

Tracer Study of the Transition of Students from TVET Colleges to the Labour Market

South Africa

Joint Report by SSACI, JET Education Services and the NBI

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Contents

List of tables	2
List of figures.....	3
Acronyms	5
1 Background	6
2 Research Design and Sample	7
3 Findings	8
3.1 Profile of respondents	8
3.2 Migration.....	11
3.3 Living conditions	14
3.4 Qualifications	16
3.5 Role of colleges in preparing youth for employment	19
3.6 Pathways since 2010.....	20
3.7 Employment experience	24
3.8 Employment and workplace based experience (WBE)	29
3.9 Self- employment Experience	32
3.10 Unemployment experience	35
3.11 Studying in 2015.....	37
3.12 Future Plans	41
4 Conclusion.....	41
References	43
Appendix A: FET Tracer Sampling	44
Creating the Sampling Frame.....	44
Drawing a Random Sample	44
Sampling Results	44
Appendix B: Survey Instrument	50

List of tables

Table 1: Sample Distribution by NCV level.....	8
Table 2: Highest qualification of parents of 2010 and 2015 respondents*	11
Table 3: Pathways of respondents from 2011 to 2015 disaggregated by type of activity	24
Table 4: Duration of employment.....	24

Table 5: Respondents' ratings of whether the college taught them to apply their learning in the workplace (by employment status)	30
Table 6: Respondents' ratings of whether the college exposed them to workplace environments (by employment status)	30
Table 7: Respondents' ratings of whether the college invited employers to speak at the college (by employment status)	30
Table 8: Respondents' ratings of whether the college taught them to apply their learning in the workplace (by average number of years employed)	31
Table 9: Respondents' ratings of whether the college exposed them to workplace environments (by average number of years employed)	31
Table 10: Respondents' ratings of whether the college invited employers to speak at the college (by employment status by average number of years employed)	31
Table 11: Number of respondents who are self-employed who employ others	33
Table 12: Fields of study of respondents studying NCV in 2015	40

List of figures

Figure 1: Gender distribution of respondents, 2010 and 2015	9
Figure 2: Respondents according to race, 210 and 2015	9
Figure 3: Percentage of respondents according to province in which they are currently living	10
Figure 4: Proportion of survey respondents according to the TVET college attended	10
Figure 5: Percentage of respondents who remained in the town/city in which they had studied in 2010	11
Figure 6: Respondents still living in their province of origin	12
Figure 7: Respondents reasons for moving away from town/city in which they had studied	13
Figure 8: Respondents' reasons for remaining in the town/city in which they had studied	14
Figure 9: Respondents according to people with whom they reside	15
Figure 10: Number of people living in the respondent's household	15
Figure 11: Histogram of number of people in respondents' households	16
Figure 12: Type of dwelling in which respondents live	16
Figure 13: Qualifications held by respondents	17
Figure 14: Reasons students did not complete NCV Level 4	18
Figure 15: Source of funding for studies in 2010	18
Figure 16: Rating of types of support students require	19
Figure 17: Ratings of role of colleges in preparing students for work	20
Figure 18: Contact with TVET college attended in 2010	20
Figure 19: Pathways of respondents from 2011 to 2015	21
Figure 20: Pathways of NCV Level 2 respondents from 2011 to 2015	22
Figure 21: Pathways of NCV Level 3 respondents from 2011 to 2015	23
Figure 22: Pathways of NCV Level 4 respondents from 2011 to 2015	23
Figure 23: Distribution of number of jobs held by respondents between 2011 and 2015	25
Figure 24: Number of internships held between 2011 and 2015 by those who worked as interns	26

Figure 25: Number of apprenticeships held between 2011 and 2015 by those who worked as apprentices	26
Figure 26: Kind of employment*	27
Figure 27: Type of employer*	27
Figure 28: How respondents found the first job.....	28
Figure 29: Ratings of importance of factors in securing a first job.....	29
Figure 30: Respondents' reasons for being self-employed*	33
Figure 31: Monthly earnings of employed respondents*	34
Figure 32: Earning distribution by gender	34
Figure 33: Percentage of unemployed respondents seeking employment.....	35
Figure 34: Reasons for not seeking employment	35
Figure 35: Respondents' reasons for not being employed.....	36
Figure 36: Methods used by those currently unemployed (2015) to seek employment.....	37
Figure 37: Type of educational institutions attended by those currently (2015) studying	38
Figure 38: Percentage of students currently studying full-time and part-time.....	38
Figure 39: Qualifications towards which respondents are studying	39
Figure 40: Reasons for studying particular qualification	39
Figure 41: NCV level being studied in 2015	40
Figure 42: Respondents' plans for 2016	41

