to DHET.

DHET's oversight of SETAs was strengthened and there were changes in the governance structures with a new generic constitution for councils. FET colleges were moved from provincial administration and brought under the purview of DHET and are now called Technical Vocational Education and Training Colleges. The National Skills Fund, under DHET, was used to fund entities other than SETAs and bolster the resources of the NSFAS. The various parallel processes relating to higher education, technical and vocational education and training (TVET), and workplace-based skills development in DHET were consolidated through the Green Paper and later a White Paper for Post-school Education and Training (WP-PSET).

The White Paper was gazetted in January 2014 and maps out the new vision for the post-school system that the DHET is responsible for. The White Paper envisages significant expansion of the system at all levels (in keeping with targets in the National Development Plan (NDP), but particularly seeks to expand the vocational part of the system. Presently, the DHET is developing the implementation plan for the Post-School Education and Training System and is amending

legislation and policies in line with the WP-PSET. This next period will see amendments to legislation, as well as new legislation, to facilitate the effective implementation of the WP-PSET.

## 2.5. The Importance of Artisan Development in South Africa

### 2.5.1 Contribution of Artisans to economic growth

South Africa continues to face deepening levels of unemployment, with the unemployment rate in the first quarter of 2022 sitting at 32.9%. The actual number of unemployed people at that time was 7.8 million people—a figure that increases to more than 11 million if discouraged work seekers are included (Stats SA, 2023). Unemployment in the country is accompanied by persistent concerns about the quality and availability of skills. Companies generally train for need (though there are exceptions that will be discussed further), and so the 170 000 who have qualified should not be viewed as only reflecting increased supply (Mbatha et al., 2014). That increase could not have been achieved without employers seeking to address their needs through artisan development programmes.

Artisans are an integral part of all communities and the artisanal sector is a crucial driver of economic growth and job creation and the second-largest employer in the developing world, behind only agriculture (Wentzel, 2021). While agriculture has played a big role in the employment sector, the mining sector formed the foundation for most of the growth of technical vocational education and training (TVET), demanding particular skills that were sourced through migration and local training (Mbatha et al., 2014).

As a sector, the artisan trade generates income and provides important and unique skills development — particularly to women. This contribution to the employment and employability of women is reflected in the table below providing data from 2011 to 2020. The percentage of women who are artisans increased by approximately 2% within this period (Mzabalazo, 2022). Artisanal businesses help expand opportunities by diversifying and stimulating local economic activity and creating new jobs that can help families and communities thrive (Mbatha et al., 2014). Technical artisans are critical to the delivery of infrastructure and support across every type of industry (ibid).

*Table 3: Qualifying Artisans by Gender, 2011 - 2020*

<b>GENDER</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>TOTAL</b>
F	2475	2859	3293	1833	2196	3812	4288	3794	4824	3392	32766
% share	20,4	24,6	18,9	12,7	13,6	18	20,3	19,3	20,1	22,5	19,0

M	9654	8755	14134	12556	13918	17386	16863	15833	19156	11714	139969
% share	79,6	75,4	81,1	87,3	86,4	82,0	79,7	80,7	79,7	77,5	81,0
<b>Grand total</b>	<b>12129</b>	<b>11614</b>	<b>17427</b>	<b>14389</b>	<b>16114</b>	<b>21151</b>	<b>21151</b>	<b>19627</b>	<b>24050</b>	<b>15106</b>	<b>172805</b>

Source: (Mzabalazo, 2022)

The role of artisans is also signified by the economic gap they are required to fulfil when the demand has been investigated. According to Mukora (2008), the increase in demand was highlighted across all broad occupational categories. The ones with the most demand included extraction and building trades workers (4,88%) and metal, machinery and related trades workers (4,62%) than for other craft and related trades workers (3,15%) and precision, handicraft, printing and related trades workers (2,97%).

### 2.5.2. Role of Artisans in addressing unemployment and poverty

According to research, employers are seeking to accommodate a majority of historically disadvantaged people in the trades sector (Mzabalazo, 2022). In addition, the need to address this disparity may have inadvertently motivated young white people to explore entrepreneurship (Windschut & Meyer, 2016).

To remove social exclusionary measures and labour market inequality, new legislation was enacted: the Labour Relations Act 66 of 1995, the Basic Conditions of Employment Act 75 of 1997 and the Employment Equity Act 55 of 1998 (Mbatha et al., 2014). In the education and training sector, new programmes and frameworks were instituted to effect reform. These include the South African Qualifications Authority Act 58 of 1995, the Higher Education Act 101 of 1997, the Further Education and Training Act 98 of 1998, the Skills Development Act 97 of 1998 and their amendments.

The Skills Development Act stipulates a vision of employment equity incorporated through a focus on previously disadvantaged persons (Bendix 2003: 259). The Act sought to increase the quality and quantity of artisan skilling. The Sector Education and Training Authorities (SETAs) were established to plan and coordinate skills development processes in specified sectors and among relevant stakeholders (Mbatha et al., 2014). Previously disadvantaged population groups (Africans, coloureds and Indians/Asians), the youth (aged 15–35 years), and women have poorer outcomes in the labour market. These social groups also bear the brunt of material deprivation and poverty (Windschut & Meyer, 2016).

The table below shows that Africans were dominant throughout the 10 years. As the number of artisans produced increased over the years, so did the number of African artisans. Similarly, the number of White artisans supplied followed the same trend as the total number of artisans supplied, increasing when the total increased and declining when the total declined.

Table 4: Artisans Employment, 2011 - 2020

RACE	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	TOTAL
I	342	324	480	563	401	524	512	447	440	297	4330
C	708	902	1147	1075	1242	1467	1638	1257	1130	676	11242
WH	2735	2242	3310	3088	3277	3752	3518	3405	3759	2507	31593
A	8344	8146	12490	9663	11193	15455	15483	14518	17790	11102	113758
<b>Grand total</b>	<b>12129</b>	<b>11614</b>	<b>17427</b>	<b>14389</b>	<b>16114</b>	<b>21198</b>	<b>21151</b>	<b>19627</b>	<b>24050</b>	<b>15106</b>	<b>172805</b>

Source: (Mzabalazo, 2022)

Table 5: Employment after Completing Trade Test Successfully

	Employed	Self-Employed	Still Studying	Unemployed	Total
Apprenticeship	61%	3%	11%	26%	18%
Learnership	50%	2%	9%	39%	61%
merSETA NC(V)4	59%	8%	0%	33%	5%
ARPL	78%	4%	2%	16%	17%
Total	57%	3%	8%	32%	100%

Source: (Mzabalazo, 2022)

## 2.6. Role of the SETAs

The role of SETAs in relation to artisan development is important. SETAs play a brokering role where they assist employers in engaging in apprenticeship training. Mainly this is done through the provision of grants, whereby employers work with providers to deliver theoretical and practical training and provide work experience to apprentices (Mzabalazo, 2022). Mainly this is done through the provision of grants, whereby employers work with providers to deliver theoretical and practical training and provide work experience to apprentices (DHET, 2020). The brokering role of SETAs can also occur in a project where key stakeholders come together to agree on a plan to develop training to address a particular trade or set of trades, as is the case with Centres of Specialisation

(CoS), where SETAs work with the public TVET colleges and employers to deliver new qualifications in 13 priority trades.

When records are made of artisans being trained and passing their trade tests, they are either recorded as being funded by a SETA or, if they train without SETA funding, recorded as “INDLELA (Mbatha et al., 2014). In other words, all artisans who qualify – other than those who are trained via SETA-funded programmes – are classified as INDLELA. The data shows that of the 172 805 artisans who passed their trade test over the 10 years of this study, 147 191 (or 85.2%) were funded and achieved their trade via the SETAs. The remaining 25 614 (or 14.8%) achieved their trade via INDLELA (DHET, 2020).

## 2.7. Seta Specific Artisan Support

Several SETAs in South Africa have been actively involved in promoting and developing artisan training. While the level of involvement may vary, the Manufacturing, Engineering, and Related Services SETA (merSETA) has been instrumental in promoting artisan training and skills development in the manufacturing and engineering sectors (Global Africa Network, 2017). They have worked closely with industry stakeholders, training providers, and employers to develop relevant curricula, facilitate learnerships, and provide funding support for artisan training programs (Global Africa Network, 2017).

The Chemical Industries Education and Training Authority (CHIETA) outlined their commitment to skills development in the chemical sector in their strategic plan for 2020-2025 (DHET, 2020). They have taken proactive measures to support artisans' training in various areas, including chemical operations, laboratory analysis, and process control. CHIETA has fostered partnerships with industry stakeholders to create relevant curricula, facilitate workplace learning opportunities, and offer financial support for learnerships and skills programs (DHET, 2020).

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) has taken an active role in promoting skills development and artisan training within the wholesale and retail sectors. They have provided support for learnerships, apprenticeships, and skills programs aimed at enhancing the competencies of artisans in diverse fields, including motor mechanics, furniture making, and clothing production (W&RSETA, 2021).



## 2.8. Conclusion

The global relevance of artisan development and training has been well documented through literature. Specific to South Africa, artisan development has taken variations that have been influenced by the colonial history and the mining history within Johannesburg. There is still room that remains in South Africa to investigate the functionality of artisan development and specifically how the training has been benefiting the population group that is meant to benefit from the programmes.

The global frameworks governing artisan development have proven instrumental in establishing successful and exemplary training standards, as demonstrated by Switzerland. Looking ahead, the South African model must be precisely defined with specific deliverables aimed at producing highly skilled employees for the country's economy. It should be tailored to meet the economy's demands and remain relevant to the workforce requirements.

# CHAPTER 3

## Research Methodology

### 3.1. Introduction

The study focuses on apprentices/beneficiaries who participated in the apprenticeship programme during the financial years 2018 to 2021. These apprentices/beneficiaries may currently be employed, unemployed, or self-employed.

The research draws upon an extensive dataset garnered from participants enrolled in the apprenticeship programme, that receives funding and support from the SASSETA (Safety and Security Sector Education and Training Authority). This dataset includes participants who have successfully completed the programme, those who unfortunately dropped out and those who are currently in the process of completing it. This multi-faceted approach ensures that the study captures a comprehensive view of the experiences and outcomes of individuals engaged in this critical sector of vocational training.

In addition to collecting data from the programme participants themselves, the research also tapped into the insights of key stakeholders in the Artisan Development landscape. Representatives from Training Providers and Trade Test Centres, which are integral components of the apprenticeship programmes infrastructure, were actively engaged in the study. These individuals provided invaluable quantitative data through an online survey, shedding light on various aspects of the apprenticeship programmes efficacy, such as completion rates, training quality, and participant satisfaction. The dataset received regarding the providers was limited, but all the providers availed were proactively engaged with to participate in the research.

