REPORT ON
THE IMPACT OF FUNDING ON A COHORT OF INSETA LEARNERSHIP GRADUATES FOR THE PERIOD 2010 TO 2016

JET Education Services

August 2017

JET EDUCATION SERVICES

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INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY

Executive summary

Background and purpose of the evaluation

This report presents the findings of a survey commissioned by the Insurance Sector Education and Training Authority (INSETA) of a cohort of graduates who commenced INSETA-funded learnership programmes between 2010 and 2016. The aim of the survey was: to track and survey the impact of the INSETA funding on a cohort of graduates; support INSETA'S strategy to support youth to gain scarce and critical skills qualifications; and inform future professional, vocational, technical and academic learning (PIVOTAL) programmes aimed at enhancing employability and the employment and growth of the insurance sector.

INSETA's purpose is to grow the pool and quality of scarce and critical skills in the insurance sector and enhance the sector and support South Africa's transformation. Learnerships, which are work-based learning programmes that lead to a qualification registered on the National Qualifications Framework (NQF), aim to give learners the opportunity to develop their skills and gain the experience needed to secure employment. Learnerships also aim to develop the scarce and critical skills needed in the industry.

Learnerships are offered to both unemployed youth and to those who are employed in the insurance or related services sector. The learnerships are funded for one year and unemployed learners are paid a stipend.

Literature review

A brief literature review was conducted to provide a contextual basis for the research. The literature review focused on: issues around youth unemployment and the skills challenge; skills development in South Africa; and the transformational imperatives of the National Skills Development Strategy (NSDS) goals.

Methodology

The following data sources and data collection methods were used

- Literature and document review;
- The learnership application data set provided by INSETA;
- The graduate survey, which was conducted telephonically.

The survey population consisted of 3,949 learnership graduates who had commenced their learnerships between 2010 and 2016 and for whom telephone contact details were available. Of the 3,949 graduates, 150 were randomly selected for piloting purposes. As a result, the survey population consists of 3,799 graduates. Of the 3,799 graduates in the survey population, a total of 1,621 complete responses were obtained, giving a response rate of 42.7%.

Key findings

Learnership programmes

There were nine learnership programmes undertaken by learners during the period under review. The most popular learnership was the Further Education and Training Certificate(FETC) in Short Term Insurance Learnership which was taken by 37% of respondents, followed by the National Certificate (NC) in Wealth Management (23%) and then the FETC in Long Term Insurance (20%). The least popular learnerships in terms of the number of learners were the FETC in Short Term Risk Management (taken by 0.7% of respondents) and the National Certificate in Financial Services Administration (taken by 1%). The FETC in Short Term Insurance was the most popular course among those who were unemployed before they did the learnership and among African and both male and female learners. Among employed learners, coloured people, Indians and whites, the NC in Wealth Management was the most popular course.

Graduates' perceptions of the learnership

Generally, respondents found out about the learnerships through the companies they were working at (31%), the internet (27%) or through personal contacts or family relations (25%). This indicates there may be possible missed opportunities to reach people who are not already in the insurance sector. Most respondents who were unemployed and those who came from rural areas were most likely to have found out about the learnerships through the internet, personal contact or family relations, advertisements or employment agencies.

The vast majority of respondents (97%) reported that the training they received during their learnerships worked well and was beneficial. This extremely positive response applied to both males and females as well as to all race groups and regardless of the learnership undertaken. There was, however, mixed opinions on the time allocated for training and work, with some respondents feeling there was sufficient time for work and study, while others felt stressed and under pressure. Another area of concern expressed by respondents related to disorganised classes, in particular, lecturers not arriving on time or arriving late or unprepared for class, constant change to the class venue or the venue not being ready for classes.

The work-based experience was felt by 73% of respondents to have provided them with adequate practical opportunities to apply skills they had learnt in training. However, a quarter said that they were given no or only occasional practical opportunities. Only 68% were given the opportunity to move between different divisions in the company while 32% said that they did not get this opportunity.

Most survey respondents had a mentor during their learnerships (83%). However, it would appear that not all employers were adhering to the requirement that unemployed learners should have a mentor as 11% of survey respondents who had been unemployed when they started the learnership reported that they did not have a mentor during the learnerships. While a mentor is not a requirement for employed learners since it is assumed that the line manager will fulfil the mentoring role, it is clear that for a fair number of employed learners, no mentoring was taking place. A quarter of employed survey respondents reported that they were not mentored during the learnership. Furthermore, of those learners who reported having a mentor during the learnership, 88% said that

their mentor was available to support them often or very often, while almost 12% said that their mentor was very rarely, rarely or only occasionally available to support them during the learnership. The mentorship was perceived by respondents as a positive aspect of the learnership.

A large number of respondents felt that the stipend was too small and was insufficient to cover transport and accommodation costs and exam fees. A large number also expressed a strong desire to have the learnership extended beyond the one year period.

Another area of concern for respondents was poor communication between learners, training providers and employers, particularly around feedback on progress and class and exam scheduling. Furthermore, an area of particular concern among respondents related to the late issuing of the completion certificate and it was felt that better communication with the training providers would assist with this.

Knowledge and skills gained in the learnership

The learnerships appear to have been very successful in increasing graduates' knowledge and developing new skills. The majority of survey respondents reported an increase in knowledge as a result of the learnerships, with 98% agreeing or strongly agreeing to this. In particular, most reported that their knowledge of the insurance industry increased, with many noting that the learnership had taught them about the importance of insurance and the insurance industry. The majority of respondents also reported that they had developed new skills during the learnership (with 95% agreeing or strongly agreeing). This included generic and professional skills, such as team work, time-management, business etiquette and how to be responsible as well as skills aligned to the critical skills occupation list specified in the INSETA sector plan, such as "customer service", "claims assessing", "financial planning", "investment" and "call centre" skills.

Most respondents indicated that they were given adequate practical opportunities to apply the skills they learnt in training in the workplace (73%). However, about a quarter of respondents had no or occasional opportunities to apply their skills practically. On the whole, this was either because the company they worked in was too small or because they were not given the opportunity to work in different departments. Around 68% of respondents said that they had been given the opportunity to move around the company during their learnerships.

Promotion of the development and transformation imperatives of the NSDS

With regard to the development and transformational imperatives of the NSDS III, INSETA has achieved and, in fact, surpassed the criteria specified for age, race, gender and disability. The INSETA learnerships successfully prioritised youth, with 91% of respondents being 35 years or younger. Similarly, with around 90% of available learnerships being given to black people, 60% to women and 6% to people with a disability, INSETA has exceeded the criteria that 85% of learnerships should be given to black people, 54% to women and 4% to people with disabilities. However, with regard to its aim of encouraging national recruitment or recruiting from rural areas, there is considerable room for improvement. Most of the learnerships were offered in Gauteng (63%), followed by the Western Cape (15%) and KwaZulu-Natal (9%), which means that these three provinces accounted for 94% of all the learnerships undertaken and the remaining six provinces accounted for just 6%. Ninety-two percent of survey respondents were still residing in these three provinces at the time of the survey.

It was found that rural areas, as well as individuals from rural areas, were also not significantly benefitting from learnerships. Very few survey respondents originated from a rural area (13.5% of respondents) and very few undertook their learnerships in a rural area (8%). Just 9% of respondents returned to or remained in a rural area after the learnership. Those who moved away from rural areas and smaller provinces to do their learnerships were not necessarily returning to these areas, most likely because learnerships and job opportunities are more plentiful in the bigger and more urban provinces and areas.

Perceived impact of the learnerships on graduates

The INSETA learnerships seem to have had a positive impact on graduates' employability, career pathways and socio-economic status. This is indicated by the high rate of employment (85%) among graduate survey respondents, most of who were working in the insurance or a related sector (69% of all survey respondents). Eighty seven percent of respondents agreed or strongly agreed that the learnership had helped them to develop the necessary skills to find or secure employment. Many respondents, however, were in positions that required relatively low skills, such as administration. Around a quarter of graduates identified themselves as being in management or leadership positions. Just under half of the respondents indicated that they had received a promotion in the year after the learnership. The majority of employed respondents were in permanent employment (86%) and they had been in their current employment for an average of 3.9 years, ranging from an average of 2.5 years for those who started their learnerships in 2015 to 6.6 years for those who started their learnerships in 2010. Most survey respondents reported an improvement in their socio-economic circumstances, with 70% reporting that their monthly income had increased after the learnership.

Recommendations

Marketing and recruitment

Companies, whose responsibility it is to recruit learners into learnerships, should be encouraged to recruit learners through those communication methods most often used by people from previously disadvantaged or rural communities or those who were not previously employed, particularly the internet, personal contacts or family relations, advertising and employment agencies. INSETA could also play a more active role in marketing the learnerships through those mediums that are most used by these people. Radio and social media could be effectively used to leverage the 'word-of mouth' marketing that is inherent in personal contacts and family relations and which is a very important source of information for those who are unemployed or from previously disadvantaged backgrounds.

Mentors

INSETA must ensure, through regular monitoring, that employers are fulfilling the requirement to provide a mentor for unemployed learners and that employed learners feel that they have a person in the company who fulfils the role of a mentor. INSETA'S Discretionary Grant Policy makes provision for INSETA "to conduct site visits at any stage in the start or duration of a learning programme" as well as "to contact learners directly to discuss matters relating to learning programmes" (INSETA, 2015a, 27).

National recruitment and recruitment from rural areas

A large number of applicants (31%) did not provide information on their province when they applied to do a learnership. It is essential that INSETA ensures that this information is collected when applicants apply in in order to monitor on an on-going basis whether INSETA is succeeding in recruiting nationally. Furthermore, in order to encourage recruitment nationally as well as in rural areas, INSETA should play a more proactive and active role in ensuring that learnership opportunities as well as training providers are available in smaller provinces and rural areas. INSETA does have the discretion to fund learnerships in a way that will "prioritise funding for interventions in rural areas and other regions that may be identified as a priority for development" (INSETA, 2015a, 7). It is recommended that INSETA investigates the feasibility of prioritising funding for such interventions. This would involve investigating the availability of employment and training providers in the smaller provinces and more rural areas.

Assistance with finding employment

Finding employment is difficult, not only in the insurance industry, but in South Africa as a whole. In order to assist learners, the training component of the learnerships could include a module on how to go about finding employment in the insurance industry and where to look, developing curriculum vitae (CV) and dealing with interviews.

Late or non-issuing of certificates

The late or non-issuing of certificates is of great concern as it impacts on graduates' ability to seek employment or promotion. INSETA should follow up on those instances where this problem is occurring. Learners should be encouraged by INSETA to contact the call centre and report these instances. In addition, INSETA could consider issuing transcripts or result slips while learners wait for their certificates to be issued.

Further research

This research project looked at only those individuals who graduated from a learnership programme. However, many individuals who start an INSETA learnership fail to graduate. It is recommended that research should be undertaken with these learners in order to investigate their perceptions' of the learnership and the barriers to or restraining factors that prevented them from completing the learnership programme. Research on their employment history, current employment status and income would also provide a useful comparison with those who did complete and graduate from the learnership programme.

Interviews or surveys with employers and training providers could also be undertaken in the future in order to assess their perceptions of the learnership as well as the learners. Interviews with employers could also provide feedback regarding the attitude and skills of the learnership graduates as well as the quality of the training providers.

INSETA could also consider doing research into the feasibility and sustainability of increasing the stipend paid to unemployed learners.

Further areas of research that INSETA could consider include return on investment analysis or, if data and information allows, a cost-benefit analysis which would contribute to understanding the

efficiency and effectiveness of the INSETA learnerships. Information gathered during research on those learners who do not complete their learnerships would, together with the results from this survey, provide valuable information for a return of investment or cost-benefit analysis.

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Abbreviations

CATI	computer assisted telephonic interview system
CV	curriculum vitae
DHET	Department of Higher Education and Training
FETC	Further Education and Training Certificate
ILO	International Labour Office
INSETA	Insurance Sector Education and Training Authority
JET	JET Education Services
Max	maximum
Min	minimum
N or n	number
NC	National Certificate
NSF	National Skills Fund
NSDS	National Skills Development Strategy
PIVOTAL	professional, vocational, technical and academic Learning
SD	standard deviation
SE	standard error
SETA	Sector Education and Training Authority
SAQA	South African Qualifications Authority
SSP	sector skills plan
StasSA	Statistics South Africa
WBL	work-based learning

1 Background to and Purpose of the INSETA learnerships

1.1 Background

The main purpose of the project was to conduct a tracer survey of the cohort of graduates who commenced an Insurance Sector Education and Training Authority (INSETA)-funded learnership programme between 2010 and 2016 and who completed the learnership and obtained the relevant certificate. The aim of the survey was to determine the impact of the INSETA funding on this cohort of graduates.

1.1.1 Policy context

The learnership model of education and training was introduced in South Africa in 2001. According to the INSETA Discretionary Grant Policy (Version 3), a learnership is a work-based learning programme that leads to a qualification that is registered on the National Qualifications Framework (NQF) and is directly related to an occupation or field of work (INSETA, 2015a, 12). Learnerships are managed by Sector Education and Training Authorities (SETAs) with a view to developing learners' skills and preparing them for the workplace. Through learnerships, learners are given the opportunity to develop their skills and gain experience needed to secure employment.

1.1.2 Rationale for the learnerships

In order to meet the requirements for entrance into the insurance industry, individuals must have a minimum of a matriculation certificate with work experience (Stemmers, 2005). Learnerships enable students to meet the entry requirements for recruitment into lower level positions previously reserved for people with tertiary qualifications or work experience (Stemmers, 2005). Learnerships aim to develop the scarce and critical skills needed in the insurance and related services industry and support INSETA's overall purpose: "…to grow the pool and quality of scarce and critical skills in the insurance and related services sector, enhancing the sector and supporting the country's transformation" (INSETA, 2015a, 4).

According to the INSETA guidelines for employed and unemployed youth (INSETA, 2014 & INSETA 2015b), INSETA aims to support the development of scarce and critical skills through learnerships with a view to:

- Address the scarce and critical skills as identified in the industry's sector skills plan (SSP);
- Promote the developmental and transformational imperatives of the National Skills Development Strategy (NSDS) III; and
- Increasing professionalism of the sector.

The scarce and critical skills outlined in the August 2016 INSETA SSP (INSETA, 2016A) are highlighted in Table 1 below:

Table 1: Scarce and critical skills in the insurance industry for 2015-2019

Scarce skill (occupation)	Related critical skills
Financial Investment Advisor	FAIS[1] Compliance & Fit and proper
	Financial planning
	Investment
	Employee benefits
Insurance Agent	Long term insurance and risk assessment
	FAIS fit and proper
	Technical underwriting experience and product knowledge
	Interpretation of survey results, commercial and personal underwriting
	Sales and new business consultant
	Fiduciary consultant
Call centre sales person	Contact center agent with FAIS qualification

The top 10 scarce and critical skills outlined in the 2015/16 SSP for 2016/17 include call or contact centre agent, outbound contact centre consultant, statistical and mathematical assistant, sales manager, insurance agent, marketing practitioner, associate legal professional, developer programmer, systems analyst and insurance broker**.**

1.1.3 Programme targeting

Learnerships are offered to both unemployed learners and learners who are employed in the insurance or related services sector (INSETA, 2015A). The scope of unemployed learners is restricted to youth between the ages of 18-35 years, while the scope is not restricted in terms of age for employed learners. All learners must be South African citizens, with the exception of employed learners who are either permanently employed or permanent residents in South Africa.

1.1.4 Funding

According to the Discretionary Grant Policy, discretionary grant funds can be accessed through approved projects and programmes which INSETA will advertise widely (INSETA, 2015a, 7). With regard to the disbursement of grants pertaining to learnerships, the policy makes provision for learnership funding windows to be opened on an annual basis to invite applications to support employed and unemployed learners (INSETA, 2015a, 11). While INSETA will make funding available for learnerships, the responsibility for recruiting learners into a learnership lies with employers.

INSETA will fund a learnership for a period of one year. In 2017, the INSETA learnership programme paid a stipend of R3 000 for unemployed learnership recipients and R4 000 for unemployed disabled learnership recipients (INSETA, 2017). A stipend is not paid for employed learnership recipients who earn a salary from the company where they are employed.

[1] Financial Advisory and Intermediary Services Act

1.2 Terms of reference and purpose of the research

According to the Terms of Reference, INSETA's purpose is to grow the pool and quality of scarce and critical skills in the insurance sector and enhance the sector and support South Africa's transformation (INSETA, 2016). In order to assist INSETA with this purpose, a tracer study was commissioned with the aim of (INSETA, 2016):

- Tracking and surveying the impact of INSETA funding on beneficiaries of the INSETA learnership programmes who had graduated from these programmes;
- Supporting INSETA'S strategy to support youth to gain scarce and critical skills qualifications; and
- Informing future professional, vocational, technical and academic learning (PIVOTAL) programmes aimed at enhancing employability and the employment and growth of the sector.

Although the Terms of Reference requested that recipients that graduated between 2013 and 2015 should be surveyed, it was agreed during the inception phase of the project that recipients that graduated between 2010 and 2016 would be surveyed.

2 Literature and Document Review

In order to provide context for the research, a brief literature review was conducted in order to understand: 1) the issues around youth unemployment and the skills challenge; 2) Skills development in South Africa; 3) The transformational imperatives of the National Skills Development Strategy (NSDS) goals; and 4) Work-based learning.

2.1 Youth Unemployment

The high rate of unemployment in South Africa is a serious socio-economic challenge for the country. South Africa's unemployment for the third quarter of 2016 stood at 27.1%, the highest since 2003, with youth unemployment roughly double that, at 54.2% (StatsSA, 2016). South Africa has the third highest youth (15 to 24 years) unemployment rate in the world (Myers, 2015). The unemployment rate among people under the age of 25 accounts for 30% of the total unemployment in South Africa (Van Aardt, 2012). Only 40.8% of working age adults (15 to 64 years) in South Africa are employed, with just 24.4% of young people participating in the labour market (Van Aardt, 2012).

According to Spaull (2013), the nature of unemployment experienced by the youth appears to be becoming more severe in terms of an increase in the proportion of unemployed youths that have never worked and the proportion that have been looking for work for more than a year.

Many unemployed youth in South Africa lack the skills required for employment and/or live in areas that are geographically secluded from job opportunities (Van Aardt, 2012). The number of youth with entry level skills exceeds the number of entry-level positions in the job market (Van Aardt, 2012). South Africa's economy is faced with the challenge of a mismatch between skill supply and labour demand (Bhorat, Goga & Stanwix, 2013). The economy has increasingly demanded higher-skilled workers while the labour force consists largely of less educated and lower-skilled workers (Bhorat, Goga & Stanwix, 2013). The McKinsey Global Institute estimates that by 2020 there will be a global shortfall of 85 million high- and middle-skilled workers (Mourshed, Farrell & Barton, 2012).

Employers generally regard unskilled, inexperienced jobseekers as a risky investment, posing a major challenge for many unemployed youth looking to enter the job market (Van Aardt, 2012). Young unemployed people who lack adequate skills for employment are therefore at a higher risk of economic marginalisation and social exclusion (ILO, 2010).

Aside from employers' reluctance to hire inexperienced and low skilled youth, some other factors contributing to youth unemployment include age, race and living in a rural location and/or a poor economic environment (Van Aardt, 2012). The highest rate of youth unemployment is often found in rural areas and settlements, whereas metropolitan areas are generally associated with higher employment rates due to higher economic growth and better quality of schooling (Van Aardt, 2012).

2.2 Skills Development

An on-going challenge for the South African government post-apartheid is improving opportunities for low-skilled, historically-disadvantaged, black South African unemployed youth (Groener, 2013). Literature on the links between education, skills, productivity and economic growth suggest that the future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work (Stemmers, 2005). Skills development enhances both peoples' capacities to work and their opportunities at work, offering more scope for creativity and work satisfaction.

In order to increase the number of intermediate and high level skills in an industry, there is a need to ensure the continuous upgrading of skills in the workforce from entry level to more intermediate level skills (DHET, 2011). Increasing skills development in the labour market requires both an increase in capacity at education and training institutions and an increase in available workplace learning opportunities (DHET, 2011). The New Growth Path adopted by government calls for increased workplace training of workers already in employment in order to improve productivity and the overall growth and development of the economy (DHET, 2011). By 2030, government aims to substantially increase the number of youth and adults who have relevant skills for employment and are in decent earning jobs (INSETA, 2016a).

Successful skills development strategies include a focus on both building solid foundation skills and creating strong links between the worlds of education and work (ILO, 2010). Specific policies are necessary to improve training and employment services for disadvantaged young people (ILO, 2010).

In order to achieve growth and development, South Africa requires a multi-pronged skills development strategy that targets not only low-level skills, but also high and intermediate skills development (Visser & Kruss, 2009). Some groups of people may require more attention than others if they are to benefit from the opportunities to develop their capacities through education and training (ILO, 2010). These include under-represented groups; minorities; people with disabilities; immigrants; people from particularly disadvantaged communities; people who have been unemployed for long periods; and people caught up in large-scale redundancies as a result of restructuring (ILO, 2010).

The South African government created new sources of funding for skills development by instituting an imposed skills levy on particular kinds of organisations (Groener, 2013). These levies are channelled into the National Skills Fund (NSF), and the SETAs are among those who distribute these

funds for skills development programmes (Groener, 2013). Through the SETAs, the government has established a system of providing skills development programmes such as learnerships (Groener, 2013). The SETAs that drive the learnerships are focusing on developing scarce and critical skills in South Africa that are in line with the transformational goals of the NSDS (Mawoyo & Robinson, 2005).

Learnerships are targeted at developing skills through an integrated approach to learning that combines structured theoretical learning with workplace experience (Mawoyo & Robinson, 2005). Learnerships aim to improve the transition between school and work by increasing the quantity and quality of workplace learning (Kruss et al., 2012).

2.3 Transformational Imperatives of the NSDS Goals

The NSDS is the overarching strategic guide for skills development. The key driving force of the NSDS III is improving the effectiveness and efficiency of the skills development system (DHET, 2011). Emphasis is placed on training to enable trainees to enter the formal workforce or create a livelihood for themselves (DHET, 2011).

The NSDS III encourages synergy between the working environment and the formal education system (DHET, 2011). Through partnerships between employers and the SETAs, the integration of workplace training with theoretical learning becomes a reality for many learners. An integral aspect of the learnership programme is that it must promote the developmental and transformational imperatives of the NSDS III (DHET, 2011).

The NSDS promotes relevant, quality and sustainable skills training, while addressing a number of challenges that impact negatively on employment opportunities. One of the primary objectives of the NSDS III is to address the transformational needs of the economy through skills development initiatives that address inequality in the labour market (Groener, 2013). The NSDS III encourages the participation of designated groups in accredited, work-based learning programmes that promote the development of critical skills needed in the labour market (Groener, 2013). The NSDS III is guided by, and measured against, the following key developmental and transformation imperatives:

Race - The NSDS III aims to address racial inequalities in the South African economy, with a particular focus on giving more opportunities to previously disadvantaged black South Africans (DHET, 2011). In South Africa, young black people are three times more likely than white, coloured, or Indian people to be unemployed and looking for work (Van Aardt, 2012). According to INSETA mandates, 85% of learnerships must be awarded to black people.

Class - NSDS III addresses social inequalities that are reinforced through a lack of access to skills by highlighting the importance of providing skills in a manner that reduces these inequalities in the economy (DHET, 2011). Consideration should be given to applicants from poor and marginalised communities when awarding learnerships.

Gender - The NSDS III requires that all skills development initiatives promote gender equality in skills development and reduce the disparities that exist between men and woman with regards to employment and career development and in the economy as a whole (DHET, 2011). According to INSETA mandates, 54% of learnerships should be awarded to females.

Geography - The NSDS III promotes rural economic development and provision of skills for rural development (DHET, 2011). The emphasis is placed on training of rural people in order to develop rural areas and not on training rural people who then migrate to the urban areas for work. INSETA may prioritise funding for interventions in rural areas and other regions that may be identified as a priority for development.

Age - The single largest category of the unemployed in South Africa is those under the age of 35 (DHET, 2011). The NSDS III pays particular attention to training youth for employment (DHET, 2011). Consideration should be given to youth aged 15 to 35 when awarding learnerships.

Disability -The NSDS III aims to significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability (DHET, 2011). Of all learnerships awarded, 4% should be to people with disabilities.

The HIV and AIDS pandemic - Given the threat of the HIV and AIDS pandemic to the future growth and development of the country, according to the NSDS III, all skills development initiatives must incorporate the fight against this pandemic and management of HIV and AIDS in the workplace (DHET, 2011).

2.4 Work-based Learning (WBL)

Workforce skills are a critical determinant of global competitiveness which relies heavily on national systems of education, training, and skills development (Kruss et al., 2012). In order to be competitive globally, a country needs to produce a high level of skills across the workforce.

Work-based Learning (WBL) is considered instrumental in equipping undergraduates with employability skills and enabling them for the world of work (Jackson, 2013; Jackson, 2015; Wilton, 2012). WBL allows for on-the-job training, coaching and mentoring that cannot take place in academic institutions. Through WBL, individuals are given the opportunity to develop their expertise and skills in practical rather than academic disciplines (Lester & Costley, 2010). Limited opportunities are offered in the traditional academic curriculum for learners to apply their theoretical knowledge in practice (Brodie & Irving, 2007). The practical experience offered to learners in the workplace allows them to apply their theoretical knowledge to real-life experiences (Brodie & Irving, 2007). Integration of learning that takes place in the work environment allows for students to link their theoretical knowledge with practical work experience (Jackson, 2013). Through WBL, students are able to gain a better understanding of what constitutes professional and efficient practice in their chosen field (Jackson, 2013).

WBL programmes (such as the learnerships) give learners the opportunity to develop more than just academic skills, but to develop a range of generic skills and increase their job knowledge and higher level skills (Freudenberg, Brimble, & Cameron, 2011). Generic skills refer to skills that prepare an individual for the work environment and thus impact on a person's level of employability. Examples of generic skills would be the ability to work in a team, communication skills, self-management, and problem solving skills. Skills specific to a particular discipline differ from generic skills in terms of their transferability between professions. Whereas discipline based knowledge becomes dated and is specific to a particular profession, generic skills are transferable across a range of disciplines and different career paths (Freudenberg, Brimble, & Cameron, 2011). Research suggests that work

success is more influenced by graduate's generic skills than academic skills (Freudenberg, Brimble, & Cameron, 2011).

The value of WBL is found in the positive impact it has on students' employability. Students are given the opportunity to learn how to conduct and manage themselves in different contexts which increases their confidence in professional practice (Jackson, 2015). A strong aim of the INSETA learnerships is to increase the employability of learnership graduates. Research has demonstrated a link between WBL and increased levels of employability, specifically in relation to the development of generic skills. Jackson (2013) found that WBL is important for enhancing the development of generic skills that are assumed to increase employability (Jackson, 2013).

According to the Department of Higher Education (DHET), establishing effective partnerships between education and training systems and employers to provide for workplace training can ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work (DHET, 2011).

3 Methodology

3.1 Sampling

3.1.1 Introduction

The sampling strategy was based on the main purpose of the project, i.e., to survey a cohort of graduates who commenced an INSETA-funded learnership programme between 2010 and 2016.

3.1.2 Data sets and software

One data set, which was provided by INSETA, was used to create the sampling frame and draw the sample for the pilot. The data set contained records of every individual who commenced a learnership through INSETA between January 2002 and February 2017. R statistical package Version 3.3.2 was used to prepare the data and Stata version 14.2 was used to draw the sample to be used for piloting the tracer survey instrument.

3.1.3 Development of the survey population

The data set received from INSETA contained 22,602 records. In order to come up with the final survey population, we excluded those individuals who did not fit within the scope of interest. We first excluded all records that fell outside the learnership commencement period i.e. January 2010 to December 2016, leaving 13,557 records. We then kept only those records where the Learnership Agreement Status was "Achieved" and that had certificate numbers (i.e. the learners that had graduated from a learnership programme). This left us with a population of 4,115 learners who had graduated. Some graduates had completed more than one learnership programme over the period of interest. For these, we kept their most recent learnership in the sampling frame

As the survey was to be conducted telephonically, it was essential to have contact details for the INSETA learnership graduates. Those graduates who had no contact details whatsoever or whose contact details were implausible were then dropped. As a result we were left with 3,949 graduates.

From the 3,949 graduates, 150 were randomly selected for piloting purposes. As a result the survey population consisted of 3,799 individuals.

3.1.4 Sampling for the pilot

The method used to sample respondents for the pilot study was stratified random sampling with proportionate allocation. From the list of 3,949 graduates, 150 individuals were randomly selected for the pilot using "Learnership Title" as the stratification variable. The sampling was done to ensure that Learnership Title was proportionally represented, that is, that learners who studied the more popular learnership qualifications were more represented than those who studied less popular learnership qualifications. The sampling also ensured that graduates from each year (2010 to 2016) were represented. The 150 graduates chosen for the pilot were excluded from the main survey.

3.2 Instrument Development

In order to track the impact of the learnership programmes on a cohort of learnership graduates, the steering committee agreed that the following information would be collected:

- Biographical, and background information;
- Study history;
- Employment history and the sectors and occupations in which graduates were employed;
- Perceptions of the INSETA support, funding and programmes;
- Current employment situation;
- Income status; and
- Future plans.

A survey data collection instrument was designed with both closed and open-ended questions in order to elicit the above information. The instrument was developed to allow the fieldworkers to collect the data in a standardised manner with a majority of closed questions. However, open-ended questions were also included to allow for some qualitative information to be collected and to accommodate some answers that could not be anticipated or accounted for in advance. In total, the survey consisted of 58 closed questions, 20 open-ended question and 17 questions that required respondents to specify if they chose "Other" in a closed-ended questions where this was an option.

Consultation with the INSETA steering committee on the draft survey data collection instrument took place in mid-February. Following the consultation, a second iteration of the survey instrument was developed.

3.3 Pilot

The survey data collection instrument was piloted prior to being finalised to ascertain whether the instrument was practical and user-friendly, to establish clarity and interpretation by respondents and to determine whether the instrument would generate useful information.

3.3.1 Sample selection of pilot respondents

The method used for sampling the 150 graduates selected for the pilot is described in the section above dealing with Sampling.

3.3.2 Pilot methodology

The data were collected using the computer assisted telephonic interview system (CATI). Introye Corporation (Pty) Ltd was responsible for the data collection. Prior to carrying out the pilot, the CATI system was developed and thoroughly tested. The researchers working on the survey then received training on the survey instrument from two senior JET Education Services (JET) staff members.

3.3.3 Timeline and response rate

The pilot was conducted from 31 March 2017 to 5 April 2017. Of the 150 graduates selected for the pilot, 53 complete responses were obtained. The response rate for the pilot study was thus 35.3%, which was in line with previous studies conducted by JET.

3.3.4 Finalisation of the Instrument

The data collected during the piloting was analysed using Stata 14.2. The results were used to evaluate the quality of the responses, the length of time taken to administer the instrument and all possible logistics involved in its administration. Based on the results of the pilot testing, final adjustments to the instrument were made as necessary.

The pilot study found that the instrument and the CATI worked well, although a few modifications were needed. These adjustments involved making changes to formatting, fixing grammatical and spelling mistakes, clarifying instructions and addressing questions that were ambiguous, where necessary. The final instrument used for the main study can be found in Appendix 1

3.4 Fieldwork

Fieldwork began on 18 April 2017 and ended on 25 May 2017. All of the interviews were conducted telephonically. Each interview took on average 30 minutes to complete. An incentive was offered to graduates in order to encourage their participation (in both the pilot and the main survey). The names of all individuals who participated in the survey to the end were entered into a draw to win an Apple iPad mini 32 GB (Wi-Fi and Cellular model).

As stated in the section dealing with the Sampling Frame Methodology, the survey population consisted of 3,799 graduates (after 150 graduates who were used for the pilot were excluded).

3.4.1 Telephone contact

It was originally agreed between JET and INSETA that three attempts would be made at contacting a graduate before the individual would be considered as a non-response. In the end, however, in order to try to contact hard-to-reach individuals, more than three attempts were made. A total of 21,741 phone calls were made, giving an average of 5.7 calls per graduate.

