

ASSESSMENT OF SKILLS DEVELOPMENT INTERVENTIONS TO SUPPORT GRADUATES WITH ACCESS TO SECTOR EMPLOYMENT AND ENTREPRENEURSHIP OPPORTUNITIES

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FINAL REPORT



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FINAL REPORT

Prepared for



**Wholesale & Retail Sector Education and Training Authority
(W&RSETA)**

Prepared by

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List of Acronyms and Abbreviations

| | |
|---------|---|
| CET | Continuing Education and Training |
| DHET | Department of Higher Education and Training |
| DOE | Department of Education |
| DOL | Department of Labour |
| ERP | Enterprise Resource Planning |
| FET | Further Education and Training |
| FIFO | First In First Out |
| GFETQSF | General and Further Education and Training Qualifications |
| HEQSF | Higher Education Qualification Sub-Framework |
| ICT | Information Communication Technology |
| LIFO | Last In First Out |
| NDP | National Development Plan |
| NQF | National Qualifications Framework |
| NSDP | National Skills Development Plan |
| NSF | National Skills Fund |
| NSFAS | National Students Financial Aid Scheme |
| OQSF | Occupational Qualifications Sub-framework |
| PSET | Post School Education and Training |
| SAQA | South African Qualifications Authority |
| SDA | Skills Development Act |
| SETA | Sector Education and Training Authority |
| SME | Small and Medium Enterprises |
| TCA | Thematic Content Analysis |
| TVET | Technical Vocational Education & Training |

EXECUTIVE SUMMARY

Project Background

Underhill Corporate Solutions (UCS) has been commissioned by W&RSETA to assess the skills development interventions to support graduates with access to sector employment and entrepreneurship opportunities. The research was necessitated by the need to understand if the skills development interventions are meeting the underlying objective of preparing learners for employment and entrepreneurship. This research study sought to unravel that assessment mainly through primary data collected from key stakeholders. It is believed that by undertaking this assessment, recommendations can be devised to direct future interventions to produce desired results.

Methodology

The research study used a mixed methods approach which included both quantitative and qualitative research techniques underpinned by primary and secondary research methods. Data triangulation was done on data collected from learners, employers and training providers. Secondary research included document and literature review which entailed an analysis of published journals and reports to get lessons from international and regional experiences and infer them at local level. The document and literature review as a process was a systematic, explicit, and reproducible method for identifying, evaluating and synthesising the existing body of completed and recorded work produced by researchers, scholars and practitioners. Researchers undertook an organised critical account of information published on the assessment of skills development interventions to support graduates with access to sector employment and entrepreneurship opportunities. Primary research involved quantitative data collection through learners, employers and training providers. Findings from respective groups are as shown in the following section.

Main Findings

The main findings from literature are that, there are a number of policies and there is a lot of effort that has been put in place in the public sector to drive training for employment and entrepreneurship in South Africa. However, as presented in the introduction, little improvement has been recorded especially on the formal sector employment side. This called for further investigation on the challenges hindering the achievement of this objective.

Primary data collection from employers revealed that 63 percent of employers find graduates inadequately skilled to carry out tasks. Also, on a rating scale, 40 percent of employers rated graduates as average with only 10 percent rating graduates as very good. Employers went on to identify areas in which learners lack the most, these are, mathematical and financial literacy,

Through data collection from training providers, it was learnt that most training courses were face to face classroom-based teachings pre-covid. The programs duration ranged from one day, to weeks, months and others one year. 60 percent of training providers believe that training programmes on preparing learners for entrepreneurship are achieving the intended objective. The other 40 percent feel that the training programmes are falling short of the intended goals. They identified the main cause of failure as lack of start-up capital for graduates to venture into entrepreneurship. Furthermore, they pointed out that most learners lack the zeal to start businesses, rather they opt to look for employment.

88 percent of the training providers do believe that the training programs are well suited and do achieve the objective of preparing learners for employment. However, they did acknowledge the presence of challenges which sometimes hinder the achievement of the intended objectives. These challenges include inadequate training materials, lack of support from industry in recruiting learners for on the job learning, inconsistent attendance of lectures by learners and the short duration of some courses makes it difficult for learners to grasp soft skills which generally need a longer time frame to master.

Recommendations

Employers

- It is recommended that employers must place learners in departments that align with their areas of study so that learners can acquire relevant work experience. This will address the issue raised by students that some work experience was irrelevant since they spent most of the time doing only manual work like stock packing and housekeeping while in actual fact they were registered for human resources course;
- There is need for employers to treat learners in line with labour laws to make them feel comfortable and eager to continue with their studies. Cases of learners who were dismissed because managers found out that they are pregnant points to unfair labour practice; and
- Employers must also provide material support to trainers which can be in the form of ICT related equipment to facilitate practical trainings.

Learners

- It is important for learners to understand work ethics and observe employer rules and regulations when selected for work related learning. Dismissal of learners by employers whilst they are on attachment may be a consequence of violation of work rules on the part of the learner;
- Learners must understand that for learning to produce desired results, they need to approach it with a sense of adventure to discover the applicability of theory to the real world. This will

create the zeal to complete the studies and put to practice what was learnt. It is hoped that this way the dropout rates and absenteeism as pointed out in the findings will be minimized.

Training Providers

- The major recommendation for training providers is to ensure that the training curriculum is comprehensive enough to cover all the necessary detail and aligns with industry demands only 63 percent of employers who participated indicated they find graduates inadequately skilled which suggests a mismatch between training programmes and industry demands;
- Training providers also need to keep supporting learners even during work related learning to ensure that they are receiving necessary practical experience and that they are not posted to irrelevant work stations/departments that do not align with their course of study. Physical visits by trainers to supervise learners during work related learning may be necessary to ensure that relevant experience is gained. This may assist in upgrading quality of graduates where the majority of employers ranked graduates as average;
- Employers indicated the skills that they value most which include financial management, public relations, project management and computer skills. These skills must be emphasized on during training; and
- Areas in which graduates are found lacking must also be addressed by incorporating them in the curriculum. For example, financial and mathematical literacy, as mentioned by employers.

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- The initiative of graduate support is good for talent identification and assisting learners in addressing challenges of unemployment and poverty. However, the training period seems not enough as pointed out by both learners and training providers in key findings. It is recommended that a uniform duration be set for all programmes, either 12 months or 24 months to provide enough time to master skills.
- Graduates recruited for work related learning have high expectations of the type of work they will be doing. The reality in the real world is that they start at the bottom and work their way up in line with company timelines. This must be instilled in learners during their training so that they do not develop high expectations of immediate promotion. They need to come into the work environment ready to work and not expect things to happen on their own
- Furthermore, in order to combat challenges being faced by graduates in securing employment, the following are suggested:
 - W&RSETA must support more on exposing students to work place experience, shadowing and mentoring programmes must also be extended to the development of entrepreneurial skills;
 - There is need to provide employers with relevant training materials to guide their workplace trainings;
 - Seek partnerships with employers to provide a ready placement for work related learning;

- Provide financial support in form of additional grants and capital for entrepreneurship investment; and
- There is need to intervene to enforce standard working conditions for graduates so that they are not short changed by employers, for example, some graduates had their contracts terminated before completing the training programme.

1. INTRODUCTION

1.1 Employment in South Africa

The unemployment challenge has been one of the triple challenges bedevilling South Africa since the dawn of independence. From the dawn of independence, the new government has put in place policies and measures to build a more inclusive education and training system. However, despite the efforts, the unemployment challenge still remains a thorny issue in South Africa. High unemployment rate especially among the youth of the 15 to 35 age group is among the triple challenges, together with poverty and inequality, bedevilling South Africa. The skills development challenge has been inherited from the pre-independence era emanating mainly from discriminatory education policies of apartheid era (Lolwana, et al., 2015).

Table 1 below, shows that little progress has been realised in the endeavour to ensure that more people get employment. There has been negligible increase in employment both formally 1.93 percent and informally 3.23 percent from 1995 to 2019. This shows that the unemployment problem is still entrenched in South Africa and requires a well-coordinated and harmonised approach from all stakeholders to find sustainable solutions.

Table 1: Employment Trends in South Africa

| Employed Formally | 1995 | 2000 | 2005 | 2010 | 2015 | 2019 | CAGR |
|-------------------|------------|------------|------------|------------|------------|------------|--------|
| Skilled | 2 126 041 | 2 200 480 | 2 356 769 | 2 523 399 | 2 913 359 | 3 173 521 | 1, 93% |
| Semi-skilled | 4 392 726 | 4 587 042 | 4 813 373 | 4 843 715 | 5 445 557 | 5 842 731 | 1, 62% |
| Low skilled | 2 965 495 | 3 313 089 | 2 959 034 | 2 862 963 | 3 209 919 | 3 342 249 | 1, 11% |
| Working age | 24 653 549 | 27 851 959 | 30 775 004 | 33 649 840 | 36 307 124 | 38 354 958 | 0, 44% |
| Employed Informal | 1 868 489 | 2 080 637 | 2 974 969 | 3 943 051 | 4 331 050 | 3 901 286 | 3, 23% |

Source: QUANTEC EASYDATA (2021)

1.2 Definition of Key Terms

Entrepreneurship: Rwigema & Venter (2004) defined entrepreneurship as *“a process of conceptualising, organising, launching and through innovation, nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment.”*

Entrepreneurship education *“is the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business,”* (Isaacs, et al., 2007).

Alberti, et al. (2004) defined **entrepreneurship education** as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures.

Skills Development refers to the process of identifying skills gap and taking proactive action to develop and master the requisite skills (Curran & Stanworth, 1989).