Furthermore, the study recognized the importance of incorporating the perspectives of host employers, who play a pivotal role in facilitating practical on-the-job training for programme participants. To gather their valuable input, the same quantitative survey was administered to host employers, thus gaining a well-rounded understanding of the Artisan Development programmes impact from the employer's standpoint.

### 3.2. Research Approach

A mixed-methods approach was used for the study, where qualitative and quantitative methods were implemented in the research process. Using a mixed-method approach provides the flexibility required to meet the objectives of the study and still be able to attain the most reliable data from participants qualitatively and quantitatively. A mixed methods approach is a humanistic and holistic

approach that allows for quantitative data attained from quantitative surveys to be validated by participants and provides a detailed comprehension of the numbers attained. A mixed methods approach of this kind enables the data collected to have a voice that goes beyond the figures.

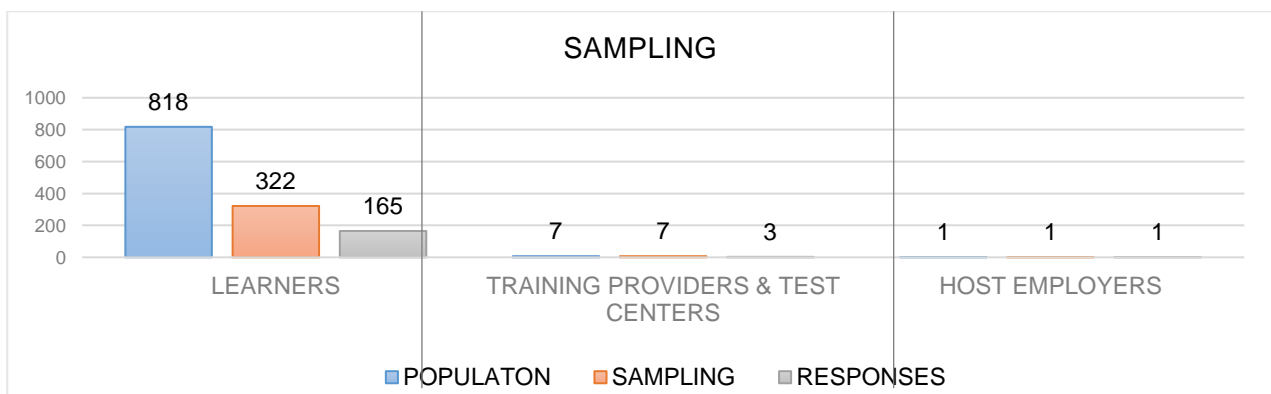
SASSETA was able to gain responses that were oriented with statistical significance and able to complement these with qualitative or explanation-driven responses which add more context to the numbers. The quantitative research approach was conducted in the form of online surveys. This holistic approach not only helps validate quantitative findings but also allows for a deeper exploration of complex phenomena, enhancing the overall rigour and validity of the study.

Additionally, mixed methods enable researchers to triangulate their data, providing a more robust and reliable basis for drawing conclusions and making informed decisions. In summary, a mixed-method approach is well-suited for surveys as it leverages the strengths of both quantitative and qualitative methods to offer a more comprehensive and insightful perspective on the research topic.

### 3.2.1. Sampling Method

A convenient sampling method guided the gathering of participants in the research. Convenient sampling is a non-probability sampling technique in research where the participants or data points were selected based on their availability and accessibility (Stratton, 2021). The target population is based on the data provided by SASSETA and no external participants were included in the study and the dissemination of the survey ascertained that all the stakeholders had an equal opportunity to participate.

Figure 2: Study: Sampling



**1** 51%

**2** 43%

**3** 100%

With a total population of 818 apprentices/beneficiaries, the sampling size for this category is 322 with a total of 165 responses received which is equivalent to a 51% response rate. From a population and sampling of seven training providers and trade test centres, all the stakeholders received the survey, with a 43% response rate. Only one host employer participated in the survey, and it is important to note that some of the training providers also serve as host employers for the apprentices/beneficiaries.

### 3.2.2. Data Collection

The quantitative data was collected using online surveys. To ascertain consistency with the desired outcomes through the process, the questionnaires were based on and designed to elicit responses that are targeted and responding to the study objectives.

The data was collected using an online survey deployed through SMS, and WhatsApp. More qualitative data was gathered using Focus Group Discussions with participants who had completed the survey.

### 3.2.3. Data Analysis

The data analysis for collected data was a multi-faceted process designed to provide a comprehensive understanding of insights from the survey responses. We employed thematic analysis to identify recurring themes, patterns, and underlying narratives within the qualitative data, ensuring that we captured the rich context and nuanced perspectives shared by the participants. This approach allowed us to derive meaningful insights from the qualitative data.

In addition to the thematic analysis, we also used quantitative methods to quantify and visualize key trends and patterns. By transcribing and coding the responses, we were able to transform qualitative data into a format suitable for numerical analysis. This combination of qualitative and quantitative analyses not only provided a holistic perspective on the survey results but also allowed us to triangulate our findings, enhancing the validity and reliability of our conclusions.

Overall, our approach is aimed to offer a well-rounded and in-depth exploration of the data, ensuring that we unearthed both the overarching themes and the statistical trends within the survey responses. These insights are vital for making informed decisions and formulating strategies based on a thorough understanding of the collected data.

### 3.3. Ethical Considerations

The research was conducted with the highest regard for humanness and no harm to participants as regulated by the South African Market Research Association. No harm was brought to the participants, and a disclaimer was added to the survey email confirming to all participants that their responses would remain confidential. The participants were further notified about the optionality of their participation which was not coerced or forced. This informed consent was for both the survey and the focus group discussions.

### 3.4. Limitations of the Survey

- i. All 322 apprentices/beneficiaries did not have an email address. We had to rely on SMS and WhatsApp to reach the participants.

These platforms (SMS and WhatsApp) have proven to be effective considering the positive response rate.

- ii. The dataset for the training providers & trade test centres and host employers was very limited, with only one host employer contact available.

Though there was a limited dataset and responses from the stakeholders, it was established that some of the training providers are also host employers. More needs to be done by SASSETA to streamline database management and ensure that all contacts are up to date.

### 3.5. Conclusion

The methodology employed in this research has been carefully designed to address the specific objectives of our study and to ensure the collection of high-quality data that effectively tracks apprentice's experiences through their trainings, the support that is offered to them and the impact they have in the companies they serve. Our choice of convenient non-probability sampling aligns with the practical considerations and constraints of our research, allowing us to efficiently gather relevant information while remaining mindful of ethical considerations and resource optimization.

By combining the strengths of quantitative and qualitative data collection methods, we can obtain a well-rounded and nuanced understanding of the subject matter. The utilisation of quantitative

data through surveys provides structured and measurable insights, while qualitative data enriches our findings by offering a deeper exploration of participants' experiences and perspectives.

Throughout the research process, we maintained transparency in reporting, adopted mitigation strategies to address potential limitations, and conducted rigorous analyses to ensure the validity and reliability of our findings. We are confident that the methodology we have outlined effectively enabled us to answer our research questions, uncover trends, and contribute meaningful insights to the field.

# CHAPTER 4

## Key Findings & Study Results

- Demographics
- General Questions
- Apprentices
- Training Providers & Trade Tests Centres
- Host Employers



## 4.1. Key Findings

### 4.1.1. Introduction

The subsequent section presents the culmination of our research efforts, distilling the information gathered and analysed to uncover the topic. In this section, we will navigate through the key findings that have emerged from the research. These findings encapsulate the core takeaways, both quantitative and qualitative, that have the potential to inform decisions, policies, and actions through the recommendations provided.

## 4.2. Findings: Artisan Development Programme

### 4.2.1. Successes of Artisan Development Apprenticeship programmes

SASSETA has achieved numerous significant successes in enriching the lives of apprentices. Notably, apprentices who enrol on the apprenticeship programmes and face minimal interruptions manage to successfully complete their apprenticeship programmes, securing careers efficiently and realising the full intended benefits of the apprenticeship programmes. Workplace training and the overall development of artisans are effective, placing artisans in roles where they can compete and establish a strong market presence.

### 4.2.2. Career Development and Advancement

87% Of the participants asserted that the **programme connects them to career advancement or/has played a role in advancing their career**. The reflection of these statistics is the experience of the impact that the programme has had on Artisans who have been part of the programme.

The correlation between the perceived **benefits of the programme** and the **applicability of the skills** in the real world based on the participants is significantly positive. 61% Of the participants are of the assertion that the apprenticeship programmes contribute to securing a job, while 77% of the participants assert that the skills attained from the programme are effective.

The beneficiaries reported experiencing a positive **career development trajectory**, with 92% of respondents stating they are employed full-time. Among them, **74% were employed immediately after completing their programme**. Only 5% of the employed beneficiaries took more than a year

to secure employment, indicating the significant effectiveness and success of the programme's link to career advancement.

### 4.2.3. Challenges of Artisan Development Programmes

Although the apprenticeship programmes have yielded many successes and completions are successfully related to high employment, various challenges have been recognised within the apprenticeship programmes.

#### 4.2.3.1. Communication

**Communication with the apprentices seems to be absent** within the apprenticeship programmes. Apprentices continually assert that SASSETA does not initiate communication with them and there is a need for a channel for them to communicate with SASSETA.

Emails are the only avenue utilised by apprentices to communicate with SASSETA, but **this avenue is not sufficient** to meet the requirements of the apprentices. **Emails are not responded to immediately** and in cases where they are responded to, some of the apprentices do not receive sufficient aid to resolve their problems.

Some have set up representatives to communicate with SASSETA, but this has also not yielded positive results. There is no physical presence of assistance and personal contact with SASSETA.

#### 4.2.3.2. Funding

The majority of people who do not complete their apprenticeship programmes are those who lack funding or whose funding has been withdrawn as a result of failure.

Those who lack funding still require funding and they are keen to be provided with opportunities to proceed with the apprenticeship programmes provided.

For some, stipends are significantly delayed. The apprentices rely on the stipends which are vital to their success in the apprenticeship programmes, in the absence of stipends, apprentices are unable to travel to sites and proceed with their apprenticeship programmes.

Some attest to the fact that, based on this, only those who were residing close to training sites/institutions can proceed with their programme. Stipends are not enough for some of the apprentices to travel and support themselves through the apprenticeship programmes.

#### 4.2.3.3. Working Tools

Support for apprentices is also lacking in the form of tools that they expect or receive from SASSETA.

There is clear miscommunication between apprentices and SASSETA as apprentices feel the tools available were not adequate and there is no clarification on whether the provision of tools is their responsibility or SASSETA's responsibility. Although 61% of the participants stated that they had the correct tools, it is concerning that 39% of the participants did not have the same experience.

#### 4.2.4. Self-Employed Beneficiaries

Although the results for self-employed beneficiaries were below the analytical threshold, it can be inferred that very few of the apprentices proceeded to start their own businesses. It can be asserted that communication with apprentices after apprenticeship programmes with SASSETA is generally lacking.

