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 **Memorandum from the Parliamentary Office**

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 2971**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 19/10/2018**

**(INTERNAL QUESTION PAPER NO 33 OF 2018)**

**Mr A P van der Westhuizen (DA) to ask the Minister of Higher Education and Training:**

(1) What number of learners, excluding those being allocated the National Senior Certificate, Nated qualifications and the National Certificate (Vocational) Level 4, achieved full level 4 qualifications in the (a) 2015-16, (b) 2016-17 and (c) 2017-18 financial years;

(2) what number of learners that achieved full level 4 qualifications were in learnership agreements when they achieved the qualifications in the (a) 2015-16, (b) 2016-17 and (c) 2017-18 financial years;

(3) has she found that the learnership programme has been functioning at the levels and in accordance with the vision of Government since the learnership system was introduced in legislation; if not, what changes can be expected in the near future?

**NW3285**

**REPLY:**

1. - (2) The table below provides the number of learners who received the full level 4 NATED and National Certificate (Vocational) Level 4 qualifications as well as the number of learners in learnership agreements when they achieved their qualifications:

| Sector Education and Training Authority | Financial Year (Period) | 1. Number of full level 4 NATED and NC(V) Level 4 qualifications
 | 1. Number of learners that achieved full level 4 qualifications in learnership agreements when they achieved their qualifications
 |
| --- | --- | --- | --- |
| Health and Welfare Sector Education and Training Authority  | 1. 2015/16
 | 3 171 | 3 171 |
| 1. 2016/17
 | 3 365 | 3 365 |
| 1. 2017/18
 | 2 445 | 2 445 |
| Public Service Sector Education and Training Authority | 1. 2015/16
 | None | 125 |
| 1. 2016/17
 | 150 | 192 |
| 1. 2017/18
 | 163 | 370 |
| Food and Beverages Manufacturing Industry Sector Education and Authority  | 1. 2015/16
 | 114 | 114 |
| 1. 2016/17
 | 124 | 124 |
| 1. 2017/18
 | 192 | 192 |
| Fibre Processing and Manufacturing Sector Education and Training Authority | 1. 2015/16
 | 0 | 0 |
| 1. 2016/17
 | 18 | 96 |
| 1. 2017/18
 | 0 | 5 |
| Services Sector Education and Training Authority | 1. 2015/16
 | 7 845 | 31 |
| 1. 2016/17
 | 5 275 | 252 |
| 1. 2017/18
 | 6 617 | 2 043 |
| Insurance Sector Education and Training Authority | 1. 2015/16
 | 3 488 | 1 377 |
| 1. 2016/17
 | 2 450 | 1 286 |
| 1. 2017/18
 | 519 | 1 350 |

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| Sector Education and Training Authority | Financial Year (Period) | 1. Number of full level 4 NATED and NC(V) Level 4 qualifications
 | 1. Number of learners that achieved full level 4 qualifications in learnership agreements when they achieved their qualifications
 |
| Transport Education and Training Authority  | 1. 2015/16
 | 59 | 37 |
| 1. 2016/17
 | 319 | 252 |
| 1. 2017/18
 | 400 | 400 |
| Banking Sector Education and Training Authority  | 1. 2015/16
 | 2 565 | 51 |
| 1. 2016/17
 | 481 | 149 |
| 1. 2017/18
 | 911 | 352 |
| Energy and Water Sector Education and Training Authority | 1. 2015/16
 | 712 | 712 |
| 1. 2016/17
 | 766 | 766 |
| 1. 2017/18
 | 125 | 125 |
| Financial and Accounting Services Sector Education and Training Authority  | 1. 2015/16
 | 1 671 | 322 |
| 1. 2016/17
 | 1 885 | 58 |
| 1. 2017/18
 | 1 102 | 67 |
| Media, Advertising, Information and Communication Technologies Sector Education and Training Authority | 1. 2015/16
 | 3 177 | 1 593 |
| 1. 2016/17
 | 1 984 | 1 345 |
| 1. 2017/18
 | 2 797 | 971 |
| Chemical Industries Education and Training Authority  | 1. 2015/16
 | 389 | 288 |
| 1. 2016/17
 | 439 | 381 |
| 1. 2017/18
 | 427 | 430 |
| Mining Qualifications Authority  | 1. 2015/16
 | 505 | 505 |
| 1. 2016/17
 | 636 | 636 |
| 1. 2017/18
 | 723 | 723 |

|  |  |  |  |
| --- | --- | --- | --- |
| Sector Education and Training Authority | Financial Year (Period) | 1. Number of full level 4 NATED and NC(V) Level 4 qualifications
 | 1. Number of learners that achieved full level 4 qualifications in learnership agreements when they achieved their qualifications
 |
| Education, Training and Development Practices Sector Education and Training Authority | 1. 2015/16
 | 1 291 | 911 |
| 1. 2016/17
 | 751 | 301 |
| 1. 2017/18
 | 1 246 | 747 |
| Manufacturing Engineering and Related Services Sector Education and Training Authority | 1. 2015/16
 | 4 632 | 7 962 |
| 1. 2016/17
 | 3 806 | 5 136 |
| 1. 2017/18
 | 2 926 | 7 250 |
| Safety and Security Sector Education and Training Authority | 1. 2015/16
 | 1 543 | 1 543 |
| 1. 2016/17
 | 1 180 | 1 180 |
| 1. 2017/18
 | 1 231 | 1 231 |
| Agriculture sector education and training Authority | 1. 2015/16
 | 229 | 229 |
| 1. 2016/17
 | 359 | 359 |
| 1. 2017/18
 | 704 | 704 |
| Wholesale and Retail Sector Education and Training Authority | 1. 2015/16
 | 952 | 952 |
| 1. 2016/17
 | 833 | 833 |
| 1. 2017/18
 | 796 | 796 |
| Culture, Arts, Tourism, Hospitality and Sports Education and Training Authority | 1. 2015/16
 | 3 276 | 1 422 |
| 1. 2016/17
 | 3 939 | 755 |
| 1. 2017/18
 | 3 379 | 922 |
| Construction Education and Training Authority | 1. 2015/16
 | 59 | 281 |
| 1. 2016/17
 | 82 | 213 |
| 1. 2017/18
 | 99 | 516 |
| Local Government Sector Education and Training Authority  | 1. 2015/16
 | 1 673 | 854 |
| 1. 2016/17
 | 1 923 | 1 082 |
| 1. 2017/18
 | 889 | 432 |

1. The Human Sciences Research Council Policy Brief (February 2014) regarding Learnerships and Apprenticeships: Key mechanisms for skills development and capability building in South Africa, demonstrates that learnership and apprenticeship systems lead to employment. They tracked the trajectories of individuals after completing these qualifications, with a hypothesis that it might be difficult for them to access the labour market.

It was evident that the majority of apprenticeship and learnership participants, i.e. 70% and 86% respectively, completed their qualifications and experienced a smooth transition directly into stable employment. For example, 90% of those who completed a learnership reported that they were employed in permanent positions. Most were absorbed by the formal sector in large private firms or by the public sector, and just over half were employed at the same workplace as their experiential training.