Acronyms

DHET	Department of Higher Education and Training
DPRU	Development Policy Research Unit
EPP	Employment Promotion Programme
FET	Further Education and Training
IT	Information Technology
JET	JET Education Services
NATED	National Accredited Technical Education Diploma
NBI	National Business Initiative
NCV	National Certificate Vocational
NSC	National Senior Certificate
SSACI	Swiss-South African Cooperation Initiative
TVET	Technical and Vocational Education and Training
WBE	Workplace based experience

1 Background

The supply of sustainable skills is central to economic growth and development in South Africa. The post-schooling sector is critical for the supply of these skills. In the context of South Africa's Human Resource Development Strategy, Technical and Vocational Education and Training (TVET) Colleges are expected to provide "the intermediate-to-high level skills required in a changing global and national economic environment" (Fisher et al 2003, 327).

The TVET colleges were formally constituted in 2002 (but were then called Further Education and Training (FET) colleges)¹ when the 152 existing technical colleges were merged with colleges of education and skills centres to create 50 new FET colleges with 165 campus sites distributed across the nine provinces. In addition to playing a role in meeting the intermediate-to-high level skills needs of the country, the FET colleges were also seen as having a role in "expanding access, widening participation and promoting social inclusion in a society characterised by widespread poverty, highly unequal distribution of income and high unemployment" (Fisher et al, 2003, 327).

All public TVET colleges offer two types of programmes:

1. National Accredited Technical Education Diploma (NATED), or Report 191, courses - popularly known as "N courses" – are occupationally-directed courses of three or six months' duration that culminate in an N6 part-qualification. Combined with eighteen or twenty-four months' relevant work experience, N courses lead to a full National Certificate in a specific occupation.
2. The other qualification offered by TVET colleges since 2007 is the National Certificate Vocational (NCV) - a three-year, full-time course of study in one of nineteen vocational fields, such as electrical and mechanical engineering, business management and office administration, financial services, information technology (IT), tourism and hospitality, etc.

Both the NATED and NCV programmes provide training at levels 2, 3 and 4 on the National Qualifications Framework and are open to school-leavers who have completed at least Grade 9. The NCV was initially intended to replace the NATED courses and to prepare students for both the job market and for higher education. This objective was not attained and both NATED and NCV courses are currently offered by all public TVET colleges. Enrolment in the NCV has been steady at 130 000 to 150 000 for the last 5 years. On the other hand, there has been massive growth during the same period in enrolments in NATED courses, especially the business courses, to the point where their enrolment is four times that of the NCV.

In 2010 the lack of reliable data around the role of TVET colleges in relation to the supply of skills was identified as a key weakness in the planning framework of the Department of Higher Education and Training (DHET). In order to fill this gap, a research project was commissioned and designed² which sought to:

- Explore the social and economic factors that influence the choice of young people to study in a TEVT college;

¹ The preferred term used in this report is TVET colleges.

² The research was commissioned by the National Business Initiative on behalf of the DHET. It was funded by the Employment Promotion Programme (EPP) at the Development Policy Research Unit (DPRU), University of Cape Town. The research was undertaken by JET Education Services.

- Examine the experiences of young people while in college, on leaving TVET colleges and during their attempts to enter the labour market; and
- Describe their transition pathways from school to work via TVET colleges.

The research design comprised two phases:

Phase 1: An in-college survey of NCV learners, aimed at understanding their social, economic and educational backgrounds, the factors that had brought them to their current courses of study and the extent of the match between those courses and the learners' aspirations for the future;

Phase 2: A tracer survey of the same students once they had graduated from college and been in the labour market for a reasonable time.