Many participants lack the opportunity to advance their careers by venturing into entrepreneurship. Upon securing full-time employment, they often fail to harness their skills for self-employment and job creation, even though the skills they acquire from the apprenticeship programmes are highly relevant and applicable.

# CHAPTER 5

## Artisan Development Programme: Study Results

## 5.1 Learner Beneficiaries

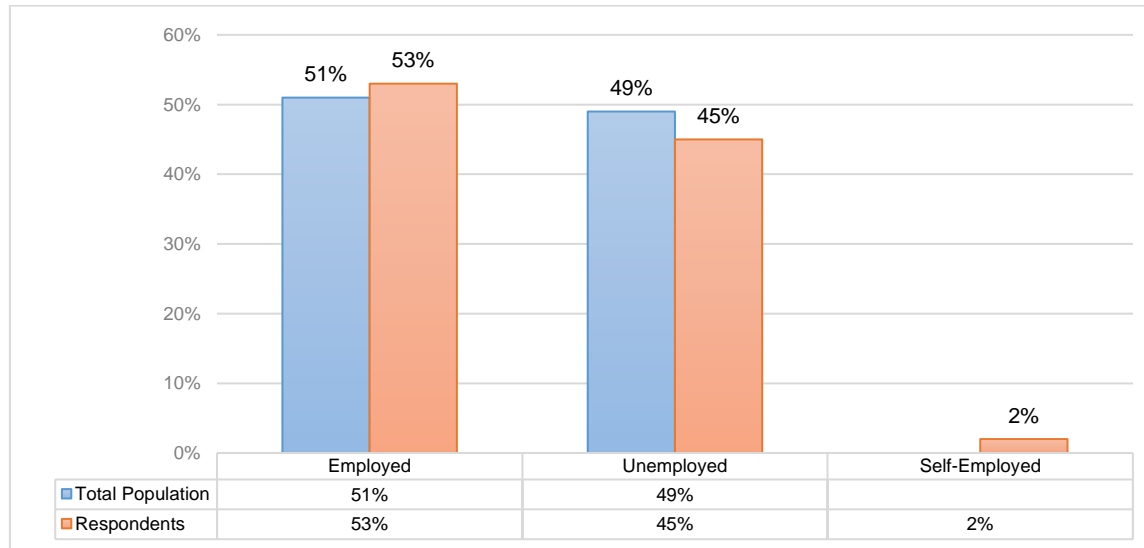
### 5.1.1. Demographics: Learner Beneficiaries

The subsequent section provides a detailed exploration of the demographic characteristics of the respondents, offering insights into the diverse profiles of the individuals involved. Furthermore, it aims to present a comprehensive statistical breakdown of the employment statuses of these respondents, allowing for a nuanced understanding of their occupational circumstances. To establish the demographic backdrop, it's important to note that the data analysed here emanates from a sample of 322 beneficiaries who participated in the study, contributing to an overall response rate of 51%. While this sample provides valuable insights into the study's participants, it's essential to acknowledge that the broader learner dataset, which represents the entire population involved in the Artisan Development programme, does not include the complete set of demographic information encompassed in this section.

#### 5.1.1.1. Employment Status

The following graph highlights the participant's current employment status:

Figure 3: Employment Status

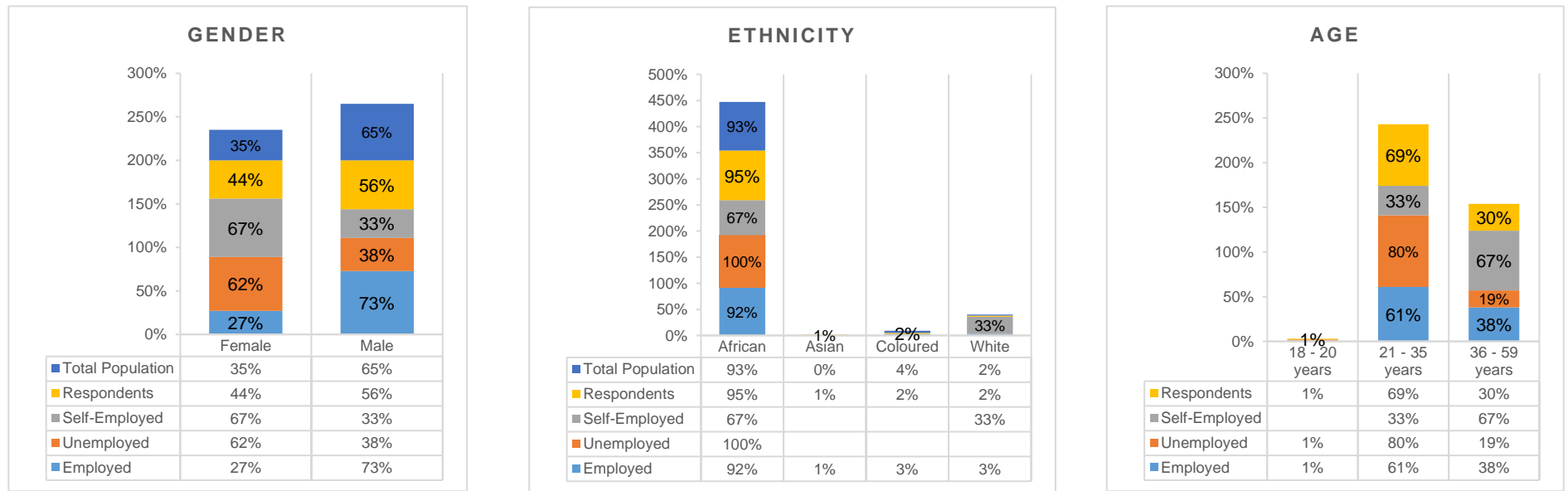


First, participants were asked to indicate their current employment status. Out of the 165 beneficiaries who participated in the survey, 53% reported that they were currently employed, while 45% of the respondents stated that they were currently unemployed, and a minority of 2% identified themselves as self-employed. In comparison to this, 51% of the total population stated that they are employed, while 49% of the same group were unemployed. Notably, a significant proportion of the respondents indicated that they were employed on a full-time basis, as depicted in Figure 16 of the data. It's crucial to emphasize that the dataset available for this analysis does not encompass the complete employment status information for all programme beneficiaries.

In the following sections, we will delve deeper into the demographic information, specifically focusing on the responses related to participants' employment statuses. This detailed examination will provide valuable insights into the occupational circumstances of those engaged in the Artisan Development programme.

### 5.1.1.2. Gender, Ethnicity & Age

Figure 4: Gender, Ethnicity & Age



56% Of the participants identified as males, while 44% identified as females.

The significant bulk of males (73%) were employed in comparison to only 27% of females.

67% Of the female participants resorted to self-employment.

95% Of the participants identified as Africans while Coloureds and White participants were 2% respectively.

33% Of the participants who identified as Whites were self-employed and only 3% of White participants were formally employed.

92% Of African participants were formally employed.

69% Of the participants were between the ages of 21-35, while 30% were between 36-59.

80% Of participants between the age of 21-35 were unemployed, while 61% were formally employed.

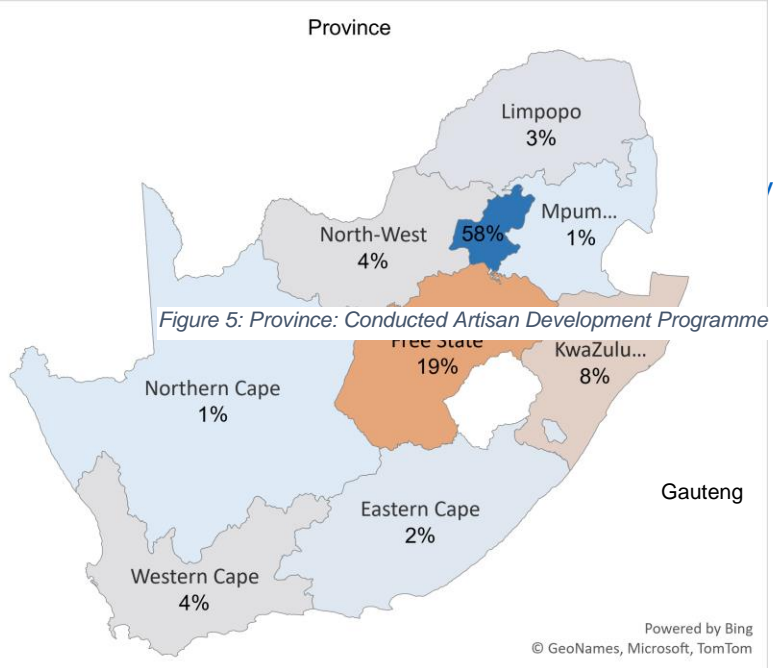
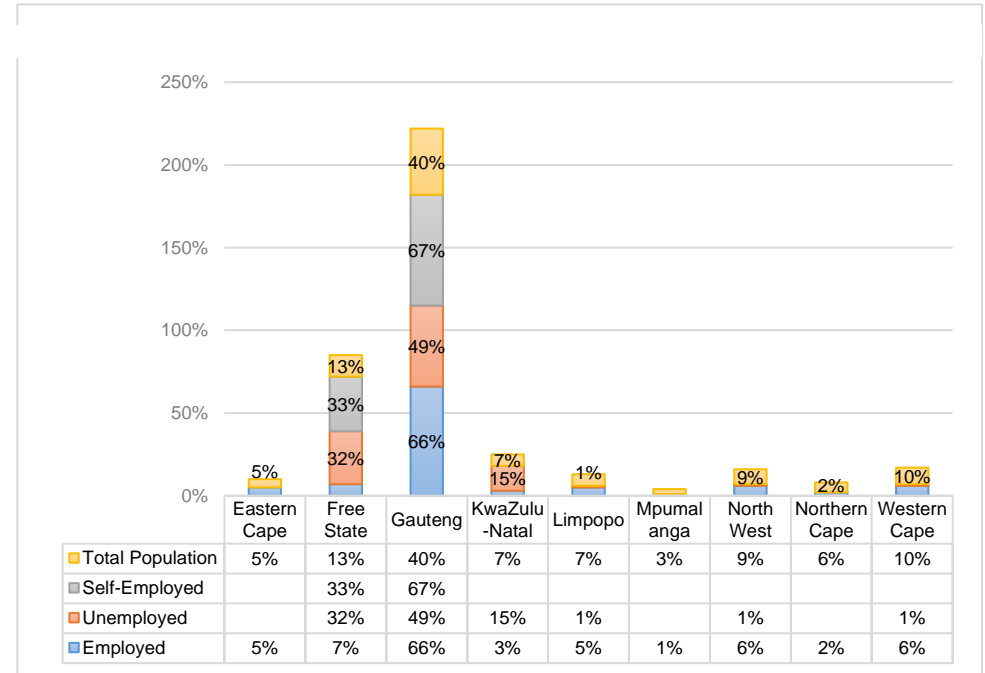


Figure 5: Province: Conducted Artisan Development Programme

### Development Programme



The survey saw strong participation from apprentices in Gauteng, with this province accounting for the majority at 58% of the respondents. Among the Gauteng participants, 67% were self-employed, and 66% held formal employment positions. However, it is important to note that 49% of those from Gauteng reported being unemployed, highlighting the diverse range of employment statuses within this region.