1.3 Limitations of the study

Time constraints were the major challenge faced in undertaking the study. The time period did not allow for setting up of a validation workshop since bookings usually need to be made in advance. Also, the lockdown which minimised physical contact made it impossible for researchers to do physical visits to businesses that were engaged in the study. However, to circumvent these limitations, data triangulation and self-validation was employed. For example, where employers stated that they carried out inhouse ICT training programs, it was validated by graduates who mentioned that they gained ICT skills during the training program.

2. POLICY AND LEGISLATIVE REVIEW

2.1 Institutional Context

The South African Skills Development system is driven by the Department of Higher Education and Training (DHET) through its subsidiary entities, that is, the Sector Education and Training Authorities (SETA), Quality Assurance agencies and Vocational Education and Training (TVET) colleges. The private sector also plays a part in skills development mainly through Industry Training. The following sub-sections provide an overview of key legislature guiding skills development in South Africa.

2.2 Legislating skills development

The issue of skills challenge in South Africa dates back to the apartheid era and the 1994 democratic government inherited the problem. The challenge was brewed by a fragmented, unequal and dysfunctional education and training system Reddy, et al., (2016). It was therefore imperative for the new government to act swiftly on repealing the discriminatory legislation with more inclusive legislation to undo the the misfortunes of the past. Thus the first new government had a period of evolution from the past oppressive and discriminatory legislative system to a new system with clearly articulated vision. This was done through the National Qualifications Framework.

Thus from 1994 to 2009 the focus for the Department of Education (DOE) was on higher and technical vocational education which was mainly provided through universities and further education and training (FET) colleges. The skills development mantra also extended to the workplace as there was need to upskill employees and and train the unskilled employees. This workplace skills development was administered by the Sector Education and Training Authorities (SETA) under the mandate of the Department of Labour (DOL). However, this setup was

condemned as ineffective and inefficient Reddy, et al., (2016) because of the difficulty in coordinating their implementation and monitoring since they were under two different departments. In consequence, the desire to improve the population's skills level through education and training was futile.

The government took corrective action and combined all technical and vocational education and training, higher education and workplace based skills development and workplace learning under the Department of Higher Education and Training (DHET). Likewise the new department took control of all skills related functions which included among others the National Student Financial Aid Scheme (NSFAS), the South African Qualifications Authority, National Skills Authority (SAQA), National Qualifications Framework (NQF) and the National Skills Fund (NSF).

The setting up of DHET brought with it many changes to give it more control and the legislative power to carry out its mandate. Some SETAs were merged and the overall number was reduced by two SETAs. FET colleges which were under provincial administration paved way for Technical Vocational Education and Training (TVET) colleges under the DHET administration. The NSF was also redirected to focus on funding other entities besides SETAs. It is envisaged that the skills development strengthens and builds a strong base for the achievement of the National Development Plan (NDP) targets.

2.3 Regulatory framework for skills development

The core Acts, policies and regulations that govern skills development in South Africa are explained in the following sub-sections:

2.3.1 The National Qualifications Framework Act No. 67 of 2008

Officially launched on 28 March 1998, the NQF is the umbrella act which regulates all education and training in South Africa. It is one of the legislations meant to drive the transformation from a discriminatory and oppressive system to a more inclusive system through widening opportunities for learning and closely integrating education and training.

The NQF is driven towards three objectives which positively influences the comprehensive personal development of learners and consequently contributing to the country's socio-economic advancement. These specific objectives are:

- To introduce a single integrated national framework for learning achievements;
- Promote the accessibility, progression as well as mobility within and of the education, training and career paths;
- Improve education and training standards in South Africa; and

- Expedite the corrective actions meant to address past injustices in education, training and employment opportunities.

The NQF is categorised into three bands, which are: the GET band (Level 1), the FET band (Levels 2-4) and the HET band (Levels 5-10). Furthermore it has three subframeworks, which are; the General and Further Education and Training Qualifications (GFETQSF-Levels 1-4), the Higher Education Qualifications (HEQSF-Levels 5-10), and the Occupational Qualifications (OQSF-Levels 1-8). The NQF level and Subframeworks are presented in the table below.

Table 2: NQF Levels and Sub-Frameworks

| National Qualifications Framework | | | |
|--|--|-----------|--------------------------------|
| | | NQF Level | Occupational Qualifications SF |
| Higher Education Qualifications SF | Doctoral Degree Doctoral Degree (Professional) | 10 | - |
| | Master's Degree Master's Degree (Professional) | 9 | - |
| | Bachelor Honours Degree, Postgraduate Diploma, Bachelor's Degree | 8 | Occupational Certificate |
| | Bachelor's Degree, Advanced Diploma | 7 | Occupational Certificate |
| | Diploma, Advanced Certificate | 6 | Occupational Certificate |
| | Higher Certificate | 5 | Occupational Certificate |
| General and Further Education and Training Qualifications SF | National Certificate | 4 | Occupational Certificate |
| | Intermediate Certificate | 3 | Occupational Certificate |
| | Elementary Certificate | 2 | Occupational Certificate |
| | General Certificate | 1 | Occupational Certificate |

Source: SAQA (2018)

The NQF serves to connect one level of learning to another and makes it possible for learners to cascade to up the learning and training route regardless of their current skills level. Another major characteristic of the NQF is that it allowed recognition of people's previous work experience and informal training which becomes recognised and can be credited towards qualifications. The NQF also integrated all levels of national qualifications and certification structures into a system with three main outputs, that is, a General Education Certificate, a Further Education Certificate and Higher Education qualifications (Reddy, et al., 2016).

2.3.3 The Continuing Education and Training (CET) Act 16 of 2008

According to the DOE, (1998), the primary focus of the CET Act is to address:

- The collapse of youth labour market caused by irrelevant and low quality inherited schooling; and
- The emerging possibility of having a vast army of young people being unemployed for a very long time.

In addressing the above issues, CET was guided by the need to create an FET system that would:

- Provide diversified programs offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society;
- Provide the vital intermediate to higher-level skills and competencies the country needs to chart its own course in the global competitive world of the 21st century; and
- Transform and widen participation in FET to also include working adults and those of our people experiencing long-term unemployment.

The CET Act is regarded as the cornerstone for skills development at all levels (core, intermediate and high level) for the marginalised and vulnerable groups. By so doing, it is the best lever to focus in order to address poverty and unemployment. It was set to drive this agenda through TVET and community colleges as key actors for skills training and lifelong learning.

2.3.4 The White Paper

The white outlines the approaches to enhance the capacity of post school training and education. It provides policy guidelines for the DHET and related institutions in a bid to improve skills development in South Africa. These main policy objectives as outlined in the white paper are:

- *A post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;*
- *A single, coordinated post-school education and training system;*
- *expanded access, improved quality and increased diversity of provision;*
- *A stronger and more cooperative relationship between education and training institutions and the workplace;*
- *A post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives (DHET, 2013).*

It can be deduced from the above objectives that the White Paper seeks to harmonise the education and training system and in order to align their operations and enhance skills development to answer to the challenges of unemployment and growth of entrepreneurship. The

implementation of these objectives is further supported and clarified through the National Skills Development Plan 2030.

2.3.4 National Skills Development Plan

The National Skills Development Plan (NSDP) 2030 was developed to support and improve the implementation of the White paper for post school education and training (PSET). Its main aim is to integrate PSET and the world of work (DHET, 2017). The NSDP allude to addressing a several challenges especially those that relate to SETAs such as failure to achieve targets, governance challenges, wasteful administrative systems, red tape in the application system among others. These will be addressed in the context and objectives of the Skills Development Act (SDA), which is briefly presented below.

2.3.2 The Skills Development Act

Section 2 of the Skills Development Act of 1998 enlists its objectives as:

- To develop the skills of South African workforce;
- To increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- To encourage employers to use the workplace as an active learning environment; provide employees with the opportunities to acquire new skills and work experience; and employ persons who find it difficult to be employed;
- To encourage workers to participate in learnership and other training programmes;
- To improve the employment prospects of persons previously disadvantaged redress those disadvantages through training and education;
- To ensure the quality of education and training in and for the workplace;
- To assist work seekers to find work; retrenched workers to re-enter the labor market; employers to find qualified employees; and
- To provide and regulate employment services.

The focus of the SD Act was to achieve these objectives through a new institutional and funding landscape, combined efforts between private and public sector in providing workplace relevant education and training and cooperation with SAQA. The major critic for the SD Act is that it is more focused on occupational qualifications and workplace-based learning in terms of their planning, funding and quality assurance. Little regard is accorded to formal early childhood development, higher education and informal skills development (Reddy, et al., 2016).

2.4 Theoretical and Empirical Literature Review

2.4.1 The need for entrepreneurship training/education

Jack & Anderson (1999) identified three main sources of demand for entrepreneurship education as follows:

- **Government:** governments demand entrepreneurship education as they navigate towards a "*post-Fordist economy*". The government's aim to instill a culture of entrepreneurship in citizens with the aim to create jobs and grow the economy. This assumes that most jobs are created in the entrepreneurial small firms as compared to those created in by large corporations.
- **Students:** students are driven by the desire to start up their own businesses and the need to equip themselves with knowledge and skills which will be relevant in future careers.
- **Business world:** the business world is in demand of entrepreneurship education mainly to fill the gap of managerial skill in SMEs (Jack & Anderson, 1999). The need for entrepreneurship education in business world is also based on the need for innovative managers who can drive for new business initiatives (Gibb, 1996).

To meet this demand for entrepreneurship skill and education, there is need to invest in the academic world for it is the role of the academic world to provide training and learning to meet the expectations. However, entrepreneurship education has different objectives which must be understood for one to be able to evaluate its effectiveness and efficiency. For example, some entrepreneurship education/training programs focus on improving student knowledge on the subject matter which is a more specific and immediately measurable objective. On the other hand, entrepreneurial education may be more complex and focused on long term impact on people's lives – which can be in the form of "*entrepreneurial success or career satisfaction*" (Alberti, et al., 2004). If these objectives are not spelt out well it becomes difficult to access the success of the training programs.