The first phase of the study - the in-college survey of NCV learners - was conducted in 30 colleges in 2010. The 18 131 learners surveyed in 2010 provided data on the status of colleges at that time in relation to meeting the needs of young school leavers and the roles that colleges played in effectively preparing these youth for the labour market.³

During the 2010 survey students' contact details as well as alternative contact details (of family and friends) were collected so that the students could be contacted for Phase 2 of the survey. The intention was always to follow-up on the initial 2010 participants to ascertain the various educational and labour pathways the graduates may have followed in the ensuing five years since 2010.

2 Research Design and Sample

In 2015 three non-governmental organisations active in the TVET field and having an interest in the improvement of the national public skills development system - the Swiss-South African Cooperation Initiative (SSACI), JET Education Services (JET) and the National Business Initiative (NBI) – collaborated on implementing the second, follow-up phase of research envisaged by the original plan, i.e. a tracer study of the NCV 'class of 2010'.

This study, which was conducted in March-July 2015, sought to:

- Examine the experiences of young people on leaving TVET colleges and during their attempts to enter the labour market;
- Describe the transition pathways from TVET colleges to further studies and/or work after 2010;
- Investigate the employment/workplace opportunities accessed by the youth following the various pathways;
- Investigate the kinds of industries/sectors accessed by the youth following the various pathways;

³ See JET Education Services (2011). *Choices and Chances 2010: FET Colleges and the Transition from School to Work. Report on 2010 FET Research Study* for information on how Phase 1 of the study was undertaken and for the findings of the 2010 Survey.

- Investigate the income range of those that were employed;
- Explore the role of the college in preparing the students to get jobs.

From the records of the 2010 survey 9 000 NCV students were randomly selected (for information on the development of the sampling frame and the drawing of the random sample see Appendix A). The distribution of the sample according to Level of study in 2010 is as per Table 1.

Table 1: Sample Distribution by NCV level

Level	No of students
NCV2	4991
NCV3	2734
NCV4	1275
Total	9000

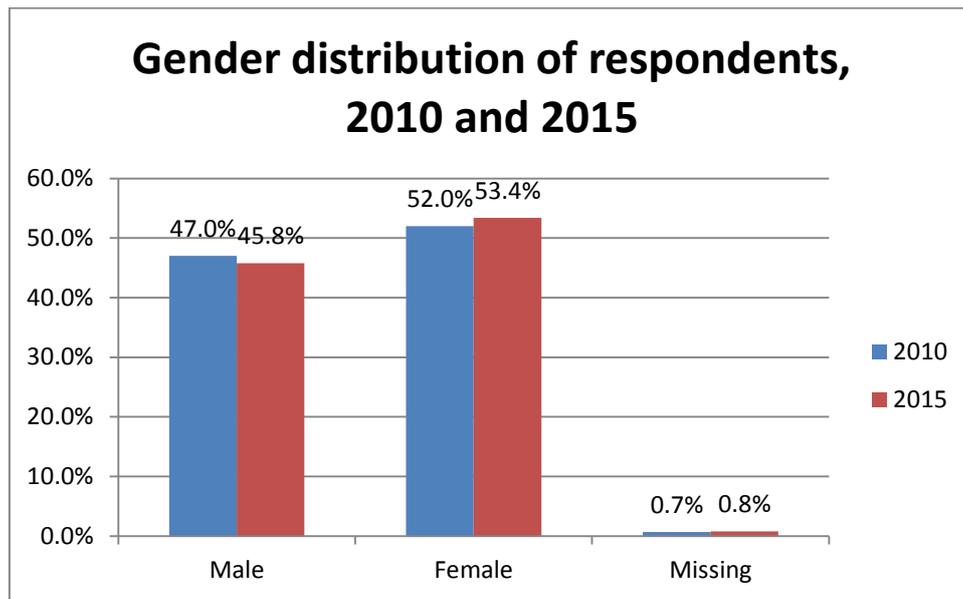
The survey instrument was developed jointly by SSACI, JET and the NBI. The surveys of respondents were carried out telephonically by Introye Corporation (Pty) Ltd. Initially, to pilot the instrument in terms of establishing its clarity and interpretation by respondents, 100 respondents were called and their responses scrutinised. The instrument was then revised based on information from the pilot. From the remaining sample of 8 900, 3 113 responses were obtained, giving a response rate of 37.2%. This report presents the preliminary data for those 3 113 responses.