Below is a table showing the various outcomes of the attempts to contact each of the graduates that were in the survey population. The main challenge was telephone numbers that went straight to voicemail or just kept ringing each time they were phoned. Another challenge was reconnecting with individuals who scheduled appointment times to be surveyed. Although these individuals expressed willingness to participate upon initial contact, many failed to answer at the scheduled times and were eventually categorised as non-responses after too many failed attempts at contacting them.

Of the 3,799 graduates in the survey population, a total of 1,621 complete responses were obtained, giving a response rate of 42.7%.

Table 2: Outcomes of attempts to contact graduates

Status	Number	Percentage
Complete	1,621	42.7
Duplicate	1	0.0
Not Criteria	8	0.2
Refused (Partial Complete)	92	2.4
Refused	249	6.6
Uncontactable Person	1,828	48.1
Untraceable	0	0.0
Total	3,799	100.0

3.4.2 Call centre system

The fieldwork was conducted by Introye Corporation. The data was collected using a computer aided telephone interview system developed by Introye in Microsoft SQL. An intelligent capture screen was developed using Visual Basic. The system enabled Introye to track records and the status of the records at all stages of the project.

3.4.3 Quality control process

Quality control was undertaken as follows:

- Introye's data manager analysed the data using advanced data-based queries to ensure that all fields had been completed.
- Spot-checking and listening to randomly selected phone calls was carried out to ensure accuracy of the data collected.
- Manual checks of the completed records were carried out before data files were released to JET.

While the survey was being carried out, JET received interim survey data on a weekly basis from Introye. A total of five separate Ms Excel workbooks were received. Each separate data set represented weekly completed telephonic interviews. A process of quality assurance of the data was conducted by the JET team. This initial process involved checking the data sets received for consistency. Where there were inconsistencies, additional requests for verification were sent to the Data Manager at Introye.

3.5 Data Analysis Methods (Quantitative and Qualitative)

This section presents the methodology followed during processing and analysis of the INSETA Tracer Study data.

Over the period 29 May 2017 to 12 July 2017, JET worked on data verification, data validation, data merging, data cleaning and data analysis. These processes were often inter-linked, such that one process usually necessitated the other and vice versa. The processes involved checking variable

labels, correcting implausible variable values, checking for missing data and duplicates as well as deriving new variables. Stata version 14.2 was used to process and analyse the data.

3.5.1 Verification of variable labels

Data was initially checked to ensure that labelling in the data set was consistent with what was found in the instruments; each variable label was compared to the matching question in the instrument to confirm that the variable label described the question in the instrument. It also served to confirm that all questions found in the instrument appeared in corresponding data sets. Some labels were adjusted to ensure consistency throughout all data sets and to ensure variable labels were appropriate for export into Stata. All data labels had the letter of the relevant section from the instrument added to the label e.g. in Section A "1.School name" was renamed "a1_School name". This ensured that variable labels would remain distinct, even when merged with other databases with the same variables.

3.5.2 Variable descriptives

Descriptive statistics, including summary statistics, were compiled for all the variables in all the data sets. This was done to ensure that all the data made sense and fell within the expected ranges. The data type for each variable was also used to check whether it conformed to the type specified on the instrument. The data types were of the form numeric, date and string (text). Numeric data types stored as strings were converted to numeric.

3.5.3 Implausible variable values

All noted queries were referred to Introye to check against telephonic survey recordings to determine if these were field or data entry errors and the course of action to be taken with the erroneous data entries.

3.5.4 Missing data

Valid skip logic patterns in the data were checked allowing for missing data to be identified and noted. The noted queries were referred to Introye to establish if they were data collection or data entry missing problems. If data was missing due to data collection errors, the entry was coded as "99" or "9999999999" if numeric data or as "Missing" if string data. If data was missing due to data entry issues, Introye provided the missing information which they obtained from the telephonic survey recordings. In cases of "skip logic" questions, the code "88" was used to represent "Not Applicable" for numeric data, otherwise it was "Not Applicable". This was to ensure that these questions were dealt with separately in the analysis of the data.

3.5.5 Duplicated data

There were no duplicate entries.

3.5.6 Internal data consistency

Where there were variables that dealt with particular aspects, e.g. employment, these were cross-checked against each other to check the degree to which these were similar or varied. Where there were substantial variations, the data were sent back to Introye for further probing. In a few cases, this resulted in updates to the data.

3.5.7 Data analysis

Data were analysed in two stages. First, guided by the tabulation plan, descriptive analyses were conducted. Descriptive measures such as means, proportions and frequencies were used to gain insight into the data. Standard errors were provided for all the estimates. These give measures of precision for the estimates. Second, statistical modelling of the potential selection bias was conducted to assess the extent of the bias or lack of it. A number of logistic regression models were fit to the data to assess the effect of sample selection bias on the results. Logistic regression models the relationship between a binary response variable and predictors. Mathematically, it is expressed as follow:

$$Y_i^* = e^{\beta_0+\beta_1 X_{1,i}+\cdots+\beta_m X_{m,i}}$$

where $Y_i^* = \frac{p_i}{1-p_i}$ is the odds of a successful outcome (response), β_0, $\beta_1,..,$ β_m are the coefficients for the predictors $X_{i,j}$, $i = 1,..,n$ and $j = 1,\ldots,m$ and p_i is the probability of a successful outcome.

Open ended questions or qualitative data in the survey was coded using qualitative analysis software, ATLAS.ti and Excel. JET trained three university students, two from the University of the Witwatersrand and one from the University of Pennsylvania (USA) on the purpose of the study as well as on the code book which was developed for the analysis. The codes were discussed and explained to the trained coders in order to ensure standardisation of the coding. The codes were organised into a thematic analysis in Excel under the relevant themes that were clearly defined before the coding process. The data analysis involved organising and summarising the data under the relevant themes.

3.6 Ethical Guidelines

All potential participants were informed that their participation in the survey was voluntary and that their responses would be kept confidential. Potential participants were then asked if they were willing to voluntarily complete the survey. For those who responded positively, the survey was then carried out. For those who indicated that they did not wish to participate, the person was thanked and the call ended.

No information that could in any way identify the respondents was supplied to INSETA. The data set of responses to the survey was anonymised before being handed over.

4 Sample and Sample Realisation

This section provides an overview of the profile of the learnership graduates who participated in the survey. The two sources of information are the sampling frame extracted from the data set provided by INSETA and the data from the survey. The results from both can be seen in Table 3 and are discussed below.

- Females constituted around 60% of learnership graduates who participated in the survey and men constituted 40%. This is in line with the gender breakdown of the graduates in the sampling frame, where 59% were female and 41% male.

- Almost three quarters of survey respondent (73.2%) were African and 12% were coloured. Indian and white respondents each made up around 7% of respondents respectively. The proportion of African and coloured participants in the survey was slightly higher than in the sampling frame, while the proportion of Indian and white participants was slightly lower.

- The application forms for the learnership collected ID numbers for all applicants. These ID numbers were used for this research to calculate the age of learners. On the date at which survey respondents started their learnerships, nine of out 10 survey respondents were aged between 18 and 35 years. There were, however, a few respondents who were under the age of 18 (0.5%) or over the age of 35 (9%). The age of respondents in the survey was generally well-aligned with the sampling frame, where 0.5% were under the age of 18, 91% were between 18 and 35, 8% were between 36 and 65 and 0.3% over 65 years of age.

- In terms of the province of origin before the learnership, 63% of the respondents had lived in Gauteng. This was followed by the Western Cape and KwaZulu-Natal, where 15% and 9% of respondents, respectively, originated from. The remaining seven provinces each had less than 4% of the total respondents, with just 2% originating from the North West and less than 1% (0.25%) from the Northern Cape. The province of origin in the sampling frame, which is based on the category Learner Province in the data set provided by INSETA, had missing data for almost a third (31%) of the individuals in the sampling frame. As a result, there are big differences in the province of origin between survey respondents and the sampling frame.

- The majority of survey respondents reported that they had lived in an urban area (86%), with just 13.5% indicating that they had lived in a rural area. This information was not available in the data set provided by INSETA.

- At the time of applying for the learnership, applicants were required to indicate whether they were employed or unemployed. According to the data supplied by INSETA, 64% of graduates in the sampling frame were unemployed when they applied to do the learnership, while 36% were employed. In the survey data, 61.1% of respondents said they were unemployed when they applied for the learnership, while 38.9% indicated that they were employed. The difference between the percentages employed in the sampling frame and in the survey can be explained by the fact that in the INSETA data, employed referred to only those employed in an insurance industry or related sub-sectors, while in the survey, employed referred to any employment.

- Nine learnerships were represented in both the sampling frame and the survey data. A similar proportion of graduates were represented in both the sampling frame and the survey.

Table 3: Profile of learnership graduates

	Sampling frame	Learnership graduate respondents
Number of records/ respondents	3,799*	1,621
Gender	Female - 59.0%; Male - 41.0%	Female - 60.2% Male - 39.9%
Race	African – 69.3% Coloured – 13.9% Indian – 8.1% White – 8.4% Missing – 0.4%	African – 73.2% Coloured – 12.1% Indian – 7.1% White – 7.2% Refused to answer – 0.4%
Age**	Under 18 – 0.5% 18-35 yrs – 91.3% 36-65 yrs – 8.1% 66 + yrs – 0.03%	Under 18 -0.5% 18-35yrs – 90.4% 36-65yrs -9.1%
Province of origin	Eastern Cape – 3% Free State – 0.6% Gauteng – 44.5% KwaZulu-Natal – 6.7% Limpopo – 0.47% Mpumalanga – 6.7% Northern Cape – 0% North West - 0.7% Western Cape – 11.5% Missing – 31.48%	Eastern Cape – 3.3% Free State – 1.4% Gauteng – 63.0% KwaZulu-Natal – 9.1% Limpopo – 3.0% Mpumalanga – 3.3% Northern Cape – 0.3% North West – 2.0% Western Cape – 14.7%
Geographic area	Not available	Rural – 13.5% Urban – 86.3% Not available – 0.2%
Prior work experience	Employed – 35.6% Unemployed – 64.4%	Employed – 38.9% Unemployed – 61.1%
Learnership course	FETC: Long Term Insurance NQF L4 – 19.5% FETC: Long Term Risk Assessment NQF L4 – 1.6% FETC: Medical Claims Assessing NQF L4 – 4.3% FETC: Retail Insurance NQF L4 – 2.7% FETC: Short Term Insurance NQF L4 – 38.7% FETC: Short Term Risk Management NQF L4 – 0.6% FETC: Wealth Management NQF L4 – 8.9% NC: Financial Services Administrator NQF L3 – 1.9% NC: Wealth Management NQF L5 – 21.8%	FETC: Long Term Insurance NQF Level 4 – 19.7% FETC: Long Term Risk Assessment NQF L4 – 2% FETC: Medical Claims Assessing NQF Level 4 – 3.6% FETC: Retail Insurance NQF Level 4 – 3.0% FETC: Short Term Insurance NQF L4 – 37.2% FETC: Short Term Risk Management NQF L4 – 0.7% FETC: Wealth Management NQF L4 – 9.2% NC: Financial Services Administrator NQF L3 – 1.4% NC: Wealth Management NQF L5 – 23.1%

Source: Application data supplied by INSETA and the Learnership Graduate Survey data.

*The figure for the sampling frame, excluding those used for the pilot.

**Age for both the sampling frame and the surveyed respondents was calculated using the ID number provided by the learner when applying to INSETA for the learnership.

4.1 Sample Selection Bias Analysis

Because the survey was conducted telephonically, which required INSETA to have contact details for graduates and also for graduates to have functioning contact details, there could be the possibility that individuals who did not participate could be systematically different to those who participated in the survey with regards to key outcomes. This is called sample selection bias. Statistical analysis was conducted to assess the extent of the selection bias.

Overall, the results indicate that there is some sample selection bias in the INSETA Tracer Study due to population group and year the learnership was completed. Thus, the results obtained from these variables should be treated with caution. Otherwise, the bias due to other predictors, namely gender, disability status, employment status at the time of application and South African Qualifications Authority (SAQA) qualification levels is negligible. Given that the realised sample is large enough, the results can be generalised to the population of INSETA learnership graduates who have completed their studies.

The full report of this analysis is contained in Appendix 2.

5 Findings

This section of the report outlines the major findings of the research under the following headings:

1) Learnership programmes undertaken;

2) Graduates' perceptions of the learnership they took;

3) Knowledge and skills acquired during the learnership;

4) Promotion of the development and transformation imperatives of the NSDS;

5) Perceived impact of the learnership on graduates.

5.1 Learnership Programmes

Nine learnership programmes were represented. Of the 1,621 survey respondents who graduated from a learnership programme between 2010 and 2016, 80% were enrolled in just three courses: the FETC in Short Term Insurance (37%), the NC in Wealth Management (23%) and the FETC in Long Term Insurance (20%) (see Table 4). The FETC in Short Term Risk Management was the least popular course, with less than 1% of respondents taking this course.

Table 4: Number and percentage of respondents, by learnership title

Learnership Title	Number	Proportion	SE
FETC: Long Term Insurance	320	19.7%	0.99%
FETC: Medical Claims Assessing	58	3.6%	0.46%
FETC: Retail Insurance	49	3.0%	0.43%
FETC: Short Term Insurance	603	37.2%	1.20%
FETC: Short Term Risk Management	12	0.7%	0.21%
FETC: Wealth Management	149	9.2%	0.72%
FETC: Long Term Risk Assessment	32	2.0%	0.35%
NC: Wealth Management	375	23.1%	1.05%
NC: Financial Services Administration	23	1.4%	0.29%
Total	1,621	100.0%	

Based on their employment status collected from the survey, the most popular learnership among those who were employed when they applied for the learnership was the NC in Wealth Management, with 42% doing this course (see Table 5). For those who were unemployed, the FETC in Short Term Insurance was the most popular course, with 42% of unemployed graduates taking this course.

Table 5: Number and percentage of respondents, by learnership title and employment status before the learnership

Learnership Title	Employed			Unemployed		
	Number	%	SE	Number	%	SE
FETC: Long Term Insurance	95	15.1%	1.43%	225	22.7%	1.33%
FETC: Medical Claims Assessing	10	1.6%	0.50%	48	4.8%	0.68%
FETC: Retail Insurance	25	4.0%	0.78%	24	2.4%	0.49%
FETC: Short Term Insurance	186	29.5%	1.82%	417	42.1%	1.57%
FETC: Short Term Risk Management	4	0.6%	0.32%	8	0.8%	0.28%
FETC: Wealth Management	22	3.5%	0.73%	127	12.8%	1.06%
FETC: Long Term Risk Assessment	13	2.1%	0.57%	19	1.9%	0.44%
NC: Wealth Management	264	41.9%	1.97%	111	11.2%	1.00%
NC: Financial Services Administration	11	1.7%	0.52%	12	1.2%	0.35%
Total	630	100.0%		991	100.00%	

The FETC in Short Term Insurance, the NC in Wealth Management and the FETC in Long Term Insurance were the most popular courses among both females and males (see Table 6).

Table 6: Number and percentage of respondents, by learnership title and gender

Learnership Title	Male			Female		
	Number	%	SE	Number	%	SE
FETC: Long Term Insurance	112	17.3%	1.49%	208	21.3%	1.31%
FETC: Medical Claims Assessing	32	5.0%	0.85%	26	2.7%	0.52%
FETC: Retail Insurance	27	4.2%	0.79%	22	2.3%	0.48%
FETC: Short Term Insurance	225	34.8%	1.88%	378	38.8%	1.56%
FETC: Short Term Risk Management	6	0.9%	0.38%	6	0.6%	0.25%
FETC: Wealth Management	62	9.6%	1.16%	87	8.9%	0.91%
FETC: Long Term Risk Assessment	15	2.3%	0.59%	17	1.7%	0.42%
NC: Wealth Management	159	24.6%	1.70%	216	22.2%	1.33%
NC: Financial Services Administration	8	1.2%	0.44%	15	1.5%	0.39%
Total	646	100.0%		975	100.0%	

The most popular course among African survey respondents was the FETC in Short Term Insurance, with 39% taking this course, followed by the FETC in Long Term Insurance, with 23% taking this course (see Table 7). Among coloured, Indian and white respondents, the most popular learnership was the NC in Wealth Management, with 31%, 50% and 42%, respectively, taking this learnership, followed by the FETC in Short Term Insurance, with 30%, 35% and 35%, respectively, taking this course.

Table 7: Number and percentage of respondents, by learnership title and race

Learnership Title	Black African			Coloured			Indian/Asian			White		
	No.	%	SE	No.	%	SE	No.	%	SE	No.	%	SE
FETC: Long Term Insurance	271	22.8%	1.22%	29	14.8%	2.54%	9	7.8%	2.51%	11	9.4%	2.70%
FETC: Medical Claims Assessing	46	3.9%	0.56%	8	4.1%	1.41%	1	0.9%	0.87%	3	2.6%	1.46%
FETC: Retail Insurance	38	3.2%	0.51%	3	1.5%	0.88%	3	2.6%	1.49%	5	4.3%	1.87%
FETC: Short Term Insurance	460	38.8%	1.41%	58	29.6%	3.26%	40	34.8%	4.44%	41	35.0%	4.41%
FETC: Short Term Risk Management	10	0.8%	0.27%	1	0.5%	0.51%	0	0.0%	0.00%	1	0.9%	0.85%
FETC: Wealth Management	119	10.0%	0.87%	24	12.2%	2.34%	2	1.7%	1.22%	4	3.4%	1.68%
FETC: Long Term Risk Assessment	26	2.2%	0.43%	3	1.5%	0.88%	1	0.9%	0.87%	2	1.7%	1.20%
NCE: Wealth Management	205	17.3%	1.10%	61	31.1%	3.31%	58	50.4%	4.66%	49	41.9%	4.56%
NC: Financial Services Administration	12	1.0%	0.29%	9	4.6%	1.50%	1	0.9%	0.87%	1	0.9%	0.85%
Total	1 187	100.0%		196	100.0%		115	100.0%		117	100.0%	

Note: This table excludes those individuals for whom race information was not available.

5.2 Graduates' Perceptions of the Learnership

5.2.1 Marketing and recruitment

According to the Discretionary Grant Policy, discretionary grant funds can be accessed through approved projects and programmes which INSETA will advertise widely (INSETA, 2015a, 7). With regard to the disbursement of grants pertaining to learnerships, the policy makes provision for learnership funding windows to be opened on an annual basis to invite applications to support employed and unemployed learners (INSETA, 2015, 11). While INSETA will make funding available for learnerships, the responsibility for recruiting learners into a learnership lies with employers.

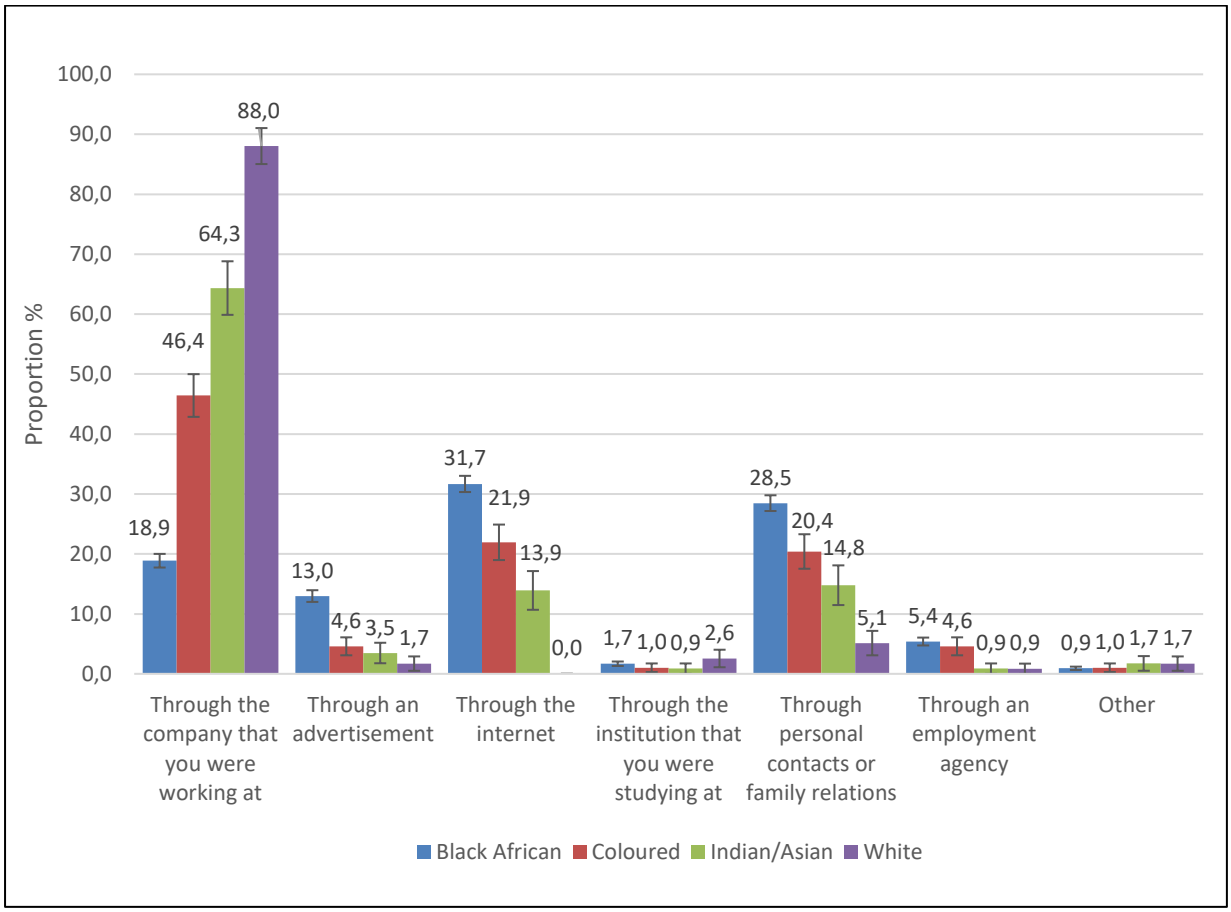
Findings from the survey show that almost a third (31%) of respondents had found out about the learnership through the company they were working at. Other marketing channels which appear to be effective were the internet (27%) and through personal contacts or family relations (25%). Only one in ten respondents found out about the learnerships through advertisement and only 5% found out through employment agencies (see Table 8).

Table 8: How survey respondents found out about the learnership

	Number	Proportion	SE
Through the company that you were working at	497	30.7%	1.15%
Through an advertisement	169	10.4%	0.76%
Through the internet	435	26.8%	1.10%
Through the institution that you were studying at	26	1.6%	0.31%
Through personal contacts or family relations	402	24.8%	1.07%
Through an employment agency	75	4.6%	0.52%
Other	17	1.0%	0.25%
Total	1,621	100.0%	

The findings suggest that there are possibly missed opportunities to attract individuals who are not already in the insurance sector and, in particular, individuals from previously disadvantaged or rural backgrounds. While 88% of white and 64% of Indian survey respondents found out about the learnership through the company they worked at, this applied to only 19% of African and 46% of coloured respondents (see Figure 1). African respondents were more likely to have heard about the learnership through the internet (32%) or through personal contacts or family relations (28%). Interestingly, no Indian or white respondents found out about the learnership through the internet.

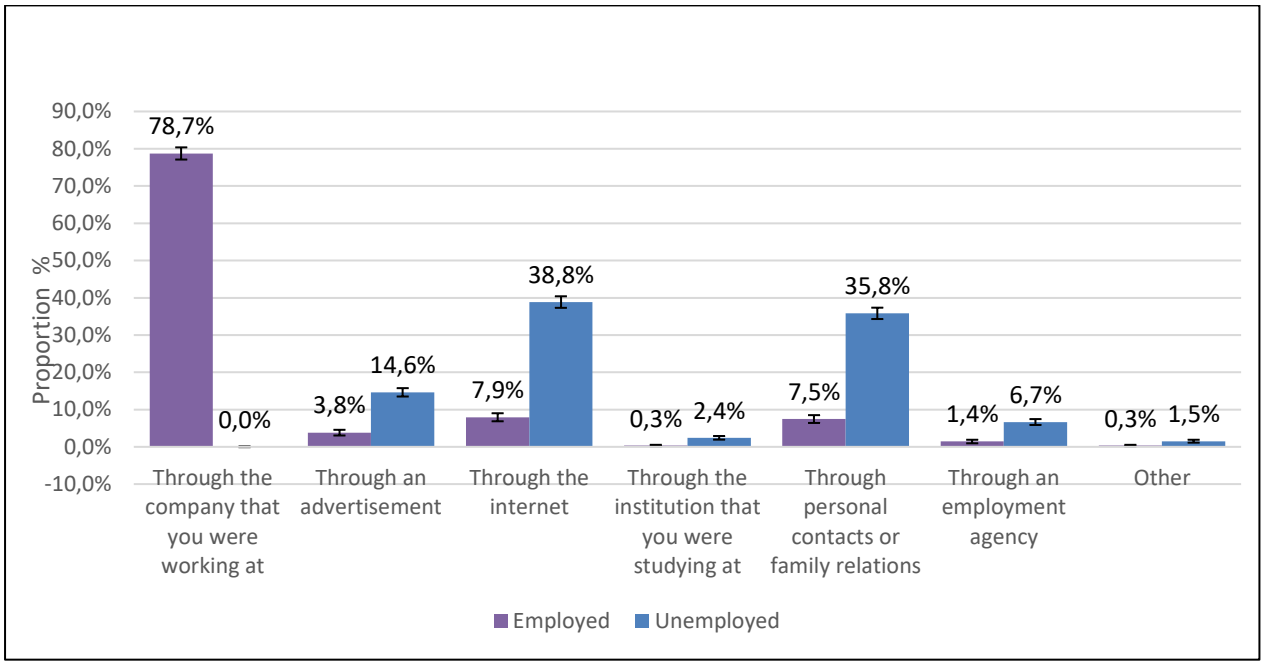
Figure 1: How respondents found out about the learnership, by race



Note: This graph excludes those individuals for whom race information was not available.

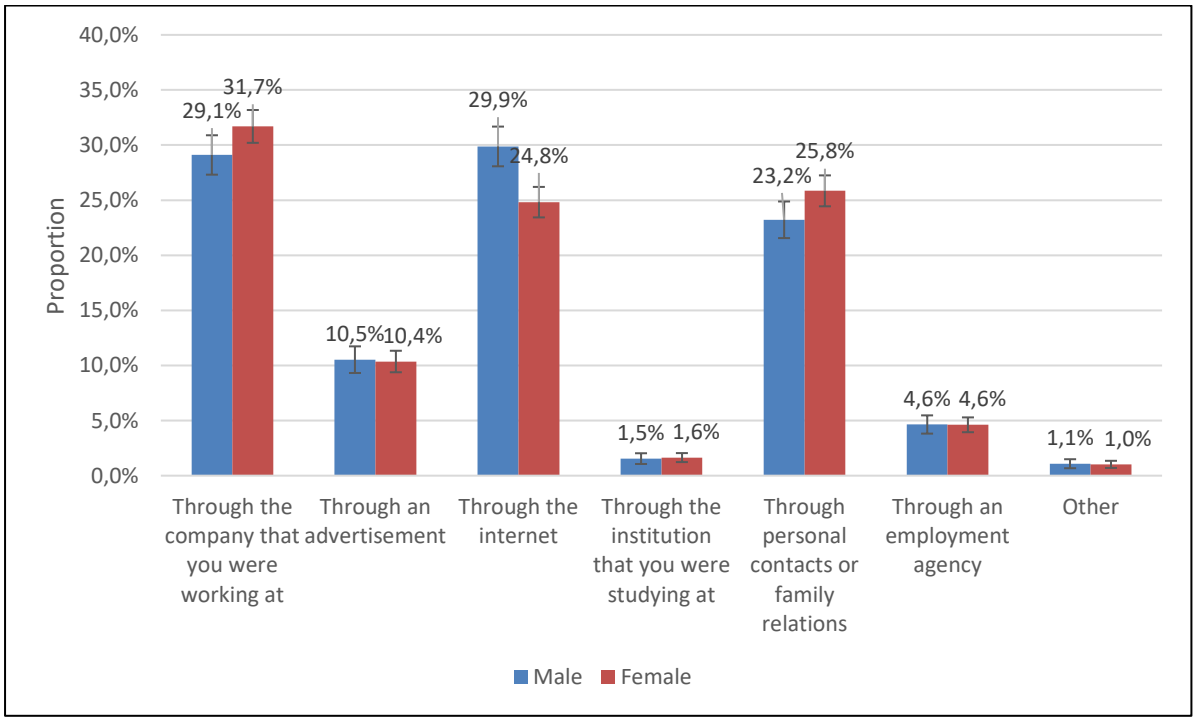
Those who were unemployed were also more likely to have found out about the learnerships through the internet (39%), personal contact or family relations (36%), advertisements (15%) and employment agencies (7%). In comparison, 79% of those who were already in employment found out about the learnership through the company they were working at (see Figure 2).

Figure 2: How respondents found out about the learnership, by employment status before the learnership



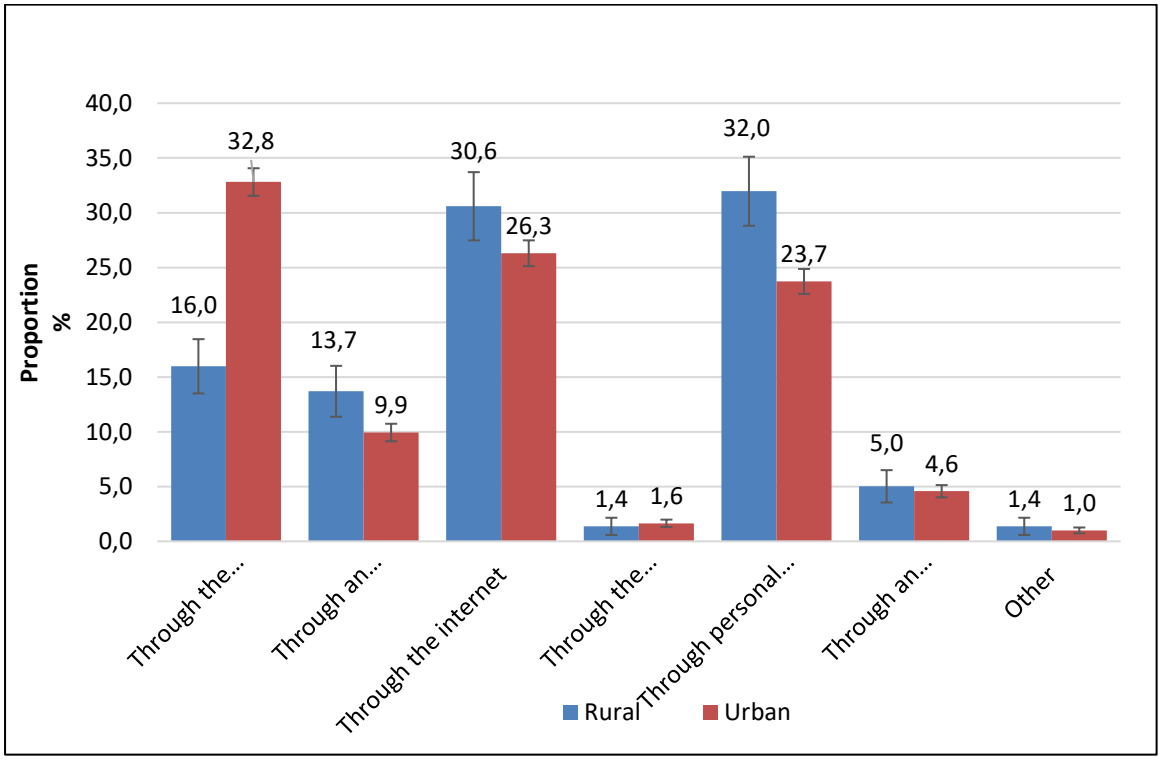
Female respondents were more likely to have found out about the learnership through the company they worked at (32%), followed by personal contacts or family relations (26%), while males were more likely to have found out about the learnership through the internet (30%) and through the company they were working at (29%) (see**Error! Reference source not found.**).