2.4.2 Empirical Perspective

In a study on entrepreneurship attitudes in Pakistan among MBA students in public universities, Ali, et al., (2011) established three factors that influence the drive to be entrepreneurial, which are, entrepreneurial acceptability, entrepreneurial intentions and personal factors. Their results indicated that majority of students showed positive attitudes towards entrepreneurship. The acceptance was driven by different factors, for example, rural students who were interviewed accepted entrepreneurship on the basis of earning more money.

Another significant factor on acceptance of entrepreneurship was parents' income. Those from the higher income group families had lower acceptability of entrepreneurship compared to those from lower income group families. This goes on to show that, besides training, there are other

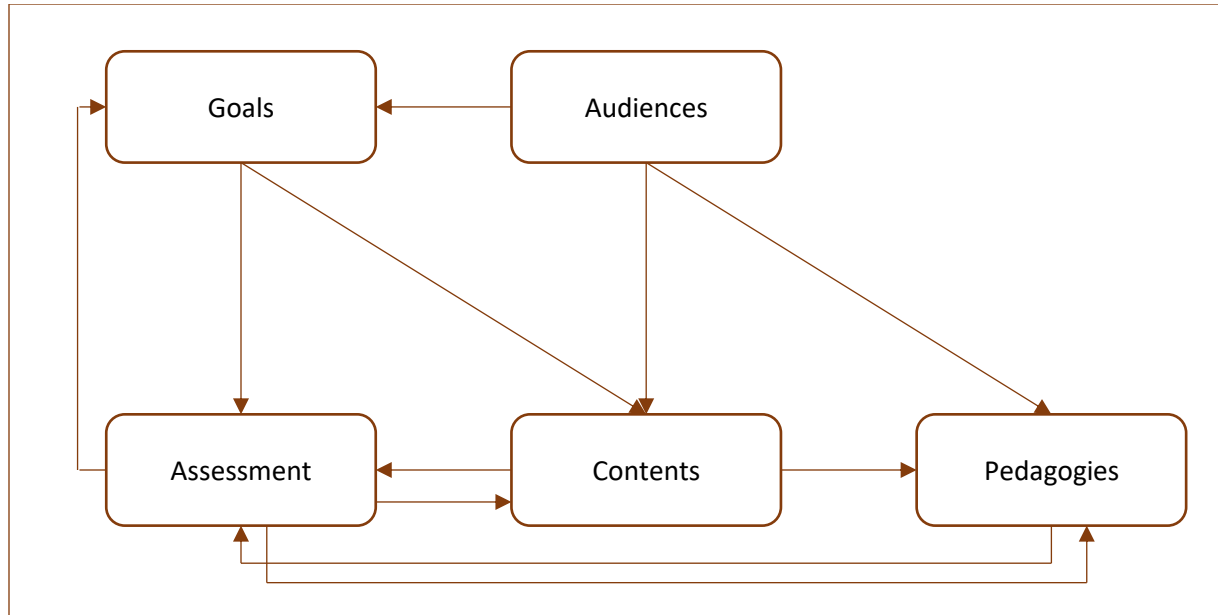
significant factors that influence one's desire to be entrepreneurial. Regardless of the training received, some people may choose not to undertake the entrepreneurial route but rather seek employment thereby exacerbating the unemployment challenge in the country. The methodology for this study must therefore consider understanding people's perceptions towards entrepreneurship.

Luthje & Franke (2003) established a positive correlation between education and business creation. Their assertion was supported by Spinelli & Timmons (2004) who opined that entrepreneurship can be learnt which they believe is the thinking behind the development and implementation of relevant entrepreneurship teaching programmes in United States of America, Latin America, East Asia and Europe.

Besides understanding the audiences and objectives of entrepreneurship training, Alberti, et al. (2004) pointed out that there are other three main issues which are still open to debate in so far as entrepreneurship training is concerned. These have to do with the content, pedagogies and assessment of the entrepreneurship material itself. They found that there are divergent positions on the content and how to deliver it when teaching entrepreneurship. Similarly they ascertained divergence on how to assess education. However, there seem to be an understanding on the fact that; for entrepreneurship education and/or training to be effective in creating jobs (and contributing to poverty eradication and economic growth) there is need to deliberately create content that delivers such objectives, devise the most effective methods to deliver such content and put in place assessment methods.

The relationship between all these factors determine the how effective training can be improving employment and promoting entrepreneurship. This relationship is presented diagrammatically in Figure 3. The figure above shows the interconnectedness of the different issues regarding training for both entrepreneurship and employment. It is therefore imperative that when planning for education and training, authorities must ensure that they understand these relationships and factor them in to produce a effective results towards job creation and entrepreneurship.

Figure 3: Relationship among five issues in entrepreneurship education



Source: Alberti, et al. (2004)

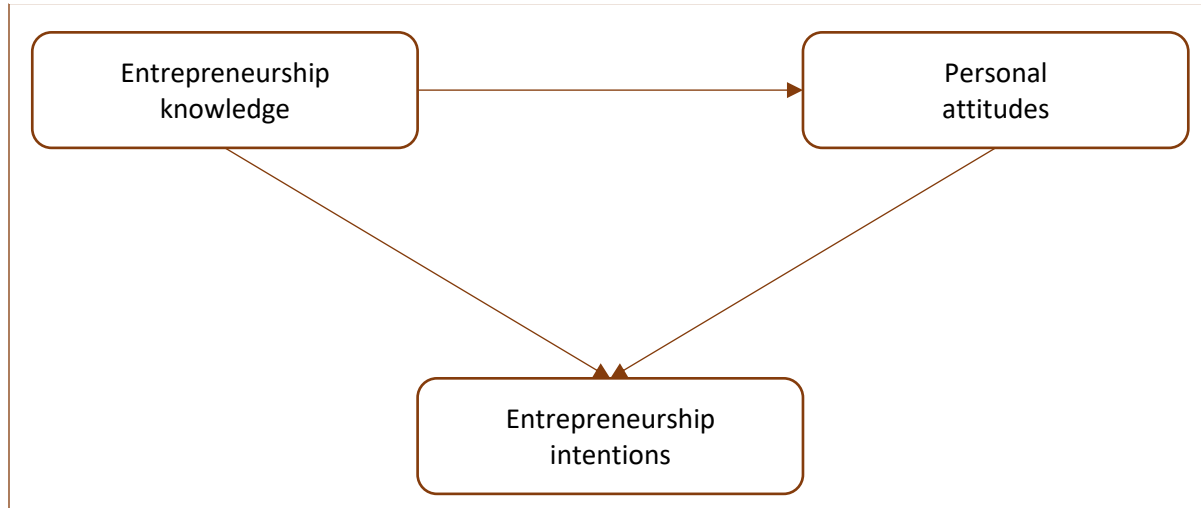
It can be deduced from Figure 3 that educational goals such as producing employment ready individuals is subject to the learning audience. Assessment methods can be set after knowing the intended goals whilst contents of the training material depend on goals and audience. Inturn, the contents and audience are the main determinants of pedagogies - the teaching method. The assessment technique when evaluating the effectiveness of training is then dependent on delivery methods and content.

Therefore, in order to evaluate the effectiveness of training for employment and entrepreneurship in the South African context in general and wholesale and retail sector in particular, there is need to understand each and everyone one of these issues in the sense of understanding their specific objectives and then assess their linkages. Broken linkages suggest that people are working in silos hence even if the content and pedagogies are well defined, it may be difficult to achieve the overall goal of employment creation and advancing entrepreneurship.

In a study on *Entrepreneurial knowledge, personal attitudes and entrepreneurship intentions among South African Enactus students*, Tshikovhi & Shambare (2015) employed a descriptive design utilising a quantitative approach to investigate the assertion that higher levels of entrepreneurial knowledge are positively related to higher levels of entrepreneurial intentions among other. Their findings were that entrepreneurial knowledge have significant influence on entrepreneurial intentions. This suggests that, those who have been trained and are knowledgeable on entrepreneurship are more likely to be entrepreneurial than those without the knowledge. However, they did discover that personal attitude has a greater influence on

entrepreneurial intentions, fortunately they conceded that higher levels of entrepreneurship knowledge impact on favorable attitudes. Thus training can influence entrepreneurship in an far much greater way through its impact on a person's attitude. This can be represented diagrammatically as shown below.

Figure 4: Influence of entrepreneurship knowledge on entrepreneurship intentions



Source: Tshikovhi & Shambare, (2015); Author's own presentation (2021)

As presented in the figure above, training (which brings about entrepreneurship knowledge) leads to entrepreneurship and it can also change people's attitudes and lead them to be more entrepreneurial thereby addressing the issue of unemployment. Their findings were in line with those of Ali, et al., (2011) who went further to recommend that tertiary institutions should promote entrepreneurial competitions and workshops for students to gain more knowledge and skills on entrepreneurship as it will improve their desire for entrepreneurial intentions.

2.5 Enhancing entrepreneurship training

Ismail (2018) identified three mechanisms that can be utilised to enhance entrepreneurship training. The mechanisms improve the chances of trainees to venture into business or expand their existing businesses. These are:

2.5.1 Programme elements

Programme elements refers to the constituents that make up the whole training package. It was observed that the nature of the training package achievement of its objectives of promoting employability of trainees and encouraging entrepreneurial intent. Cho & Honorati, (2014) found that a package of training and finance stimulate labour market participation compared to a package when training is provided alone. Similar results were obtained by Martinez, et al., (2013)

in Chile. They observed that self employment rose markedly after nine months for those who receive capital injection.

2.5.2 Duration and nature of training

In a review of entrepreneurship training programs Patel (2014) found out that business training is effective in improving business practises if the content is simplified and if it is complemented by a follow up on those who graduated to offer them technical assistance in future. This aligns with Ismail (2018) who asserted that training is more effective if it is short and intense.