3 Findings

3.1 Profile of respondents

Of the 3 113 respondents surveyed 53.4% were female and 45.8% were male (Figure 1), while for just under 1% information on gender was not specified. This is very similar to the gender breakdown of the 18 131 students who participated in the survey in 2010 when 47% of respondents were male and 52% female (Figure 1).

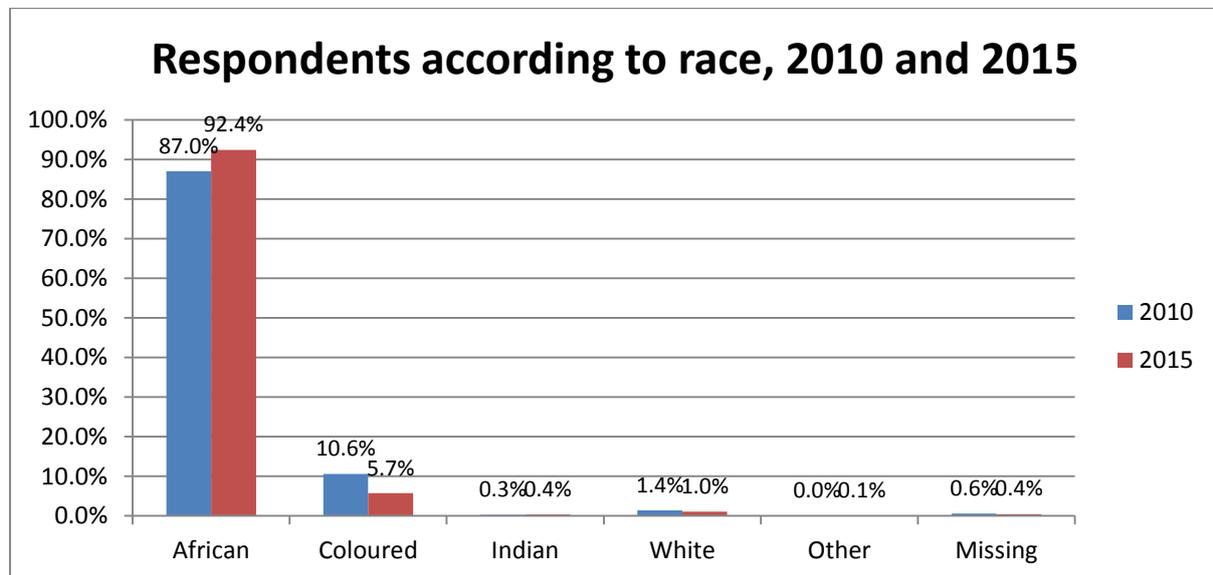
Figure 1: Gender distribution of respondents, 2010 and 2015



Note: Gender is based on information provided during the 2010 In-college survey. It was not requested in 2015.

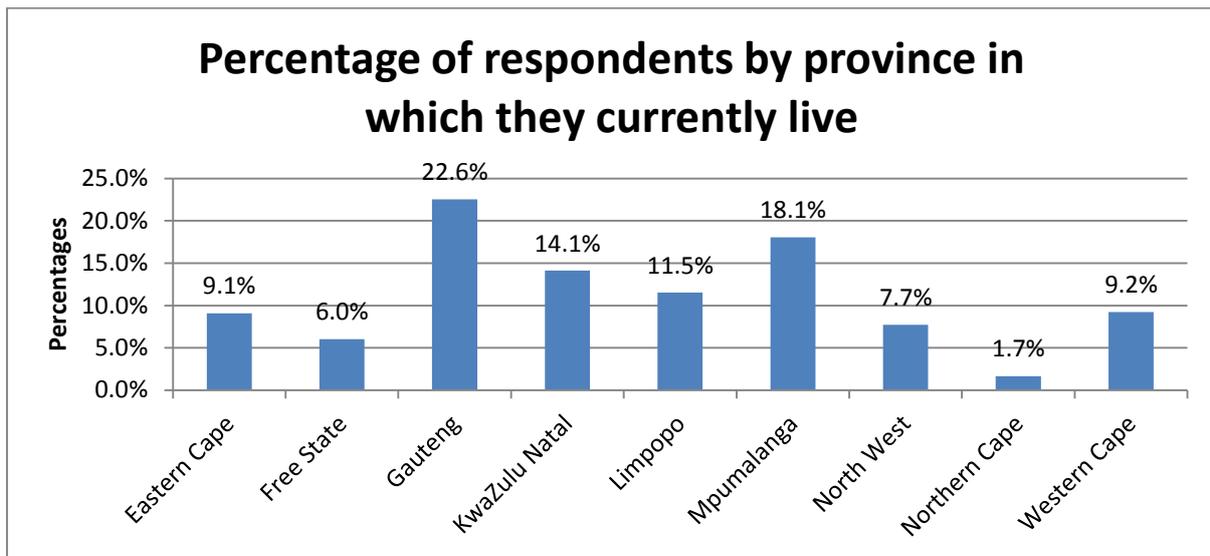
In 2015, as in 2010, there was a strong predominance of African participants in the survey (Figure 2). However, in 2015 African participants constituted 92.4% of the survey respondents, compared to 87% in 2010. While coloured students made up 10.6% of respondents in 2010, in 2015 5.7% of respondents were coloured. The proportion of Indian and white respondents were similar in both years.