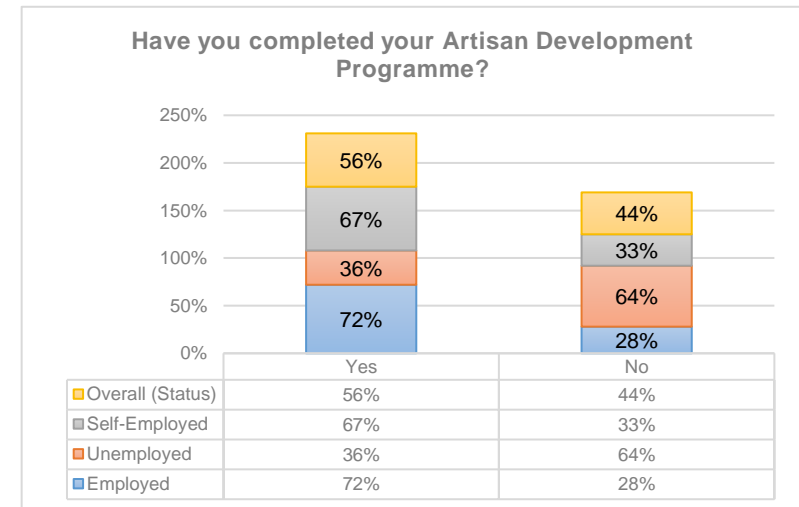
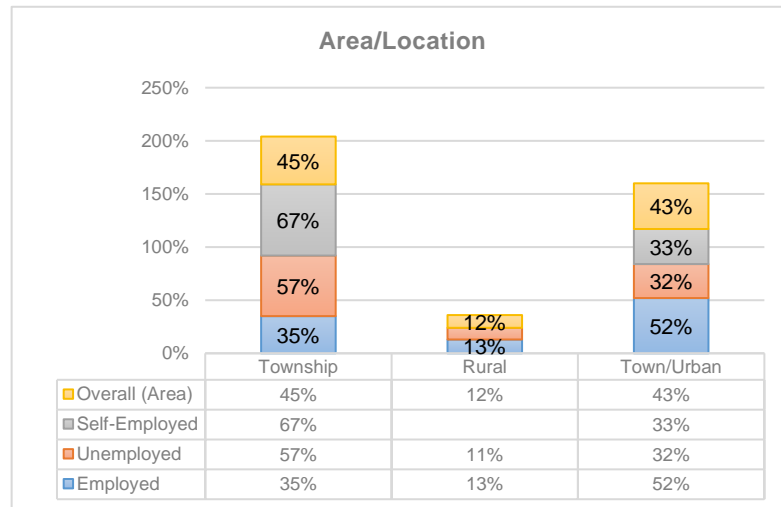
In contrast, the Free State was represented by 19% of the overall survey participants. In this group, only a small fraction, specifically 7%, held formal employment, while a larger proportion, 32%, identified as unemployed. Additionally, 33% of Free State participants reported being self-



employed, demonstrating a varied employment landscape within this province. These insights underscore the regional variations in employment status among respondents, which will be further explored in the subsequent sections of the report.

#### 5.1.1.4. Geo-Location & Status of Artisan Development Programme

Figure 6: Location & Programme Status



45% Of the participants were from the township and only 35% of these participants were employed.

43% Of the participants were from Town/Urban, with 52% of these participants being formally employed and 32% of these participants being unemployed.

12% Of participants were from Rural areas and none of these participants were self-employed. 13% Were unemployed while 11% were formally employed.

Out of the participants, 56% successfully completed their programme, while the remaining 44% did not successfully complete their apprenticeship programmes.

72% Of participants who had completed their apprenticeship programmes were employed-

36% Of participants who had completed their apprenticeship programmes were unemployed compared to 64% who did not complete their apprenticeship programmes.

### 5.1.2. Demographics Profile Analysis

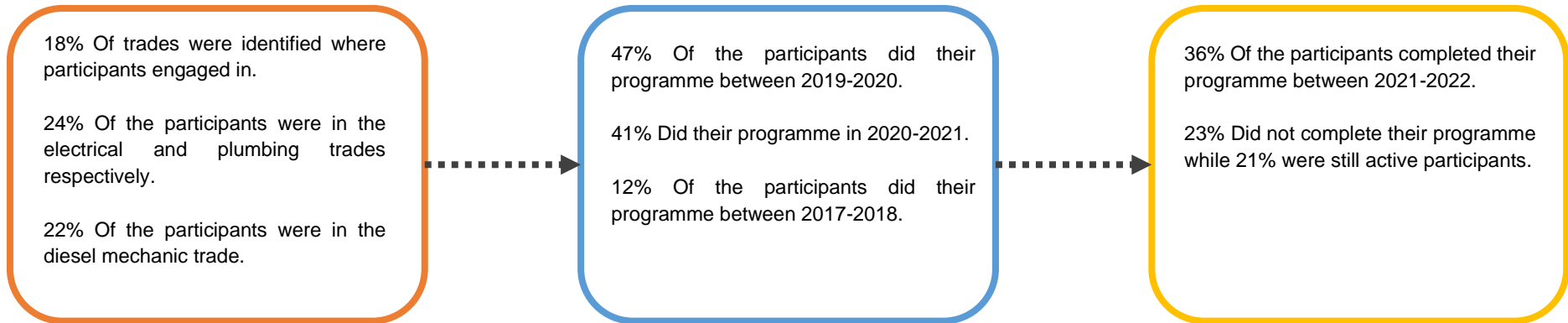
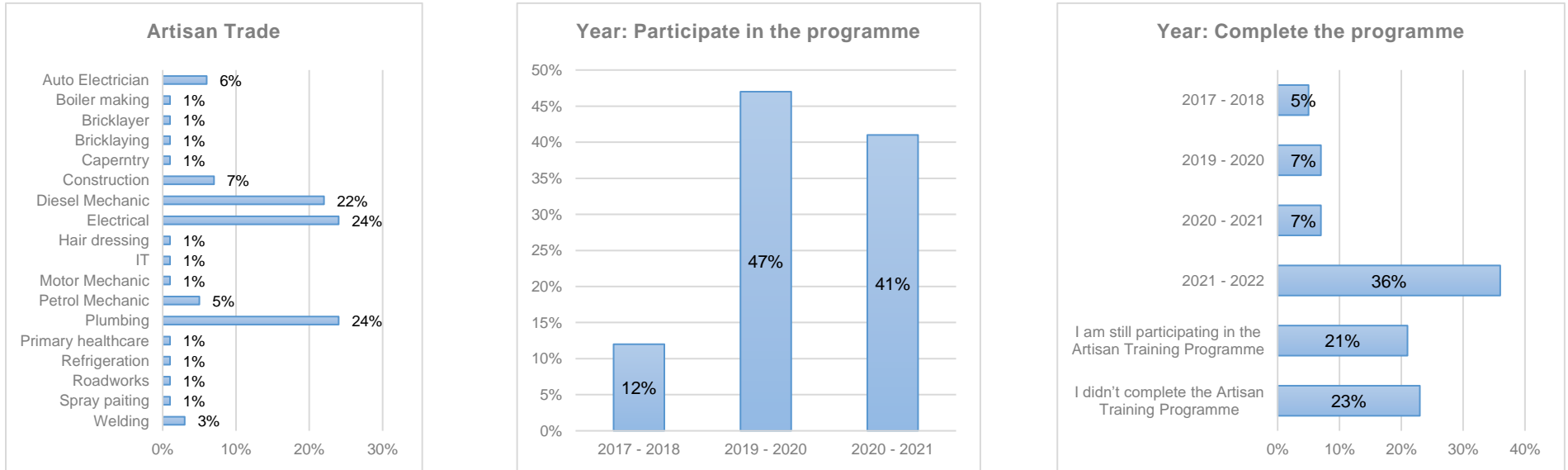
The survey managed to engage a representative sample of the population and within this sample, 53% of the participants were employed. This corresponds to a 2020 tracer study which highlighted that; in terms of demand, 79% of qualifying artisans are employed by a company, 2% are self-employed and 19% are unemployed (Labour Market Intelligence, 2022). In line with the tracer study, 2% of the participants were also self-employed while 45% were unemployed. Although this has led to the question of whether too many artisans are being produced within South Africa, this question has been nullified by the reality that there are still scarce trades that require training and an economy can never have too many artisans.

A more targeted approach has been suggested to address the skills that are required by the economy and to effectively dent the unemployment figures in South Africa generally and specifically among artisans. With only 2% of the participants highlighted starting their own businesses, there is an avenue for business development and equipping qualified artisans with business acumen to counter unemployment, sustain themselves and provide employment for other artisans. Participants highlighted a lack of resources, knowledge and capital as some of the factors that increase reliance on being employed by a company and not venturing into business themselves regardless of the skills being present. The need for artisans is undisputed in South Africa, data and research both highlight the need for artisans, but what remains to be delved into are the areas of need that require targeting. According to Smith (2021), these areas include electricians, boilermakers, fitters and turners, welders, and mechanics.

Self-employed artisans are the least represented number of participants, but this gets more significant when the locality is brought to the fore. 12% Of the participants were in rural areas and this natural progression was mimicked with being self-employed as none of the self-employed participants were from rural areas. The statistics are quintessential to the economic gaps that are seen generally in South Africa when we contrast rural areas and urban areas. The data further highlights how high unemployment is for the artisans in the rural areas since it has a 2% margin with employment.