2.5.3 Social Networks

besides training it has been discovered that peer support also plays an important role in helping people navigate towards entrepreneurial intent. Goel and Rishi 2012 observed that in India there are self help groups of entrepreneurs for the purposes of sharing resources (knowledge and money) to support each other in business operations.

3. METHODOLOGY

3.1 Introduction

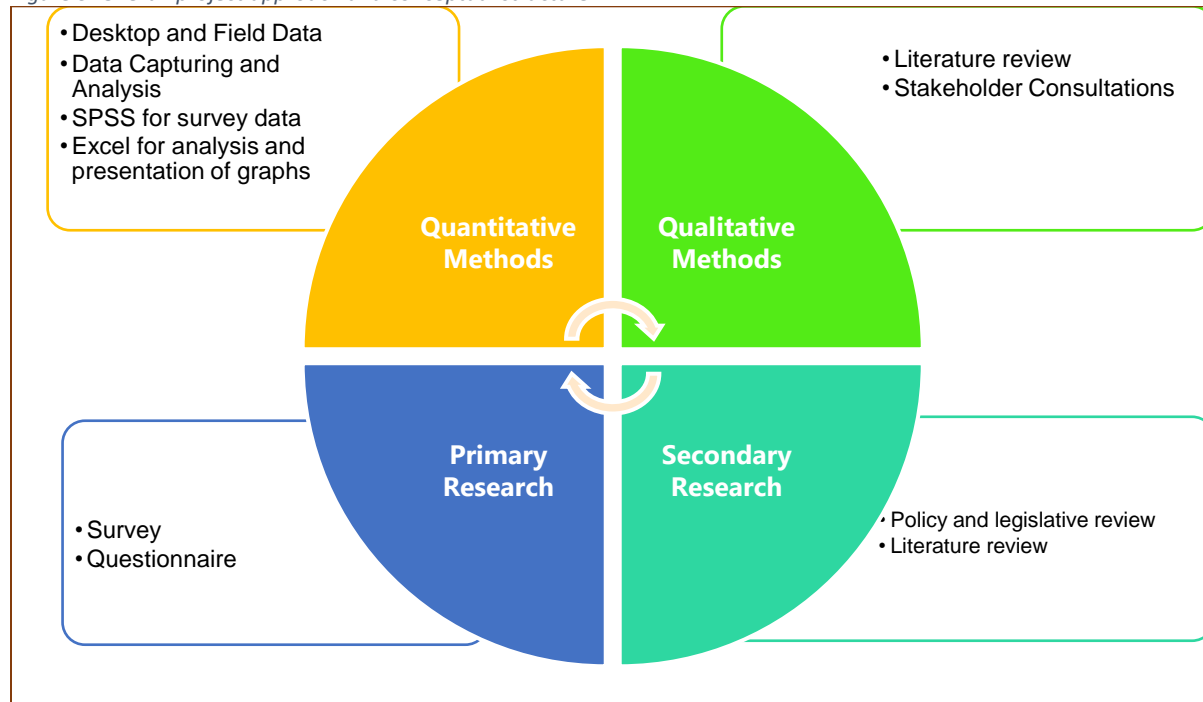
Chapter three provides an overview of the research methodology, research design and approach. It goes further to explain the research sample, data collection and data analysis processes employed in the research on assessing skills development interventions to support graduates with access to sector employment and entrepreneurship opportunities.

3.2 Research Methodology

As shown on the figure below, the research study used a mixed methods approach which included:

- Both quantitative and qualitative research techniques;
- Both primary and secondary research methods; and
- Triangulation of data from different sources, namely:
 - Learners (beneficiaries);
 - Employers; and
 - Training providers.

Figure 5: Overall project approach and conceptual structure



Source: Underhill Corporate Solutions (2021)

Secondary research included document and literature review which entailed an analysis of published journals and reports to get lessons from international and regional experiences and infer them to the local level. The document and literature review as a process was a systematic, explicit, and reproducible method for identifying, evaluating and synthesising the existing body of completed and recorded work produced by researchers, scholars and practitioners. Researchers undertook an organised critical account of information published on the assessment of skills development interventions to support graduates with access to sector employment and entrepreneurship opportunities.

Primary research involved quantitative data collection through the learners, employers and training providers. The respective sample sizes for the participants was as shown in the following section.

3.3 Sampling

As mentioned in the preceding sections, the primary target population for the study were learners who are the beneficiaries, training providers such as TVET colleges, and employers who recruit the graduates. The sample sizes per stakeholder group for this particular study are as presented in the table below:

Table 3: Sample size

| Stakeholder Group | Sample size | Responses | Data collection method |
|--|-----------------------------|--------------|---------------------------|
| Learners – Learnerships – Entrepreneurship | 100 | • 225 | • Survey |
| Employer representatives | 20 | • 55 | • Survey |
| Training Providers (HEIs, TVETs, Pvt TPs, etc.) | 10 | • 14 | • Survey |
| TOTAL | +/- 130 participants | • 294 | Response rate 226% |

To reach the target audience, emails and survey monkey links were sent to the target respondents requesting for information. Follow ups were made through direct calling to ensure that we secure the required numbers. As a result, target sample sizes were surpassed in all three groups hence the response rate for the research study was hundred percent.

3.4 Data collection

Data collection employed a semi-structured questionnaire (survey) which collected demographic information such as the province of respondent, employed or an entrepreneur, training received and sector of operation. In addition, the survey also collected information on challenges faced during training period, interventions provided to upgrade graduates skills level and suggestions for future skills development support.

Due to COVID-19 regulations, all the interviews were conducted through the use of virtual tools. These tools included Survey Monkey and direct calls to respondents to get their input.

3.5 Data analysis

Quantitative data for the study was mainly made up of descriptive demographic information used to map the locations, size and structure of respondents. For these aspects, charts and tables were used to present information while maps were used to present the distribution of participants.

On the other hand, qualitative data obtained from semi-structured interviews were analysed using a technique known as Thematic Content Analysis (TCA). Meaning units that emerged from the data were integrated into themes, using a grouping procedure based on both similarities and differences; and using the principles of internal homogeneity and external heterogeneity. Use of content analysis allowed the research team to identify theme codes and nodes that emerged from the data, allowing procession in report writing from the particular to the general.

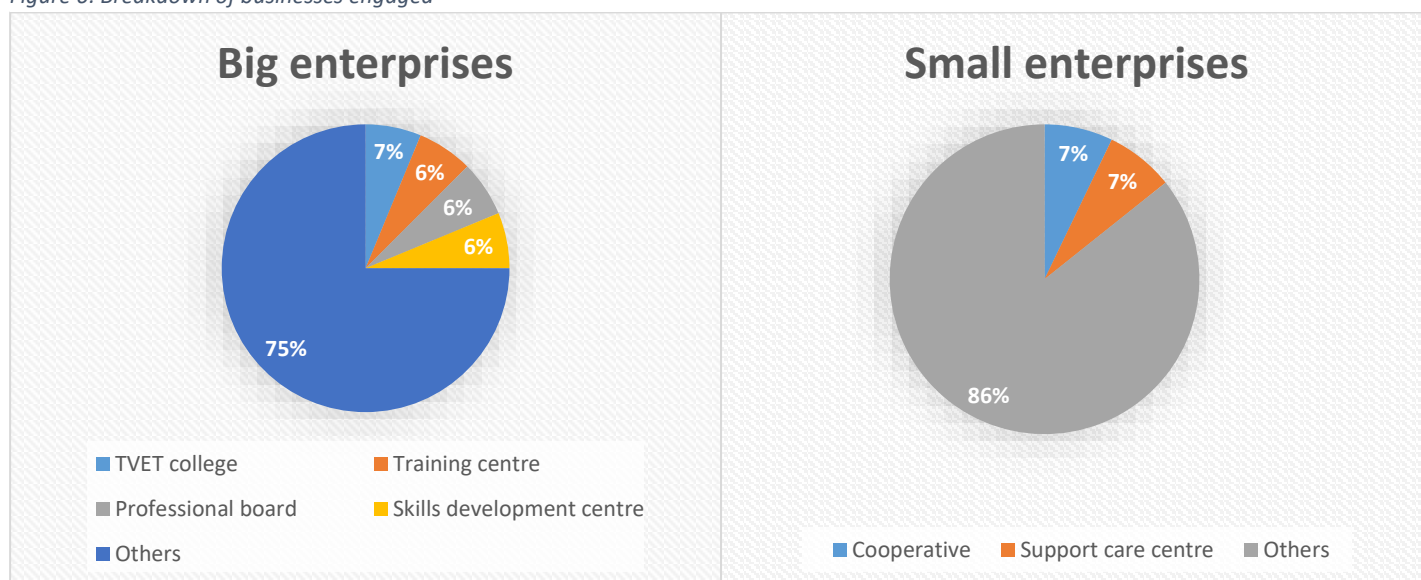
4. RESEARCH FINDINGS

Chapter four presents and discusses results gathered from primary data collection. Responses were obtained from employers, learners, training providers. These responses are presented in the following sections.

4.1 Employers Demographics and Responses

This section provides an overview of the demographics of employers interviewed during the data gathering process. These include the breakdown of businesses engaged and their location by province.