Figure 3: How respondents found out about the learnership, by gender



Of those survey respondents who indicated that they were living in a rural area prior to doing the learnership, the most common means for finding out about the learnership were personal contact or family relations (32%), followed by the internet (31%) (see Figure 4). For those who had lived in an urban area before they did the learnership, the company they were working at (33%), followed by the internet (26%), were the most common ways of finding out about the learnership. Survey respondents from rural areas were slightly more likely to have found out about the learnership through advertisement (14%) than those from urban areas (10%).

Figure 4: How respondent found out about the learnership, by geographic area



Note: This graph excludeS those individuals whose geographic area was unknown.

In terms of motivation to apply for the learnership, most of the survey respondents (61%) indicated that they wanted to develop their skills (see **Error! Reference source not found.**). This reason was put forward by the majority of females and males (61%, respectively) (see Figure 6) as well as by a majority of Africans (62%), coloured people (60%), Indians (54%) and whites (67%) (see Figure 7).

The other commonly cited reason for participating in the learnership was to find a job (24%), which applied to a similar proportion of males and females (24%, respectively). However, finding a job varied in importance among the different race groups: 28% of Africans indicated that finding a job was the motivation for undertaking the learnership, compared to 21% of coloured people, 13% of Indians and less than 2% of whites.

Figure 5: Reasons for doing the learnership

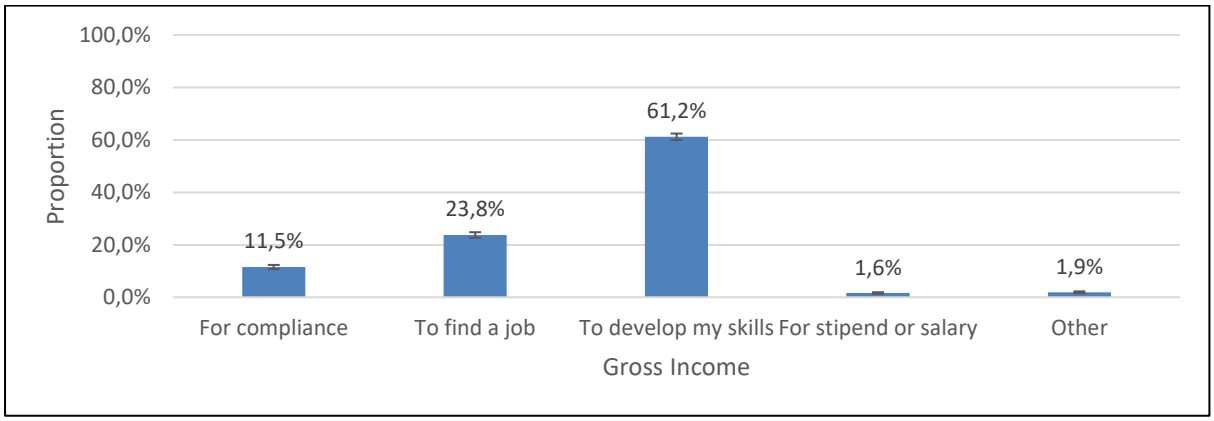


Figure 6: Reasons for doing the learnership, by gender

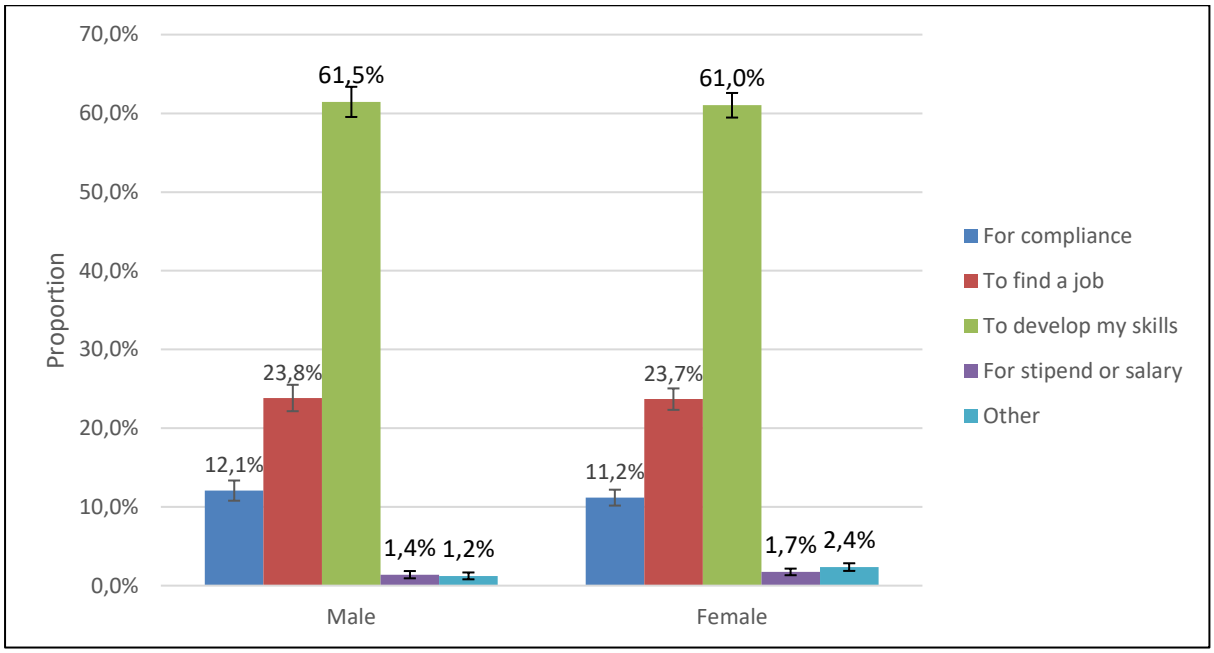
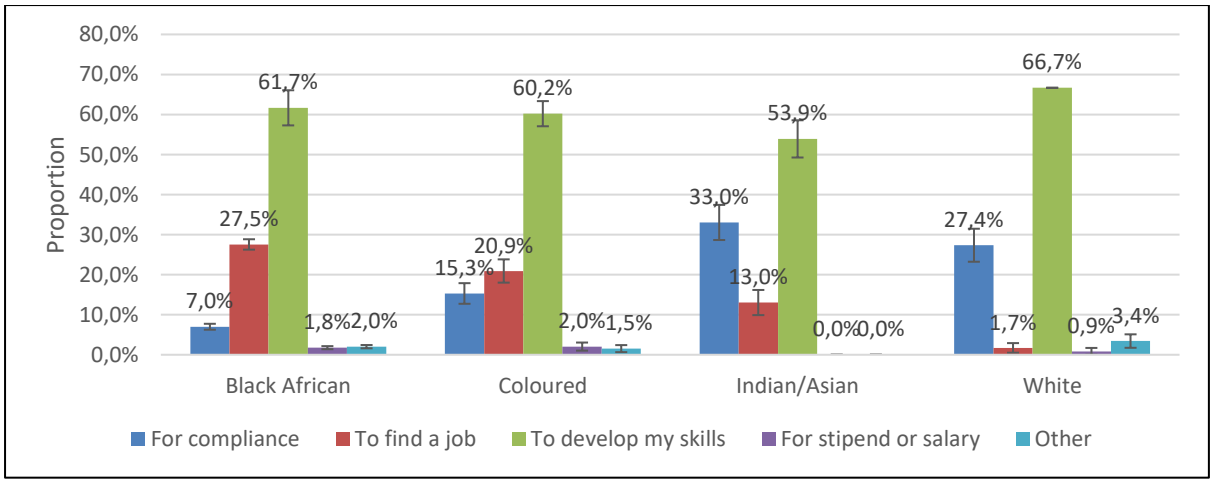


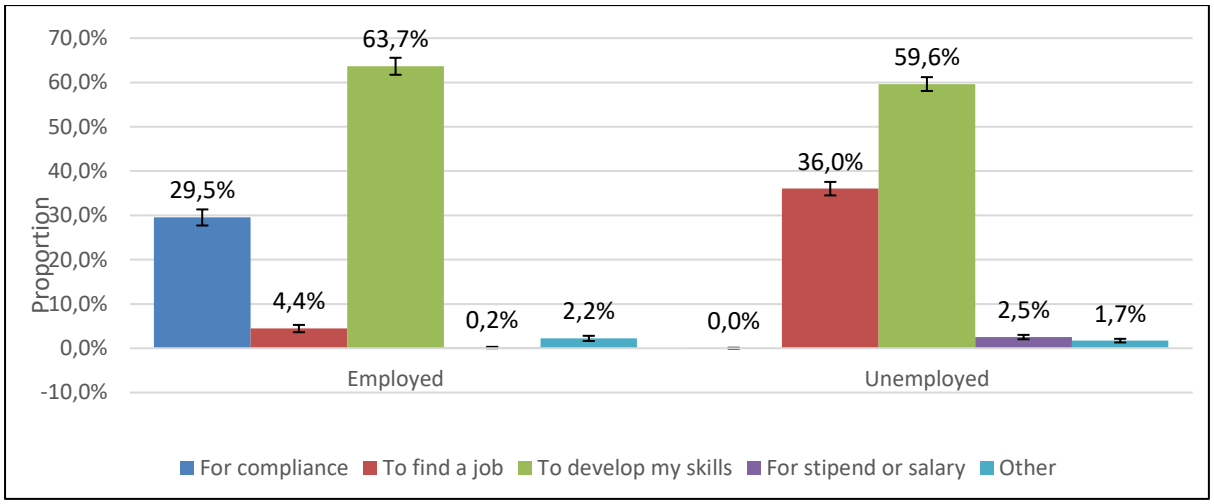
Figure 7: Reasons for doing the learnership, by race



Note: This graph excludes those individuals for whom race information was not available.

Developing their skills was also the most commonly cited reason for doing the learnership among those who were employed prior to the learnership (64%) as well as those who were unemployed (60%) (see Figure 8). The second most popular reason among those who were employed was for compliance for the company (30%), while finding a job was the second most popular reason cited by those who were unemployed (36%).

Figure 8: Reasons for doing the learnership, by employment status before the learnership



5.2.2 Training during the learnership

The findings regarding whether or not the training received during the learnership was beneficial was overwhelmingly positive, with 97% of survey respondents finding the training beneficial.

Table 9: Number and percentage who found the training during the learnership beneficial

	Number	Proportion	SE
Yes	1,573	97.0%	0.42%
No	48	3.0%	0.42%
Total	1,621	100.0%	

This overwhelmingly positive response applied to both males and females (see Figure 9) as well as to all race groups (see Figure 10).

Figure 9: Percentage who found the training beneficial, by gender

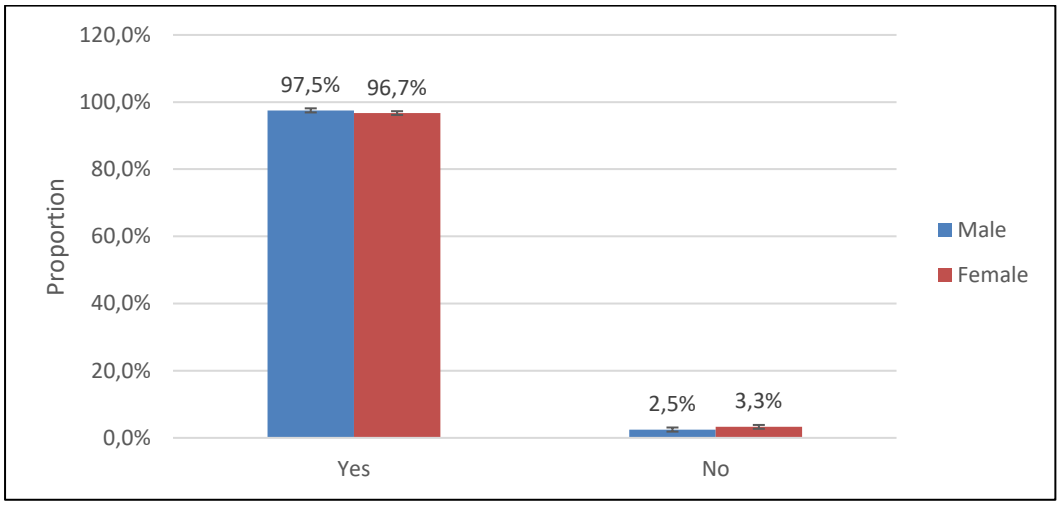
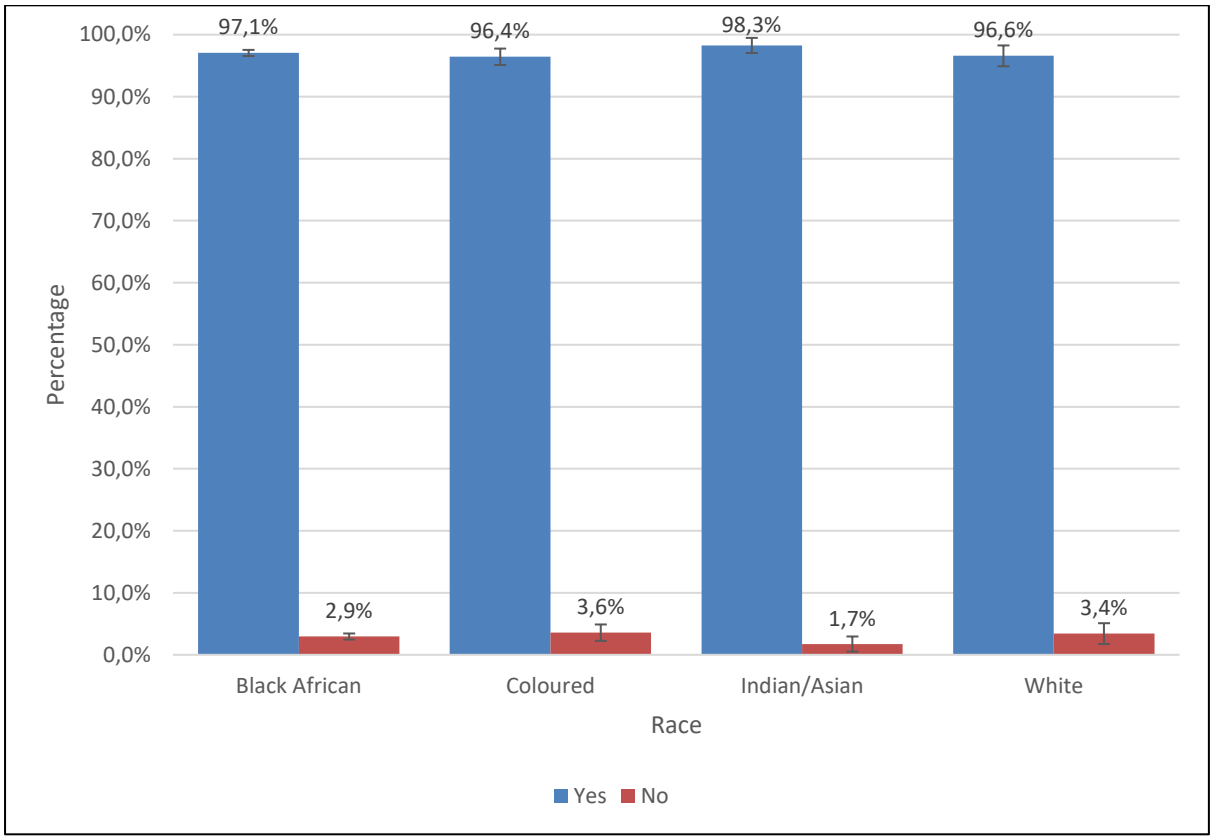


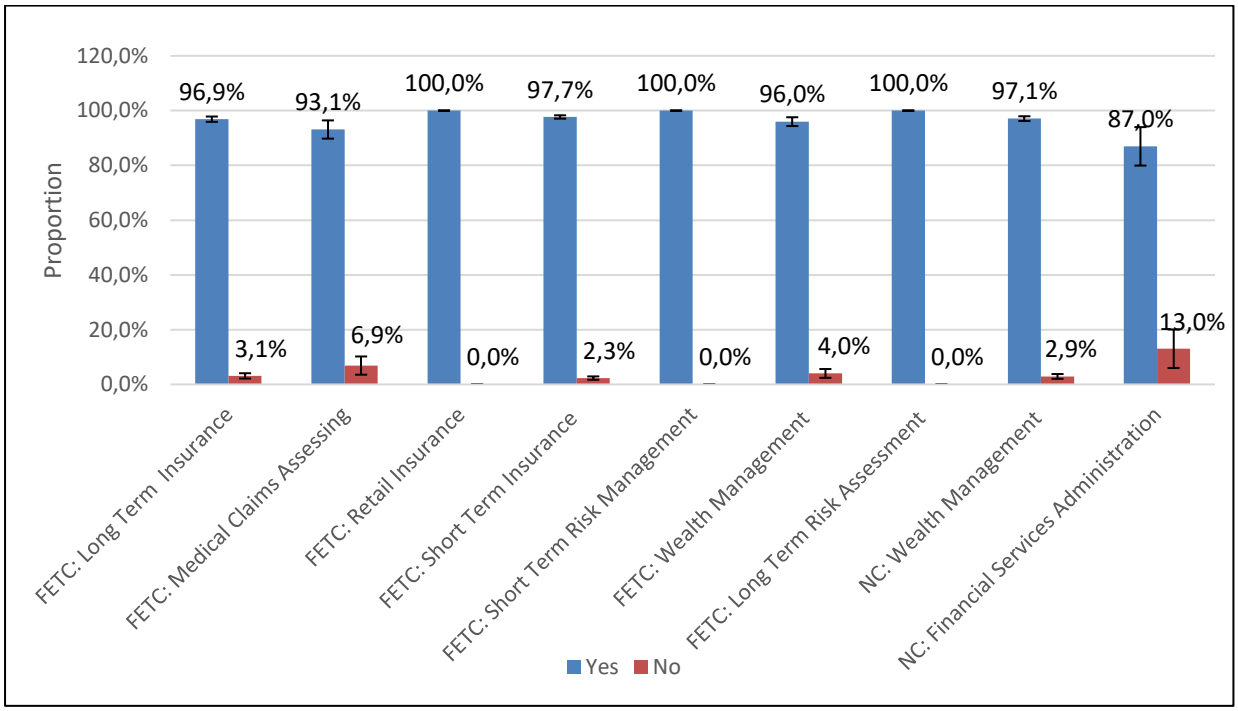
Figure 10: Percentage who found the training beneficial, by race



Note: This graph excludes those individuals for whom race information was not available.

Similarly, regardless of the learnership undertaken, the majority of survey respondents found the training to have been beneficial. This ranged from a low of 87% among those doing the NC in Financial Services Administration to a high of 100% among those doing the FETC in both Retail Insurance and Short Term Risk Management.

Figure 11: Percentage who found the training beneficial, by learnership title



Respondents were asked to indicate what they thought worked well in the learnership and the vast majority mentioned that the training had worked well and had been beneficial. The manner in which the training had been conducted, the ability of the facilitators to deliver the training effectively and the efficiency of the facilitators sum up the positive perceptions of the training:

"The training was done professionally"

"The learnership was organised and professional"

"The training structure was good"

"We had good facilitators who are qualified to teach us in the industry"

Some respondents, however, spoke about the difficulties they had experienced when the facilitators were changed half way through the course:

"… Just as you were starting to understand a facilitator they would change him"

"Towards end of the learnership our facilitator was changed and we were not happy"

A number of graduates experienced disorganised classes due to the venue not being ready for classes, lecturers not arriving or arriving late and unprepared for class and constant changes to the class venue. Some of the respondents highlighted that having one venue where all classes are held would improve the logistical arrangements related to getting to class and back.

"Systems need to be ready for the learners before they come"

"Certain times lecturers did not pitch up or postponed so we were wasting time"

"There should be communication so that we do not come to classes and find out that the class has been cancelled"

The learning materials used during the training were generally well received and many respondents commented positively on the quality and quantity of these materials. Nevertheless, a fair number of respondents noted that the materials they received were "out-dated" and in need of improvement. In addition, some graduates felt that the content was difficult to understand and could be simplified through delivering the material using methods such as visual aids, smaller group sizes, and incorporating the use of information and communication technology (ICT).

There were mixed reviews about the time allocated to training and work. While some respondents felt that "*there was sufficient time for work and study"* or that *"we were given enough time to submit assignments",* a number of respondents identified time-management or workload as a challenge. A number of respondents expressed that they felt stressed and under pressure to attend class, complete assignments, do exams and work at the same time.

"The company should give adequate time for learners to study"

"Proper planning for exams so that we do not have to write more than 4 exams in one day"

"They must help the learners balance between work and learnership…"

Some of the suggestions advanced by respondents in terms of time-management included *"having more time to do the assignments"*, *"getting time off to study"* and adjusting the exam schedule. A few graduates mentioned a desire to have *"longer classes"* and a more *"comprehensive curriculum"*.

5.2.3 Mentoring

One of the principles that underlies the approval by INSETA of learnership grants for unemployed youth is that in order to qualify for the grant, employers who are taking on unemployed youths to do learnerships must have "identified mentors with relevant experience in the work place and in relation to developing people" (INSETA, 2015b, 8). In addition, employers must adhere to the ratio of one mentor to every three learners (INSETA, 2015b, 8). For those learners who were already employed in the company when they started their learnerships, having a mentor is not prescribed by INSETA. This is because these employed learners are already part of a reporting structure in the company and INSETA accepts their direct managers as fulfilling the mentoring role (Information provided by Ms Nadia Starr, Learning Division Manager, INSETA, 12 July 2017).

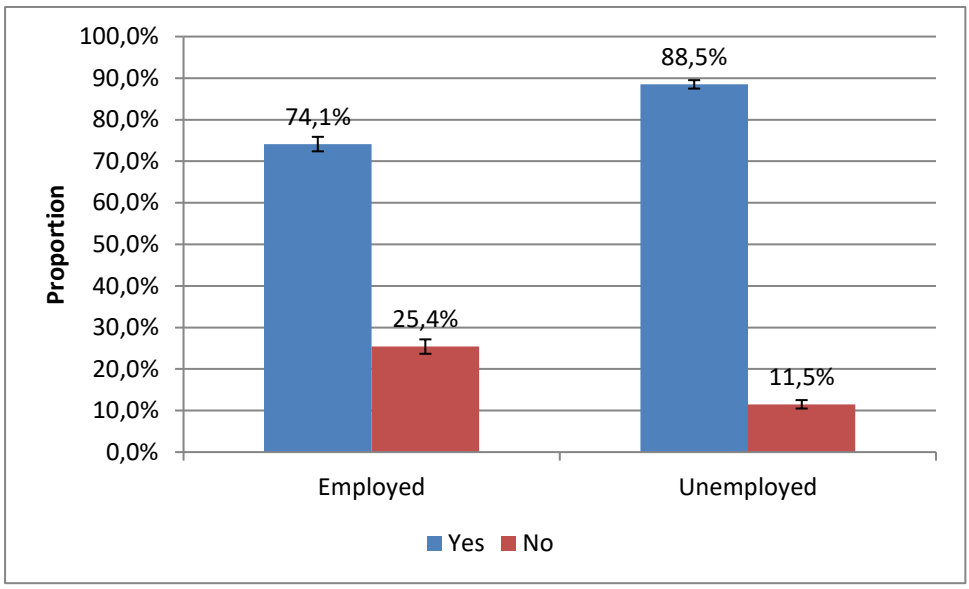
When asked if they had had a mentor during their learnerships, 83% (or 1,344) of all survey respondents indicated that they had.

Table 10: Number and percentage of respondents who were and were not provided with a mentor

Provided with a mentor	Number	Proportion	SE
Yes	1,344	82.9%	0.94%
No	274	16.9%	0.93%
Missing	3	0.2%	0.11%
Total	1,621	100.0%	

This applied to around 89% of those who were unemployed and 74% of those who had been employed (see Figure 12). While a large number of survey respondents had mentors, it is clear from the findings that not all employers were adhering to the requirement to provide mentors for unemployed learners. Eleven percent of those who were unemployed reported that they did not have a mentor. In addition, a quarter of employed survey respondents did not feel supported or mentored during their learnerships.

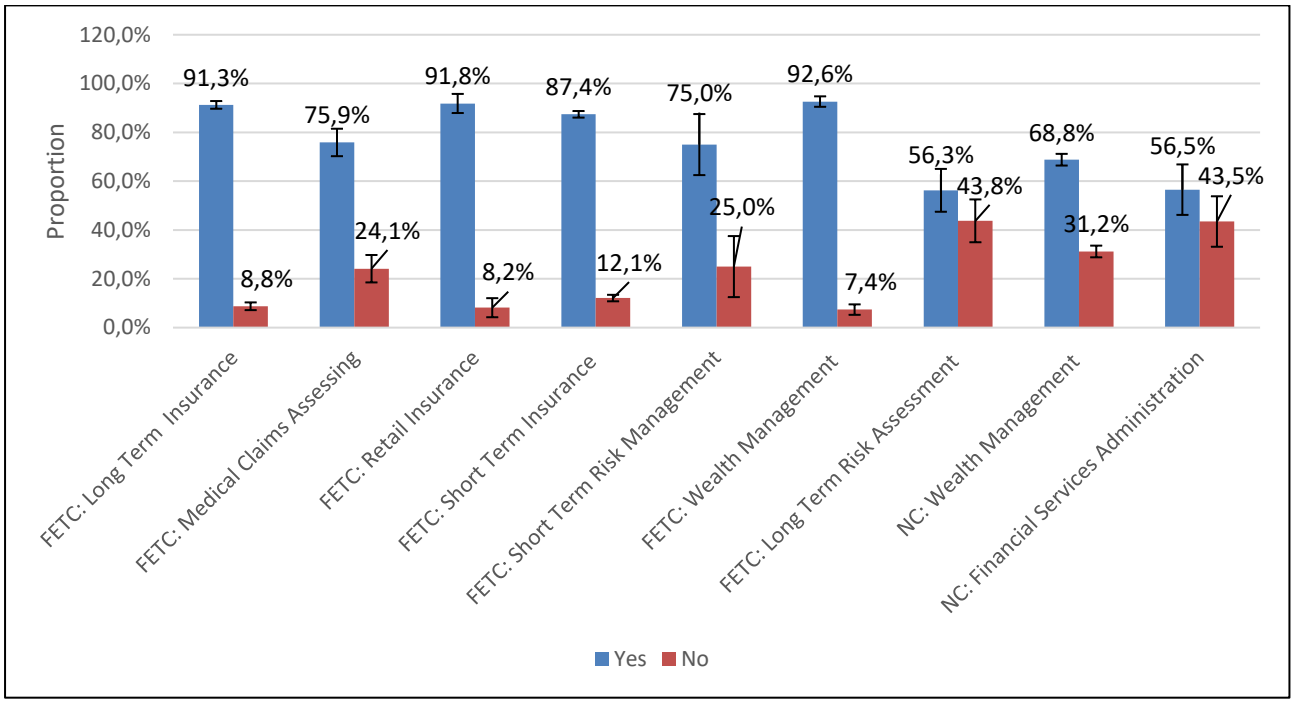
Figure 12: Percentage of respondents who were and were not provided with a mentor, by employment status before the learnership



Note: This graph excludes three respondents with missing information on whether or not they had a mentor.

Some learnerships were more likely to provide mentors than others. More than 90% of respondents who did the FETC in Wealth Management, the FETC in Retail Insurance and the FETC in Long Term Insurance reported having had mentors (see Figure 13). Learnerships where respondents were least likely to have mentors were the FETC Long Term Risk Assessment and the NC in Financial Services Administration, where just 56% and 57% of respondents, respectively, reported having had a mentor.

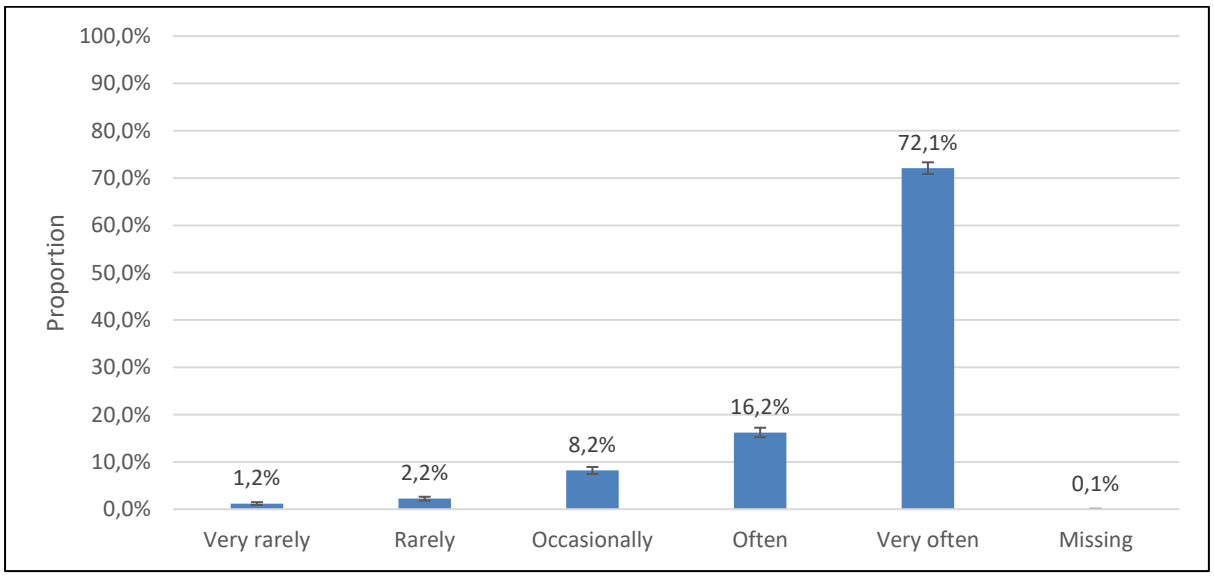
Figure 13: Percentage of respondents who were and were not provided with a mentor, by learnership title



Note: This graph excludes three respondents with missing information on whether or not they had a mentor.

Of the 1,344 survey respondents who indicated that they had had a mentor during their learnerships, 88% said that their mentor was available to support them often or very often. However, almost 12% indicated that their mentor was very rarely, rarely or only occasionally available to support them during the learnership (see Figure 14).

Figure 14: How often mentors were available to support respondents during the learnership



The mentorship was perceived by the respondents to be a positive aspect of the learnership, with many commenting favourably about the support which they received from mentors in the workplace. Many respondents mentioned the proficiency of their mentor, the consistent

communication they received from their mentor and the assistance they received from their mentor:

"The mentors are qualified and good at their job"

"The mentor helped groom me to have the necessary skills to join the insurance industry"

"It was easy to approach my mentor"

"My mentor was always there to guide me"

Among those respondents who said that they were dissatisfied with the mentorship and support they had received, a desire was expressed to receive more individualised support.

"More people to help those who are struggling to cope in training and see how to assist them"

5.2.4 Funding of learnership

INSETA funds the learnership for a period of one year. In 2017, the INSETA learnership programme paid a stipend of R3 000 for unemployed learnership recipients and R4 000 for unemployed disabled learnership recipients. A stipend was not paid to employed learners who earned a salary from the company where they were employed. A large number of graduates expressed the opinion that the stipend was not enough to cover their travelling, accommodation and exam fees and felt that the stipend should be increased.

"Increase stipend as rent and transport is expensive"

A fair number of respondents expressed a strong desire to have the learnership extended beyond the one year period:

"The duration of the learnership is too short it needs to be extended"

"Extend the learnership to one and a half years"

"Extend to two years - one year theory and the second practical"

About two-thirds of those who expressed this opinion were employed learners.

5.2.5 Communication

A number of respondents highlighted the need for better communication between training providers, management and the learners; and between the company and the training providers.

Respondents expressed a desire for better feedback from training providers, especially with regards to the issuing of certificates. The late delivery of certificates was of particular concern to graduates as they need their certificates to apply for jobs.

"They need to be professional and deliver certificates on time"

"Speed up the process of issuing of certificates"

"The certificate must not take long to be issued as we cannot get jobs without the qualification"

"Everything was fine except that I did not receive my certificate that proves that I have completed the learnership"

A number of graduates also felt that regular feedback on their progress during the learnership would have been beneficial.