### 5.1.3. Impact Assessment: Artisan Development Programmes

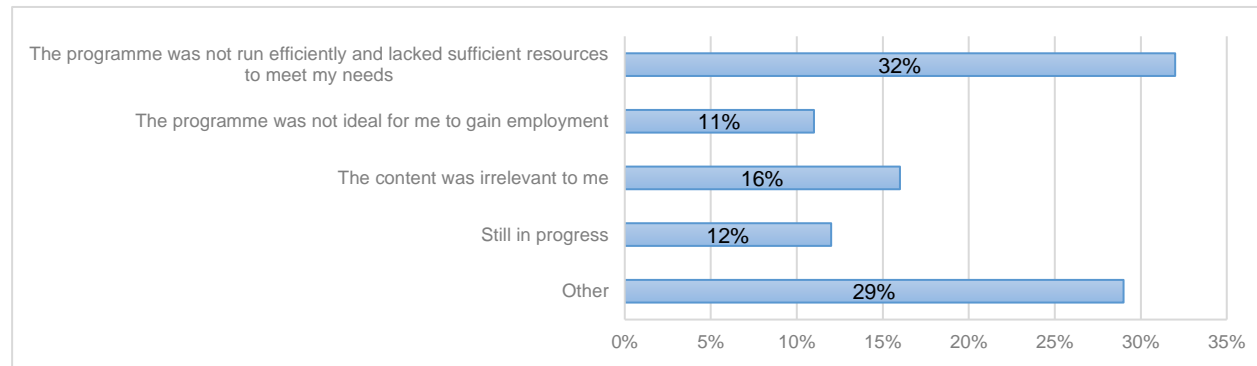
Figure 7: Artisan Trades, Start & Completion Year



In assessment, it can be stated with certainty that the programme is yielding success as 56% of the participants managed to complete the programme successfully. Imperative to note is the further assertion that 44% of those who did not complete also includes participants who were in current apprenticeship programmes and have not completed the apprenticeship programmes. 21% Of the participants were still on the apprenticeship training programme, while the actual number of participants who did not complete their programme was 23%.

The success of the programme is not only encapsulated in the number of participants who have completed the programme but is further represented by 72% of participants who completed their apprenticeship programmes being employed. This cohort is significantly high and apart from signifying success also highlights the relevance of the programme to employment and correlates to the high skillset of participants who complete the programme. From the above figures, it could be deduced that completing an apprenticeship programme is closely linked to securing a job. The programme has evidenced a positive impact for the participants who have taken the programme as it connects them to economic opportunities through employment by companies and venturing into their own businesses.

The programme exposes participants to various trades, most of which find practical manifestation in the careers of the participants. Significant to note is the dominance of some trade in the neglect and/or under-capacitation of others. Electrical, diesel mechanic and plumbing are the only 3 out of 18 identified trades with over 20% engagement. This speaks significantly to the relevance of the trades and the potential demand of the trades on the market. These figures also align with the demographic's stance on the suggested targeted approach in comparison to the broad approach to providing trades. 13 Of the 18 trades that were presented in the research had 5% engagement or less, and 11 of these trades had only 1% engagement. This data might be an opportunity for a needs assessment to be conducted with the economic needs of the market and align these with a more targeted approach in apprenticeship programmes being provided to apprentices. This needs assessment also enables and identifies the validity of a broad approach to trades and if it is responding effectively to the needs of the economy.



#### 5.1.4. Reasons: For not completing your Artisan Programme

Figure 8: Reasons - Non-Completion

29% Of the participants did not complete the apprenticeship programmes for the reason stated as Other. Most of these participants failed a module or two, leading to being removed from the programme. The Focus Group Discussions further highlighted that unsuccessful apprenticeship programmes have a high impact on apprentices being eliminated as they are not provided with another opportunity and funding withdrawal. 32% of the participants were categorised under this predicament in Other and as a result, the lack of securing funding has led them to dropping out. Lack of funding also included people with families who could not incur the cost of travelling and some who stayed far from the sites and could not travel. One learner testified that all people who were staying far from the site dropped out and only those staying close could complete.

The lack of funding, in general, is exacerbated by the reality that stipends are delayed in some cases. These delays have been indicated to last 4 months. Some of the apprentices are so dependent on these stipends that their only resort would be to drop out. In addition, when stipends are

delayed, apprentices do not have any means of contacting SASSETA to resolve the issue. Their emails are not responded to on time, and without an official channel of communication, dropping out remains the resort. For participants who dropped out on this basis, there was no follow up done on the reasons for dropping out or discuss with participants how to re-enrol them. This ends up as a loss for the apprentices and SASSETA who have already invested in funding for the apprentices. The COVID pandemic also played a role in some of the participants dropping out of their apprenticeship programmes. The pandemic resulted in some participants taking up other opportunities and others not having knowledge of how to get back to the apprenticeship programmes.

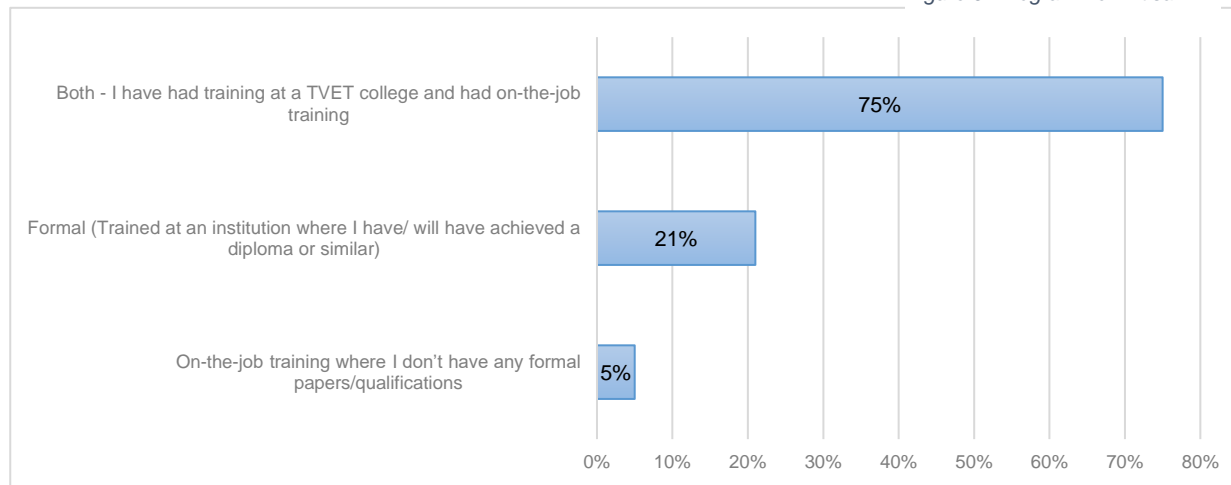
For 32% of the participants, the programme did not align with their needs and requirements they had, this was in line with 16% of the participants who felt that the content provided in the programme was irrelevant for them. 11% Of the participants did not complete their programme as they felt that the programme was not ideal for them to access employment upon completion. There is an apparent and evident stereotyping of the success or lack of success of the programme that is driven by hearsay rather than data. Success or failure is determined by the experiences and perceptions of participants.

It is imperative that this perception and these ideas be made relevant and constructive through marketing campaigns, access to statistics and career knowledge drives that are aimed at replacing stereotypes with data and constructive decision-making tools for the apprentices. When this is juxtaposed with the career development potential results stipulated below, there is a very positive outlook of what the programme can offer, the ability provided by the programme to secure employment and the capacity to develop one's skills. An average of 61% of agreeableness is gathered across the 3 statements which can be taken as positively aligned perceptions of the programme in general. However, there is evident uncertainty especially with securing employment (27% neutral) and this is concerning as it indicates a lack of clarity on career potential and anxiety over where one can lead after the programme.

## 5.2. Programme: Artisan Development

### Which Artisan Development Programme did you participate in?

Figure 9: Programme: Artisan



75% Of the participants participated in both TVET college and on-the-job training, while 21% of the participants participated in formal training which was at institutions where they have or are going to achieve a diploma or similar qualifications.

Only 5% of the participants participated in on-the-job training.

### 5.2.1. Unnecessary/Redundant Activities

84% Of respondents confirmed that the Artisan Development programme ran efficiently and there were no unnecessary activities that needed to be eliminated, while 16% of the respondents disagreed.

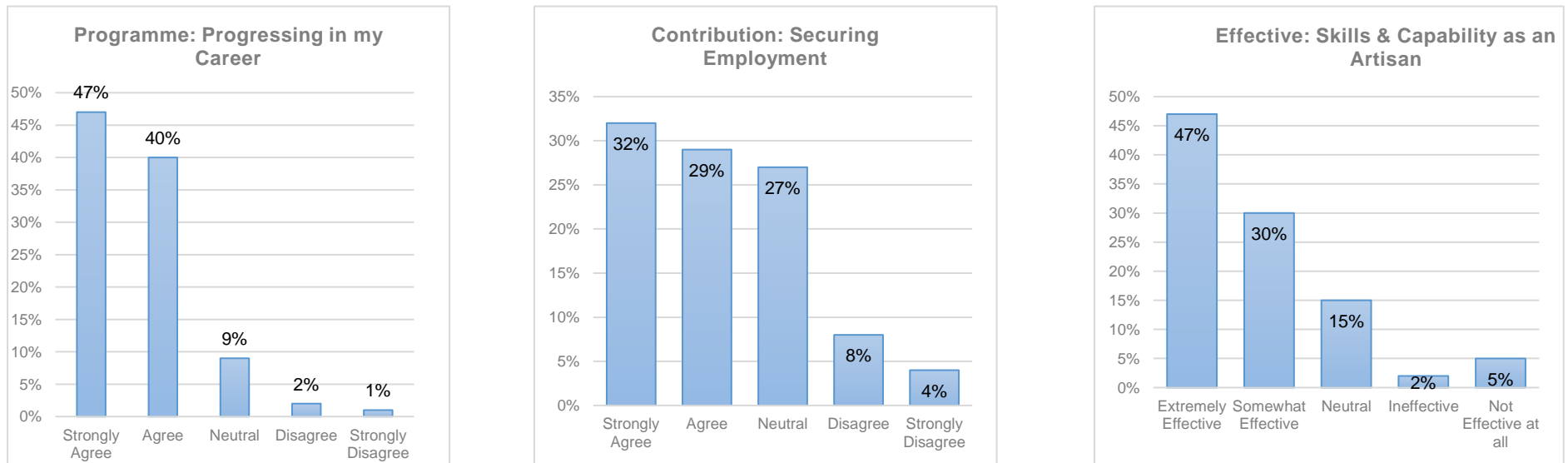
Below are some of the activities highlighted by the respondents the programme must consider removing – it is important to note that most of the comments in this section were grievances about travelling, lack of communication by SASSETA and funding issues experienced during apprenticeship programmes (Verbatim):

- *Yes they are so many things that could have been prevented from happening, project manager did do his job he never attended our issues as apprentices that we had, scheduling of practical to work place feel like I still need more exposure to work place.*
- *We just finished our training with NQF level 4(Electrical Operator),which limit our skill for other sectors.*
- *Training us in groups of 10-12 people on something so small and just paraphrasing is also sabotage*
- *I think Sassetta don't take us serious because we attended the workshop phase without PPE*
- *We did not receive our tool box even today*
- *Proper planning, communication, and researching about proper workplace that will provide students with enough or proper work experience.*
- *People appointed should have the apprentices best intrest and not just be bystanders when things are not going accordingly*



## 5.2.2. Career Development

Figure 10: Career Development



A combined 87% of the participants think that the apprenticeship programmes have the potential to advance their careers.