Figure 2: Respondents according to race, 2010 and 2015



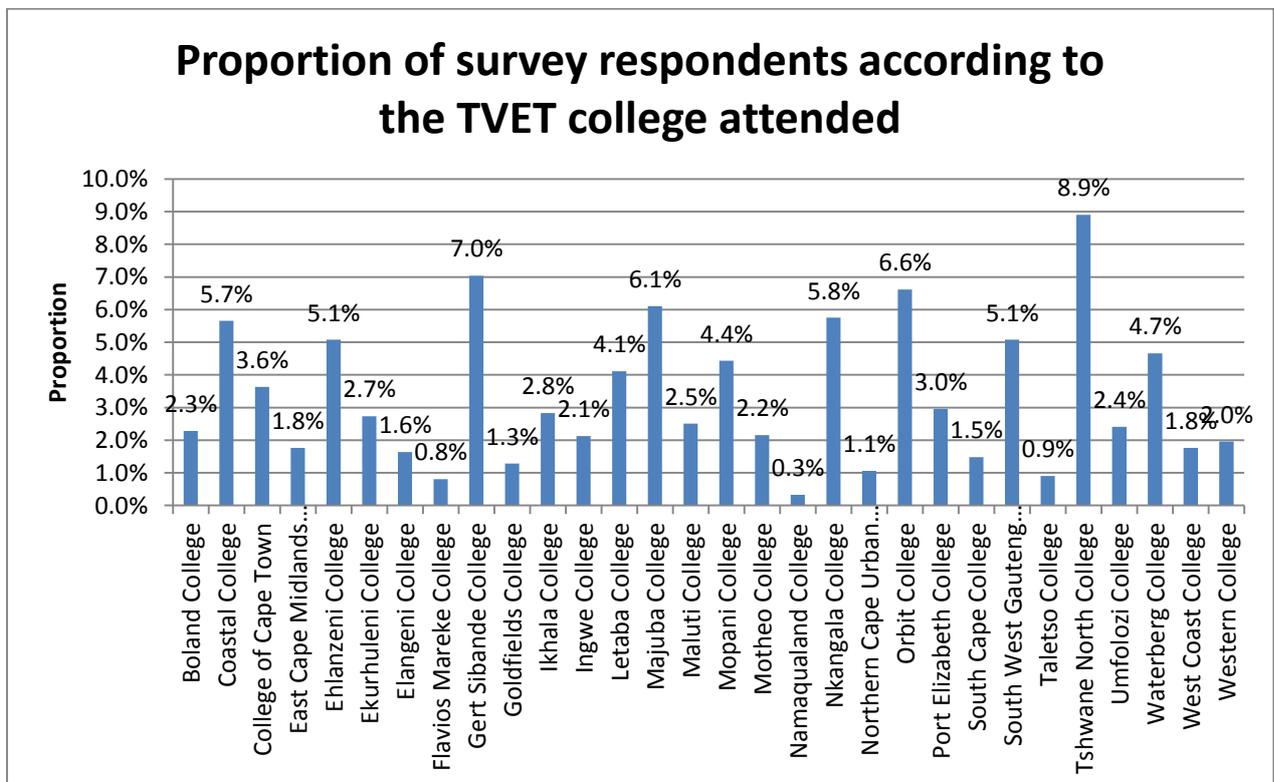
The largest proportion of respondents in 2015 were currently living in Gauteng (22.6%), followed by Mpumalanga (18.1%) and KwaZulu-Natal (14.1%) (Figure 3). The remaining provinces each had less than 10% of respondents, with just 1.7% of respondents living in the Northern Cape.