Figure 6: Breakdown of businesses engaged

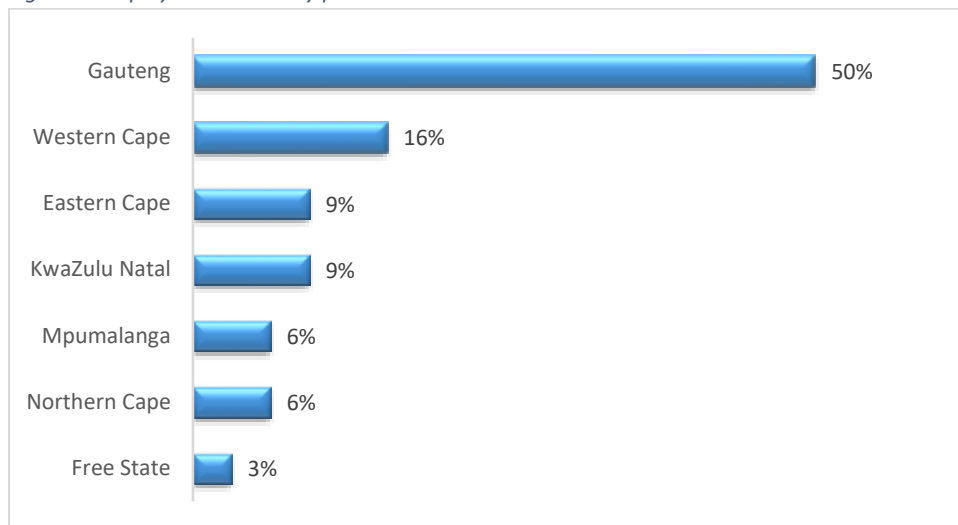


The information provided in the Figure 6 above show that the pool of respondents were spread across the country without bias in terms of geographical location, the size of the organisation as determined by listed companies and those small and emerging retailers. The inclusion of widening of the scope of respondents facilitated the capture of perspectives from those who have been recruiting graduates for a long time and those with a shorter period of experience with graduates.

4.1.1 Location of employers by province

As shown on the figure below, employers who responded are spread around seven provinces which is a good representation of the country's nine provinces. A total of 27 employers indicated the provinces where they are based. The highest responses were from Gauteng province, 50 percent, whilst the least number, three percent, came from Free State province as shown on the figure below. However, there was no representation from Limpopo and North West province.

Figure 7: Employers' location by province



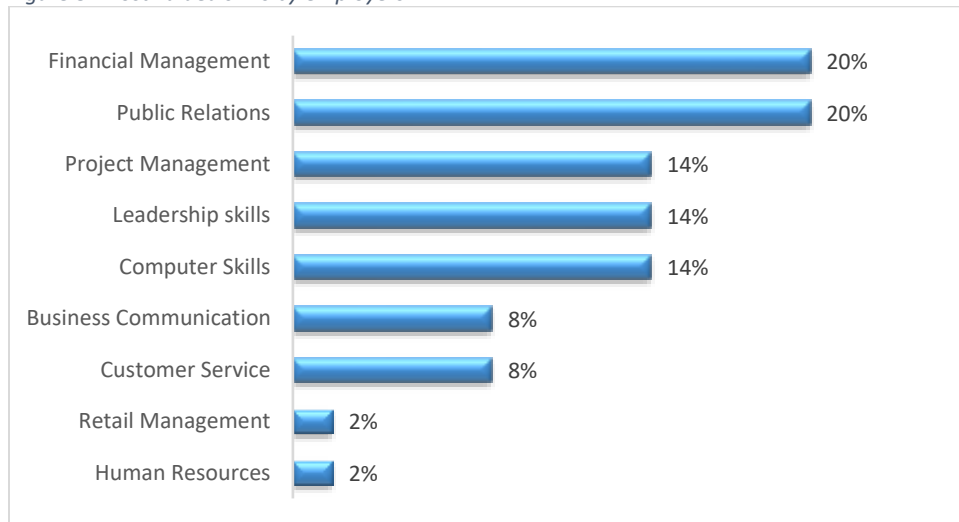
4.1.2 Perceptions about the skill level of graduates

The majority (62 percent) of employers who participated indicated that they have not employed any graduate from a W&RSETA related education programme in the past two years, only 38 percent have employed graduates in the same period. Employers were also asked to share their opinion on whether they find the graduates to be adequately skilled and knowledgeable for relevant positions at the work place. Only 37 percent agreed that graduates are adequately skilled and knowledgeable whilst 63 percent raised that they find graduates to be inadequately skilled. This raises a serious concern that the training being provided might not be aligned to the work requirements hence producing graduates who are a mismatch to work demands.

4.1.3 Most valued skills

The employers who have employed graduates were asked to list the top skills which they value most and expect graduates to possess. These skills, presented below, were the basis upon which the employers gauged the adequacy of the skills level of graduates.

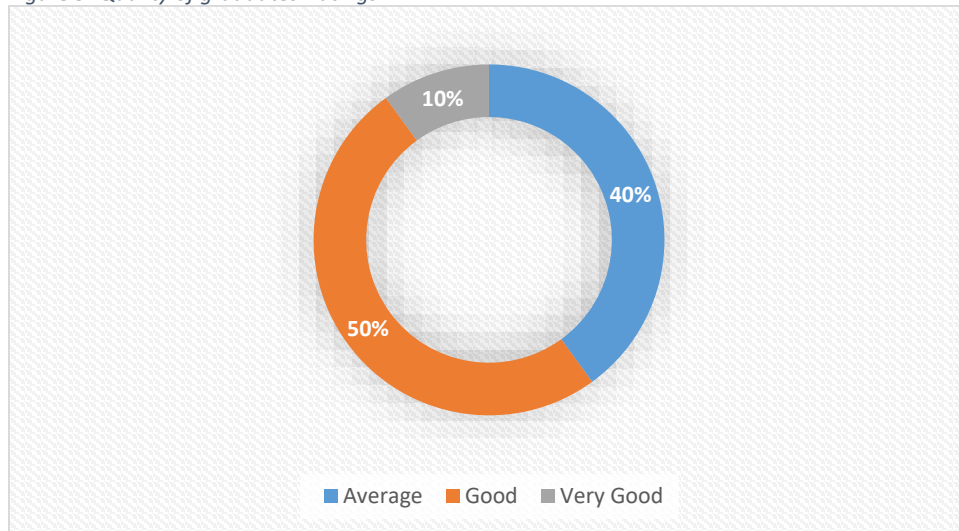
Figure 8: Most valued skills by employers



4.1.4 Rating of quality of graduates

Employers also provided a rating of the quality of graduates on a scale of poor, average, good and very good. The figure below presents the employers perceptions in this regard. It is pleasing to note that there are no employers who rated graduates as poor. The majority (50 percent) find graduates good, 40 percent find graduates average whilst only 10 percent ranked graduates as very good. This shows that there is need to upgrade training to push more graduates into the *very good* range.

Figure 9: Quality of graduates' ratings



4.1.5 Areas of lack

Employers also gave their sentiments on the areas in which they find graduates generally lacking. They noted the following as areas which need improvement in learner skills development.

- Mathematical and financial literacy;
- Ability to follow complex instructions;
- Work preparedness, that is, realistic expectations;
- Stock management first in first out (FIFO) and last in first out (LIFO). Graduates generally do not know which stock management method is more relevant and when to use it to avoid wasteful expenditure;
- Applying theoretical knowledge to the practical work environment. Often Graduates also feel that they should be given management positions without climbing the corporate ladder.

This suggests that skills development support must be focused on addressing the areas of concern such as mathematical and financial literacy.

4.1.6 Intervention strategies to improve graduate employability

In order to circumvent the challenge of graduates not being well prepared for the workplace employers offer various support programmes to upskill graduates. 67 percent of employers' respondents expressed that they do offer targeted human capital development initiatives to enhance graduates' employability. These skills support interventions include:

- Graduate development programme;
- Compliance training, practical program that graduates follow to ensure rotation in a store;
- Internal training and section process;
- Inhouse values and product knowledge training;
- Inhouse e-learning;
- Agricultural activities, specifically, crop and animal production;
- Art and culture activities including sewing;
- Inhouse ICT training;
- Mentorship;
- Provide opportunities to gain work experience through volunteering opportunities; and
- Basic business and computer skills.

4.1.7 Suggestions on improving W&RSETA learning programme graduate readiness for employability in the sector

Participants provided the following suggestions to improve W&RSETA learning programme graduate readiness for employability in the sector.

- W&RSETA must inform stakeholders on its offerings and gather input on how to support in skills development. Some respondents raised that they didn't even know that there is a W&RSETA learning graduate programme;

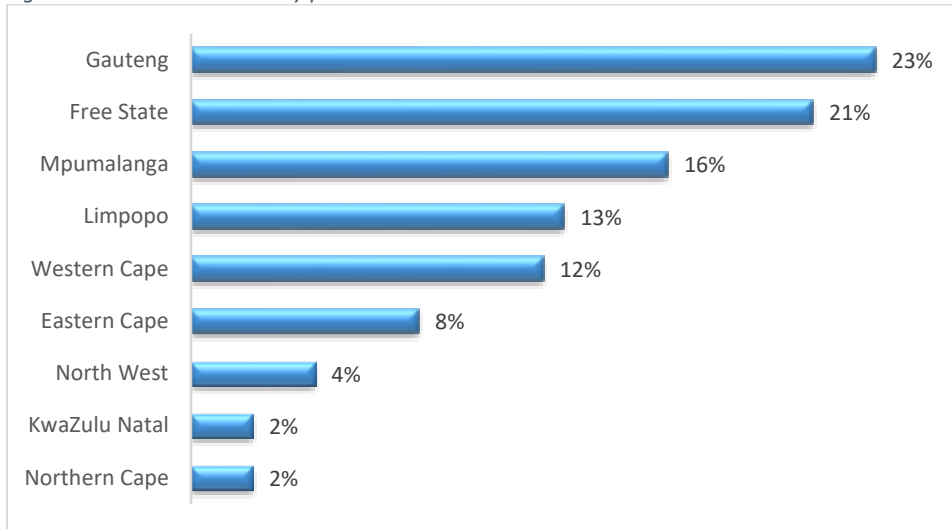
- W&RSETA must facilitate workplace readiness programs with many companies so as to give graduates an opportunity to gain work experience;
- There is need to provide employers with relevant training materials to guide their workplace trainings;
- W&RSETA must also provide internship funding to cushion learners financially during their study period;
- There is need to expose learners to their specific skills related jobs not general work. This will ensure that they sharpen their skills as the practical work will align with the already acquired theory;
- Provide grant to non-profit organizations that can create more job opportunities and to cover graduate monthly stipend to build their resilience;
- There is need customize training to suite business needs. Training must not be conducted through a blanket approach, that must be a thing of the past;
- Graduates recruited for work related learning have high expectations of the type of work they will be doing. The reality in the real world is that they start at the bottom and work their way up in line with company timelines. This must be instilled in learners during their training so that they do not develop high expectations of immediate promotion. They need to come into the work environment ready to work and not expect things to happen on their own; and
- W&RSETA must support more on exposing students to work place experience, shadowing and mentoring programmes must also be extended to the development of entrepreneurial skills.