9% Of the participants are not certain of the above assertion and this is a result of some participants still being active in the apprenticeship programmes.

Only 3% of the participants do not agree.

61% Of the participants asserted that the programme contributes significantly to securing a job.

27% Of these participants are not certain of this as this includes participants who have not secured employment and those who are still active.

12% Of the participants do not agree with this.

The application of skills to the trade is strongly commended by 77% of participants who are of the opinion that the skills they attained from the programme will effectively contribute to their skills and capability as an Artisan.

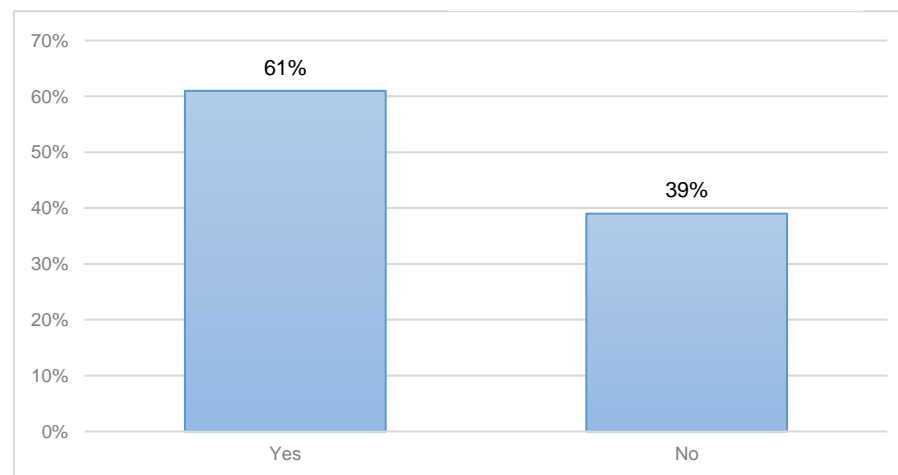
### 5.2.3. Working Equipment & Funding

#### Programme: Did you have the correct Tools, PPE & Equipment?

61% Of the participants state that they had the correct tools, PPE and equipment during their training.

It is concerning that 39% of the participants did not have the correct resources. Participants from the Focus Group Discussion stated that there is a lack of clarity as to whether SASSETA provides tools or not. In both cases, apprentices do not have tools and this impacts their apprenticeship programmes. For apprentices who ask for tools, they are met with resistance or an expectation for them to bring their tools.

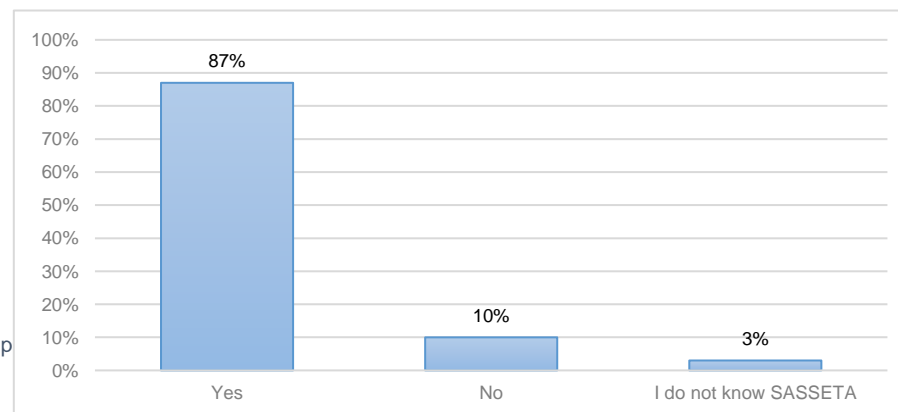
Figure 11: Artisan: Equipment & Tools



#### Are you aware SASSETA funded your Artisan Development

87% Of the participants acknowledge that they knew SASSETA funded their programme. This knowledge has been reflected in the further reliance participants have on the funding. In the availability of these funds, participants highlight that they thrive in their apprenticeship programmes, but in the absence of this finding, dropout is the essential result.

Figure 12: Programme Funding



### 5.2.4. Employment: Status & Duration

Figure 14: Employment Status

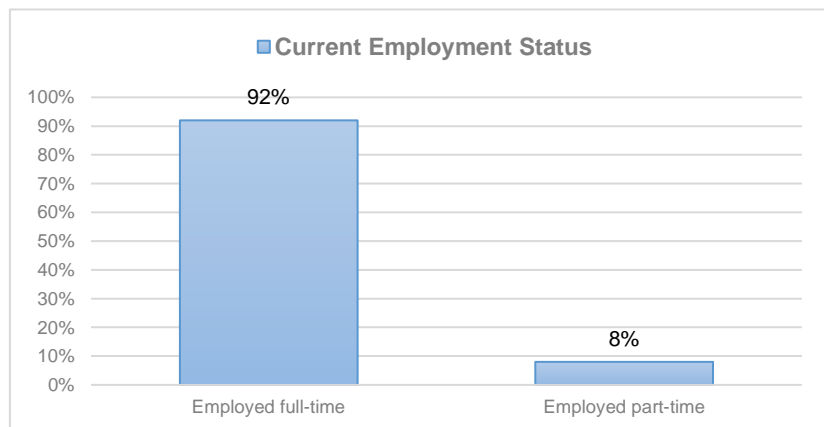
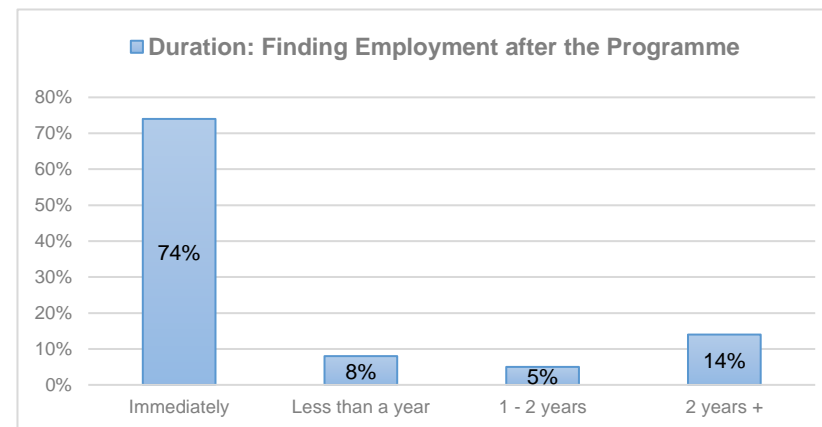


Figure 13: Duration - Finding Employment



92% Of the apprentices (*figure 15*) who were employed managed to secure employment on a full-time basis while 8% were employed on a part-time basis. The employability prospects of artisans who successfully complete their apprenticeship programmes in South Africa are notably promising. Research shows that graduates of artisan apprenticeship programmes are equipped with practical skills, technical expertise, and hands-on experience, making them highly sought after by employers. This assertion is consistent in its correlation with the time it takes to be employed after the completion of a programme.

As shown in *figure 16*, 82% of the apprentices who are employed participants managed to secure employment in a year or less after completion of their programme. This number is a testament to the impact the programme is making and the effective nature of the programme in countering

unemployment in South Africa. This figure further invalidates job security anxiety as depicted by participants who are still in the programme. Only 14 % did not secure employment 2+ years after completion. Artisans are still struggling with channels that allow them to secure jobs and expose them to the job market and some of these resort to self-employment.

### 5.3. Entrepreneurship: Starting your own business

One of the aspects of the Artisan Development programme study is to measure the success of the apprenticeship programmes, and starting your own business might be attributed to the learning and training of the apprenticeship programmes. As a result, 52% of those currently employed agree that they are adequately equipped to start their own business, whereas 48% are not.

The following comments (Verbatim) highlight an opportunity for SASSETA to identify further opportunities they can assist the apprentices/artisan in their journey to start their own business, and in addition, add capacity to Artisan Development:

- *Funding*
- *To be assisted with tools and equipment also advised in marketing my business*
- *I need a place, tools and softwares*
- *We need tools*
- *Capital is all need to start and proper trade test so that I can right installation rules*
- *Equipment and workshops*
- *I would like to be taken to tradetest and get my redseal certificate*
- *Funding to buy all the necessary equipments.*
- *I will need tools, money to do advertising like business cards, flyers etc and setting up a website, and a daily transport vehicle.*
- *A complete workshop with complete tools or funding to start my own.*

## 5.4. Unemployed Artisan Beneficiaries

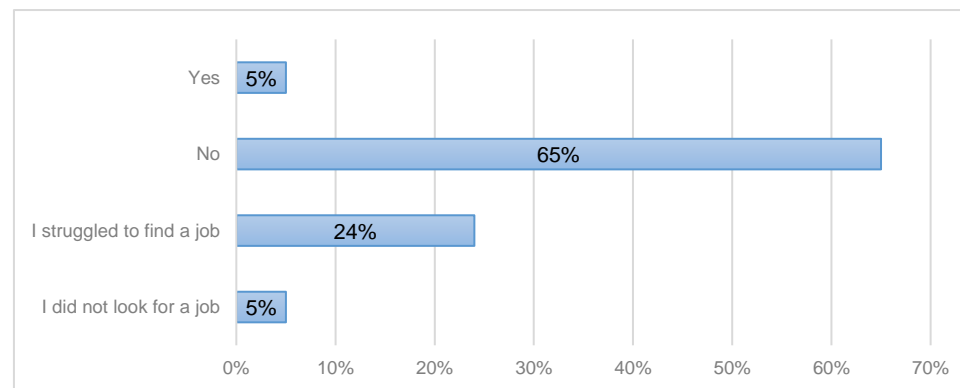
### 5.4.1. Employment Opportunities

#### Did you find artisan-related employment after the programme?

Figure 15: Employment Opportunities

Only 5% of unemployed Artisans found a trade-related job after they finished their apprenticeship programmes. 65% were not able to secure a job.

5% Of the participants in the same category did not look for a job. People who have dropped out as a result of funding, are further disadvantaged by the lack of skills that are a requirement to secure employment. Most of these participants stated through the qualitative responses that they would want to proceed with the programme if the opportunity was availed to them.