"They have to open a channel to give the learners feedback …"

"Management should do regular check-ups and reviews to find out how the students are coping"

"Facilitators should do follow ups on the learners and talk to managers about the follow ups"

Respondents also mentioned a need for better communication regarding class and exam schedules which would help with the problems experienced with regard to disorganised classes as well as the stress around time-management and workload.

"There should be communication so that we do not come to classes and find out that the class has been cancelled"

"There must be communication between the company and the learnership so that you can have time to study and balance work with studies"

"There should be better communication between the service provider and the company"

5.2.6 Work-based experience

The survey asked the respondents to comment on the extent to which the learnership provided them with practical opportunities to apply the skills they had learnt in training. Most (73%) indicated that they had been given adequate opportunities to do this (see Table 11). This applied to more unemployed learners (75%) than employed learners (70%) (see Table 12).

Table 11: The extent to which the learnership provided opportunities to apply skills learnt during training

	Number	Proportion	SE
It did not provide me with any opportunities	158	9.7%	0.74%
I occasionally was given the opportunity to do so	242	14.9%	0.89%
I was given adequate opportunities	1,186	73.2%	1.10%
Missing	35	2.2%	0.36%
Total	1,621	100.0%	

Table 12: The extent to which the learnership provided opportunities to apply skills learnt during training, by employment status before the learnership

Employment status	N	It did not provide me with any opportunities		I occasionally was given the opportunity to do so		I was given adequate opportunities		Missing	
		%	SE	%	SE	%	SE	%	SE
Employed	630	13.3%	1.35%	12.1%	1.30%	69.8%	1.83%	4.8%	0.85%
Unemployed	991	7.5%	0.84%	16.8%	1.19%	75.3%	1.37%	0.5%	0.23%
Total	1 621	9.7%	0.74%	14.9%	0.89%	73.2%	1.10%	2.2%	0.36%

The extent to which the learnership provided opportunities to apply skills learnt during training varied by race (see Table 13). While 26% of African, 25% of Indian and 22% of coloured respondents indicated that they had no or only occasional opportunities to apply their skills during training, this applied to 19% of white respondents.

Table 13: The extent to which the learnership provided opportunities to apply skills learnt during training, by race

Race	N	It did not provide me with any opportunities		I occasionally was given the opportunity to do so		I was given adequate opportunities		Missing	
		%	SE	%	SE	%	SE	%	SE
Black African	1 187	9.5%	0.85%	16.3%	1.07%	73.3%	1.28%	0.9%	0.28%
Coloured	196	10.2%	2.16%	11.7%	2.30%	73.0%	3.17%	5.1%	1.57%
Indian/Asian	115	12.2%	3.05%	13.0%	3.14%	70.4%	4.26%	4.3%	1.90%
White	117	9.4%	2.70%	9.4%	2.70%	74.4%	4.04%	6.8%	2.33%
Refused to answer	6	0.0%	0.00%	0.0%	0.00%	83.3%	15.22%	16.7%	15.22%

For many of the respondents, the practical training provided real-life situations in which to apply the theory they had been taught:

> *"I got more exposure in the practical work which they taught me in the company"*

> *"The practical work provided real life scenarios"*

A fair number of respondents also said that they were able to apply their skills practically in their current jobs:

> *"I am now able to apply what I learned in my current work environment"*

> *"It [the learnership] taught me what I am currently doing at the workplace"*

> *"The information I got from the learnership is relevant and I can relate to it"*

"It [the learnership] gave me knowledge relevant to my job"

"The knowledge I gained is applicable to my current job"

However, a number of respondents felt that they had had limited opportunities to apply what they had been taught in classes.

"More exposure to the work environment"

"Give learners more practical experience"

"Need more practical sessions to apply the product knowledge"

"Maybe spend less time on theory and more on practical"

This was either because the company was too small or because they were not given the opportunity to work in different departments. Many respondents expressed a desire to work more across departments and to be placed in departments where they would be given opportunities to apply their theoretical knowledge practically.

"Rotation was always in one department. Did not get opportunities to move around"

"We were not circulated, therefore we did not learn from other departments"

Just over two thirds of survey respondents (68%) said that they were given the opportunity to move around the company in order to learn various skills, but 32% said they were not (see Table 14).

Table 14: Number and percentage of respondents given the opportunity to move around the company during the learnership

	Number	Proportion	SE
Yes	1,105	68.2%	1.16%
No	515	31.8%	1.16%
Missing	1	0.1%	0.06%
Total	1,621	100.0%	

Furthermore, some graduates also suggested that the work-based component of the learnership could be improved by more closely aligning the theoretical training to the relevant practical component of the learnership and by increasing the exposure that learners have to the work environment.

"What they learn in the learnership should link with what you do in the work place"

"Theory must go with practical"

"Match theory with practicals"

5.2.7 Finding employment

While the majority of survey respondents were employed the year after they completed their learnerships and were in employment in 2017 (see Table 22 in the section on Employability below),

numerous respondents wished that they had received more support from the company where they did the learnership in terms of finding employment after completing the learnership. Many respondents felt that the learnership could have been more impactful if they had been assisted in finding employment, either in the company in which they undertook the learnership or in another relevant workplace.

5.3 Knowledge and Skills Gained During the Learnership

Most graduate survey respondents reported an increase in knowledge as a result of the learnership. In particular, the majority reported an increase in knowledge about the insurance and financial industry, with 98% of survey respondents agreeing (28%) or strongly agreeing (70%) with the statement that they learnt more about the insurance and related sector during their learnership (see Figure 15). This applied to 99% of those who were unemployed when they started their learnerships and 96% of those who were employed (see Figure 16).

> *"I gained a lot of knowledge about the insurance industry."*
>
> *"I had no idea about insurance but the learnership equipped me with information about insurance."*

Figure 15: Extent to which survey respondents agreed or disagreed that they learnt more about the insurance industry and related sectors during their learnership

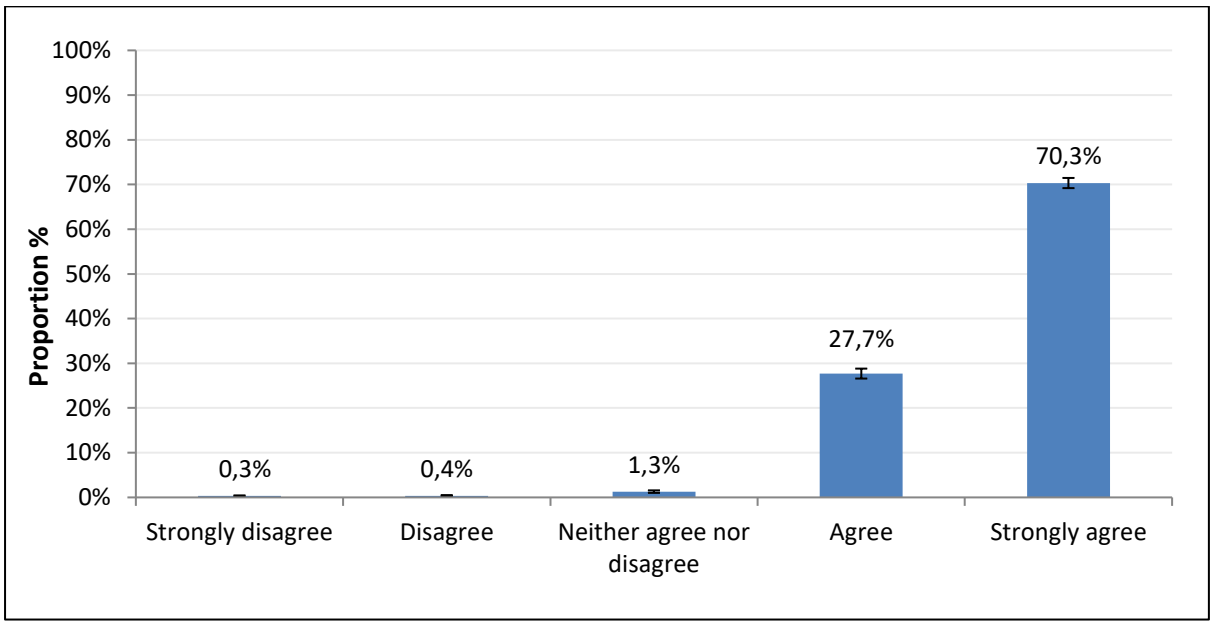
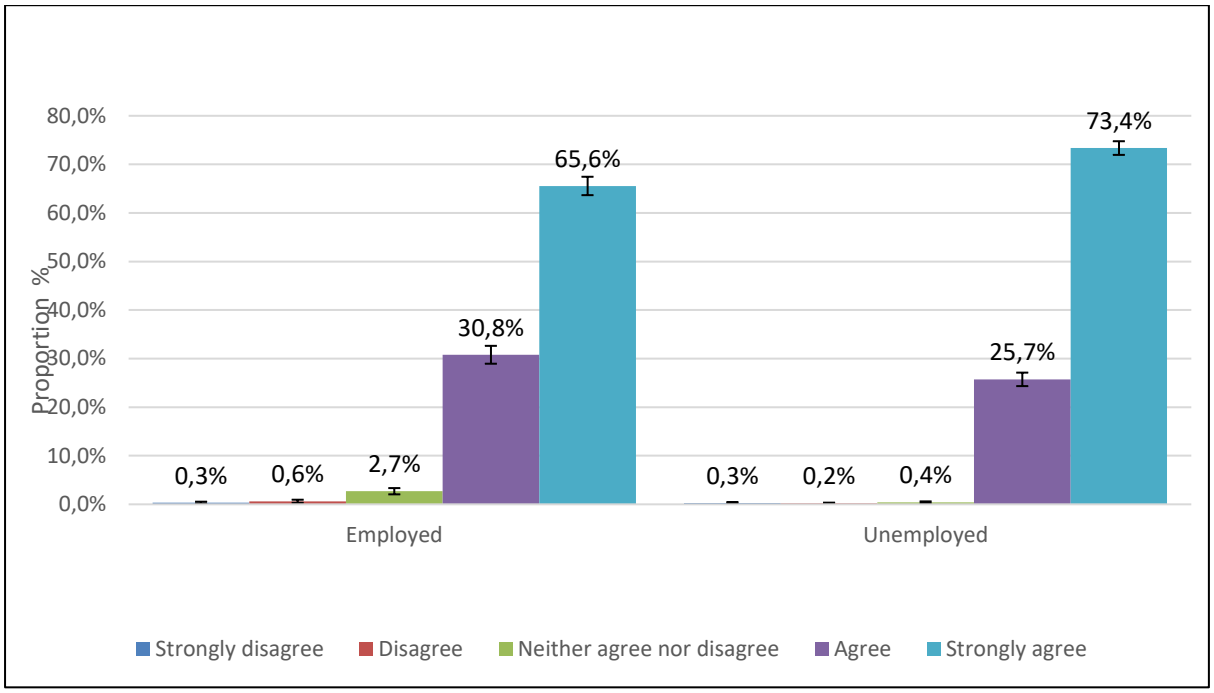


Figure 16: Extent to which survey respondents agreed or disagreed that they learnt more about the insurance industry and related sectors during their learnership, according to employment status prior to the learnership



Many survey respondents also highlighted that the learnership had taught them about the **importance** of insurance and the insurance industry:

> *"I learnt the importance of being insured."*
>
> *"I learnt about what measures to take to get insurance that is suitable for an individual."*
>
> *"I would not have learned about how vast and relevant the insurance industry is."*

The majority of survey respondents also reported developing new skills during the learnership, with 95% strongly agreeing (55%) or agreeing (40%) with this (see Figure 17). While this applied to 92% of those employed prior to embarking on the learnership, 96% of those who were unemployed agreed or strongly agreed that they had developed new skills during the learnership (see Figure 18).

Figure 17: Extent to which survey respondents agreed or disagreed that they developed new skills during the learnership

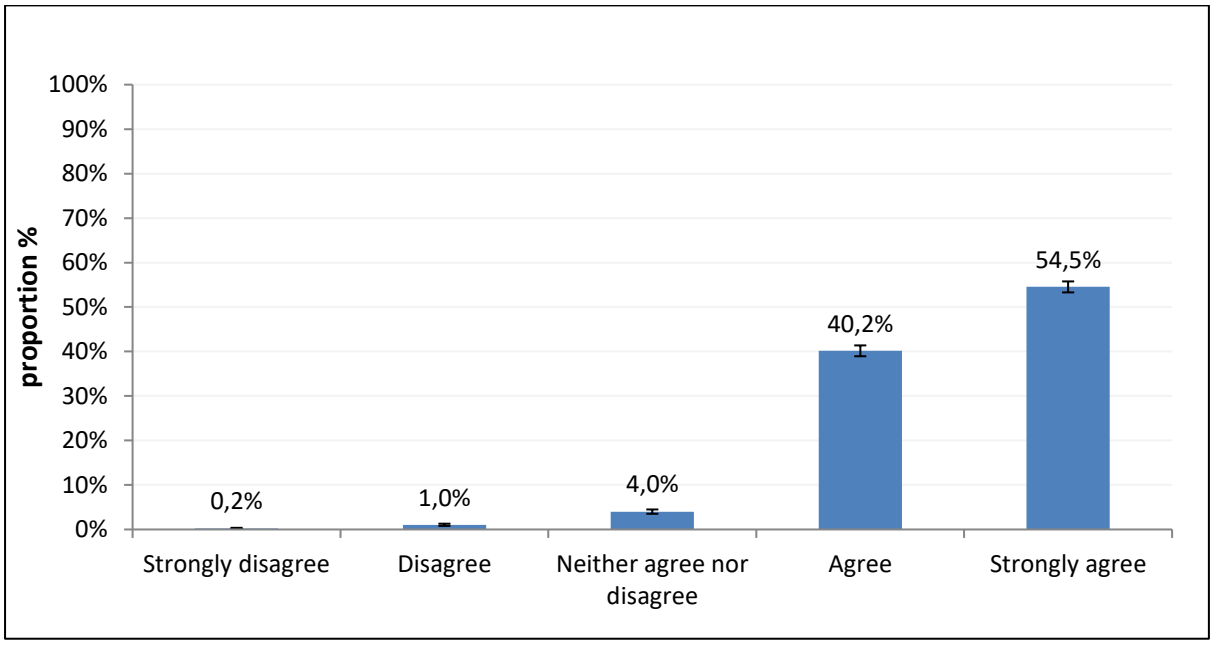
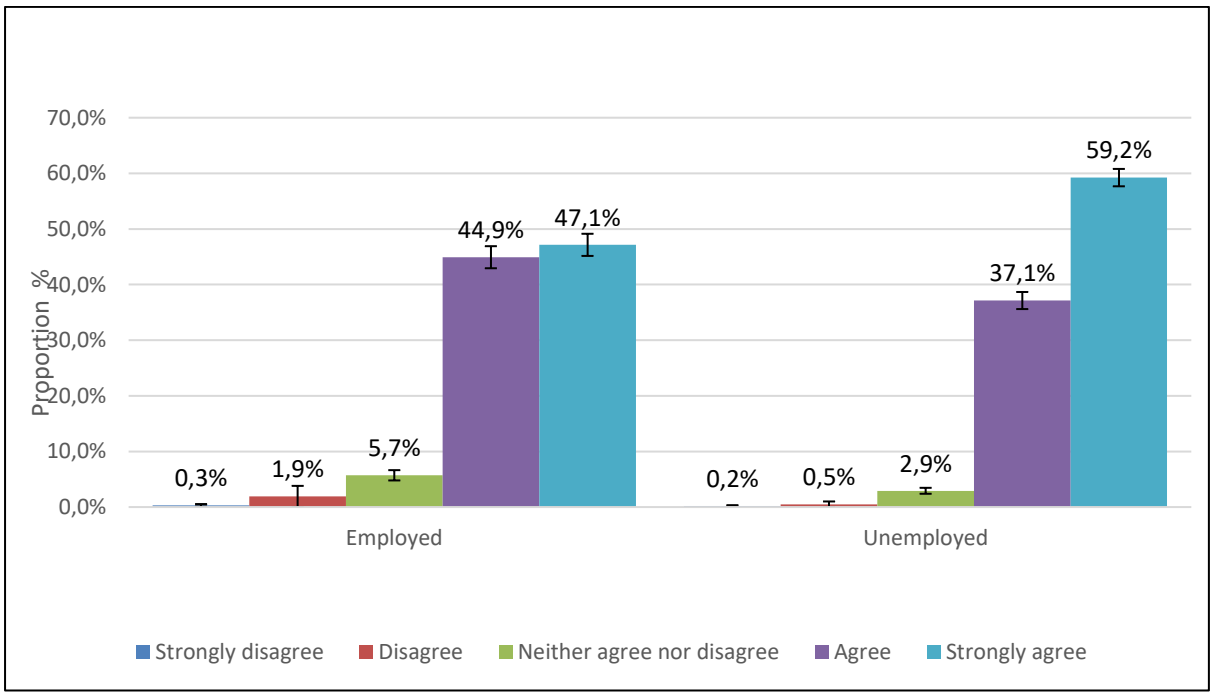


Figure 18: Extent to which survey respondents agreed or disagreed that they developed new skills during the learnership, according to employment status prior to the learnership



A small number of survey respondents could not remember what skills they had learnt during the learnership, with an even smaller number indicating that they had not gained any skills through the learnership. Those graduates who could not remember what skills they had learnt may have completed their learnerships up to seven years prior to being surveyed. The time lapse between

when they completed the learnership and when they were surveyed may be the reason for these graduates not being able to recall specific skills that they learnt.

Of the few survey respondents who mentioned that they had not learnt any new skills through the learnership, it appears that some of these learners felt that the learnership that they were enrolled in did not match their skills level. These graduates reported that they already had the skills that were being taught during the learnership.

"I was just learning what I already know"

"They taught some of the things I already knew so they were not beneficial"

A number of these learners identified themselves as overqualified for the learnership by indicating that the learnership was not pitched at the right level.

"Learnership should be only for undergraduate people"

"To be honest [I did] not [learn] a lot. Just a few items because I had studied"

However, most graduates were able to identify a wide range of skills that they acquired during their learnerships. Of the skills reported by graduates, the majority were aligned to the critical skills occupation list specified in the INSETA SSP. The most frequent skills mentioned that are linked to the scarce and critical skills listed in the SSP include "customer service", "claims assessing", "financial planning", "investment" and "call centre" skills.

A second theme that emerged in relation to the skills developed in the learnership as identified by graduates was generic skills development. The most frequently mentioned generic skill acquired during the learnership was communication skills, followed by team-work and then self-management. Examples of self-management included "self-control", "self-discipline", and "how to be responsible".

The majority of survey respondents (91%) agreed or strongly agreed that the learnership had improved their ability to adapt to different work situations (see Figure 19). This applied to 86% of those who were employed prior to embarking on the learnership and 94% of those who were unemployed (see Figure 20).

Figure 19: Extent to which survey respondents agreed or disagreed that the learnership improved their ability to adapt to different work situations

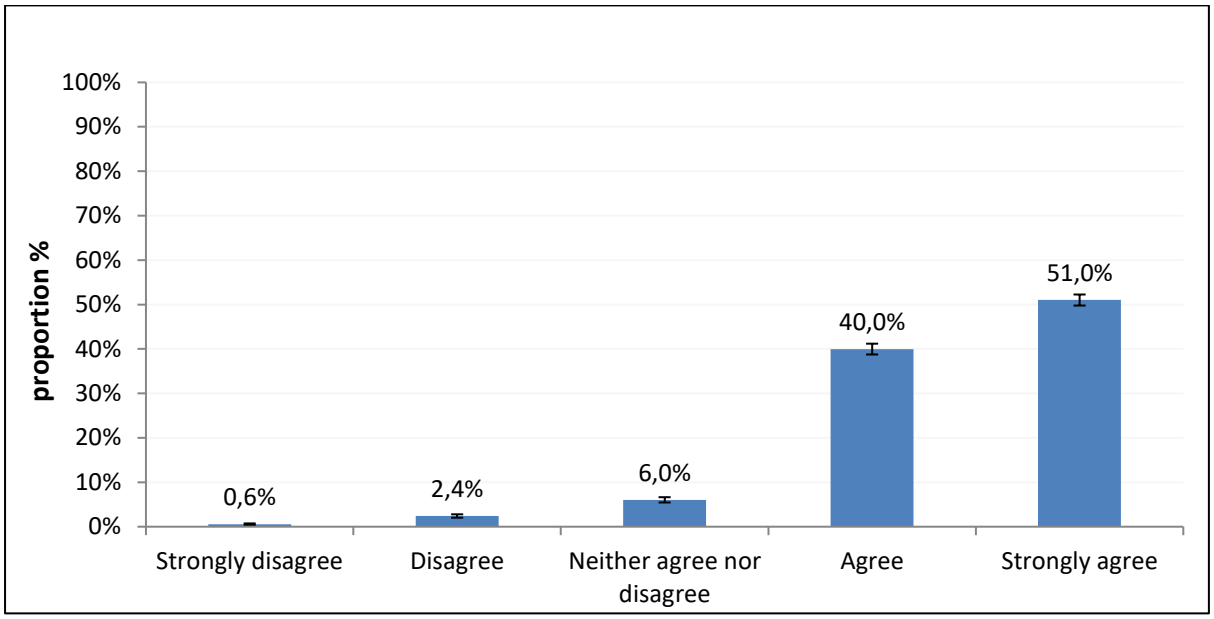
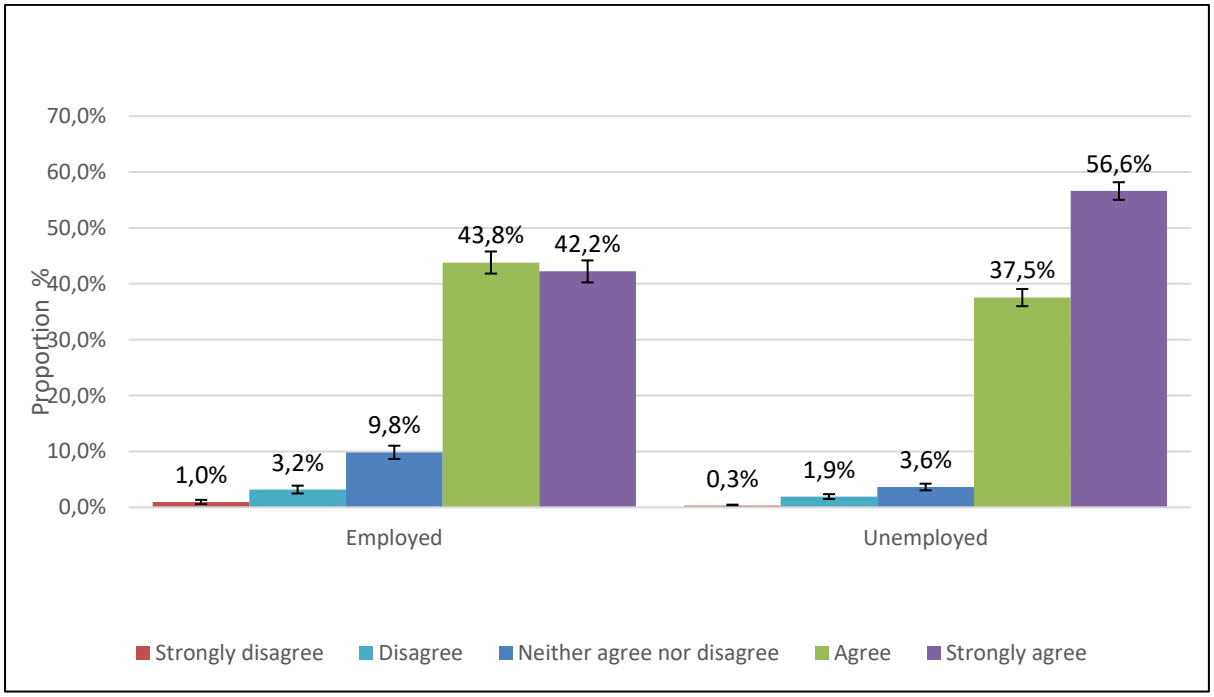


Figure 20: Extent to which survey respondents agreed or disagreed that the learnership improved their ability to adapt to different work situations, by previous employment status



Closely linked to generic skills are soft skills and professional skills. When asked if the learnership had developed their work professional skills, 93% of survey respondents strongly agreed or agreed with this (see Figure 21). In particular, 97% of learners unemployed prior to the learnership agreed or strongly agreed that the learnership had developed their work professional skills, compared to 88% of those who were employed (see Figure 22).

Figure 21: Extent to which survey respondents agreed or disagreed that they developed professional skills through the learnership

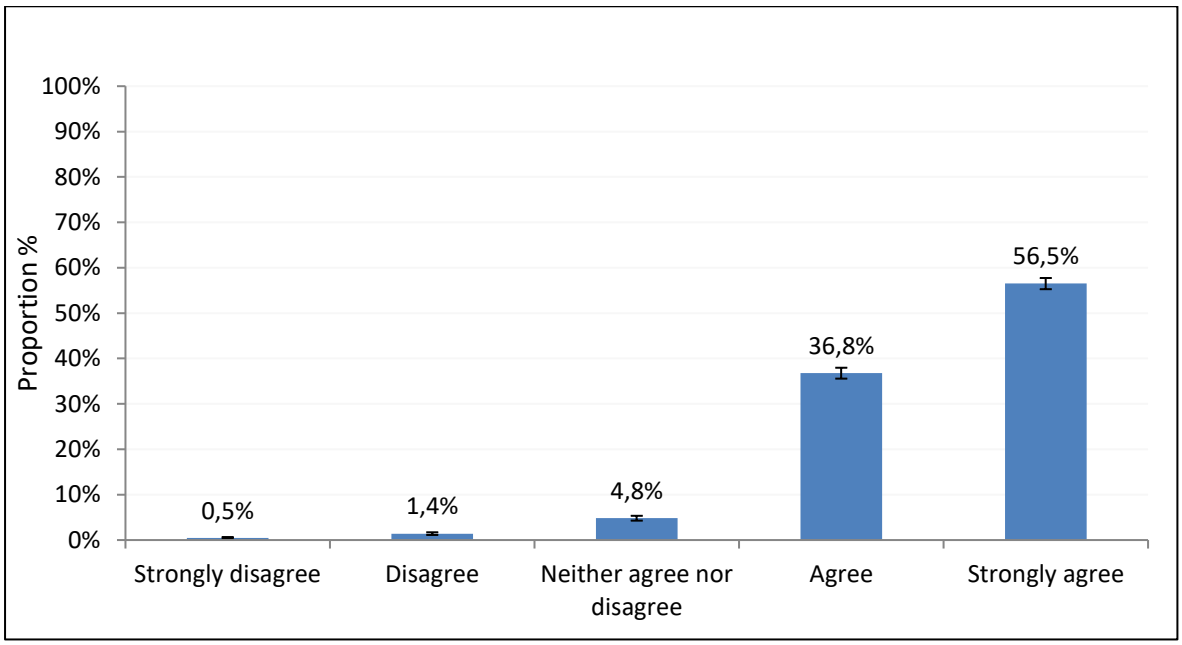
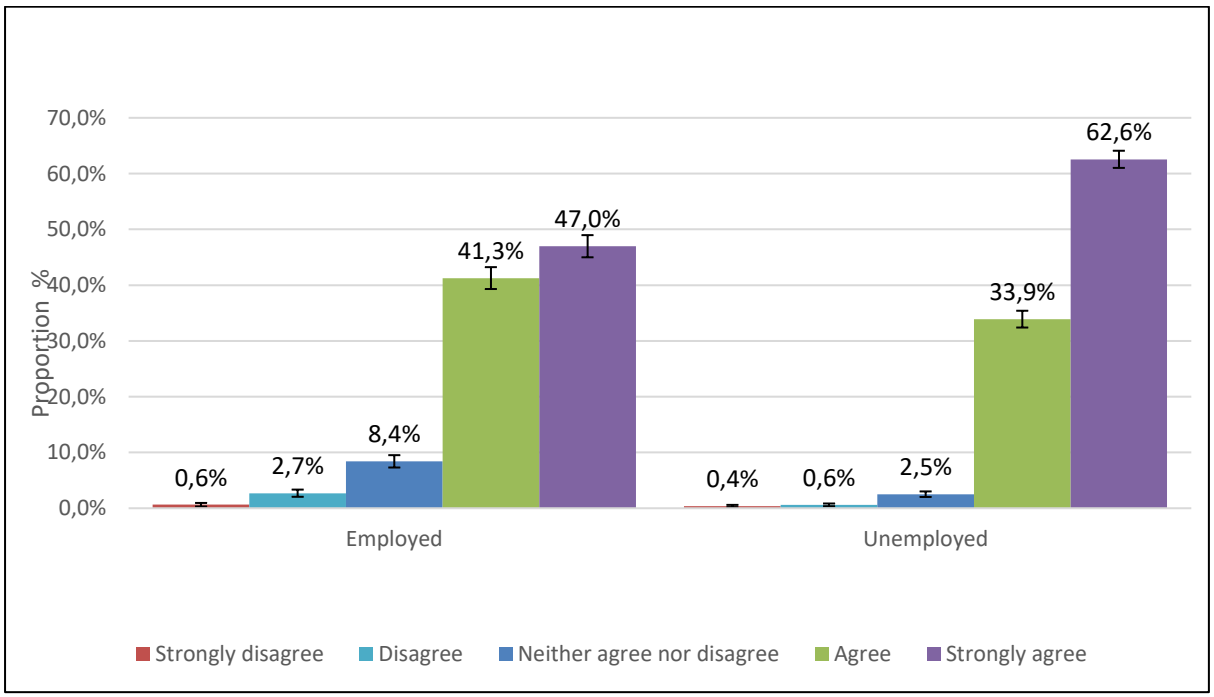


Figure 22: Extent to which survey respondents agreed or disagreed that they developed professional skills through the learnership, according to employment status prior to the learnership



Graduates mentioned a number of professional skills that they acquired through the learnership, such as “time-management”, “administration skills” and “professionalism”. Professionalism was used as a general term to combine graduate responses that related to increasing professionalism in the workplace, such as “how to conduct yourself”, “business etiquette” and “professionalism”. Soft

skills mentioned most often were people skills and skills related to personal development such as "hard work", "growth" and "self-respect".

Survey respondents were overwhelmingly positive about the professional skills that they developed through the learnerships

Skills that were mentioned less often fell under industry-related skills (skills relating to the insurance and related services sector), technical skills, financial skills and academic skills. Academic skills were the least frequently mentioned. Examples of academic skills mentioned include "writing skills", "maths skills" and "research skills". Technical skills refer to somewhat higher level skills, such as "computer skills" and "data analysis". Of the industry related skills mentioned, legislation was most often mentioned, followed by short term insurance and medical insurance.

5.4 Promotion of the Development and Transformation Imperatives of the NSDS

An integral aspect of the learnership programmes is that they must promote the developmental and transformational imperatives of the NSDS III. In order to adhere to the transformational imperatives, INSETA has specified certain evaluation criteria relating to race, gender, disability, age, and geographic location that will apply to all applicants. This section addresses the extent to which these criteria have been met in the INSETA learnership programmes.

5.4.1 Youth

According to INSETA's guidelines for the disbursement of grants for PIVOTAL programmes, learners who are categorised as unemployed when they apply for a learnership must be between the ages of 18 and 35 years. Employed learners, however, are "not confined to any age group but must be employed within the insurance sector and its related sub-sectors" (INSETA 2014 & INSETA 2015b).

The findings from the survey suggest that, in line with the specified criteria, INSETA is successfully prioritising youth aged between 18 and 35 years in the learnerships. Most of the survey respondents (90%) fell into this age group when they embarked on the learnership, with a few (0.5%) who were under the age of 18 (see Table 15). Just a small proportion of survey respondent were over 35 (9%) when they commenced the learnership.