Figure 3. Percentage of respondents according to province in which they are currently living



The 3 113 graduates surveyed in 2015 were drawn from the same 30 public TVET colleges that were surveyed in 2010. The proportion of respondents who had attended the different colleges ranged from 8.9% who attended Tshwane North College to 0.3% who attended Namaqualand (Northern Cape Rural) College.

Figure 4: Proportion of survey respondents according to the TVET college attended



Of the 3 113 respondents surveyed 53.4% were female and 45.8% were male (Figure 1), while for just under 1% information on gender was not specified. This is very similar to the gender breakdown of the 18 131 students who participated in the survey in 2010 when 47% of respondents were male and 52% female (Figure 1).

Table 2 indicates that the highest level of qualification of the parents of respondents was similar in both groups. Generally more mothers than fathers had a matric or higher qualification. Of the 2015 respondents, 28.1% of mothers had a matric or higher qualification compared to 18.2% of fathers.

Table 2: Highest qualification of parents of 2010 and 2015 respondents*

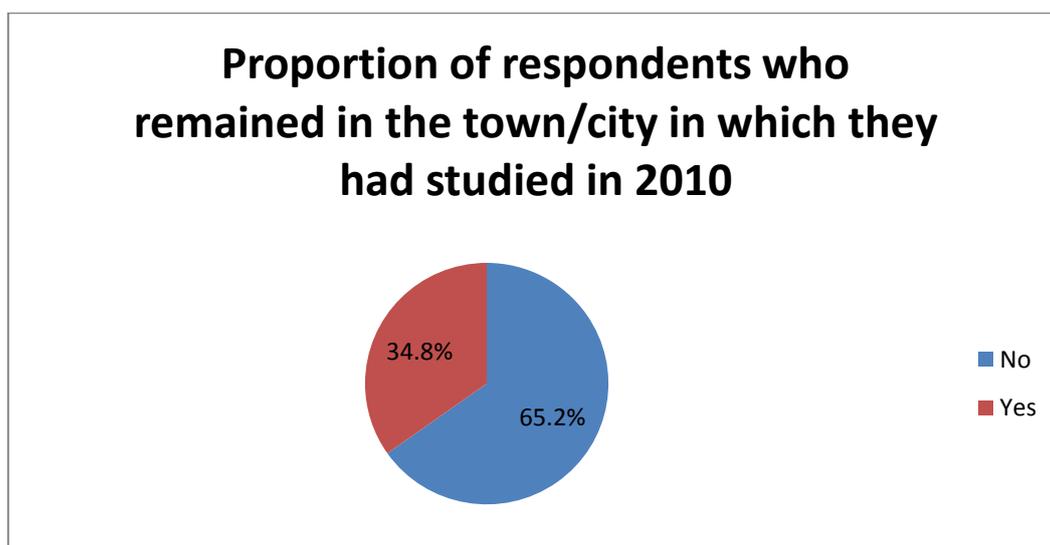
Qualification	Mother		Father	
	2010	2015	2010	2015
Primary School or less	14.0%	14.9%	9%	9.0%
Some Secondary Schooling	22.0%	22.7%	13%	13.9%
Matric	17.0%	16.6%	11%	9.1%
College certificate	4.0%	4.1%	3%	3.8%
Technikon or University diploma	4.0%	4.3%	3%	3.0%
Technikon or University degree	3.0%	3.1%	3%	2.3%
Don't know	22.0%	21.8%	25%	25.4%
Missing	14.0%	12.5%	33%	33.5%

Note: Highest qualification is as obtained in 2010. Highest qualification of parents was not collected in 2015

3.2 Migration

In 2015 most respondents (65.2%) were still living in the town or city in which they had studied in 2010 (Figure 5).