4.2 Learners Demographics and Responses

4.2.1 Location of learners by province

The figure below shows that all the country's nine provinces were represented in terms of the responses received from learners. Just like the case was with employer respondents, most learner respondents were from Gauteng province, 23 percent, whilst the least number, two percent came from KwaZulu Natal and Northern Cape. Although the respondents are not evenly distributed across provinces, by covering all provinces, the results give a fair representation of the country at large.

Figure 10: Learners location by province



4.2.2 Training programme registered for with W&RSETA

The word cloud analysis presented below shows that most learners were registered for internships with W&RSETA, business training courses, human resources, financial management, sales, marketing and retail courses among others.

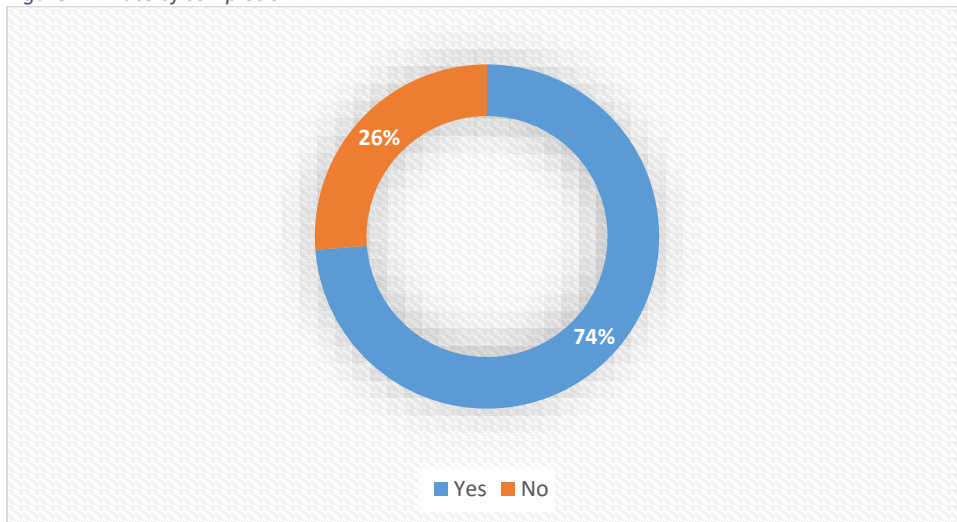
Figure 11: Common Programs Studied



4.2.3 Rate of completion

The study revealed that most learners (74 percent) managed to complete the training programmes which they were enrolled for, as shown on the figure below. Several reasons were provided by those who failed to complete the programme and these are provided underneath.

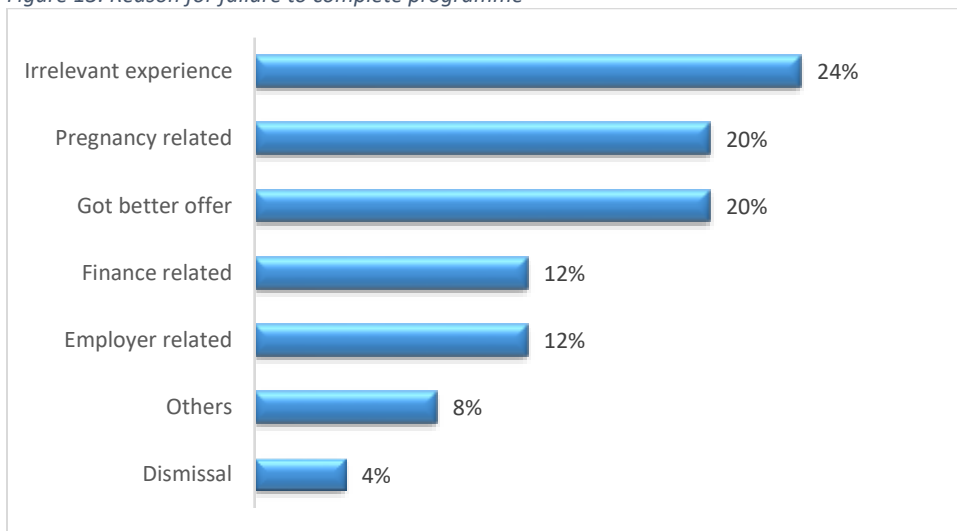
Figure 12: Rate of completion



4.2.3.1. Reasons for failure to complete the training programme

The 26 percent who failed to complete their training programs provided reasons for failure to complete the training programs. The dominating reason driving learners to drop out is the fact that they felt the training was not providing relevant experience in line with their course of study. The main identified challenges which led to the drop-outs are shown on the figure below. The challenges were categorised into themes and the themes are expanded underneath.

Figure 13: Reason for failure to complete programme



4.2.3.2. Irrelevant experience

Some of the reasons that were offered as part of the irrelevance of the training received are that:

- The duties and responsibilities given to learners were irrelevant and they were treated as outsiders;

- Learners raised that they were placed in instore selling and canvassing for accounts and were never exposed to the Human Resource department in line with their qualification; and
- Some learners ended up opting to change courses to further their studies because they felt that the training was irrelevant and below their expectations.

Pregnancy related

The major issues raised by students are that they fell pregnant during the training and were embarrassed to continue. Some were actually dismissed when their managers discovered that they are pregnant, as one student noted;

"Contract got terminated because I was pregnant".

Got better offer

Some learners dropped out citing that they got internships, some apprenticeship, and some said that they got better opportunities.

Finance related

Financial challenges were also identified as another cause for dropout by some learners. Some learners pointed out that, "Sometimes we don't receive stipend for almost 10 months", others reiterated the same challenge by saying that, *"Our mentor was not giving us proper training and no longer paying our stipends and we still haven't received our outstanding stipends, testimonials and certificates from W&R SETA, we were made to believe that one of W&R SETA's mandates is to serve the development, training, and skills of learners in the workplace but they have failed to protect and serve the purpose."*

Employer related

Some failed to complete their programs because employers decided to terminate contracts before the required training period. The reasons for termination of contracts was not provided by the learners.

Others

Some of the reasons identified as causes of drop outs are:

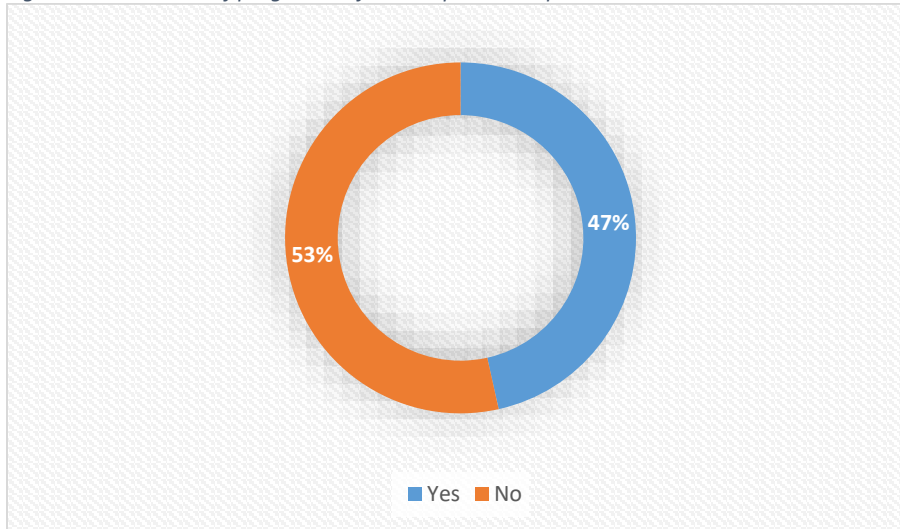
"I was always accused of wrong doing some of which were done by my manager and I could not take it anymore".

Others resigned due to poor health.