Table 15: Number and percentage of respondents by age when they started the learnership

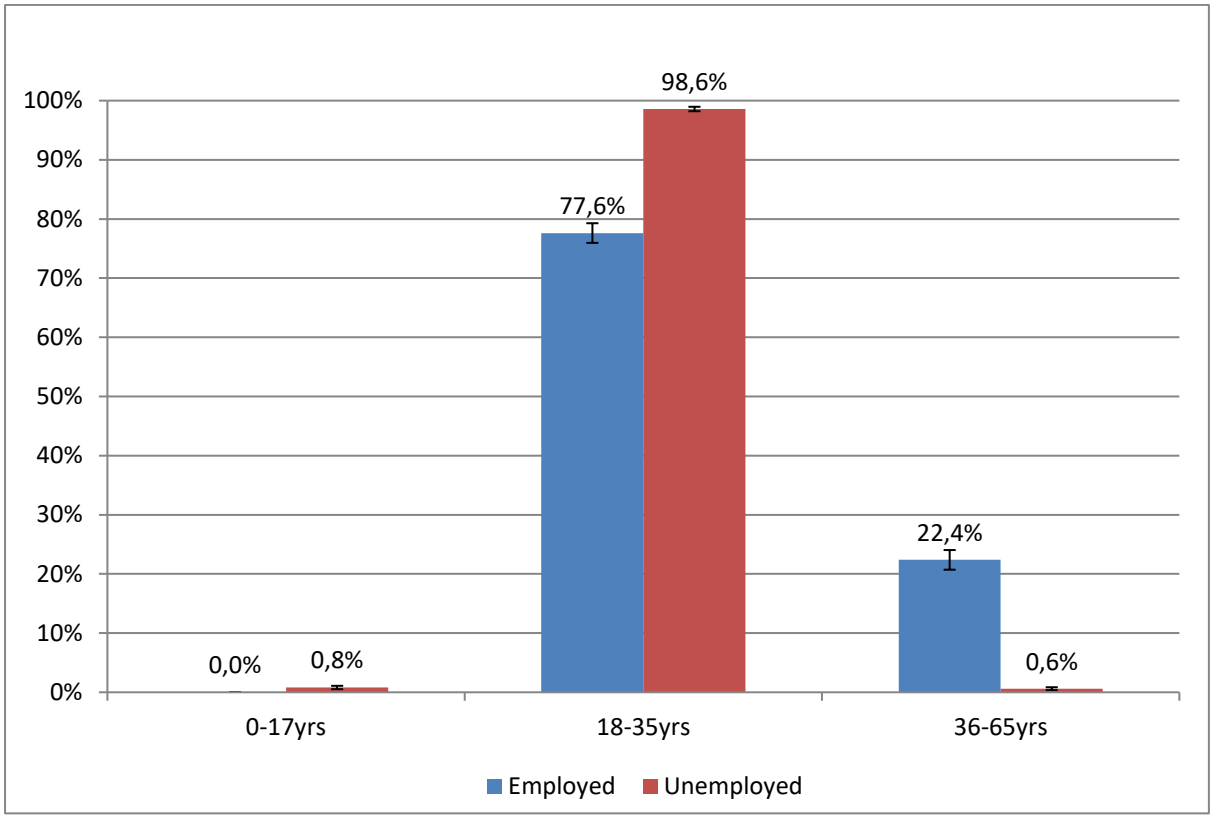
Age	Number	Proportion	SE
Under 18	8	0.5%	0.17%
18-35yrs	1,466	90.4%	0.73%
36-65yrs	147	9.1%	0.71%
Total	1,621	100.00%	

Source: Calculated from data supplied by INSETA (date of birth in ID number) and applied to survey respondents

Almost 78% of employed learners were aged 35 years or younger compared to 99% of unemployed learners (see Figure 23).

Of the 147 respondents who were over the age of 35, the majority (96%) were employed learners, which is in line with INSETA's guidelines for employed learners which specifies that they should not be confined to any age. However, six (4%) survey respondents who were older than 35 were unemployed learners, in spite of the criteria specifying that unemployed learners must be between the ages of 18 and 35 years.

Figure 23: Percentage of respondents by age and employment status when they started the learnership



A similar proportion of females (90%) and males (91%) were in the 18 to 35 age group as well as among those older than 35 years (around 9% for both males and females, respectively) (see Figure 24). There was a wide age range among respondents of different race groups (see

Table 16). While 95% of African respondents were aged between 18 and 35 when they commenced the learnership, this applied to 85% of coloured respondents, 82% of Indians and just 67% of whites. A third of all white respondents were older than 35 years, compared to just 4% of Africans. Ninety percent of white respondents who were older than 35 years were employed learners.

Figure 24: Percentage of respondents by age when they started the learnership and gender

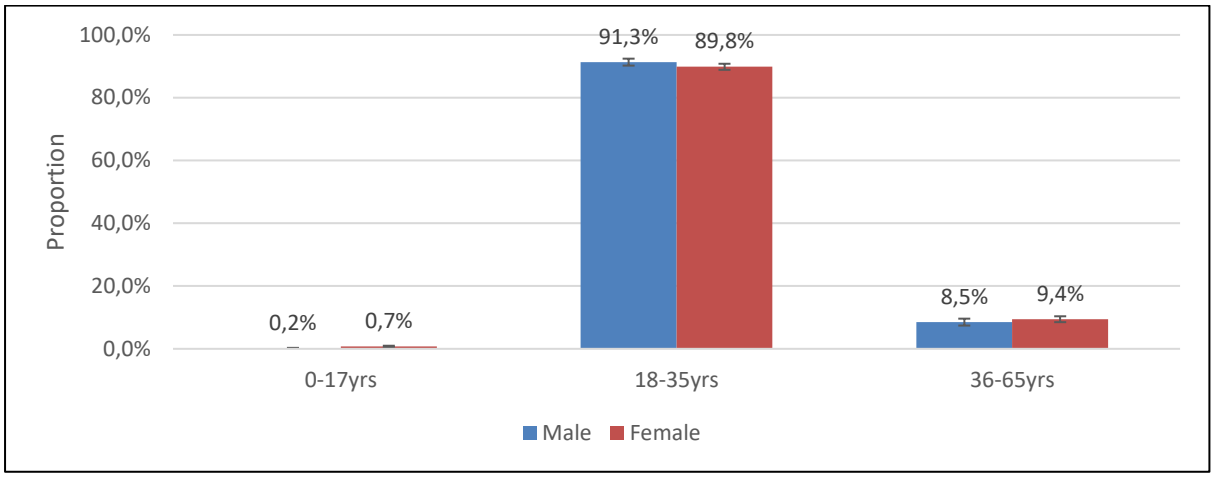


Table 16: Percentage of respondents by race, according to age when they started the learnership

Race	N	0-17yrs		18-35yrs		36-65yrs	
		Proportion	SE	Proportion	SE	Proportion	SE
Black African	1 187	0.5%	0.21%	94.9%	0.64%	4.6%	0.61%
Coloured	196	0.5%	0.51%	84.7%	2.57%	14.8%	2.54%
Indian/Asian	115	0.9%	0.87%	81.7%	3.60%	17.4%	3.54%
White	117	0.0%	0.00%	66.7%	4.36%	33.3%	4.36%
Refused to answer	6	0.0%	0.00%	33.3%	19.25%	66.7%	19.25%
Total	1 621	0.5%	0.17%	90.4%	0.73%	9.1%	0.71%

The average age of the survey respondents when they began their learnerships was 25.9 years, ranging from a low of 17.3 to a high of 63.9 years. The average age was similar for females (25.9 years) and males (25.8 years). However, it was slightly lower for Africans (24.6 years) than for coloured people (24.3 years), Indians (25.2) and whites (31.6 years).

Table 17: Average and median age of survey respondents when they started the learnership

Start Year	N	Mean	Median	SD	Skewness	Kurtosis	Min	Max
2010	167	27.9	24.9	8.1331	1.3203	4.3537	18.8	57.4
2011	216	26.3	24.1	7.617	1.6369	5.5557	17.4	57.9
2012	258	23.8	22.9	4.5758	2.7015	13.4321	17.3	51.9
2013	270	27.4	25.0	7.4263	1.5833	5.5899	18.3	59.8
2014	332	26.1	24.2	6.5905	1.8675	7.6489	18.4	60.2
2015	374	24.7	23.1	6.4953	2.5308	10.6079	17.3	63.9
2016	4	33.8	33.5	6.8783	0.148	2.0047	25.7	42.5
Total	1621	25.9	23.8	6.9026	1.9309	7.2369	17.3	63.9

5.4.2 Gender

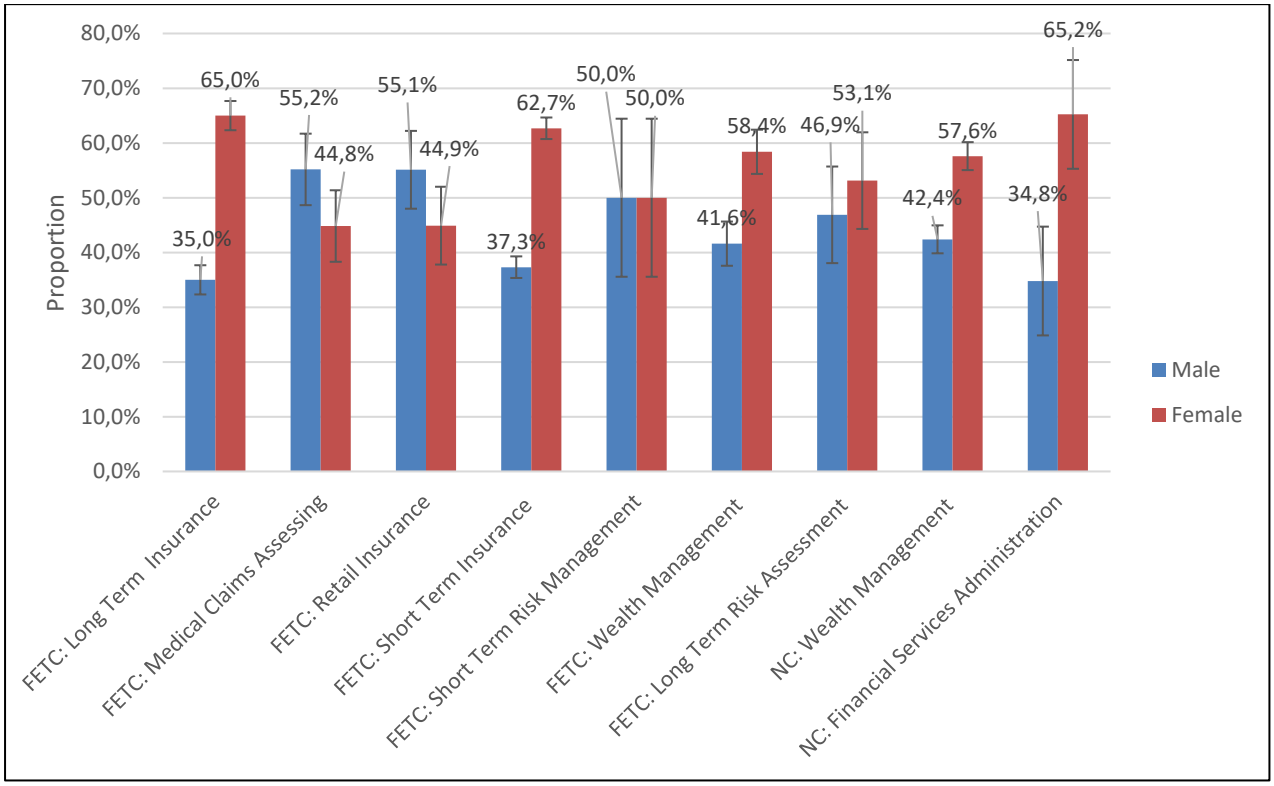
Of the 3,799 graduates in the sampling frame, 59% were female and 41% were male. This gender dynamic is also reflected among survey respondents, 60% of whom were female and 40% male (see Table 18). It would appear from these findings that INSETA is surpassing the gender breakdown criteria that females should constitute 54% of learnership recipients.

Table 18: Gender breakdown of survey participants and graduates in the sampling frame

Gender	Sampling frame		Survey respondents	
	Number	Proportion	Number	Proportion
Male	1,559	41.04%	646	39.85%
Female	2,240	58.96%	975	60.15%
Total	3,799	100.00%	1,621	100.00%

However, if one looks at the gender breakdown of the different learnerships that respondents were enrolled in, the picture is slightly mixed, although female respondents did predominate in six of the nine programmes (See Figure 25). There was an equal proportion of females and males doing the FETC in Short Term Risk Management, while more male than female respondents took the FETC in Retail Insurance and the FETC in Medical Claims Assessing (55% of males compared to 45% for females in both programmes). The programmes that had the highest proportion of females (65%) to males (35%) were the FETC in Long Term Insurance and the NC in Financial Services Administration, respectively.

Figure 25: Percentage of respondents by gender, according to learnership programme



5.4.3 Race

In line with the NSDS III transformational imperatives, INSETA has determined that 85% of learnership beneficiaries should be black. An analysis by race group shows that INSETA is exceeding this objective - Africans, coloureds and Indians made up over 90% of both the sampling frame and of survey respondents (see Table 19). Of the 1,621 learnership graduates who participated in the survey, 73.2% were African and 12.1% were coloured. Indian and white respondents each made up around 7% of respondents, respectively.

Table 19: Race breakdown of survey participants and graduates in the sampling frame

Race Group	Sampling frame		Survey respondent	
	Number	Proportion	Number	Proportion
Black African	2,631	69.26%	1,187	73.23%
Coloured	529	13.92%	196	12.09%
Indian/Asian	306	8.05%	115	7.09%
White	319	8.40%	117	7.22%
Refused to answer	-	-	6	0.37%
Missing	14	0.37%	-	-
Total	3,799	100.00%	1,621	100.00%

Black survey respondents predominated in all the learnership programmes (see Table 20). While African survey respondents made up the majority in each learning programme, their majority in two programmes, namely NC in Financial Services Administration (52%) and Wealth Management (55%) was slight.

Table 20: Percentage of survey respondents by race, according to learning programme

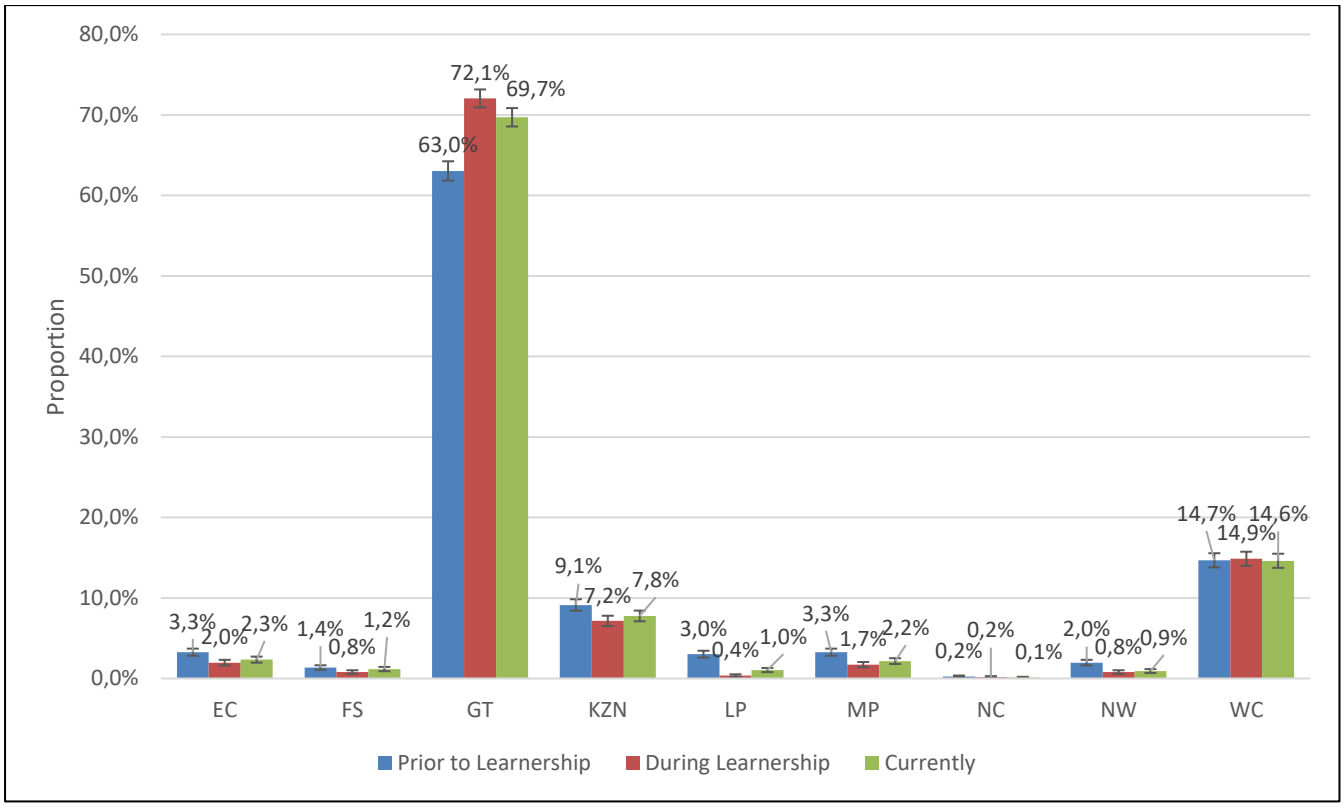
Learnership	N	Black African		Coloured		Indian/Asian		White		Refused to answer	
		%	SE	%	SE	%	SE	%	SE	%	SE
FETC: Long Term Insurance	320	84.7%	2.01%	9.1%	1.61%	2.8%	0.92%	3.4%	1.02%	0.0%	0.00%
FETC: Medical Claims Assessing	58	79.3%	5.32%	13.8%	4.53%	1.7%	1.71%	5.2%	2.91%	0.0%	0.00%
FETC: Retail Insurance	49	77.6%	5.96%	6.1%	3.43%	6.1%	3.43%	10.2%	4.33%	0.0%	0.00%
FETC: Short Term Insurance	603	76.3%	1.73%	9.6%	1.20%	6.6%	1.01%	6.8%	1.03%	0.7%	0.33%
FETC: Short Term Risk Management	12	83.3%	10.76%	8.3%	7.98%	0.0%	0.00%	8.3%	7.98%	0.0%	0.00%
FETC: Wealth Management	149	79.9%	3.29%	16.1%	3.01%	1.3%	0.94%	2.7%	1.32%	0.0%	0.00%
FETC: Long Term Risk Assessment	32	81.3%	6.90%	9.4%	5.15%	3.1%	3.08%	6.3%	4.28%	0.0%	0.00%
NC: Wealth Management	375	54.7%	2.57%	16.3%	1.91%	15.5%	1.87%	13.1%	1.74%	0.5%	0.38%
NC: Financial Services Administration	23	52.2%	10.42%	39.1%	10.18%	4.3%	4.25%	4.3%	4.25%	0.0%	0.00%
Total	1621	73.2%	1.10%	12.1%	0.81%	7.1%	0.64%	7.2%	0.64%	0.4%	0.15%

5.4.4 Geography

With regard to geographic area, the findings show that INSETA is not succeeding in its aim to encourage national recruitment or recruiting from rural areas. Most of the learnerships are offered in Gauteng, followed by the Western Cape and, to a smaller extent, KwaZulu-Natal. Furthermore, most respondents remain in these provinces after the learnership. These three provinces alone accounted for 94% of the learnerships undertaken by survey respondents and 92% of survey respondents were still residing in these three provinces, although 87% originated from these provinces before they undertook the learnership. Almost two-thirds of the respondents (63%) lived in Gauteng alone before they did the learnership (see Figure 26) and this increased to 72% during the learnership, with 70% of respondents currently living in Gauteng.

Only 6% of survey respondents undertook their learnerships in the remaining six provinces, which are also the more rural provinces. Just under 2% of survey respondents did their learnerships in the Eastern Cape and Mpumalanga, respectively, and less than 1% of survey respondents undertook their learnerships in the Free State (0.8%), Limpopo (0.4%), the Northern Cape (0.2%) and the North West (0.8%). Although 13% of survey respondents lived in these six provinces before they embarked on the learnership, only 8% were still currently living in these provinces.

Figure 26: Percentage of respondents in each province prior to the learnership, during the learnership and currently in 2017

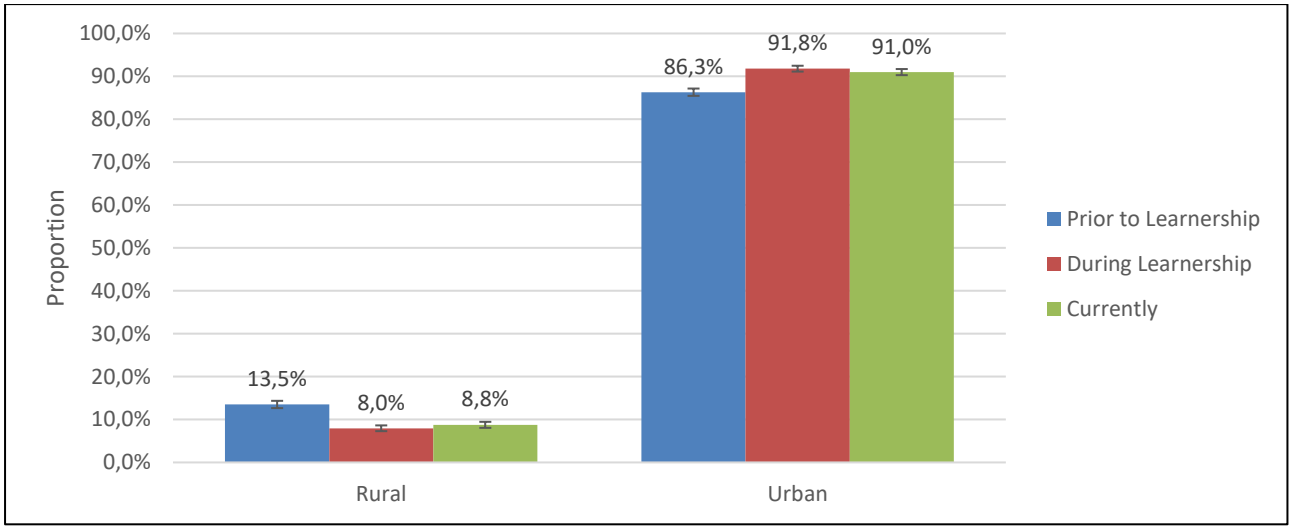


Note: This graph excludes 3 individuals (0.1% of total respondents) for whom provincial information was not available.

It would also appear that individuals from rural areas were not significantly benefiting from the learnerships. Not only did very few respondents originate from a rural area (13.5%), very few undertook to do their learnerships in rural areas (8%) or remained or returned to a rural area after the learnership (9%) (see Figure 27).

It would seem that those who moved away from smaller provinces and the rural areas in order to do their learnerships did not necessarily return to these areas. This is most likely because learnership and job opportunities are more plentiful in the bigger and more urban provinces and areas.

Figure 27: Percentage of respondents by geographic area (rural/urban) prior to the learnership, during the learnership and currently in 2017



Note: This graph excludes those individuals for whom geographic information was not available.

If INSETA wants to encourage recruitment nationally as well as from rural areas, the evidence from the survey would suggest that it will need to play a more active role in this to ensure that learnership opportunities are made available in smaller provinces and rural areas. INSETA does have the discretion to fund learnerships in a way that will "prioritise funding for interventions in rural areas and other regions that may be identified as a priority for development" (INSETA, 2015, 7). It is recommended that INSETA investigates the feasibility of prioritising funding for such interventions.

In addition, in the learnership application data, information on Learner Province was missing for a substantial number of applicants. In the sampling frame of 3,799 individuals, 31% of graduates did not provide information on the province in which they were living (see Section 4 above dealing with the profile of the surveyed learnership graduates). It is not clear if learnership applicants may have thought that stating their province would disadvantage them or if there were any other reasons for this missing data, but it is essential that INSETA ensures that this information is collected from learnership applicants in order to monitor on an on-going basis whether INSETA is succeeding in recruiting nationally.

5.4.5 Disability

Data on disability is collected by INSETA when applicants apply for a learnership. Analyses of this data for the 3,799 graduates in the sampling frame as well as for the 1,621 survey respondents shows that 6% of learnership graduates reported having a disability in both the sampling frame and

the survey (see Table 21). This exceeds the criteria specified by INSETA that 4% of people on learnerships should be disabled.

Table 21: Number and percentage of individuals by disability status according to the sampling frame and the survey data

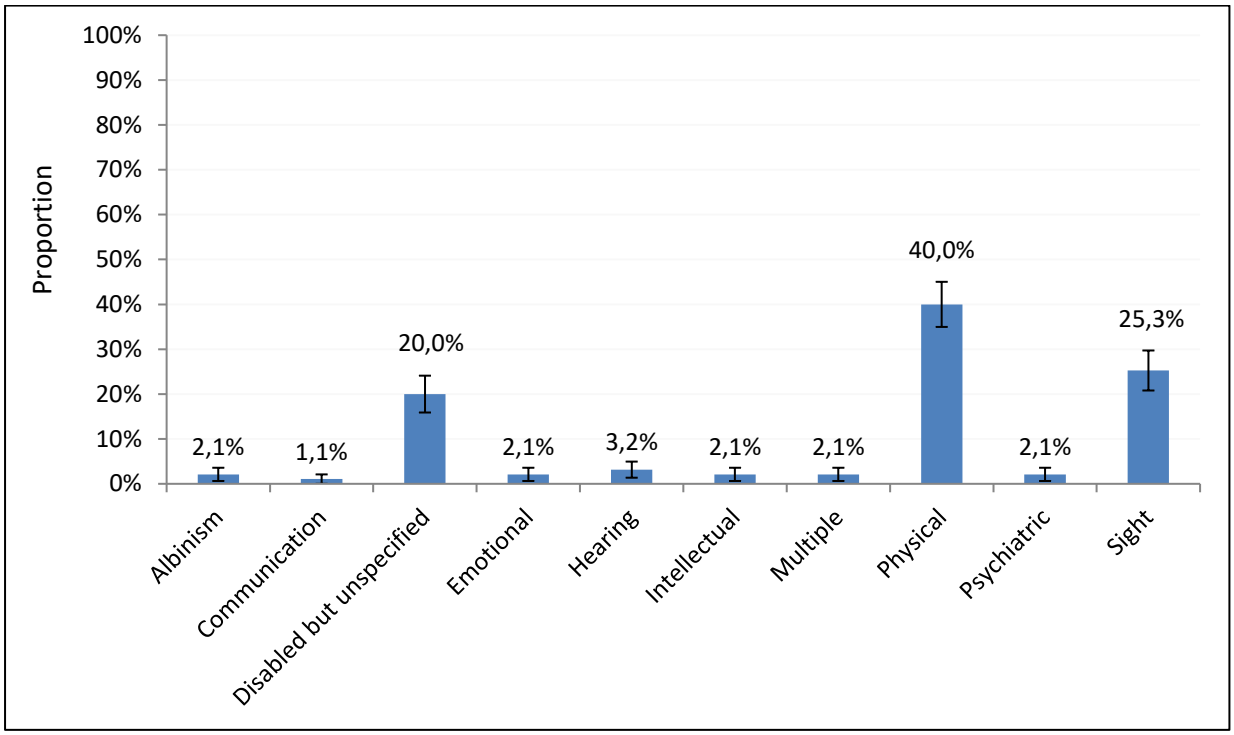
Disability Status	Sampling Frame		Survey	
	Number	Proportion	Number	Proportion
Albinism	2	0.1%	2	0.1%
Communication	6	0.2%	1	0.1%
Disabled but unspecified	45	1.2%	19	1.2%
Emotional	7	0.2%	2	0.1%
Hearing	16	0.4%	3	0.2%
Intellectual	2	0.1%	2	0.1%
Multiple	4	0.1%	2	0.1%
None	3,560	93.7%	1,526	94.1%
Physical	97	2.6%	38	2.3%
Psychiatric	2	0.1%	2	0.1%
Sight	58	1.5%	24	1.5%
Total	3,799	100.0%	1,621	100.0%

From the qualitative data, it would appear that many companies do not accommodate people with disabilities. This concern was expressed by many of the survey respondents with disabilities, who expressed a desire for companies to make more of an effort to accommodate learners with disabilities. As one respondent stated:

> *"People with disabilities should be considered and not made to work in environments suitable for abled people"*

Of the 95 survey respondents who were disabled, 40% had a physical disability, 25% were sight disabled (even with glasses) and 20% had an unspecified disability (see Figure 28).

Figure 28: Type of disability experienced as a percentage of total disabled (n=95)



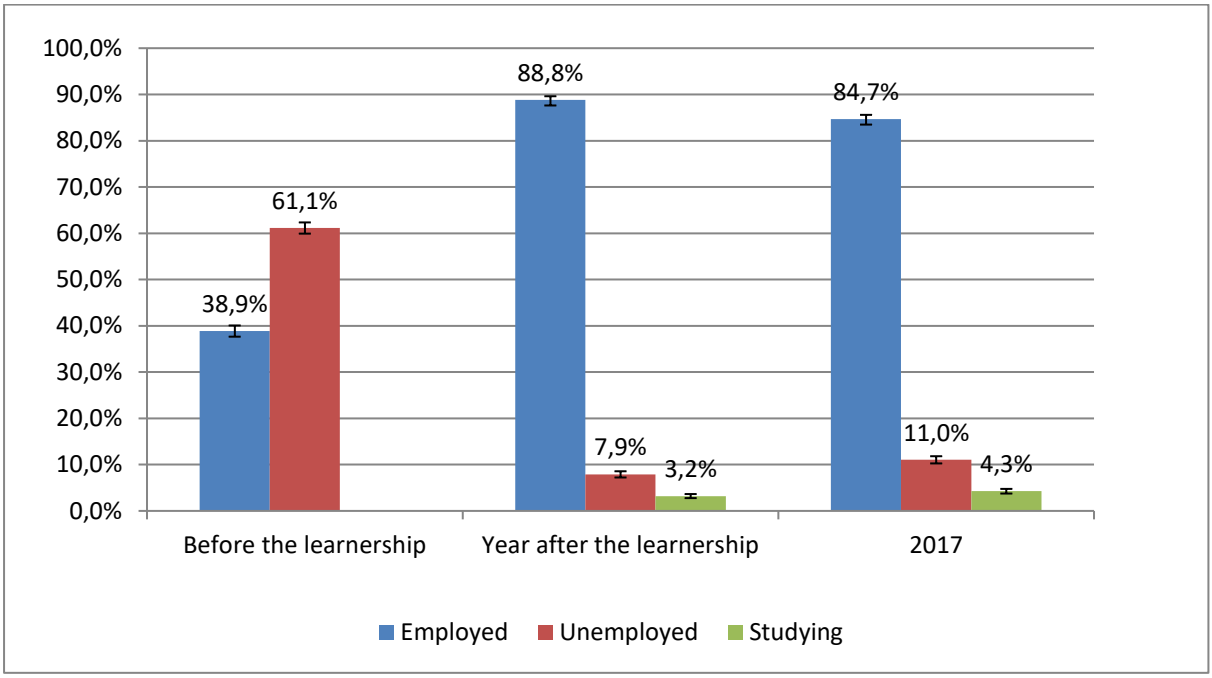
5.5 Perceived Impact of the Learnership on Graduates

This section discusses how graduate survey respondents perceive the impact that the learnership has had on them in terms of their employability, career pathway and socio-economic status.

5.5.1 Employability

The learnerships appear to have had an extremely positive impact on the employability of graduates. While only 39% of survey respondents were in employment when they applied to do a learnership, 89% were employed the year after they completed their learnerships (see Figure 29). Although the number in employment had dropped slightly, 85% of survey respondents were still in employment in 2017 (this includes all kinds of employment, including self-employed and learnerships and internships).

Figure 29: Employment status before the learnership, in the year after the learnership and in 2017



However, it would appear that those who were employed when they applied to do a learnership were more likely to remain in employment after completing the learnership than those who were unemployed (see Table 22). In 2017, 91% of learners employed prior to undertaking the learnership were still in employment, compared to 81% of those unemployed prior to the learnership.