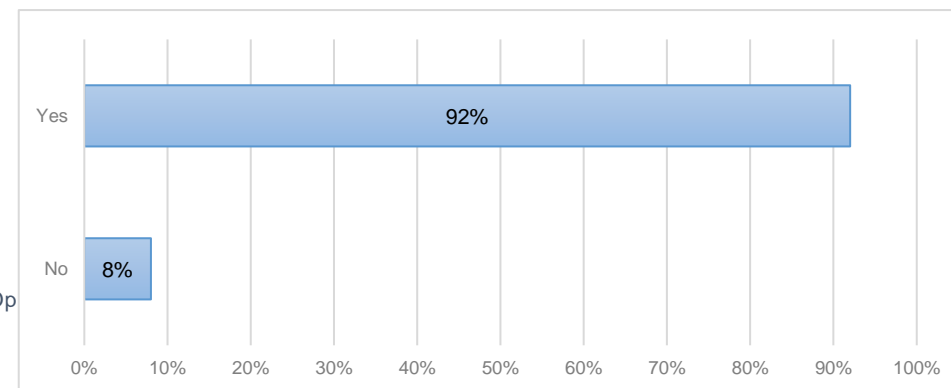


#### Are you actively seeking employment?

Figure 16: Seeking Employment

92% of unemployed Artisans are actively in the employment market.

Active employment seeking is exacerbated by the lack of channels to seek employment and access to resources that enable exposure to the market.



#### 5.4.2. Suggestion – Improve the experience of the programme (Verbatim):

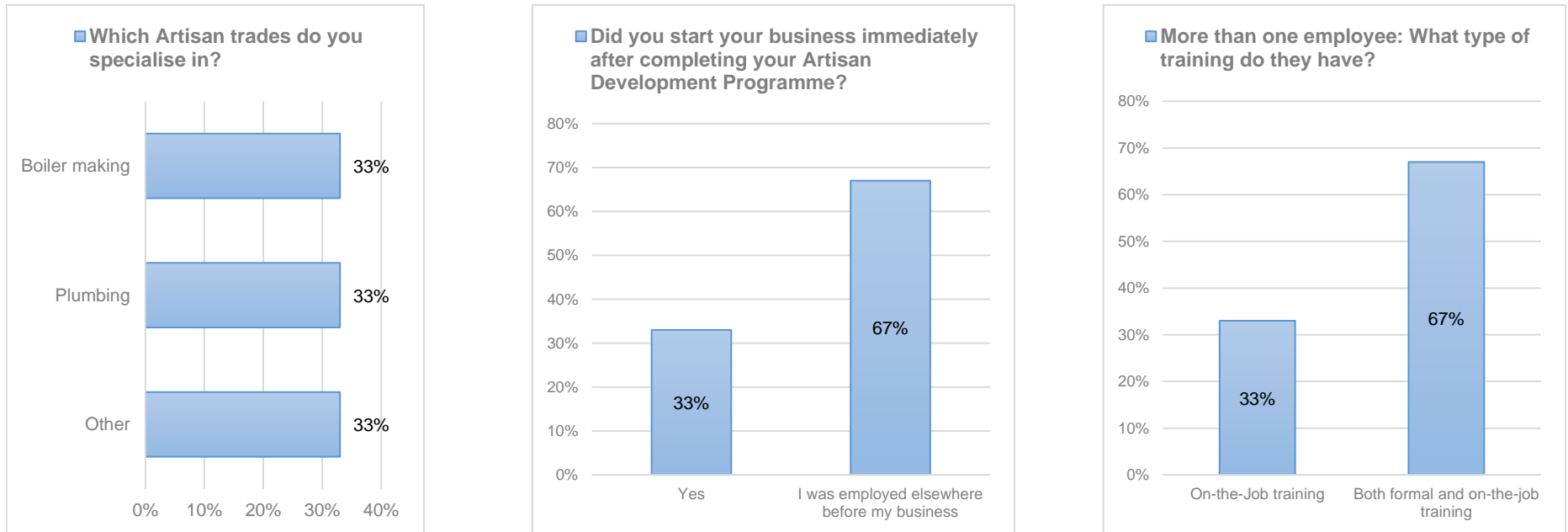
- *I would like to say if you gives us an opportunity like this one in the future please be patient with us as it was our 1st time learning we were not supposed to be removed like that from the programme, we were eager to learn and I'm talking from my side as a female I needed this programme to help me show up some skills that there is no job that is called a man's job, we women can also do what man can, thank you*
- *I strongly believe that if corruption could be stopped by people who run the programs by deducting money from our stipends claiming that it's what we signed for. Another thing I can add on is the coordinators of the programming must be people who are responsible and honestly.*
- *I think even the funders should consider apprentices if they have issues so many things has happened while on this program, when we enquire about our stipend and Extension of our contracts we never got answered. Please also improve the communication between apprentices.*
- *Your job is very good I like it keep on doing good work to us*
- *I suggest that after completing the program candidates should be placed in the work environment like municipality or other work related services*
- *The problem that came between my programme was finance when going to training, the company was very far and couldn't afford to go to training. The stipend was too small to cover the transport costs and my mom was not working so I couldn't continue, sometimes I will get paid late or half. So please when making your programs make sure that it's affordable for everyone and provide atleast 2x PPE, I received only one and came back home late in result I was wearing dirty or wet clothes almost everyday*
- *To do our practicals on site construction, to learn to install pipes from scratch unlike maintenance site because we only replace broken things.*

- *Do more apprenticeship in institutions and company for training*

## 5.5. Self-Employed Artisan Beneficiaries

### 5.5.1. Artisan Trades & Business Venture

Figure 17: Artisan Trades & Business Venture

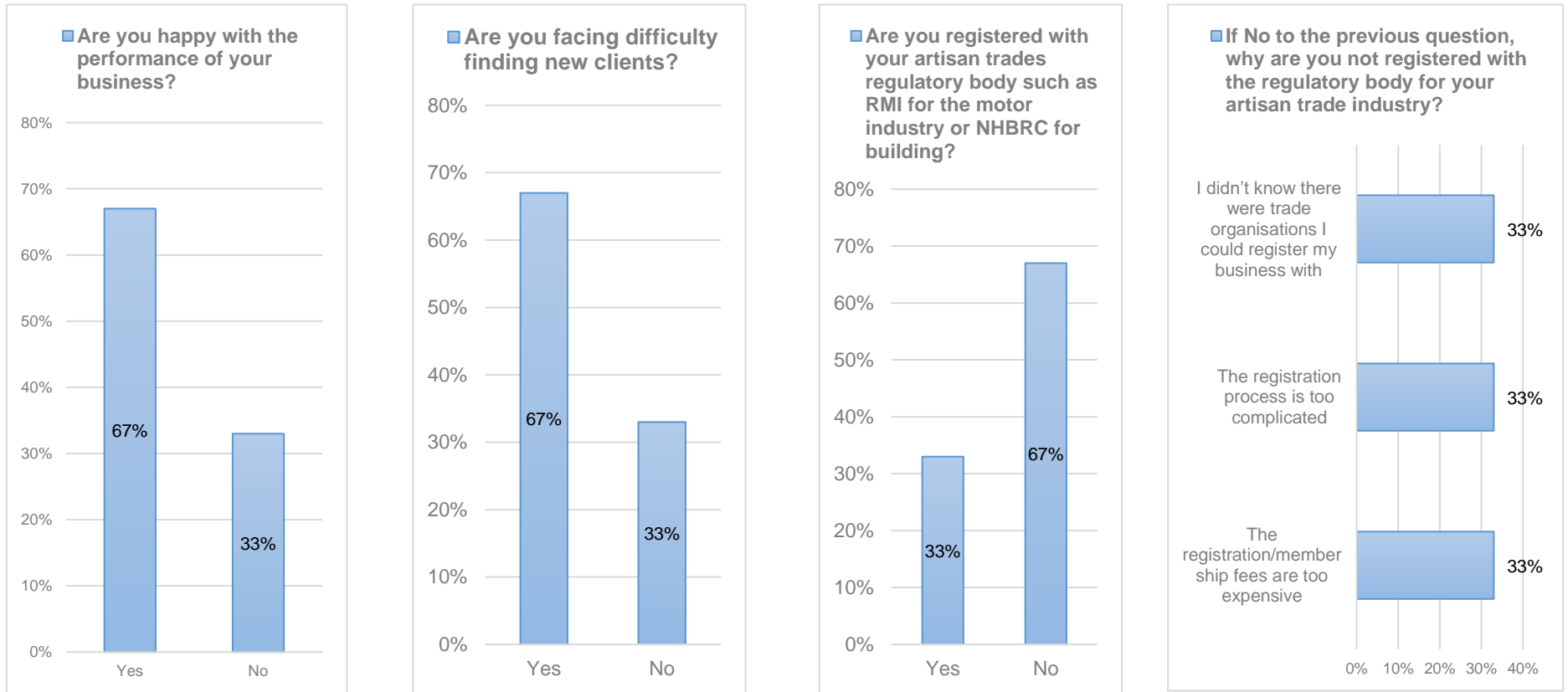


### 5.5.2. Did you receive any support, including from SASSETA in the execution of your business?

Both participants in this section mentioned that no support was received in the execution of their business.

### 5.5.3. Business Performance

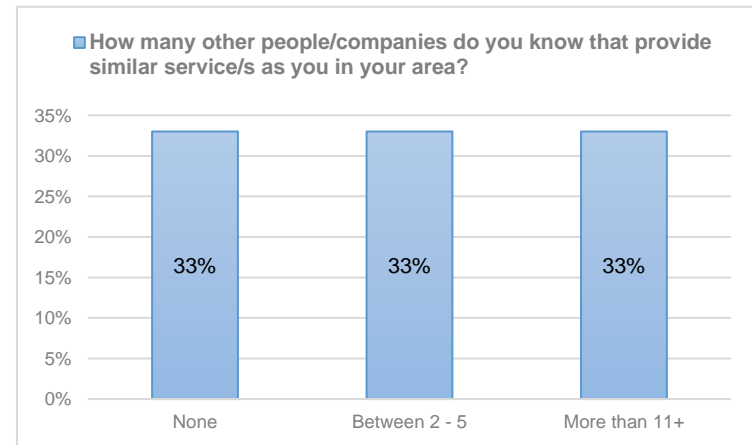
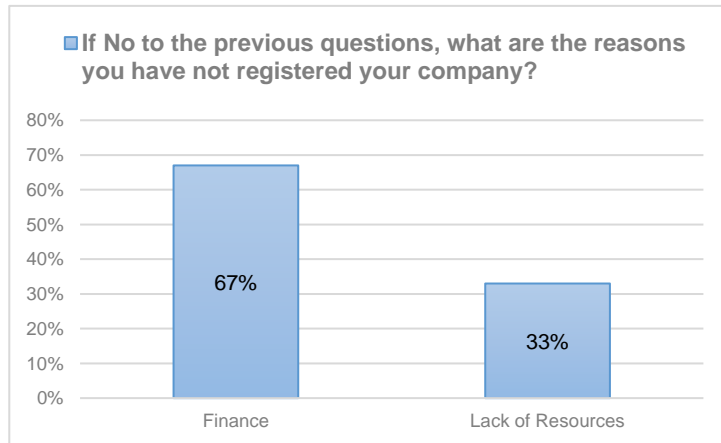
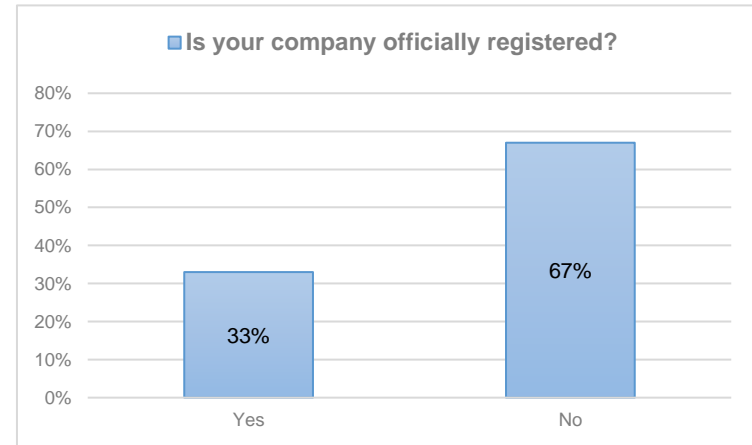
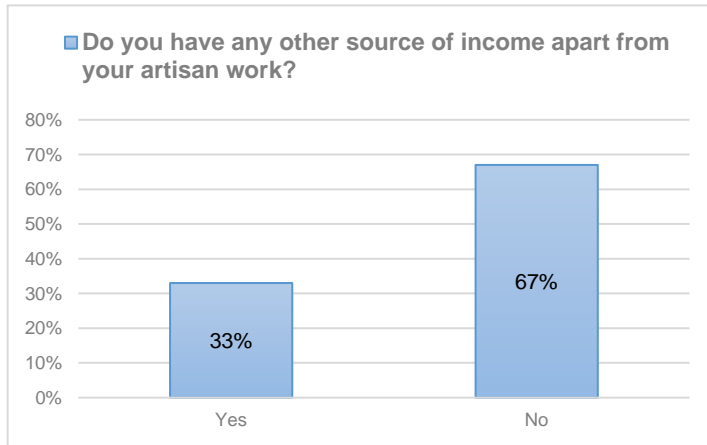
Figure 18: Business Performance