4.2.4 Relevance of learning programme to prepare learners for entrepreneurship

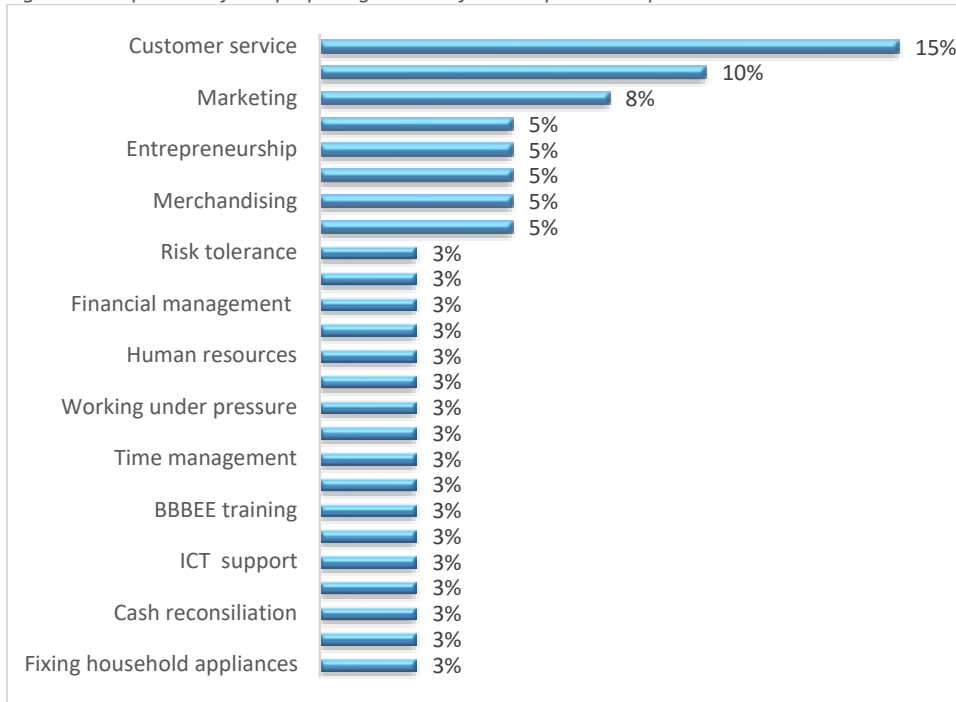
Figure 14 below, shows the proportion of respondents by ranking in terms of the relevance of the programme in terms of entrepreneurship.

Figure 14: Relevance of programme for entrepreneurship



The majority of learners (53 percent of 129 respondents who attempted this question) are of the sentiment that the training programmes were irrelevant in preparing them for entrepreneurship. Only 47 percent saw the relevance of the programmes. Learners also highlighted the following as aspects which were relevant in preparing them for entrepreneurship. Their responses are highlighted in the figure below.

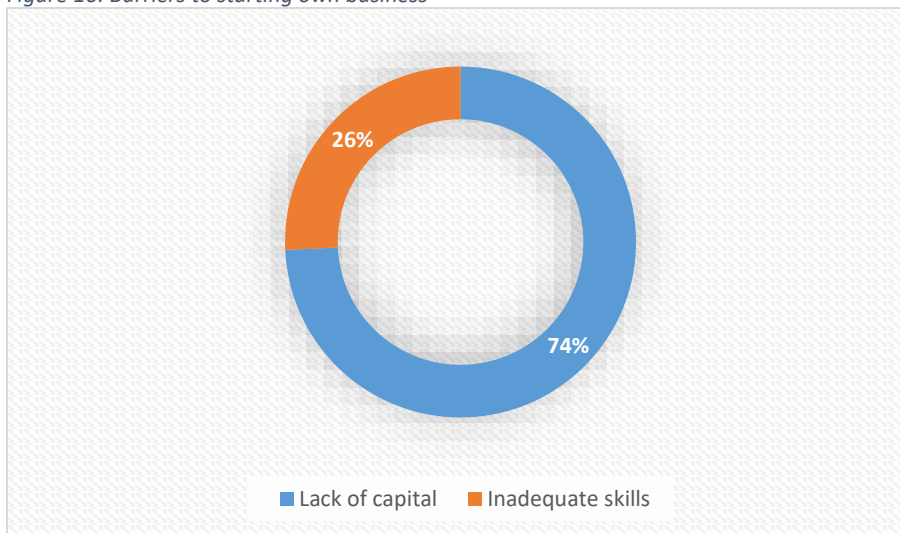
Figure 15: Aspects useful in preparing learners for entrepreneurship



4.2.5 Reason for not starting own business

Learners who participated in the survey were asked about why they are failing to start their own businesses even after receiving training aimed at preparing them for entrepreneurship. The majority, as shown on the figure below, pointed out lack of capital as a major hinderance to starting a business. A few also gave inadequacy of their skills set as a barrier. They feel that they need more training to improve their skills for them to be able to open and operate a business.

Figure 16: Barriers to starting own business



4.2.5 Relevance of learning programme to prepare learners for employment

The majority of learners (70 percent of the 137 respondents) agreed that the learning programmes prepared them for employment specifically by upgrading their skills set in some of the areas listed in the table below:

Figure 17: Relevance of programme for employment

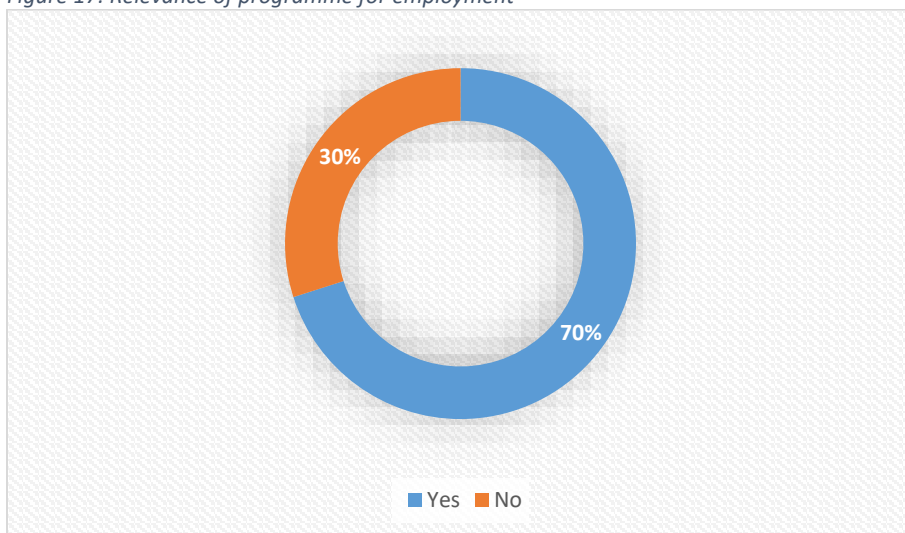


Table 4: Skills gained during training and were considered relevant

| Soft skills | Core skills |
|------------------|-------------------------|
| Communication | Stock control (SAP ERP) |
| Interpersonal | Computer literacy |
| Labour relations | Data gathering |
| Clerical | Water purification |
| Problem solving | Plumbing |
| Time keeping | Accounting |
| Presentation | Administration |
| Hygiene | Sales and marketing |
| Team work | |
| Goal setting | |
| Self esteem | |

- The learners got to understand the importance of a customer and improved on customer service skill;
- The program provided an opportunity to translate theory into practice;
- Improved learners' communication skills and the ability to assist clients;
- Some learners acquired specialized skills such as water purification and plumbing;

- Learners also raised that the training programmes taught them soft skills like time management, creativity, research skills and also customer service skills;
- The program also equipped learners with managerial and business development skills as noted by some respondents, *"I have a dream of one day opening my own preschool and the program prepared for the managerial side as well"*;
- Taught learners on direct marketing, prospecting, personal selling and advertising;
- Learners were also exposed to stock receiving, packaging, stock taking, purchasing and general stock management;
- Other learners acknowledged that the training program taught the team building skills, identifying opportunities, risk tolerance, self-reliance and general enthusiasm to do extremely well; and
- Learners also acquired financial management skills, leadership skills, computer skills, business planning, brainstorming and business analysis.

4.2.6 How the training programme was useful in preparing learners for employment

Learners were asked to give their input on why they perceive that the learning programme prepared them for employment. The main points raised are summarised below.

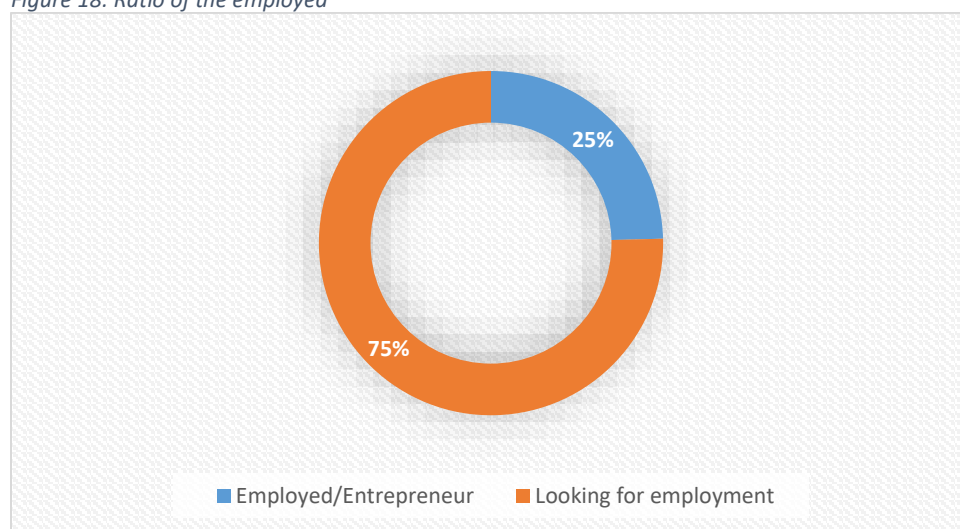
- The training enabled learners to realize that communication with supervisors and mentors and the assistance from others is important to achieve our objectives and organizational goals;
- Support, trust and courage from senior managers made learners gain self-confidence and aim for better results;
- Learners got ICT skills such as practical experience in SAP ERP which is a key skill in the business fraternity;
- Learners also noted that the programmes prepared them for employment through strengthening their ability to work independently, work under pressure, to be punctual, to work with different people and be a team player;
- Also raised was the point that learners got an opportunity to do primary data collection with the liquor traders and it boosted their research and presentation skills;
- Some learners applauded the hands-on approach of their mentors during the programme which strengthened their ability to undertake real work challenges;
- The training programme also provided training in business etiquette to some learners hence they improved in terms of conducting themselves and being more productive;
- Learners also attributed the relevance of the training programme to the following factors:
 - The objectives of training were clear;
 - Participation and interaction were encouraged;
 - The material covered was relevant;
 - The content was organized and easy to follow;
 - The trainers were very knowledgeable about the training topics;

- The time allotted for the training was sufficient in understanding the difference between wholesale and retail, how to work with people, how to treat customers;
- The experience grooms one’s mindset and teaches the spirit of ubuntu.