Table 22 Status after the learnership, based on employment status prior to the learnership

Prior employment status	% employed		% unemployed		% studying	
	Year after learnership	2017	Year after learnership	2017	Year after learnership	2017
Employed	95.1%	90.8%	3.8%	6.8%	1.1%	2.4%
Unemployed	84.9%	80.8%	10.5%	13.7%	4.5%	5.4%

Survey respondents largely felt that the learnership had played a role in their employability: 87% agreed or strongly agreed that the learnership had helped them to develop necessary skills to find or secure employment (see **Error! Reference source not found.**). For many, the learnership made it "easy to find a job" because they were "more skilled" and "knowledgeable about the insurance industry".

"I would not be working if not for the learnership"

"It [the learnership] enabled me to get employment"

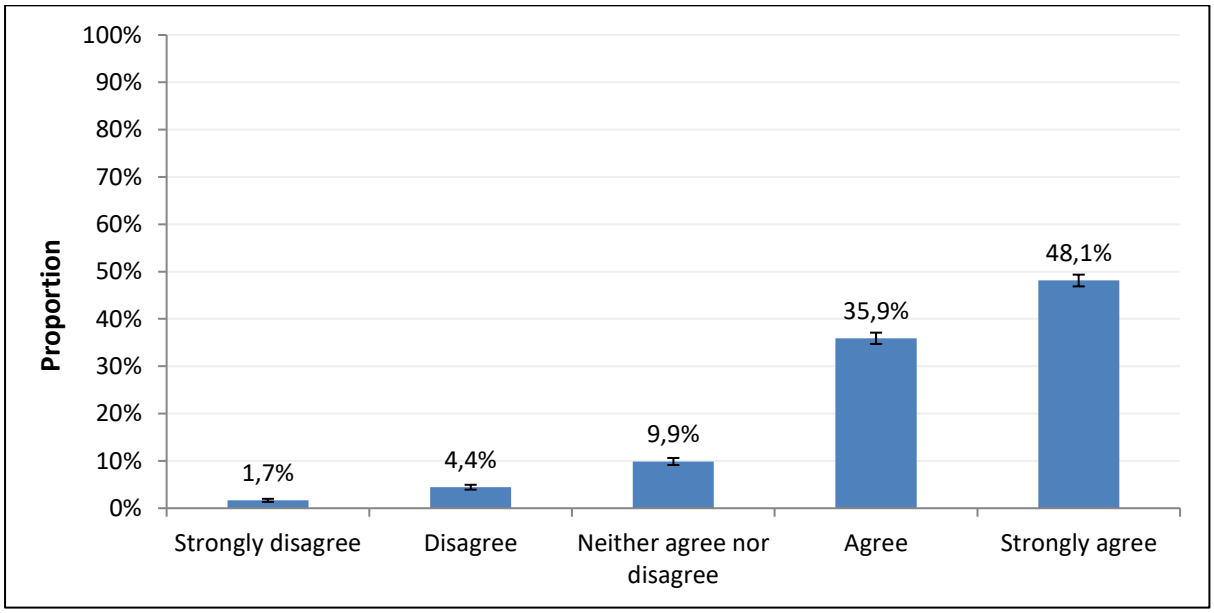
The role of the learnership was also acknowledged by those who found employment within the insurance sector.

"I ended up getting a job in short term insurance. I am moving up because of the skills I have acquired"

"I was recruited by Sanlam after the learnership and they were impressed by the experience I got from the learnership"

There was, however, a small proportion (6%) who disagreed or strongly disagreed that the learnership had helped them to find or secure employment (see Figure 30). This was supported in the qualitative data, with some respondents stating that the learnership did not contribute to their employment status on the one hand and their financial circumstances on the other.

Figure 30: Extent to which survey respondents agreed or disagreed that the learnership helped them to develop the necessary skills to find or secure employment



Numerous respondents noted that the learnership gave them exposure to the workplace and provided them with the opportunity to become more employable. The qualification that learners achieved through the learnership was seen by respondents as a prerequisite for securing employment in the sector. For some, obtaining the qualification meant either securing employment or career progression. The following are examples of the responses that indicate the importance of the qualification for survey respondents:

"[The learnership] gave me an opportunity to have a qualification"

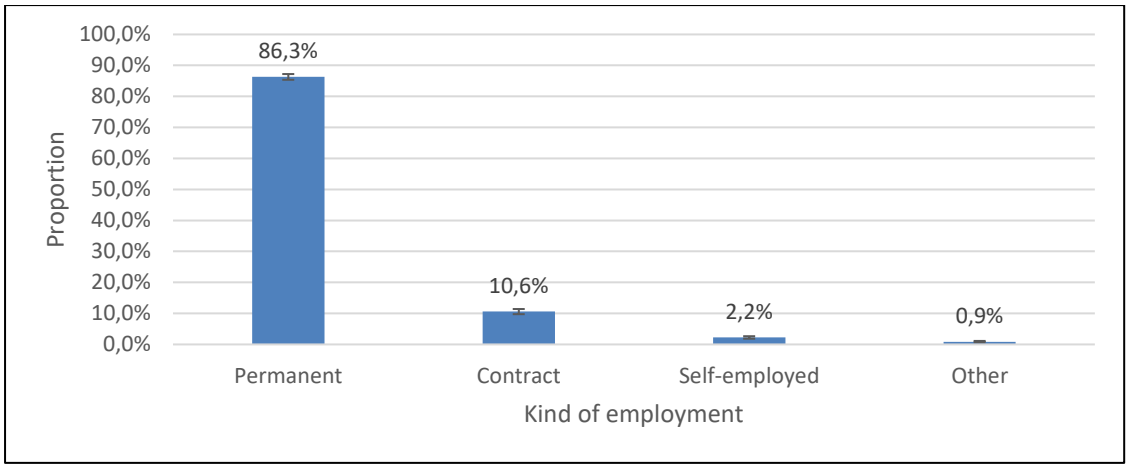
"[The learnership] opened doors for [me] since [I obtained] FAIS certificate"

"I got the qualification and it got me a promotion"

"I am now fully qualified to work in the industry"

Another indication of the employability of INSETA learnership graduates is that it would appear that, on the whole, they were able to find permanent and long-term employment. Of the 1,379 survey respondents who were in any type of employment (both in and out of the insurance sector) in 2017, 86% were employed in a permanent capacity, with just 11% employed on a contract basis (see Figure 31).

Figure 31: Type of employment, 2017



Furthermore, the survey findings show that respondents had been working in their current employment for an average of 3.9 years, with the median at 2.7 years, indicating that they were stable and loyal employees whose employers tended to keep them on. If one looks at the average number of years worked at their current employers in relation to the year in which the survey respondents started their learnerships, the period ranges from a low of 2.5 years for those who started their learnerships in 2015 to a high of 6.6 years for those who started their learnerships in 2010 (see Table 23).

Table 23: Average and median number of years employed in current job (by year in which the learnership started)

Start Year of Learnership	N	Mean	Median	SD	Skewness	Kurtosis	Min	Max
2010	145	6.6	5.0	6.5	1.5	4.6	0.2	30.0
2011	188	4.5	4.0	4.0	2.0	8.2	0.0	24.0
2012	211	3.1	3.0	2.6	2.8	18.3	0.0	22.0
2013	243	4.5	3.4	4.4	2.6	12.4	0.0	30.0
2014	281	3.5	2.1	3.7	2.5	11.1	0.0	25.0
2015	306	2.5	1.2	4.5	4.5	26.3	0.0	33.0
2016	4	4.5	2.0	6.4	1.1	2.3	0.2	14.0
Total	1378	3.9	2.7	4.4	2.8	13.3	0.0	33.0

Note: One record where information on years and months employed was not provided was excluded from the calculation.

Most employed survey respondents were employed in private companies (78%) (see Figure 32) and most (71%) worked in large companies that employed 150 people or more (see Figure 33).

Figure 32: Type of employer, 2017

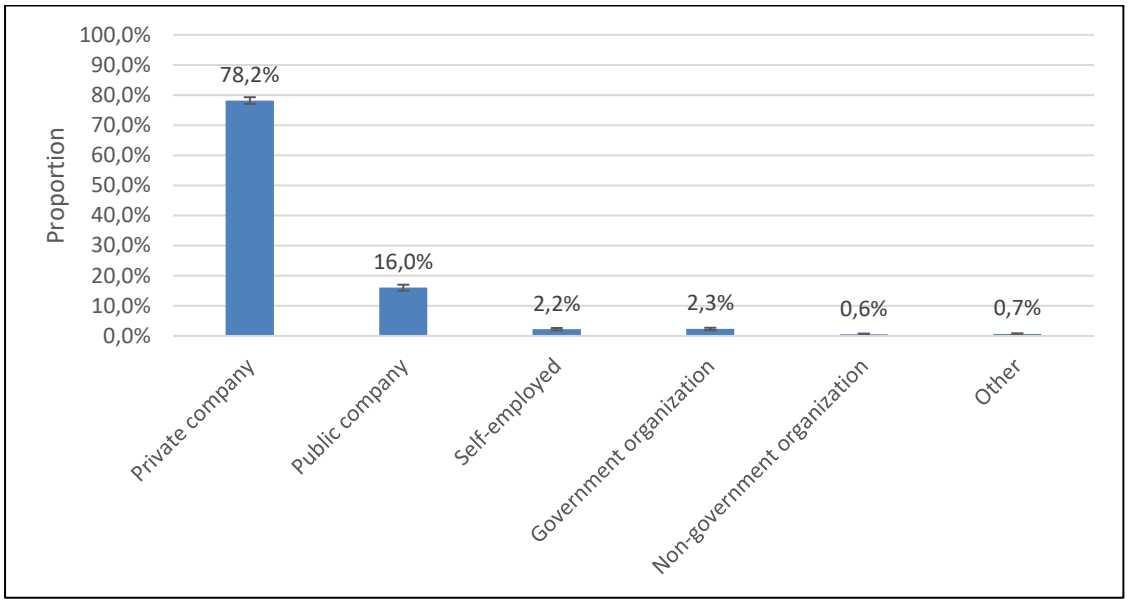
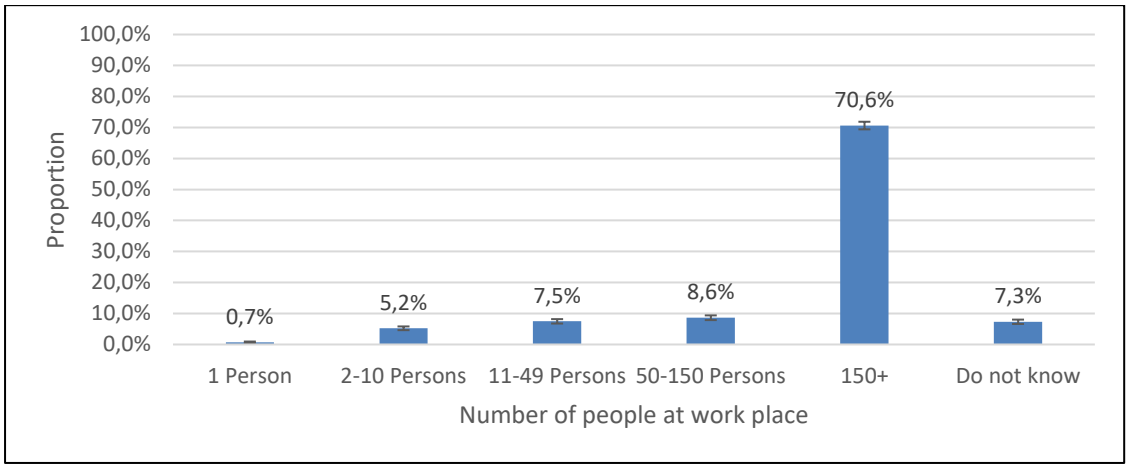


Figure 33: Size of workplace, 2017



While the learnerships have had a positive impact on the employability of graduates, many respondents were in positions that required relatively low levels of skill. This applied to slightly more than half of those who responded to the question "What is your job title?". Some of the low-level skills positions identified by graduates that fall outside of the insurance industry include "security guard", "events planner", "cleaner" and "porter". Most of the graduates reported job titles that fall within the insurance industry. The most common job title mentioned was "administration" which includes job titles for positions that relate to administrative roles such as "receptionist", "fund administrator", "servicing administrator", "office administration" and so forth.

Slightly less than a quarter of the graduates that reported on their job titles identified themselves as being in management or leadership positions. Examples of the management positions reported on include “accounts branch manager”, “senior sales manager”, “portfolio manager”, “financial manager” and “call centre manager”. Examples of leadership positions include “coaches” and “team leaders”. More than a quarter of the graduates reported job titles that require relatively high level skills, most of which correlate with the critical skills needed in the industry such as “financial planner”, “underwriter”, “financial/insurance advisor” and “management” positions.

5.5.1.1 Current employment situation

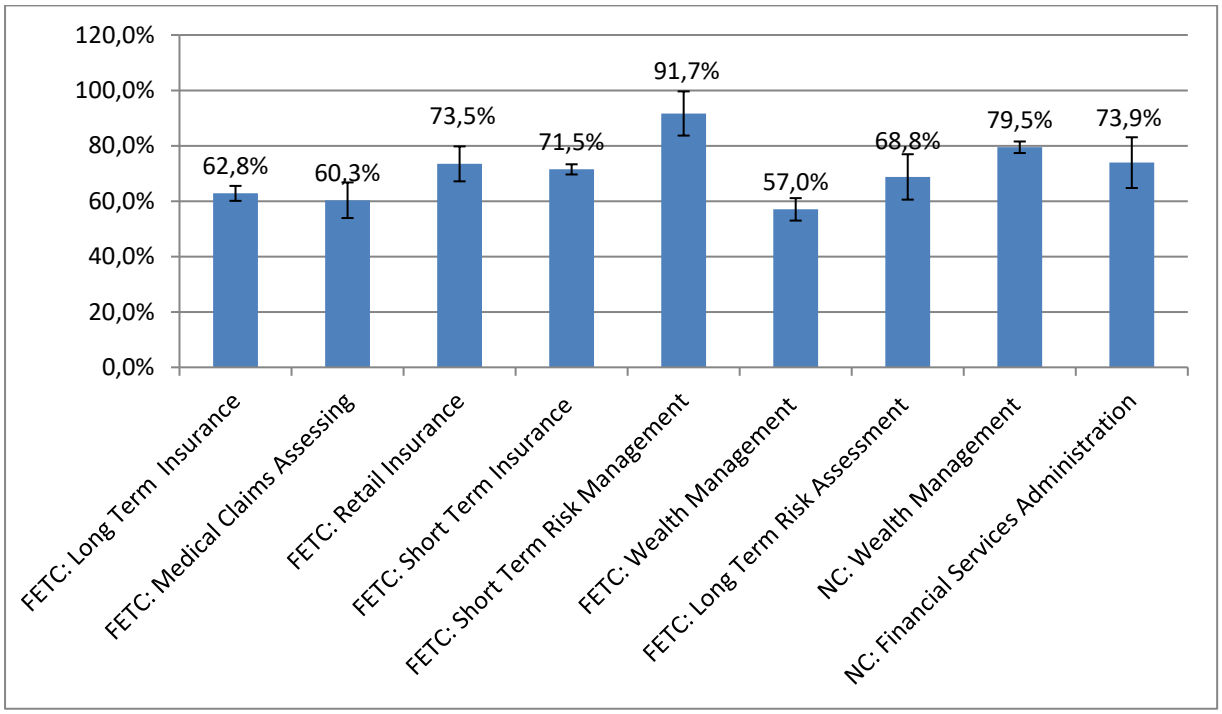
Of the 1,621 survey respondents, 69% were employed in the insurance or related industry and 12% were employed outside of the industry in 2017 (see Table 24). Less than 2% of respondents were self-employed, but most of these were outside the insurance or related industry (1.5%). A tiny proportion was either doing another learnership (less than 0.9%) or an internship (0.6%). Just under 11% of respondents were unemployed in 2017 and a few respondents (0.4%) were doing volunteer work. Furthermore, some learners (4%) were studying either full-time or part-time.

Table 24 Status of all respondents in 2017

Status	Number	Proportion	SE
Employed in the insurance or related industry	1117	68.9%	1.15%
Employed outside of the insurance or related industry	201	12.4%	0.82%
Self-employed in the insurance or related industry	8	0.5%	0.17%
Self-employed outside of the insurance or related industry	23	1.4%	0.29%
Internship in the insurance or related industry	4	0.2%	0.12%
Internship outside of the insurance or related industry	6	0.4%	0.15%
Learnership in the insurance or related industry	7	0.4%	0.16%
Learnership outside of the insurance or related industry	7	0.4%	0.16%
Unemployed	173	10.7%	0.77%
Volunteer work outside of the insurance or related industry	6	0.4%	0.15%
Part-time studying	31	1.9%	0.34%
Full-time studying	38	2.3%	0.38%
Total	1621	100.0%	

Employment within the insurance and related industry was highest among those who took the FETC in Short Term Risk Management, with 92% of those who took the course being employed in the insurance or related industry. The course with the lowest employment rate within the insurance or related industry was the FETC in Wealth Management, with 57% of those who did this course being employed in the insurance or related industry (see Figure 34).

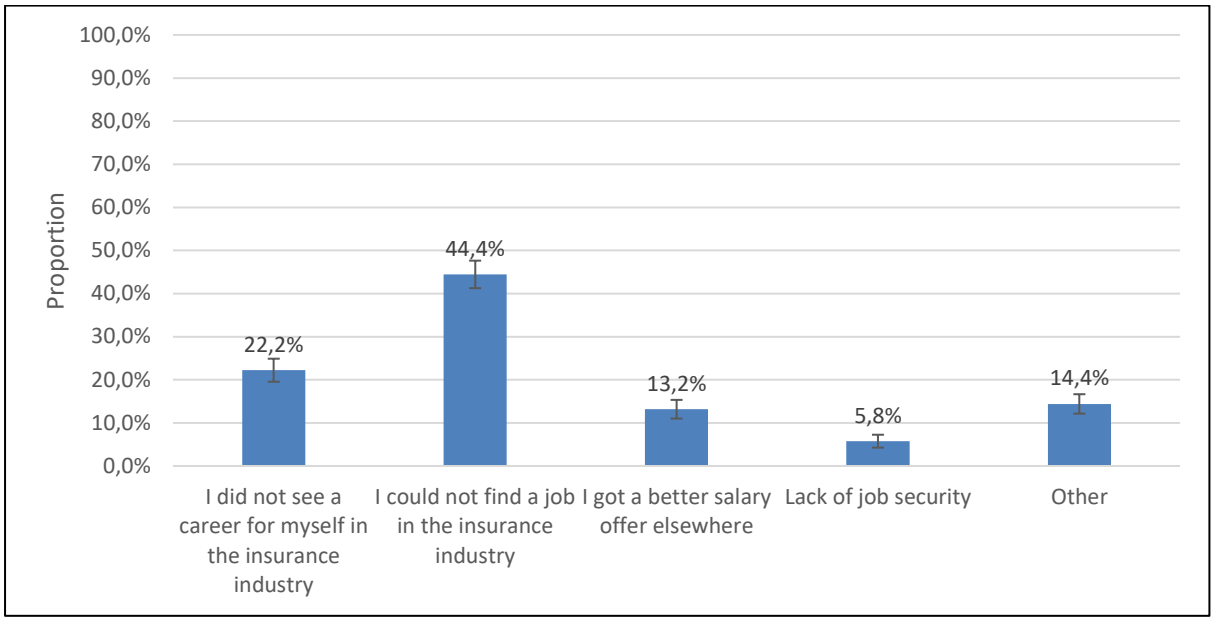
Figure 34: Percentage of respondents employed in the insurance industry in 2017, by learnership title



Although 243 survey respondents indicated that they were not working in the insurance industry (see Table 24 above), a large number of these did indicate that they were employed in what could be considered related industries such as banking and finance; debt recovery; financial management; asset management; real estate broking; and medical aid. Other non-insurance industries that survey respondents were employed in included, amongst others, construction; engineering ; nursing; hospitality; information technology; media, film, fashion or entertainment; and recruitment.

The main reason given by these 243 respondents for working outside of the insurance industry (see Figure 35) was that they could not find a job in the insurance industry (44%). A further 22% said that they did not see a career for themselves in the insurance industry, while 13% indicated that they had received a better salary offer elsewhere. Lack of job security in the insurance industry was cited by 6% of respondents. Of the 35 who gave "other" as a reason for not working in the insurance industry, 11 indicated that better opportunities arose or they took up opportunities in areas of greater interest to them. Three indicated that they did not get their certificate to prove that they had done the learnership, while three still had to do the regulatory exam.

Figure 35: Reasons for not working in the insurance industry in 2017



5.5.1.2 Internships or learnership

As shown above (see Table 24) a small number of respondents were engaged in another learnership or an internship in 2017. Eleven of these were in the insurance industry and 13 were outside of the insurance industry. Most were doing the learnership or internship either because they were unemployed, or because this was the only job they were offered (8 respondents). Other reasons such as *"to get a promotion"*, *"to better ones self"* or for "*skills development*" were also mentioned.

5.5.1.3 Self-employment

A small number of respondents (31) were self-employed, amounting to just over 2% of those who were employed. As can be seen in Table 25, 14 of the 31 (45%) became self-employed because they were entrepreneurial or saw an opportunity, while 10 (32%) chose self-employment because it gave them the opportunity to do the kind of work they wanted to do. Just five survey respondents (16%) became self-employed either because they could not find formal employment or because they could not find a job in the field in which they had trained.

Table 25: Respondents' reasons for being self-employed

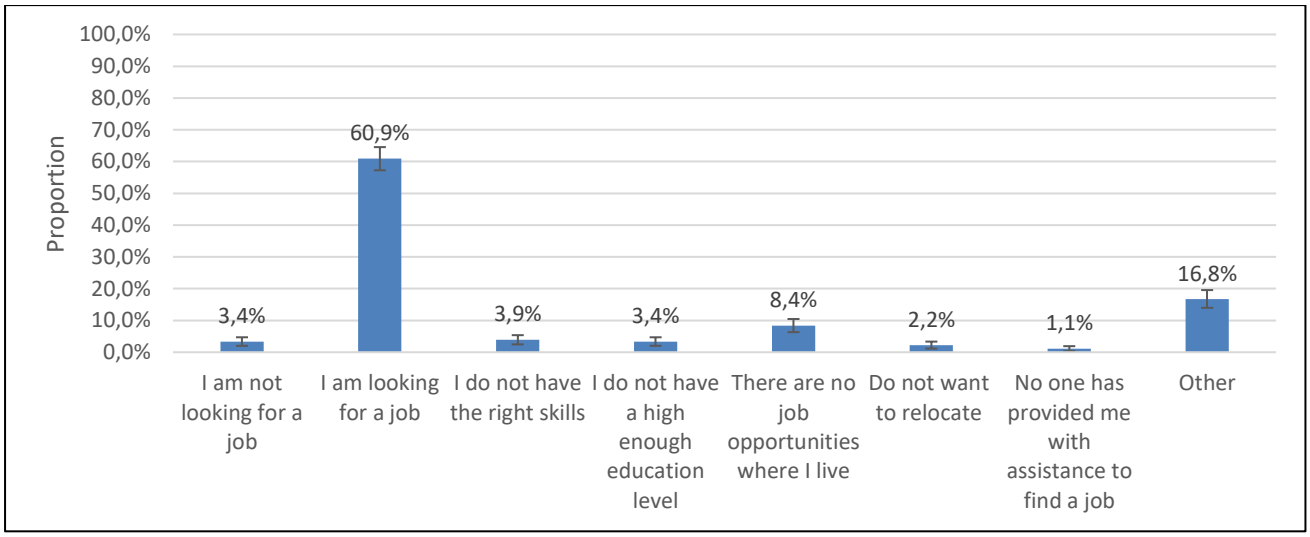
Reason	Number	Proportion	SE
I could not find a job in the field that I was trained in	3	9.7%	5.31%
I could not find formal employment	2	6.5%	4.41%
I prefer flexible working hours	1	3.2%	3.17%
It gives me more opportunity to do work that I want to do	10	32.3%	8.40%
I am entrepreneurial/I saw an opportunity	14	45.2%	8.94%
Missing	1	3.2%	3.17%
Total	31	100.0%	

Although the number of respondents who were self-employed is small, a very large proportion of these (68%) indicated that they employed other people. This is an area where further analysis should be undertaken, supplemented by case studies.

5.5.1.4 Unemployed

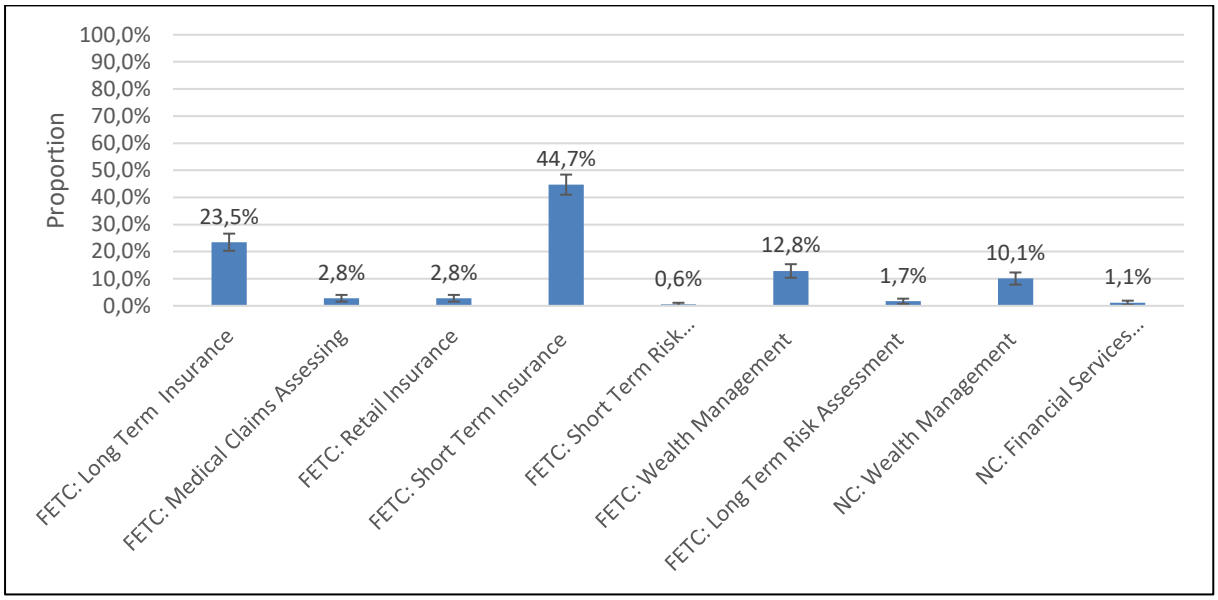
Of the 179 survey respondents who were unemployed or volunteering in 2017, 61% said they were looking for jobs, but a small proportion (8%) said that there were no job opportunities where they lived and 2% did not want to relocate (see Figure 36). Among those who chose "Other" as a reason for being unemployed, a wide range of reasons were put forward, such as: the job ended; got retrenched/dismissed; personal/family responsibility/health reason; disability; still need to write exams; don't have the certificate; and want to start a business or be self-employed.

Figure 36: Reasons for being unemployed



Eighty (or 45%) of the survey respondents who were unemployed or volunteering had taken the FETC in Short Term Insurance and almost 24% had taken the FETC in Long Term Insurance (see Figure 37).

Figure 37: Percentage of survey respondents who were unemployed or volunteering, by learnership title



5.5.1.5 Studying

Of the 69 survey respondents who were studying in 2017, 45% (or 31) were studying part-time and 55% were still studying full-time. Of the 69, 42% were studying either business, commerce and management studies or finance, economics and accounting (see Table 26). Six were studying in the field of education, training and development and four were studying law. Among those who chose "other" as their field of study, two were studying towards their regulatory exams.

Table 26: Fields of study for those studying in 2017

Field of Study	Number	Proportion	SE
Agriculture or renewable natural resources	1	1.4%	1.44%
Business, commerce and management studies	14	20.3%	4.84%
Communication	1	1.4%	1.44%
Education, training and development	6	8.7%	3.39%
Electrical infrastructure construction	1	1.4%	1.44%
Finance, economics and accounting	15	21.7%	4.97%
Health care or health sciences	2	2.9%	2.02%
Industrial arts, trades or technology	2	2.9%	2.02%
Information technology and computer science	2	2.9%	2.02%
Languages, linguistics or literature	1	1.4%	1.44%
Law	4	5.8%	2.81%
Life sciences or physical sciences	3	4.3%	2.46%
Marketing	2	2.9%	2.02%
Philosophy, religion or theology	1	1.4%	1.44%
Psychology	1	1.4%	1.44%
Social sciences or social studies	1	1.4%	1.44%
Other	12	17.4%	4.56%
Total	69	100.0%	

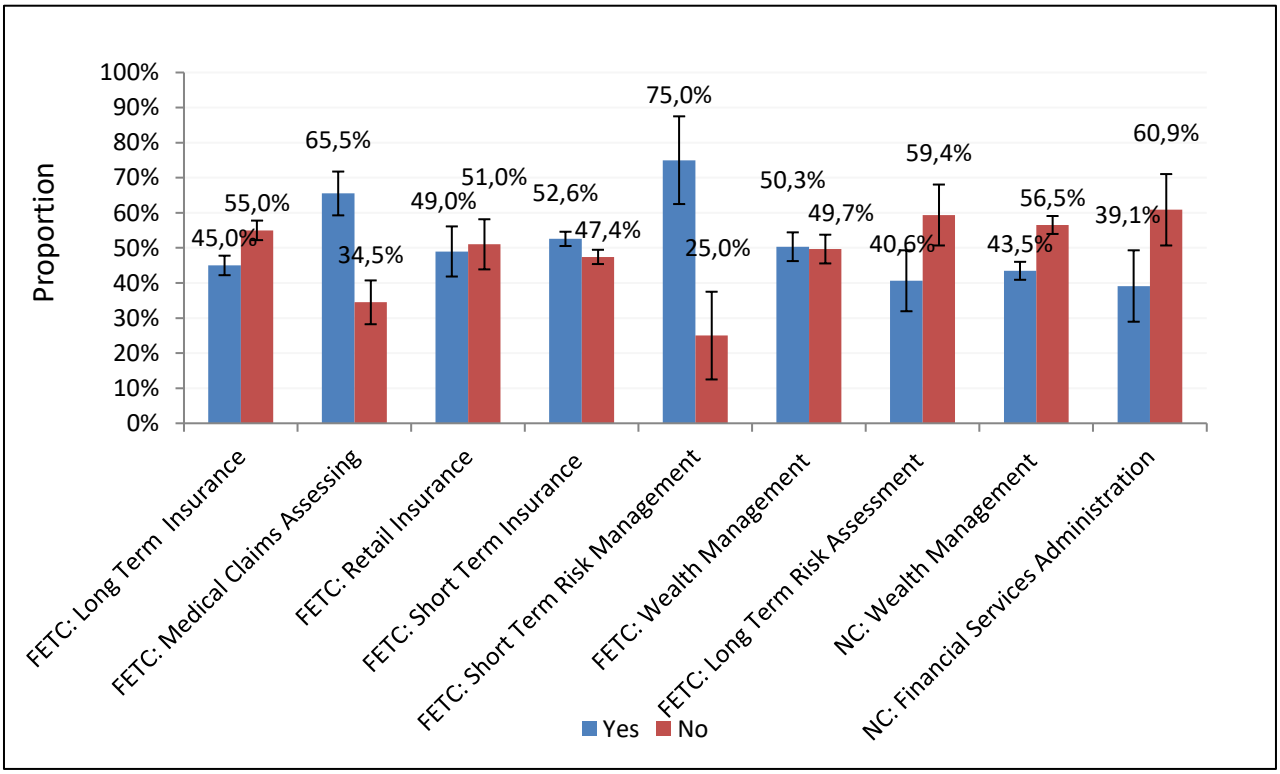
5.5.2 Career pathway

The survey's findings suggest that some survey respondents felt that the learnership had played a positive role in their career pathways. According to many respondents, the learnership made them eligible for a promotion. Just under half of the survey respondents (49%) indicated that they were promoted in the year after the learnership, while 51% said that they were not (see Table 27). Those who were promoted ranged from 39% of those who did the NC in Financial Services Administration to 75% of those who did the FETC in Short Term Risk Management (see Figure 38).