### 5.5.4. Artisan Business Profile

Figure 19: Business Profile



## 5.6. Training Providers & Trade Test Centers

### 5.6.1. Training Providers Analysis

The survey managed to gather only three (3) responses from the training providers and the analysis below depicts the results of these three (3) providers.

Two (2) of the providers were from Gauteng and one (1) was from Kwazulu-Natal. Only one (1) provider operated on a national level while two (2) operated on a local level.

All of the providers have been operating with SASSETA for a minimum of 5 years.

Providers stated that access to apprentices is restricted as apprentices start and finish randomly. This is a focal point that SASSETA can use to **engage providers about their learner requirements** and how they can be fulfilled. We recommend that **SASSETA structures communication** with providers and put in place onboarding and offboarding of apprentices in ways that provide predictability for the providers and allow them to request apprentices in a formalized and centralized way.

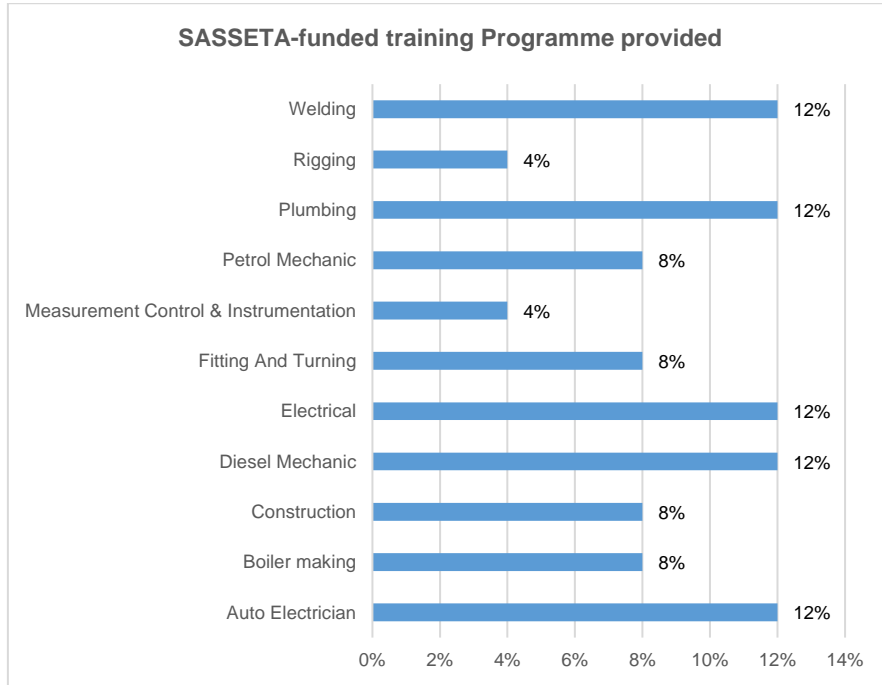
The communicative aspect alluded to the above between SASSETA and providers has also been highlighted as a major challenge that requires addressing. While two of the providers express satisfaction with the support provided by SASSETA, one of the providers indicates dissatisfaction with the support received. This presents another opportunity, for **SASSETA to actively engage not only with apprentices but also with providers, utilising the suggested SASSETA-affiliated trained representatives.**

Apprentices that providers have been exposed to are significantly good, with some stating that 90% of these apprentices stand out and receive positive feedback (submitted through reviews by providers and can be accessed by SASSETA). Providers are actively assisting apprentices to

secure jobs through various modes. These modes include job placement, job advertising opportunities, career guidance, interview preparation and social media/communication skills. In connection with engagement measures, **SASSETA needs to collaborate with providers to enhance these measures to enable and further connect apprentices to employment.** This mobilisation of this activity brings to full circle the success of the apprenticeship programmes and their intended effect.

### 5.6.2. Training Apprenticeship Programmes Provided

Figure 20: Training Apprenticeship programmes



Welding, Plumbing, Electrical, Diesel Mechanic, and Auto Electrician are the most commonly offered SASSETA-funded training that is provided.

These apprenticeship programmes represent seven fewer apprenticeship programmes than the total number of trade areas identified for Artisans. IT, Brick laying, Carpentry, Hair Dressing, Primary healthcare, Refrigeration, Roadwork, and Spray painting are some of the areas identified that are not present for providers. This might be explained by the lack of providers who responded.

## 5.7. Host Employers

### 5.7.1. Analysis

Only one response from a host who operates from Gauteng and has a national operation. The host has been affiliated with SASSETA for the past 6+ years, employing over 16 Artisans. The host accepts hosting apprentices in plumbing, electrical and welding, offering both on-the-job and formal training.

# CHAPTER 6

## Recommendations & Conclusion

## 6.1. Introduction

The current research has been able to yield the success and strides that SASSETA has managed to effect in the 2018-2021 cohort of apprentices. In combining these successes and challenges that apprentices have been experiencing, the report further provides recommendations into how the successes of SASSETA can be cemented and challenges mitigated. The subsequent recommendations can be segmented into **communicative, supportive and collaborative strategies** that effect change for Artisans, providers and trainers.

## 6.2. Recommendations

### 6.2.1. Communication

The research recommends the strengthening of existing communication channels with apprentices and host sites. This enhancement can be in the form of drip campaigns targeted at interacting with apprentices and enabling them to proactively reach out to and engage with their host sites and get assistance from the host sites. These channels can be further enhanced by SASSETA enforcing the use of existing communication channels by host sites. SASSETA should leverage communication channels that training providers use to support apprentices, to enforce these and guarantee an available channel of communication for learners.

The SASSETA website should be utilised to establish a dedicated portal for learner registration and account creation. This portal should serve as an information-sharing platform for apprenticeship programmes, publishing employment opportunities and other relevant communication resources. Additionally, through this portal, collaborating with affiliated training providers to submit available job opportunities, which can then be posted on the website for apprentices' access. Alternatively, partnering with recruitment agencies to feature select job opportunities on the website. This portal can also function as a resource to document the enrolment and completion of apprentices in apprenticeship programmes, facilitating improved communication with providers regarding departure dates, entry dates, and learner mobility - currently organised randomly based on training providers.

The dataset that was utilised for the study was inconsistent. We strongly encourage the responsible department within SASSETA to reconcile and re-establish the existing database. These would enhance the SASSETA communication resources and would further step in engaging with existing and past apprentices.

### 6.2.2. Funding

Efficiently expediting stipends in a consistent manner and being able to efficiently communicate with apprentices when there are delays has been verbalized as a concern by learners. There is significant distress highlighted by these apprentices around the topic of transport which directly correlates to higher dropout rates in comparison to apprentices residing close to the site. The service provider clause that specifies learner hiring within a 20km radius requires enforcement and clarifying to learners. Enforcement tied with communication allows the learners to clearly comprehend the use and utilization of the stipend and manage expectations for learners. Enforcing this clause and communicating to learners aids SASSETA and host sites in the enhancement of hires within the specified radius and not stretching the stipend that has been stipulated and calculated for adequate use.

### 6.2.3. Working Tools

Providing clear guidelines on the expectation of tools and who this responsibility falls on. Utilising the available support resources, identifying the sites and apprentices impacted by the absence of tools will allow SASSETA to make a data-driven decision on what tools are required and the possible impact presented by the lack of the tools. This recommendation emanates from the respondent's qualitative responses to the study, and the group of apprentices engaged with qualitatively was not sufficient to determine a needs assessment.

## 6.3. Self-Employed Beneficiaries

Self-employed beneficiaries are significantly fewer in comparison to unemployed apprentices. Apprentices have adopted the skills required for them to start their own ventures, but a limited number only realise this. There is a clear employment-creating opportunity that can be utilized by empowering post-programme apprentices to create businesses and extend their trades. Setting up communication platforms that implement the needs assessment for the participants, to know the types of businesses they can engage in and how SASSETA can enable this.



## 6.4. Conclusion

SASSETA's development through apprenticeship programmes is significantly successful and yields positive results in enabling apprentices, creating employment opportunities, and equipping apprentices with skills that can be applied in various landscapes of their trades. This development is consistent and the results yielded are constantly commended within the cohort of apprentices engaged in the current report. Using literature, we have observed divergent approaches to Artisanal training around the world, and bringing the structure of this training to formality is a step that enables South African apprentices to compete on a global scale.

The training that is provided within the apprenticeship programmes is effective as evidenced by the apprentices and the training providers who experience the skills of apprentices. Although the current paradigm has yielded results, it is imperative that through this report, SASSETA enhances the support that is provided to both apprentices and providers throughout and beyond the programme. Introducing on-site representatives for training and placement is a proactive step that SASSETA can take to address the aforementioned issues. This strategy aims to alleviate ongoing challenges that include funding, stipends, working tools clarity, lack of support and providers lacking clarity on the journeys of apprentices.

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