4.2.7 Ratio of the employed

The study also undertook to understand the ratio of learners who have managed to gain employment and/or venture into employment from the pool of those who have gone through the learning programme. It was revealed that only 25 percent of learners have managed to get employment or venture into entrepreneurship. The rest are still searching for employment. This is presented on the figure below.

Figure 18: Ratio of the employed



Of those who are into entrepreneurship, the majority (70 percent) started their businesses after receiving training. The other 30 percent started before training but some noted that the training helped them to improve/grow their business. Those who have not ventured into business even after training and are not employed raised several factors for their failure to get into business, chief among them is the lack of financial resources. This suggests that training support may need to be complimented with financial aid to ensure that more graduates venture into entrepreneurship.

4.2.8 Perceptions about the training received

Graduates also gave their input on how they perceive the training received. The majority of graduates showed positive sentiments about the training, they mainly raised that:

- The learning process elevated one’s human qualities and exposed learners to the real working environment;
- The internships improve one’s capabilities in dealing with real work challenges;

- Some students were trained on entrepreneurship short skills programme for six months; and
- The one for cooperatives was a 3-week classroom-based training whereas the one for learners to go on work placement was a 3-day course.

4.3.3.1 Duration of the programmes

The training programmes varied in their duration from a five-hour course to a one-year course. Some courses aimed at preparing learners for entrepreneurship lasted for a day and some for a month and some for 6 months.

4.3.3.2 Main focus areas for entrepreneurship programs

Training providers pointed out that when preparing learners for entrepreneurship, their main focus areas which they expect learners to master are:

- Generating a business idea;
- Drafting a business plan;
- Pitching a business plan;
- Entrepreneurship awareness;
- Entrepreneurship and business management
- Assessing one's readiness to start a business;
- Writing business plans;
- Marketing;
- Financial planning;
- Costing;
- General management.
- Business ethics;
- Basic accounting;
- Business operations; and
- Customers service.

4.3.3.3 Achievement of objective

60 percent of training providers believe that training programmes on preparing learners for entrepreneurship are achieving the intended objective. The other 40 percent feel that the training programmes are falling short of the intended goals. The main reasons given for this assertion are that:

- Some learners are selling herbal life using the techniques they learned;
- The learners gained new skills and motivation to start their own businesses; and
- The training programmes created awareness to stimulate entrepreneurial spirit and teach the skill of entrepreneurship.

Those who feel that the objective is not being met provided the following reasons:

- Lack of interest on the part of learners;
- Lack of start-up capital, and
- Inability to generate convincing business ideas.

These challenges, unless they are addressed, they make the whole training process futile.

4.3.3 Training for employment

All the training providers who participated in the study have been providing training related to preparing learners for employment over the past two years. This training has been provided in the form of:

- Face to face training;
- Practical class exercises and workshops;
- Experiential training courses in clothing retail, merchandising and sourcing; and
- Other courses that were offered include business administration NQF 4 and generic management NQF 4.

4.3.4.1 Duration of the programmes

Just like the courses on preparing learners for entrepreneurship, the training programmes aimed at preparing learners for employment also has varied time frames. Some are a day course for 5 hours whilst some are two-day courses. Other courses stretch for a week, others 14 weeks and some for a year.

4.3.4.2 Main focus areas for employment readiness programs

Courses to prepare learners for employment have the following as their key focus areas.

- Business ethics;
- Teamwork;
- Interviewing skills;
- CV writing;
- Time management; and
- Interpersonal skills.

4.3.4.3 Achievement of objective

88 percent of the training providers do believe that the training programs are well suited and do achieve the objective of preparing learners for employment. However, they did acknowledge the presence of challenges which sometimes hinder the achievement of the intended objectives. These challenges include inadequate training materials, lack of support from industry in recruiting learners for on the job learning, inconsistent attendance of lectures by learners and the short duration of some courses makes it difficult for learners to grasp soft skills which generally need a longer time frame to master.

4.3.4.4 Accessibility of training programmes

The accessibility of training programmes remains an issue from different facets. The accessibility of training premises is a challenge sometimes exacerbated by weather conditions, as one of the training providers noted, "*Only the attendance was not good in some days since trainees were from rural areas and would not attend on rainy days.*" However, due to the advent of Covid-19, physical attendance was restricted and hence it became difficult in terms of mastering the practical component of the study. Furthermore, the unreliable stipend pay-outs, as mentioned by some learners that they are not receiving the pay-outs, makes the programme out of reach for those who require the support.

5. CONCLUSION

5.1 Introduction

Underhill Corporate Solutions (UCS) has been commissioned by W&RSETA to assess the skills development interventions to support graduates with access to sector employment and entrepreneurship opportunities. The research was necessitated by the need to understand if the skills development interventions are meeting the underlying objective of preparing learners for employment and entrepreneurship. This research study sought to unravel that assessment mainly through primary data collected from key stakeholders. It is believed that by undertaking this assessment, recommendations can be devised to direct future interventions to produce desired results.

5.2 Main Findings

The main findings from literature are that, there are a number of policies and there is a lot of effort that has been put in place in the public sector to drive training for employment and entrepreneurship in South Africa. However, as presented in the background, little improvement has been recorded especially on the formal sector employment side. This called for further investigation on the challenges hindering the achievement of this objective.

Primary data collection from employers revealed that 63 percent of employers find graduates inadequately skilled to carry out tasks. Also, on a rating scale, 40 percent of employers rated graduates as average with only 10 percent rating graduates as very good. Employers went on to identify areas in which learners lack the most, these are, mathematical and financial literacy, inability to follow complex instructions and inability to apply theoretical knowledge to practical work.

weeks, months and others one year. 60 percent of training providers believe that training programmes on preparing learners for entrepreneurship are achieving the intended objective. The other 40 percent feel that the training programmes are falling short of the intended goals. They identified the main cause of failure as lack of start-up capital for graduates to venture into entrepreneurship. Furthermore, they pointed out that most learners lack the zeal to start businesses, rather they opt to look for employment.

88 percent of the training providers do believe that the training programs are well suited and do achieve the objective of preparing learners for employment. However, they did acknowledge the presence of challenges which sometimes hinder the achievement of the intended objectives. These challenges include inadequate training materials, lack of support from industry in recruiting learners for on the job learning, inconsistent attendance of lectures by learners and the short duration of some courses makes it difficult for learners to grasp soft skills which generally need a longer time frame to master.

6. RECOMMENDATIONS

The preceding sections discussed findings from primary data collection as provided by employers, learners and training providers. The recommendations given hereunder are informed by these findings.

6.1 Employers

- It is recommended that employers must place learners in departments that align with their areas of study so that learners can acquire relevant work experience. This will address the issue raised by students that some work experience was irrelevant since they spent most of the time doing only manual work like stock packing and housekeeping while in actual fact they were registered for human resources course;
- There is need for employers to treat learners in line with labour laws to make them feel comfortable and eager to continue with their studies. Cases of learners who were dismissed because managers found out that they are pregnant points to unfair labour practice; and
- Employers must also provide material support to trainers which can be in the form of ICT related equipment to facilitate practical trainings.

6.2 Learners

- It is important for learners to understand work ethics and observe employer rules and regulations when selected for work related learning. Dismissal of learners by employers whilst they are on attachment may be a consequence of violation of work rules on the part of the learner;

- Learners must understand that for learning to produce desired results, they need to approach it with a sense of adventure to discover the applicability of theory to the real world. This will create the zeal to complete the studies and put to practice what was learnt. It is hoped that this way the dropout rates and absenteeism as pointed out in the findings will be minimized.

6.3 Training Providers

- The major recommendation for training providers is to ensure that the training curriculum is comprehensive enough to cover all the necessary detail and aligns with industry demands only 63 percent of employers who participated indicated they find graduates inadequately skilled which suggests a mismatch between training programmes and industry demands;
- Training providers also need to keep supporting learners even during work related learning to ensure that they are receiving necessary practical experience and that they are not posted to irrelevant work stations/departments that do not align with their course of study. Physical visits by trainers to supervise learners during work related learning may be necessary to ensure that relevant experience is gained. This may assist in upgrading quality of graduates where the majority of employers ranked graduates as average;
- Employers indicated the skills that they value most which include financial management, public relations, project management and computer skills. These skills must be emphasized on during training; and
- Areas in which graduates are found lacking must also be addressed by incorporating them in the curriculum. For example, financial and mathematical literacy, as mentioned by employers.

6.4 W&RSETA

- The initiative of graduate support is good for talent identification and assisting learners in addressing challenges of unemployment and poverty. However, the training period seems not enough as pointed out by both learners and training providers in key findings. It is recommended that a uniform duration be set for all programmes, either 12 months or 24 months to provide enough time to master skills.
- Graduates recruited for work related learning have high expectations of the type of work they will be doing. The reality in the real world is that they start at the bottom and work their way up in line with company timelines. This must be instilled in learners during their training so that they do not develop high expectations of immediate promotion. They need to come into the work environment ready to work and not expect things to happen on their own
- Furthermore, in order to combat challenges being faced by graduates in securing employment, the following are suggested:
 - W&RSETA must support more on exposing students to work place experience, shadowing and mentoring programmes must also be extended to the development of entrepreneurial skills;

- There is need to provide employers with relevant training materials to guide their workplace trainings;
- Seek partnerships with employers to provide a ready placement for work related learning;
- Provide financial support in form of additional grants and capital for entrepreneurship investment; and
- There is need to intervene to enforce standard working conditions for graduates so that they are not short changed by employers, for example, some graduates had their contracts terminated before completing the training programme.

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