Table 27: Number and percentage of respondents who did and did not received a promotion in the year after the learnership

Promotion	Number	Proportion	SE
Yes	792	48.9%	1.2%
No	829	51.1%	1.2%
Total	1,621	100.0%	

Figure 38: Percentage of respondents who did and did not received a promotion in the year after the learnership, by learnership title



Male respondents (54%) were more likely to be promoted in the year after the learnership than females respondents (45%) (see Figure 39). Fifty percent of African, coloured and Indian respondents received a promotion in the year after the learnership, compared to 32% of whites (see Figure 40). It is interesting to note that while 37% of those who were previously employed received a promotion after the learnership, this applied to 57% of those who had been unemployed (see Figure 41).

Figure 39: Percentage of respondents who did and did not received a promotion in the year after the learnership, by gender

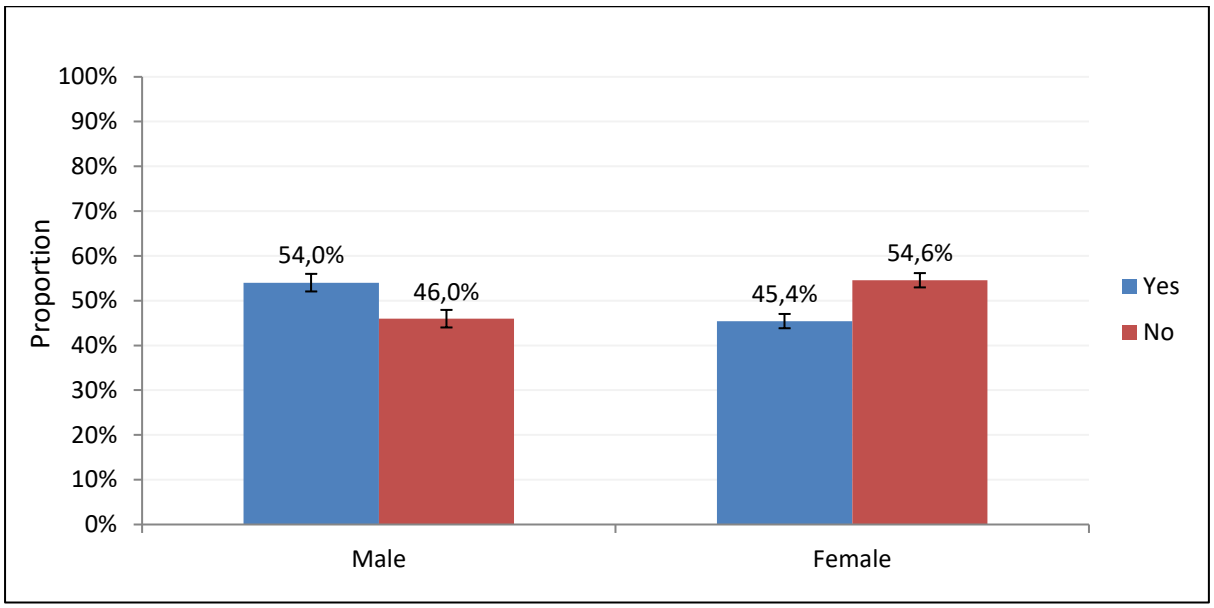


Figure 40: Percentage of respondents who did and did not received a promotion in the year after the learnership, by race

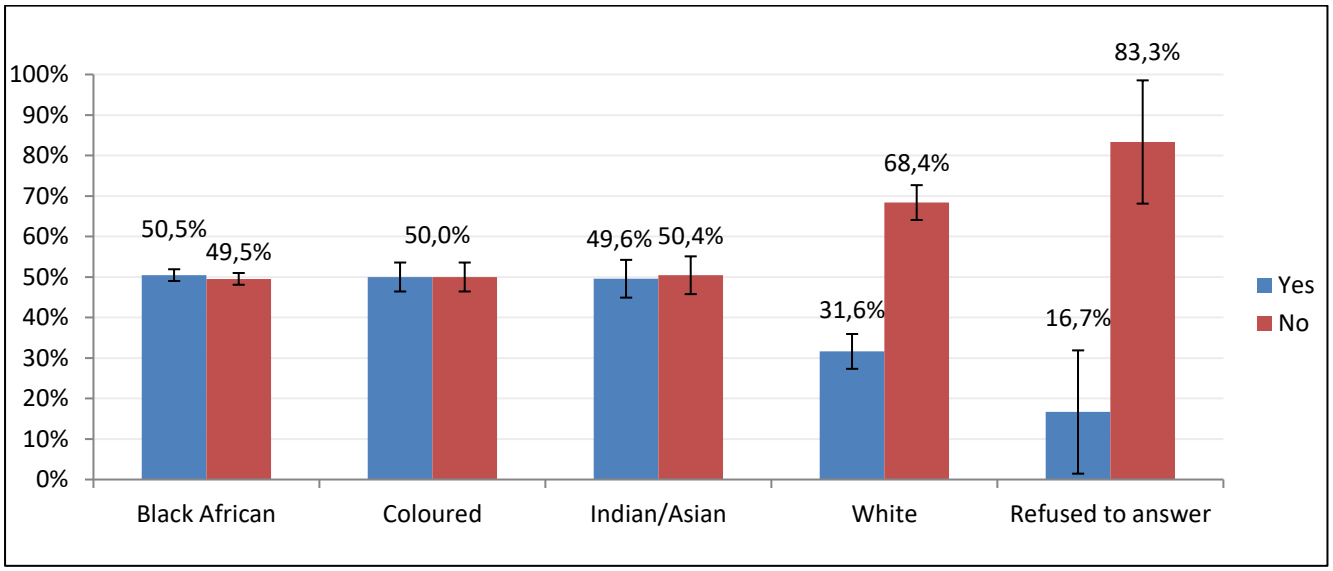
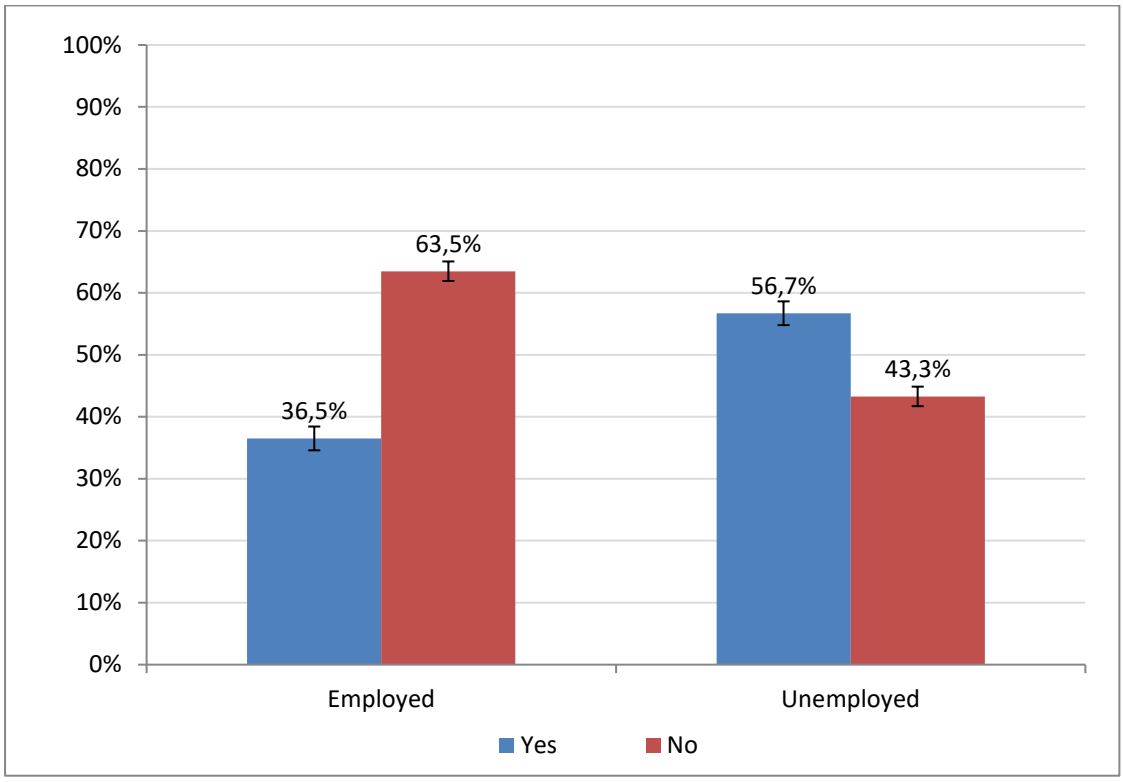


Figure 41: Percentage of respondents who did and did not received a promotion in the year after the learnership, by employment status before the learnership



For many of the respondents, the learnership contributed to them either progressing within the company through promotion or moving into the relevant department.

> *"After the learnership I got a better position"*
>
> *"It [the learnership] helped me build a career in the industry"*
>
> *"I have been able to branch out and get better opportunities"*
>
> *"I was moved to brokerage after getting the learnership"*

A number of respondents indicated that the knowledge they acquired about the insurance industry during their learnership aided them in their career pathway:

> *"The learnership gave me assistance because I was now well versed in the industry"*
>
> *"I was able to apply what I learned and was more knowledgeable in the department"*

A number of respondents also felt that they were able to display a level of confidence as a result of the training they received through the learnership, which helped them earn a promotion.

> *"[I received a promotion] because I was confident in my job"*

On the other hand, many respondents attributed receiving a promotion to their own hard work, determination and good work ethic or their own academic achievement:

"I was focused during the learnership and hard-working"

"My attitude towards the entire process and my willingness to work hard is what got me the promotion"

"I was focused during the learnership and hard-working"

"My performance impressed them"

"I was a very good student and I understood the business"

Some respondents also noted that the learnership had helped them progress academically:

"The skills were beneficial because I could apply for a higher qualification"

"It [the learnership] helped me as a stepping stone to my studies"

For respondents who were not promoted, this was, in many instances, because of the unavailability of a promotion. This seemed to apply mainly to small employers:

"There were no promotions because we worked in small branches"

"There is no room for growth in my current organisation"

"There was no opportunity for a promotion in the department I was in"

"It was a small family owned business, there were not many opportunities"

In some instances, respondents seemed to lack the initiative or aspiration to pursue opportunities for promotion in their current employment by indicating that they had not applied for promotion:

"I was not interested in applying for a promotion"

"I have not really applied for any other position since the learnership"

"I did not want the promotion"

Further reasons put forward for not receiving a promotion include lack of experience, lack of knowledge in the industry and being under-qualified for the job. Respondents who felt that they were under-qualified for promotion stated that the qualification received through the learnership was not adequate for this purpose:

"I am currently studying for a higher qualification to stand a better chance of getting a promotion"

"The position required me to have qualifications beyond level 6"

"My qualifications were not recognised and so there were no opportunities"

A few of the respondents stated that the late communication of results and certification was the reason for them not getting a promotion:

"I think that they did not promote me because I did not have a certificate"

"Because I did not receive my certificate that proves that I have the certificate"

5.5.3 Socioeconomic status

Most survey respondents reported an improvement in their socio-economic circumstances after the learnership, with 70% reporting that their monthly income increased after the learnership (see Table 28).

Table 28: Number and percentage of survey respondents according to whether or not their monthly income increased after the learnership

Monthly income increase	Number	Proportion	SE
Yes	1,138	70.2%	1.1%
No	482	29.7%	1.1%
Missing	1	0.1%	0.1%
Total	1,621	100.0%	

However, this applied to slightly more males (72%) than females (69%) (see Figure 42). Almost three-quarter (74%) of African survey respondents noted that their salaries increased after the learnership, compared to 67% of coloured, 60% of Indian and just 50% of white survey respondents (see Figure 43). Only around half (53%) of those survey respondents who were employed prior to the learnership reported that their monthly salaries improved after the learnership (see Figure 42). On the other hand, 81% of those who were unemployed before the learnership said that their monthly income increased.

Figure 42: Percentage of survey respondents by gender according to whether or not their monthly income increased after the learnership

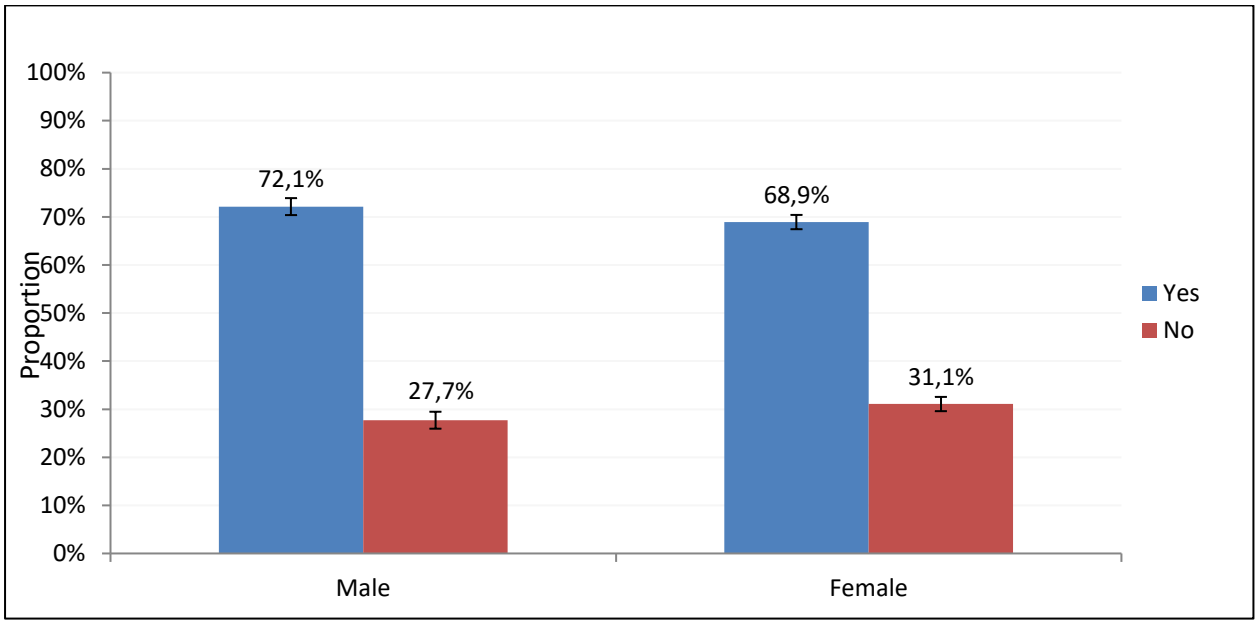


Figure 43: Percentage of survey respondents by race according to whether or not their monthly income increased after the learnership

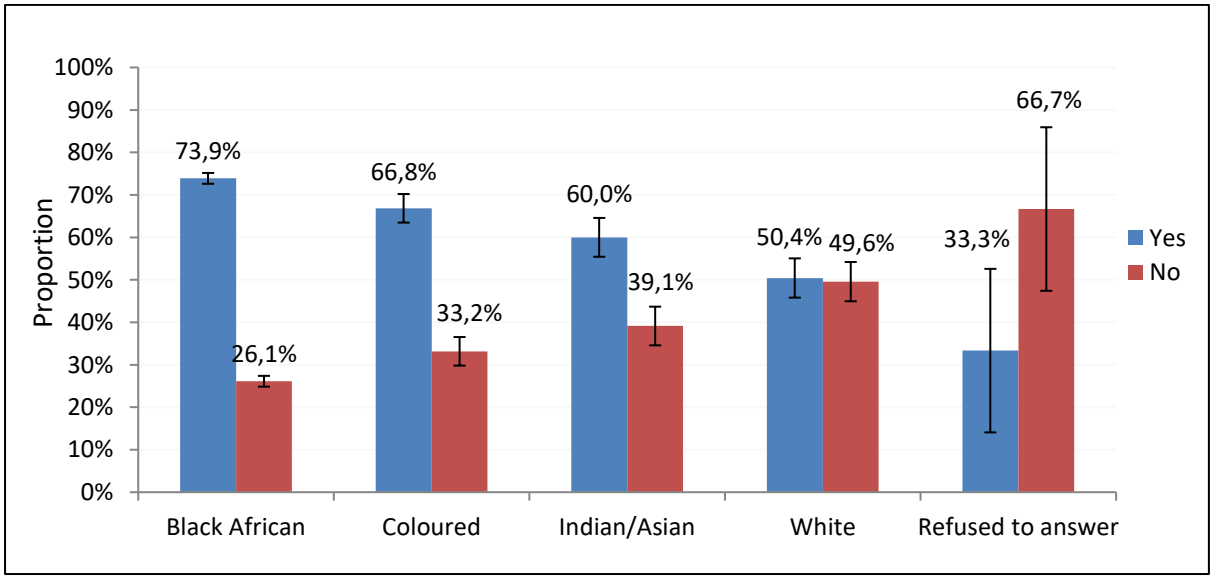
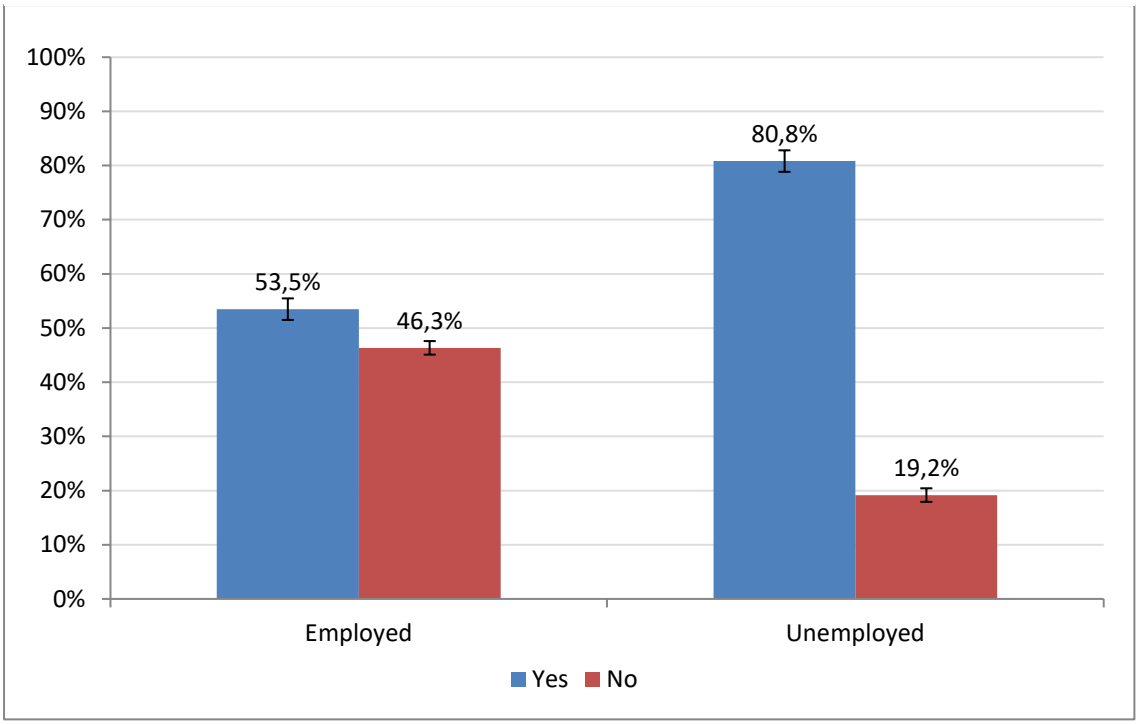
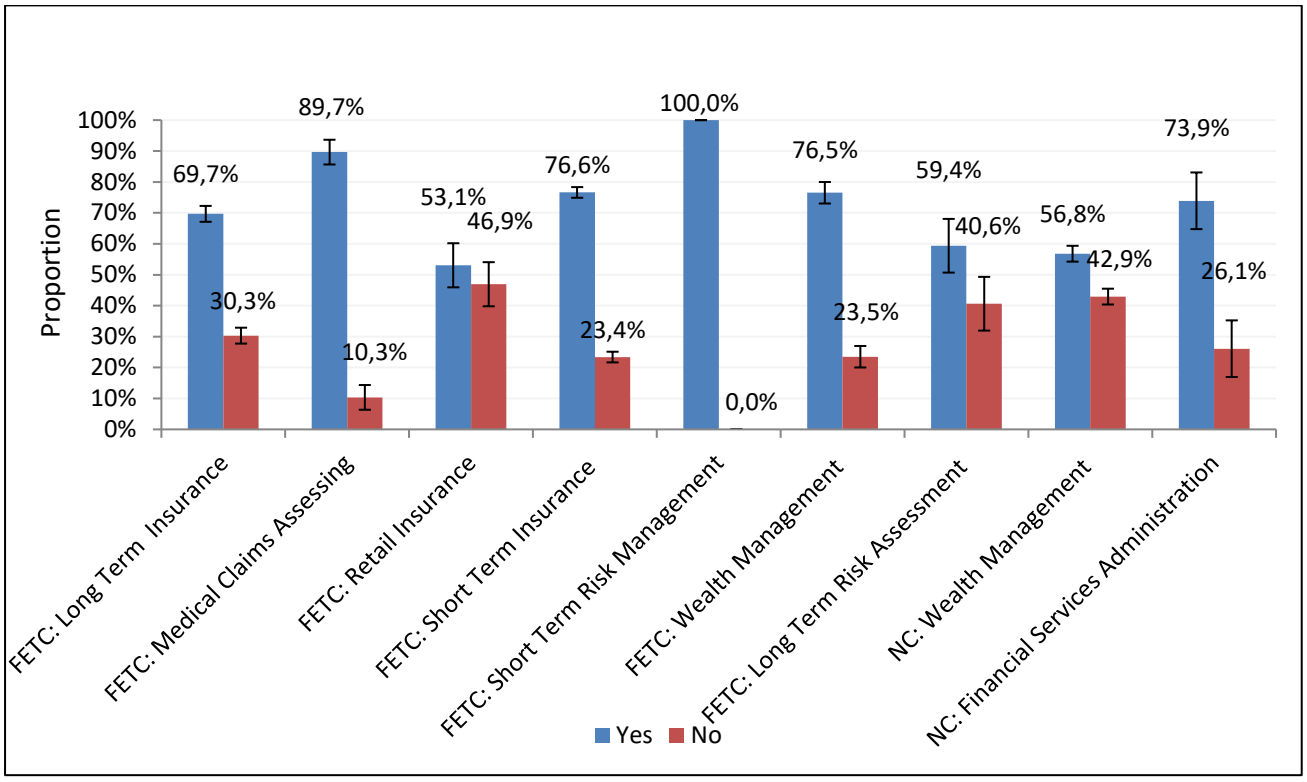


Figure 44: Percentage of survey respondent by employment status before the learnership according to whether or not their monthly income increased after the learnership



The proportion of respondents reporting that their monthly salary increased after the learnership, varied according to the learnership they did. While just 53% of those doing the FETC in Retail Insurance and 57% of those who did the NC in Wealth Management said that their monthly salary increased after the learnership, 90% of those doing the FETC in Medical Claims Assessing and 100% of those doing the FETC in Short Term Risk Management reported the same (see Figure 45).

Figure 45: Percentage of survey respondents according to whether or not their monthly income increased after the learnership, by learnership title



Respondents were asked to indicate the ways in which their financial situations at home changed after the learnership. Many reported that the learnership had "changed their financial situation for the better". Some of the participants explained how the learnership had affected their financial situations:

> *"I now had the opportunity to buy things at home"*
>
> *"I could afford to buy things that I could not afford"*
>
> *"The learnership has helped me a lot; it made a huge difference in terms of my financial status"*

For many of the respondents, the learnership enabled them to support their families and contribute to their households:

> *"I was able to provide for myself and my siblings"*
>
> *"I was able to contribute to the household"*
>
> *"I was able to cover my debts and meet the needs of me and my family"*
>
> *"The situation at home improved [as] I was able to provide for my family"*

Furthermore, many respondents indicated that they had more disposable income and financial freedom since completing the learnership:

"I could now afford to buy myself whatever I want"

"I could travel and be have a better life"

"I am able to buy whatever I want that I could not afford before"

Many respondents noted that their standard of living had improved after the learnership because they were now earning a higher income:

"My standard of living changed because my monthly salary increased"

"It [my financial situation] changed for the better. My income increased up to around 40-60%"

"It changed greatly, my salary was tripled"

In describing their current financial status, respondents provided examples of the types of things they were able to afford. These ranged from basic commodities such as food and transport to tuition fees and more expensive commodities such as cars and houses:

"I managed to buy a house"

"[I am able] to buy food"

"I could afford to pay for transport"

"I was able to afford to buy a vehicle"

While the financial situation of many survey respondents improved after the learnership, a fair number of respondents, particularly those who were unable to find employment when the learnership was completed, felt that the learnership had not improved their financial circumstances and some experienced financial hardship.

"It didn't change I felt like I wasted my time because it hasn't worked for me"

"I was not employed and was still relying on my parents"

"I could not afford things such as medication"

"I could not afford to buy electricity and support my family"

"Financially, there was no money to survive"

A number of respondents whose financial situations did not improve after the learnership indicated that the delay in the certification process hindered them from finding employment.

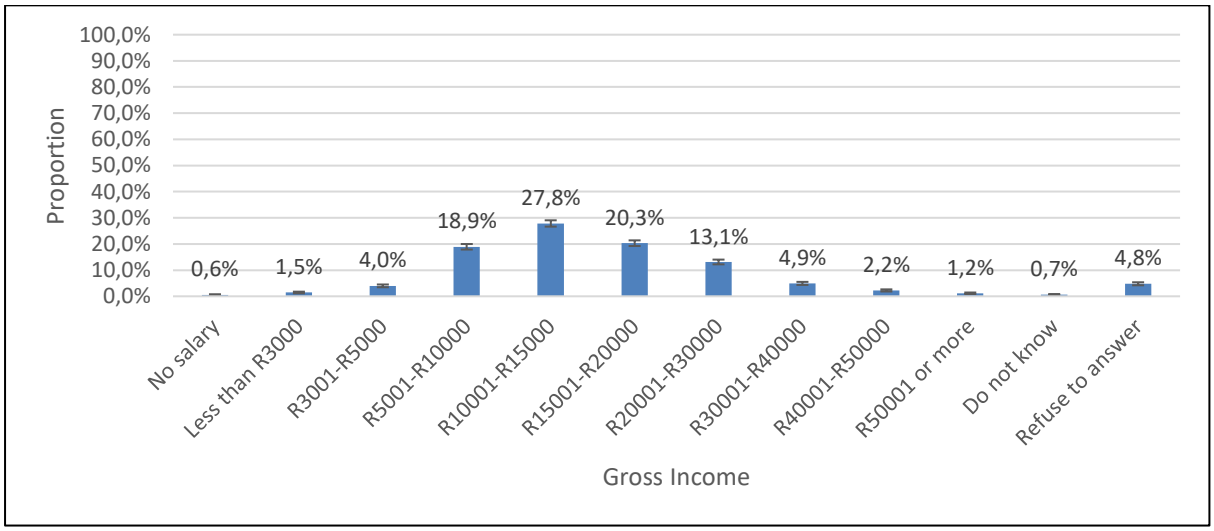
"I cannot answer. I did not get the certificate so I did not get the job through insurance"

In some instances, respondents noted that there had been no change in their financial situation after the learnership:

"It did not change that much because most the money was used on transport because I lived far from work"

Survey respondents who were employed were asked about their monthly income in their current jobs (n=1,379). Salaries ranged from a low of zero to a high of more than R50 000 (Figure 46). The greatest proportion of survey respondents (28%) were earning between R10 001 and R15 000, followed by 20% who were earning between R15 001 and R20 000. Just over 1% of respondents (sixteen respondents) earned more than R50 000 a month.

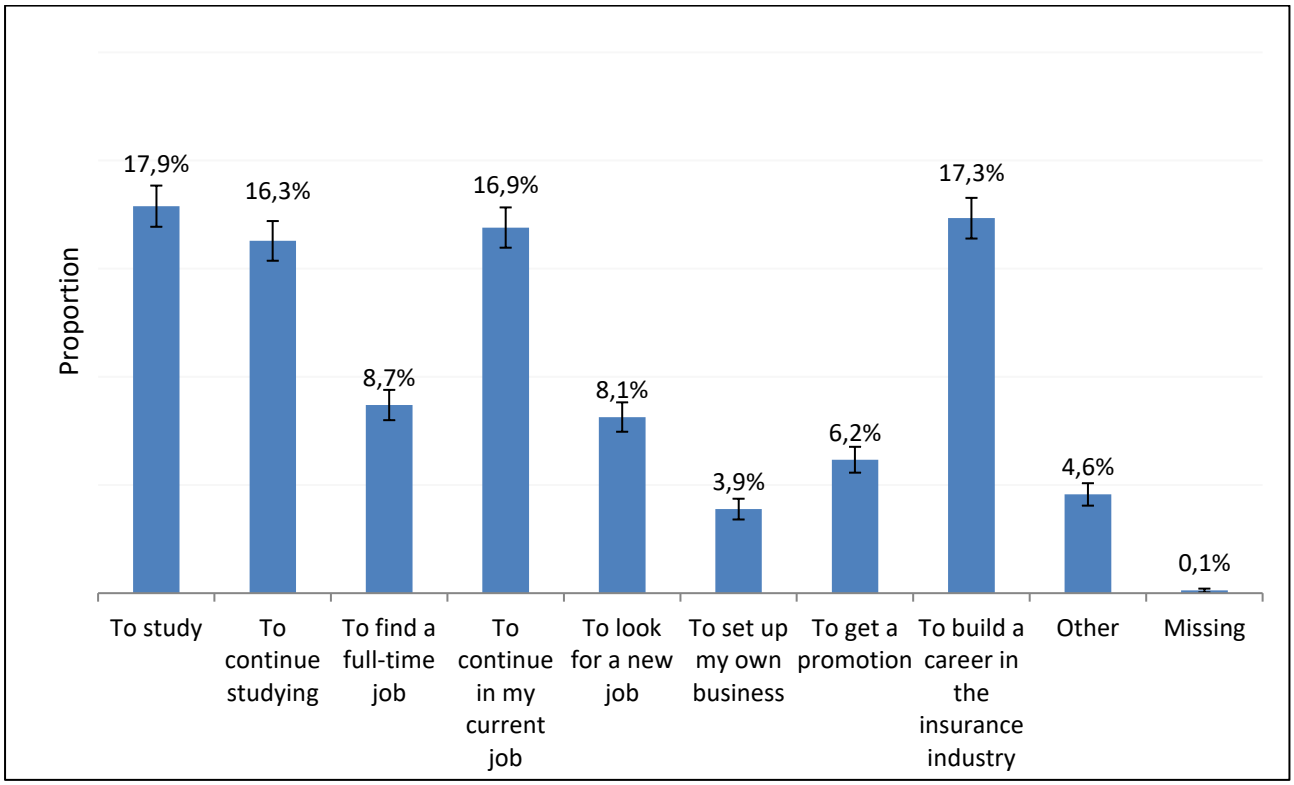
Figure 46: Income of survey respondents in 2017



6 Future plans

Just over one-third of survey respondents (34%) indicated that they intended to study or continue studying in 2017/18, while 17% said that they wished to build a career in the insurance industry and a further 17% said that they wanted to continue in their current job (see Figure 47). Almost 9% hoped to find a full-time job. Only 4% indicated that they wanted to set up their own business.

Figure 47: Survey respondents' future plans for 2017/18



If one looks at the future plans of those survey respondents who were employed in the insurance or related industry in 2017 (n=1,117), 22% said that they wished to build a career in the insurance industry, 19% wanted to continue in their current job (19%) and 7% were hoping to get a promotion. This would imply that at least 49% of those employed in the insurance or related industries were committed to remaining in this sector over the next two years. A further 37% indicated that they intended to study or continue studying.

It is interesting to note that of those survey respondents who were employed outside of the insurance or related sector (n=201), 10% indicated that they would like to build a career for themselves in the insurance industry. Similarly, 14% of those doing a learnership outside the insurance industry, 17% doing an internship outside the insurance industry and 4% who were self-employed outside of the insurance industry said that they would like to build a career for themselves in the insurance industry.

As would be expected, of those who were unemployed in 2017 (n=173), 70% said that they would like to find a full-time job or find a new job, while a small proportion (16%) wanted to study or continue studying.

Of the 74 survey respondent who reported "other" future plans, 19 were undecided or had no plans, 12 wanted to build up a business and 12 wanted to buy a house and/or car or improve their house. Other future plans mentioned were leaving the country, earning more money, paying off debt and building a career outside the insurance industry.

Table 29: Survey respondents' future plans for 2017/18, by current activity in 2017

Activity in 2017	To study	To continue studying	To find a full-time job	To continue in my current job	To look for a new job	To set up my own business	To get a promotion	To build a career in the insurance industry
Employed in the insurance or related industry	20.5%	16.5%	1.0%	19.1%	6.2%	3.5%	7.3%	22.3%
Employed outside of the insurance or related industry	16.4%	13.9%	7.0%	19.9%	13.4%	4.0%	9.0%	10.4%
Self-employed in the insurance or related industry	0.0%	0.0%	12.5%	62.5%	0.0%	0.0%	0.0%	12.5%
Self-employed outside of the insurance or related industry	4.4%	0.0%	8.7%	21.7%	0.0%	13.0%	0.0%	4.3%
Internship in the insurance or related industry	25.0%	0.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%
Internship outside of the insurance or related industry	0.00%	0.0%	16.7%	16.7%	33.3%	0.0%	0.0%	16.6%
Learnership in the insurance or related industry	0.0%	71.4%	0.0%	14.3%	14.3%	0.0%	0.0%	0.0%
Learnership outside of the insurance or related industry	0.0%	14.3%	14.3%	57.1%	0.0%	0.0%	0.0%	14.3%
Unemployed	12.1%	3.5%	52.0%	1.2%	17.9%	6.4%	0.0%	2.3%
Volunteer work outside of the insurance or related industry	0.0%	16.7%	33.33	16.6%	16.7%	0.0%	0.0%	0.0%
Part-time studying	6.4%	48.4%	29.0%	3.2%	0.0%	3.2%	0.0%	6.5%
Full-time studying	8%	63.2%	21.1%	0.0%	2.6%	2.6%	0.0%	2.6%
Total	18.%	16.3%	8.7%	16.9%	8.1%	4.0%	6.2%	17.3%

7 Conclusion and Recommendations

7.1 Conclusion

Although nine learnership programmes were represented, the most popular courses were the FETC in Short Term Insurance (NQF Level 4), the NC in Wealth Management (NQF Level 5) and the FETC in Long Term Insurance (NQF Level 4) with 80% of all respondents enrolled in just these three courses.

Generally, respondents found out about the learnerships through the company they were working at (31%), the internet (27%) or through personal contacts or family relations (25%). However, there may be possible missed opportunities to reach people who are not already in the insurance sector. Most respondents who were unemployed or those who came from rural areas were most likely to have found out about the learnerships through the internet, personal contact or family relations, advertisements and advertising agencies .

The vast majority of respondents (97%) reported that the training they received during the learnership worked well and was beneficial. This extremely positive response applied to both males and females as well as to all race groups and regardless of the learnership undertaken. There were, however, mixed opinions on the time allocated for training and work, with some respondents feeling there was sufficient time for work and study, while others felt stressed and under pressure.

Most survey respondents had a mentor during the learnership (83%). However, it would appear that not all employers were adhering to the requirement that unemployed learners should have a mentor, as 11% of survey respondents who had been unemployed prior to the learnership reported that they had not had a mentor during their learnership. While a mentor is not a requirement for employed learners as it is assumed that the line manager will fulfil the mentoring role, it is clear that for a fair number of employed learners this was not happening. A quarter of employed survey respondents reported that they were not mentored during the learnership. Furthermore, of those learners who reported having a mentor during the learnership, 88% said that their mentor was available to support them often or very often, while almost 12% said that their mentor was very rarely, rarely or only occasionally available to support them during the learnership. The mentorship was perceived by respondents as a positive aspect of the learnership.

A large number of respondents felt that the stipend was too small and was insufficient to cover transport and accommodation costs and exam fees. A large number also expressed a strong desire to have the learnership extended beyond the one year period.

Another area of concern for respondents was poor communication between learners, training providers and employers, particularly around feedback on progress and class and exam scheduling. Furthermore, an area of particular concern among respondents related to the late issuing of completion certificates and it was felt that better communication with the training providers would assist with this.

The learnerships appear to have been very successful in increasing graduates' knowledge and developing new skills. The majority of survey respondents reported an increase in knowledge as a result of the learnership, with 98% agreeing or strongly agreeing to this. In particular, most reported that their knowledge of the insurance industry increased, with many noting that the learnership had

taught them about the importance of insurance and the insurance industry. The majority of respondent also reported that they developed new skills during the learnership (with 95% agreeing or strongly agreeing). This included generic and professional skills such as team work, time-management, business etiquette and how to be responsible; as well as skills aligned to the critical skills occupation list specified in the INSETA sector plan such as “customer service”, “claims assessing”, “financial planning”, “investment” and “call centre” skills.

Most respondents indicated that they were given adequate practical opportunities to apply the skills they learnt in training in the workplace (73%). However, about a quarter of respondents had no, or occasional, opportunities to apply their skills practically. On the whole this was either because the company offering the learnership was too small or because they were not given the opportunity to work in different departments. Around 68% of respondents said that they had been given the opportunity to move around the company during the learnership.

With regard to the development and transformational imperatives of the NSDS III, INSETA has achieved, and in fact surpassed, the criteria specified for age, race, gender and disability. INSETA is successfully prioritising youth in the learnerships, with 91% of respondents being 35 years or younger. Similarly, with around 90% of learnerships being given to black people, 60% to women and 6% to people with a disability, INSETA has exceeded the criteria that 85% of learnerships should be given to black people, 54% to women and 4% to people with disabilities. However, with regard to its aim of encouraging national recruitment or recruiting from rural areas, there is considerable room for improvement. Most of the learnerships were offered in Gauteng (63%), followed by the Western Cape (15%) and KwaZulu-Natal (9%), which means that these three provinces accounted for 94% of all the learnerships undertaken and the remaining six provinces accounted for just 6%. Ninety-two percent of survey respondents were still residing in these three provinces at the time of the survey. Rural areas, as well as individuals from rural areas, appeared to be also not significantly benefitting from learnerships. Very few survey respondents originated from a rural area (13.5% of respondents) and very few did their learnership in a rural area (8%). Just 9% of respondents returned to or remained in a rural area after the learnership. Those who moved away from rural areas and smaller provinces to do their learnerships did not necessarily returning to these areas, most likely because learnership and job opportunities are more plentiful in the bigger and more urban provinces and areas.

The INSETA learnerships seem to have had a positive impact on graduates’ employability, career pathways and socio-economic status. This is indicated by the high rate of employment (85%) among graduate survey respondents, most of whom were working in the insurance or a related sector (69% of all survey respondents). Eighty seven percent of respondents agreed or strongly agreed that the learnership had helped them to develop the necessary skills to find or secure employment. Many respondents, though, were in positions that required relatively low skills, such as administration. Around a quarter of graduates identified themselves as being in management or leadership positions. Just under half of the respondents indicated that they had received a promotion in the year after their learnership. The majority of employed respondents were in permanent employment (86%) and they had been in their current employment for an average of 3.9 years, ranging from an average of 2.5 years for those who started their learnership in 2015 to 6.6 years for those who started their learnership in 2010. Most survey respondents reported an improvement in their socio-

economic circumstances, with 70% reporting that their monthly income increased after the learnership.

7.2 Recommendations

Marketing and recruitment

Companies, whose responsibility it is to recruit learners into learnerships, should be encouraged to recruit learners through those methods most often used by people from previously disadvantaged or rural communities or those who were not previously employed, particularly the internet, personal contacts or family relations, advertising and employment agencies. INSETA could also play a more active role in marketing learnerships through the channels that are most used by these groups. Radio and social media could be effectively used to leverage the 'word-of mouth' marketing that is inherent in personal contacts and family relations and which is a very important source of information for those who are unemployed or from previously disadvantaged backgrounds.

Mentors

INSETA must ensure, through regular monitoring, that employers are fulfilling the requirement to provide mentors for unemployed learners and that employed learners feel that they have a person in the company who fulfils the role of a mentor. INSETA'S Discretionary Grant Policy makes provision for INSETA "to conduct site visits at any stage in the start or duration of a learning programme" as well as "to contact learners directly to discuss matters relating to learning programmes" (INSETA, 2015a, 27).

National recruitment and recruitment from rural areas

A large number of applicants (31%) did not provide information on their province when they applied to do a learnership. It is essential that INSETA ensures that this information is collected when applicants apply in in order to monitor, on an on-going basis, that INSETA is succeeding in recruiting nationally. Furthermore, in order to encourage recruitment nationally as well as in rural areas, INSETA should play a more proactive and active role in ensuring that learnership opportunities as well as training providers are made available in smaller provinces and rural areas. INSETA does have the discretion to fund learnerships in a way that will "prioritise funding for interventions in rural areas and other regions that may be identified as a priority for development" (INSETA, 2015a, 7). It is recommended that INSETA investigates the feasibility of prioritising funding for such interventions. This would have to involve investigating the availability of employment and training providers in the smaller provinces and more rural areas.

Assistance with finding employment

Finding employment is difficult, not only for people in insurance, but in South Africa as a whole. In order to assist learners, the training component of the learnership could include a module on how to go about finding employment in the insurance industry, where to look, developing a CV and dealing with interviews.

Late or non-issuing of certificates

The late or non-issuing of certificates is of great concern as it impacts on graduates' ability to seek employment or promotion. INSETA should follow up on those instances where this problem is occurring. Learners should be encouraged by INSETA to contact the call centre and report these instances. In addition, INSETA could consider issuing transcripts or result slips while learners wait for their certificates to be issued.

Further research

This research project looked at only those individuals who graduated from a learnership programme. However, many individuals who start an INSETA learnership fail to graduate from the learnership. It is recommended that research should be undertaken with learners who did not complete the learnership in order to investigate their perceptions of the learnership and the barriers to or restraining factors that prevented them from completing the learnership. Research on their employment history, current employment status and income would also provide a useful comparison with those who did complete and graduate from learnership.

Interviews or surveys with employers and training providers could also be undertaken in the future in order to assess their perceptions of the learnerships as well as the learners. Interviews with employers could also provide feedback regarding the attitude and skills of the learnership graduates as well as the quality of the training providers.

INSETA could also consider doing research into the feasibility and sustainability of increasing the stipend paid to unemployed learners. Further areas of research that INSETA could also consider are return on investment analysis or, if data and information allow, a cost-benefit analysis which would contribute to understanding the efficiency and effectiveness of the learnerships. Information gathered during research on those learners who do not complete their learnerships would, together with the results from this survey, provide valuable information for a return on investment or cost-benefit analysis.

Acknowledgement

This research project was conducted by the following team: Jennifer Shindler; Double-Hugh Marera; Rachel Neville; Zenobia Peterson; Daniel Mashilo; Maureen Mosselson; Carla Pereira; Tatum Bedworth; Bevan McBride; Kaid Rendall; Kristina Bolton; Aneesha Mayet; and, Introye Corporation (Pty) Ltd.

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Appendices

Appendix 1: INSETA Survey Questionnaire for Learnership Graduates

INSETA Survey Questionnaire for Learnership Graduates

SECTION 1 BIOGRAPHICAL AND SOCIOECONOMIC INFORMATION

Q1.1 ID Number [Pre-populated]
Q1.2 Surname [Pre-populated]
Q1.3 First Name [Pre-populated]
Q1.4 Gender [Pre-populated]
Q.1.4.1 Good day, I am calling you from INSETA. Can I confirm that I am speaking to … 1. Yes [Continue 1.4.2] 2. No [Continue 1.4.3] I would like to ask you a few questions about the learnership that you completed in the insurance industry between [insert years]. When referring to the insurance industry, I am referring to the insurance and related sectors. By participating in this survey to the end, you stand a chance to win an Apple iPad mini 4, Wi−Fi + Cellular model, 32GB. Please also note that your participation is voluntary and your responses will be kept confidential. So please feel free to respond openly and honestly. It will take approximately 10-15 minutes to answer all the questions and the call will be recorded. Q1.4.2 Will you be willing to voluntarily complete the survey? 1. Yes [Continue] 2. No [Thank the graduate, wishing him/her well and end the call] Q1.4.3 Can you provide an alternative contact number for… 1. Yes [If yes, provide number in 1.4.4] 2. No [Terminate interview] Q1.4.4 New contact number
Q1.5 Can you please confirm that you did: Learnership title [Pre-populated], at Organisation [Pre-populated], Year [Pre-populated] 1. Yes I did complete this learnership in this year [Go to Q1.6] 2. Yes I did complete this learnership but in a different year [Go to Q1.5.1 and Q1.5.2] 3. No I did not complete this learnership [Thank respondent and end the survey] Q1.5.1 Start year Q1.5.2 End year
Q1.6 At the time you applied for the learnership, were you employed or unemployed? 1. Employed [Go to Q1.7] 2. Unemployed [Go to Q1.9] 3. Studying [Go to Q1.10] 4. Other Q1.6.1 Other Specify [Go to Q1.10]
Q1.7 Were you employed at the company where you completed the learnership? [Pre-populated] 1. Yes [Go to Q1.10] 2. No [Go to Q1.8]
Q1.8. Where were you employed? [Open-ended] [If employed, go to Q1.10]
Q1.9 Why were you unemployed? [Single choice]

1. I was not looking for a job
2. I was looking for a job
3. I did not have the right skills
4. I did not have a high enough education level
5. There were no job opportunities where I live
6. I did not want to relocate
7. I did not want to work in jobs related to the field I studied
8. No one provided me with assistance to find a job
9. Refused to answer
10. Other

Q1.9.1 Other Specify

Q1.10 What is your population group?

1. Black/African
2. Coloured
3. Indian/Asian
4. White
5. Other
6. Refused to answer

Q1.11 What type of dwelling do you currently live in?

1. Stand-alone house
2. Flat in a block of flats
3. Town/Cluster/Semi-detached house
4. Traditional hut
5. House/Flat/Room in a backyard
6. Informal settlement
7. Other
8. Refused to answer

Q1.11.1 Other Specify

Q1.11.2 How many bedrooms are there in the dwelling where you are currently living?

Q1.12 How many people live with you at home (**including** yourself)?

[Numeral box]

Q1.13 Could you tell me if you have the following items where you live: [Multiple answers]

Q1.13.1 Television (Yes/No)
Q1.13.2 DSTV subscription (Yes/No)
Q1.13.3 Refrigerator (Yes/No)
Q1.13.4 Washing machine (Yes/No)
Q1.13.5 Computer (Yes/No)
Q1.13.6 Indoor plumbing (Yes/No)
Q1.13.7 Vehicle (Yes/No)
Q1.13.8 Microwave (Yes/No)

Q1.14 Do you have Matric?

1. Yes
2. No

Q1.14.1 What is the ***highest*** **post-matric** qualification that you have received? [Do not read the list out, start typing and the selection will come up] {Note to Francois - please place list of qualifications on back-end as drop down selections} [Single answer]

1. N1/ NTC 1/NCV2
2. N2/ NTC2/NCV3

3. N3/ NTC3/NCV4
4. N4/ NTC4
5. N5/ NTC5
6. N6/ NTC6
7. Diploma
8. Certificate
9. Higher diploma
10. Post higher diploma/certificate
11. Bachelor's degree
12. Bachelor's degree and post graduate diploma
13. Honours degree
14. Master's/PHD
15. Other Q1.14.1.1 Other Specify
Q1.15 What was your field of study? [Open-ended]

Q1.16 Introye comments - Section 1

SECTION 2 THE LEARNERSHIP

INSTRUCTION: Please answer the following questions in relation to [Pre-populated learnership as in Q1.5]
Q2.1 How did you find out about **the learnership**? 1. Through the company that you were working at 2. Through an advertisement 3. Through the internet 4. Through the institution that you were studying at 5. Through personal contacts/family relations 6. Through an employment agency 7. Other Q2.1.1 Other Specify
Q2.2 What was your main reason for going on the learnership? 1. For compliance [For the company] [Company sent] 2. To find a job 3. To develop my skills 4. For stipend/salary 5. Other Q2.2.1 Other Specify
Q2.3 What 2 main things did you learn while completing your learnership that you would not have learnt otherwise? [Open-ended] Q2.3.1 Reason 1 Q2.3.2 Reason 2
Q2.4 Were you given the opportunity to move around in the company to learn various skills? 1. Yes 2. No
Q2.5 Did you find the training in the learnership beneficial? 1. Yes 2. No
Q2.5.1 Why? [Open-ended]

Q2.6 What skills did you learn in training? [Open-ended]

Q2.7 To what extent did the learnership provide opportunities for you to apply these skills practically?

1. It did not provide me with any opportunities
2. I occasionally was given the opportunity to do so
3. I was given adequate opportunities

Q2.8 Did you have a mentor?

1. Yes
2. No

[If Yes, ask Q2.8.1, if No, go to Q2.9]

Q2.8.1 How often would you say your mentor was available to support you during the learnership?

1. Very rarely
2. Rarely
3. Occasionally
4. Often
5. Very often

Q2.9 On a scale of 1 - 5, [Describe options below] rate the extent to which you agree with the following sentences?

1 = Strongly disagree
2 = Disagree
3 = Neither disagree nor agree
4 = Agree
5 = strongly agree

	1. Strongly disagree	**2. Disagree**	**3. Neither disagree or agree**	**4. Agree**	**5. Strongly agree**
Q2.9.1 The learnership developed your work professional skills, for example: time-management skills, communication skills and problem solving					
Q2.9.2 The learnership improved your ability to adapt to different work situations					
Q2.9.3 The learnership helped you to develop necessary skills to find/secure					

employment					
Q2.9.4 You developed new skills in the learnership					
Q2.9.5 You learnt more about the insurance industry and related sectors					
Q2.10 In your opinion, what two things did not work well in the learnership? [Open-ended] Q2.10.1 Reason 1 Q2.10.2 Reason 2					
Q2.10.3 In your opinion, how can these problems be resolved? [Open-ended]					
Q2.11 In your opinion, what two things worked well in the learnership? [Open-ended] Q2.11.1 Reason 1 Q2.11.2 Reason 2					
Q2.12 What, in your opinion, can be done to improve the learnership? [Open-ended]					
Q2.13 Did you get a promotion in the year after your learnership? 1. If Yes, go to Q2.14.1 2. If No, go to Q2.14.2					
Q2.14.1 Can you explain why you think you got a promotion? [Open-ended] Q2.14.2 Can you explain why you think you did not get a promotion [Open-ended]					
Q2.15 Did your monthly income increase after the learnership? 1. Yes 2. No					
Q2.16 In what way did your financial situation at home after the learnership change? [Open-ended]					

Q2.17 Introye comments - section 2

SECTION 3 THE GEOGRAPHICAL PICTURE

Rural: generally characterised by small settlements and farms

Urban: generally characterised by developed cities, industrial areas, informal settlements, towns and suburbs

	Before the learnership	**During the learnership**	**Currently**
Which Province did you live in? Which province do you currently live in?			
	Q3.1.1	Q3.2.1	Q3.3.1
1. Eastern Cape			
2. Free State			
3. Gauteng			
4. KwaZulu-Natal			
5. Limpopo			
6. Mpumalanga			
7. Northern Cape			
8. North West			
9. Western Cape			

10. Other Country			
Do you consider the area you live(d) in to be Rural (generally characterised by small settlements and farms) or Urban (generally characterised by developed cities, industrial areas, towns and suburbs) [For C] Do you consider the area you currently live in to be Rural/Urban			
Rural	Q3.1.2	Q3.2.2	Q3.3.2
Urban	Q3.1.2	Q3.2.2	Q3.3.2
What is the name of the suburb or township [IF THEY CHOSE URBAN IN Q3.1.2/3.2.2/3.3.2] or village [IF THEY CHOSE RURAL IN Q3.1.2/3.2.2/3.3.2] where you live(d)? [Open-ended]			
Area [Open-ended]:	Q3.1.3	Q3.2.3	Q3.3.3
What is the name of the nearest town to where you live (d)? [Open-ended]			
City/town [Open-ended]:	Q3.1.4	Q3.2.4	Q3.3.4

Q3.4 Introye comments - section 3

SECTION 4 MATRIX TABLE FOR TRACKING MOVEMENT AFTER THE LEARNERSHIP

Q4 Please indicate what you were doing in the following years?

	Q4.1.1 2010	Q4.1.2 2011	Q4.1.3 2012	Q4.1.4 2013	Q4.1.5 2014	Q4.1.6 2015	Q4.1.7 2016	Q4.1.8 2017
1. Employed in the insurance or related industry								Section 6 Section 10
2. Employed outside of the insurance or related industry								Section 6 Section 7 Section 10
3. Self-employed In the insurance industry								Section 6 Section 10
4. Self-employed outside the insurance industry								Section 6 Section 7 Section 10
5. Internship in the insurance industry								Section 5 Section 6 Section 10
6. Internship outside of the insurance industry								Section 5 Section 6 Section 7 Section 10
7. Learnership in the insurance industry								Section 5 Section 6 Section 10
8. Learnership outside of the								Section 5 Section 6

insurance industry								Section 7 Section 10
9. Unemployed								Section 8 Section 10
10. Volunteer work In the insurance industry								Section 6 Section 8 Section 10
11. Volunteer work outside the insurance industry								Section 6 Section 7 Section 8 Section 10
12. Part time studying								Section 9 Section 10
13. Full time studying								Section 9 Section 10
14. Can't remember								N/A

INSTRUCTION: Please answer the following questions in relation to your current situation in 2017

SECTION 5: LEARNERSHIP/INTERNSHIP

Q5.1 What industry are you completing your learnership/internship in? [Learnership/Internship outside insurance industry, ask all questions in section 5. If inside insurance, ask only Q5.3]
Q5.2 Why are you doing a learnership/internship in this industry?
Q5.3 What are your reasons for doing another learnership?

SECTION 6: CURRENT SITUATION FOR THOSE WHO ARE EMPLOYED

Q6.1 What kind of employer do you work for? 1. Private company [Go to Q6.2] 2. Public company [Go to Q6.2] 3. Self-employed [Go to 6.1.2] 4. Government organisation [Go to Q6.2] 5. Non-government organisation [Go to Q6.2] 6. Other [Go to Q6.2] Q6.1.1 Other specify
Q6.1.2 If self-employed, why? 1. I could not find a job in the field that I was trained in 2. I could not find formal employment 3. I prefer flexible working hours 4. I am still looking for a job 5. It gives me more opportunity to do work that I want to do 6. I am entrepreneurial/I saw an opportunity 7. Other Q6.1.2.1 Other specify

Q6.2 How many people work at the company?

1. 1
2. 2-10
3. 11-49
4. 50-150
5. 150+
6. Don't know

Q6.3 What kind of employment are you in? [Do not ask this question if Q6.1 self-employed]

1. Permanent
2. Contract (includes internships and learnerships)
3. Self-employed [N/A]
4. Other

Q6.3.1 Other Specify

Q6.4 What is your job title? [Open-ended] [Do not ask this question if Q6.1 self-employed]

Q6.5 How long have you been employed in this organisation/self-employed)?
[Open-ended] [Capture number of years, months, and weeks if relevant]
Q6.5.1 Value Years
Q6.5.2 Value Months
Q6.5.3 Value Weeks

Q6.6 Has your position changed since you were first employed in this organisation/became self-employed?

1. Yes, for the better
2. Yes, for worse
3. No

Q6.7 In your opinion, is this because of the learnership [Open-ended]

Q6.8 In your opinion, do you think the learnership has provided you with a career pathway?

1. Definitely
2. To some extent
3. No

Q6.9 What is your gross monthly income range (before tax and other deductions)? [Multiply by 4 if given weekly income]

1. No salary
2. Less than R3000
3. R3001 - R5000
4. R5001 - R10000
5. R10001 - R15000
6. R15001 - R20000
7. R20001 - R30000
8. R30001 - R40000
9. R40001 - R50000
10. R50001 or more
11. Don't know
12. Refused to answer

Q6.10 Introye comment - section 6

SECTION 7 EMPLOYED OUTSIDE OF THE INSURANCE INDUSTRY

Q7.1 What is the ***main*** reason that you are not employed in the insurance industry? [Single answer]

1. I did not see a career for myself in the insurance industry
2. I could not find a job in the insurance industry

3. I got a better salary offer elsewhere
4. Lack of job security
5. Other

Q7.1.1 Other Specify

Q7.2 What industry are you employed in? [Open-ended]

SECTION 8 UNEMPLOYED AND VOLUNTEERS

Q8.1 What is the ***main*** reason that you are unemployed or volunteering? [Single answer]

1. I am not looking for a job
2. I am looking for a job
3. I do not have the right skills
4. I do not have a high enough education level
5. There are no job opportunities where I live
6. I do not want to relocate
7. I do not want to work in jobs related to the field I studied
8. No one has provided me with assistance to find a job
9. Other
10. Refuse to answer

Q8.1.1 Other Specify

SECTION 9 FULL TIME AND PART TIME STUDYING

Q9.1 If you are currently studying, what is your field of study? [Single answer]

1. Agriculture or renewable natural resources
2. Architecture or environmental design
3. Arts, visual or performing
4. Business, commerce and management studies
5. Civil engineering and building construction
6. Communication
7. Computer science
8. Education, training or development
9. Electrical infrastructure construction
10. Engineering
11. Engineering or engineering technology
12. Finance, economics and accounting
13. Health care or health sciences
14. Home economics
15. Hospitality
16. Industrial arts, traders or technology
17. Information technology and computer science
18. Languages, linguistics or literature
19. Law
20. Libraries or museums
21. Life sciences or physical sciences
22. Management
23. Marketing

24. Mathematical sciences
25. Mechatronics
26. Military sciences
27. Office administration
28. Philosophy, religion or theology
29. Physical education or leisure
30. Primary agriculture
31. Psychology
32. Public administration or social services
33. Safety in society
34. Social sciences or social studies
35. Tourism

Q9.1.1 Other Specify

Q9.2 What are the main reasons for studying your current qualification? [Multiple answers]

Q9.2.1 To increase my knowledge and understanding in the insurance industry (Yes/No)
Q9.2.2 To achieve a higher qualification (Yes/No)
Q9.2.3 To improve my chance of finding a job (Yes/No)
Q9.2.4 To help me get a better job (Yes/No)
Q9.2.5 To improve my promotion opportunities (Yes/No)
Q9.2.6 To help me earn more money (Yes/No)
Q9.2.7 To further my interest in a particular subject area (Yes/No)
Q9.2.8 This is a gap identified in the insurance industry and I wish to fulfil that need (Yes/No)
Q9.2.9 To expand my career in the insurance industry (Yes/No)
Q9.2.10 To do another learnership/internship (Yes/No)
Q9.2.11 Other (Yes/No)

Q9.2.1 Other Specify

SECTION 10 FUTURE PLANS

Q10.1 What are your plans for 2017-2018? [Single answer]

1. To study
2. To continue studying
3. To find a part-time job
4. To find a full-time job
5. To continue in my current job
6. To look for a new job
7. To set up my own business
8. To get a promotion
9. To build a career in the insurance industry
10. Other

Q10.1 Other Specify

Thank you very much for your time and honesty. You will be notified telephonically if your name is drawn for the prize in July

Analysis of Selection Bias in the INSETA Tracer Study

Introduction

This section presents an analysis of sample selection bias in the INSETA Tracer Study. Our approach borrows from the work of Whitehead, Groothuis and Blomquist (1993) who employed probit regression models to assess selection bias in a contingent valuation. In this research, we similarly fit a number of logistic regression models to assess the likely selection biases to the INSETA tracer study. The dependent variable in the logistic regression models is Survey Outcome. It is a dichotomous variable which takes a value of one if the learnership graduate completed the telephonic survey and zero otherwise. The predictors include the learnership graduate's gender, disability status, population group or equity, employment status at the time of application, year they completed their learnership and SAQA qualification levels. Other predictors investigated and not reported in this report are the qualification types.

Table A2.1: Factors affecting the probability of response in INSETA Tracer Study

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
VARIABLES	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Gender = 2, Female	1.09	1.09	1.08	1.10	1.10	1.10	1.11
	(0.073)	(0.073)	(0.073)	(0.074)	(0.074)	(0.075)	(0.076)
Age		1.01	1.01	1.02**	1.01*	1.03***	1.03***
		(0.005)	(0.005)	(0.005)	(0.006)	(0.006)	(0.006)
Disabled			0.89	0.88	0.91	0.89	0.91
			(0.122)	(0.122)	(0.128)	(0.126)	(0.130)
Equity = 2, Coloured				0.63***	0.62***	0.59***	0.59***
				(0.063)	(0.063)	(0.061)	(0.061)
Equity = 3, Indian/Asian				0.70**	0.67**	0.64***	0.63***
				(0.088)	(0.087)	(0.084)	(0.083)
Equity = 4, White				0.63***	0.60***	0.57***	0.57***
				(0.083)	(0.081)	(0.078)	(0.078)
Equity = 99, Missing				0.64	0.66	0.84	0.84
				(0.356)	(0.365)	(0.465)	(0.464)
Socio Economic Status = 2, Unemployed					0.88	0.97	0.99
					(0.074)	(0.085)	(0.088)
Socio Economic Status = 99, Missing					0.35	0.48	0.50
					(0.399)	(0.590)	(0.607)
Year						1.20***	1.20***
						(0.026)	(0.026)
NQF Level = 1, NQF Level 3							0.75
							(0.197)
NQF Level = 3, NQF Level 5							1.13
							(0.100)

Constant	0.71***	0.56***	0.57***	0.49***	0.61*	0.00***	0.00***
	(0.036)	(0.086)	(0.087)	(0.079)	(0.126)	(0.000)	(0.000)
Observations	3,799	3,799	3,799	3,799	3,799	3,799	3,799
Pseudo R-squared	0.000317	0.000825	0.000971	0.00740	0.00799	0.0229	0.0236

Robust standard errors in parentheses
*** p<0.001, ** p<0.01, * p<0.05

Results

Table A2.1 presents the findings of the statistical modelling to assess the effect of the predictors on the response variable. In total, seven logistic regression models were fit. The odds ratio for the respondent's gender is not statistically significant which implies that there is no selection bias to the study due to gender. That is, females were as likely to respond to the study as males. Old respondents were 3% more likely to respondents compared to young respondents. This means that there is a slight bias due to age. However, this is ignorable. There is not a statistically significant difference between respondents and non-respondents according to disability status. Using Black African respondents as the reference group, the results show that coloured respondents were nearly 41% less likely to participate in the INSETA. These results are also statistically significant. Indian or Asian respondents were nearly 38% less likely to respond than Black Africans. White respondents were 43% less likely to respond to the INSETA study compared to Black Africans. The population group findings are largely expected since Black Africans are the vast majority of the recipients of the learnership funding.

There is not a statistical difference between those employed and unemployed in terms of their responding to the study. There is a statistically significant difference between respondent and non-respondent in terms of the year the studies were completed. Respondents who completed their studies recently were 20% more likely to participate in the INSETA study than those who completed their studies earlier. Also, this is not unexpected since the study was conducted via telephonic survey, recent learnership graduates also have recent contact details which means they are likely to be contactable. We also investigated the effect of qualification level on the survey response. There is no statistically difference between respondents and non-respondents according to qualification level.

Overall, the results indicate that there is some sample selection bias in the INSETA Tracer Study due to population group and year the study was completed. Thus, the results obtained from these variables should be treated with caution. Otherwise, the bias due to other predictors, namely gender, disability status, employment status at the time of application, and South African SAQA qualification levels is negligible. Given that the realised sample is large enough, the results can be generalized to the population of INSETA learnership graduates who have completed their studies.

Reference

Whitehead, J. C.; Groothuis, P. A. and Blomquist, G. C. Testing for non-response and sample selection bias in contingent valuation: Analysis of a combination phone/mail survey *Economics Letters, Elsevier,* **1993***, 41*, 215-220