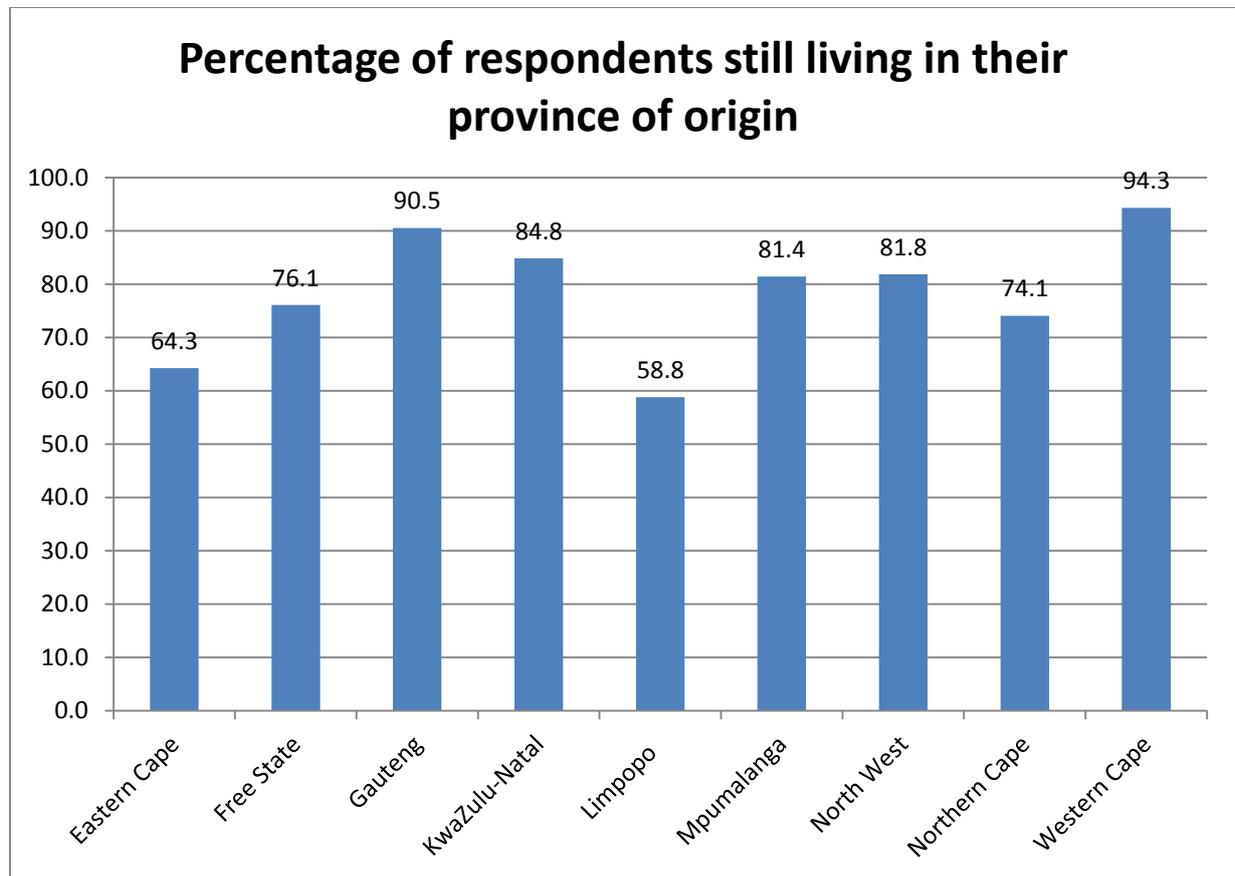
Figure 5: Percentage of respondents who remained in the town/city in which they had studied in 2010



In 2015 between 58.8% and 94.3% of respondents were living in their province of origin (the province from which they came) (Figure 6). The Western Cape followed by Gauteng had the largest proportion of candidates living in their province of origin (94.3% and 90.5%) respectively. Limpopo had the lowest proportion of respondents still living in that province (only 58.8%), followed by the

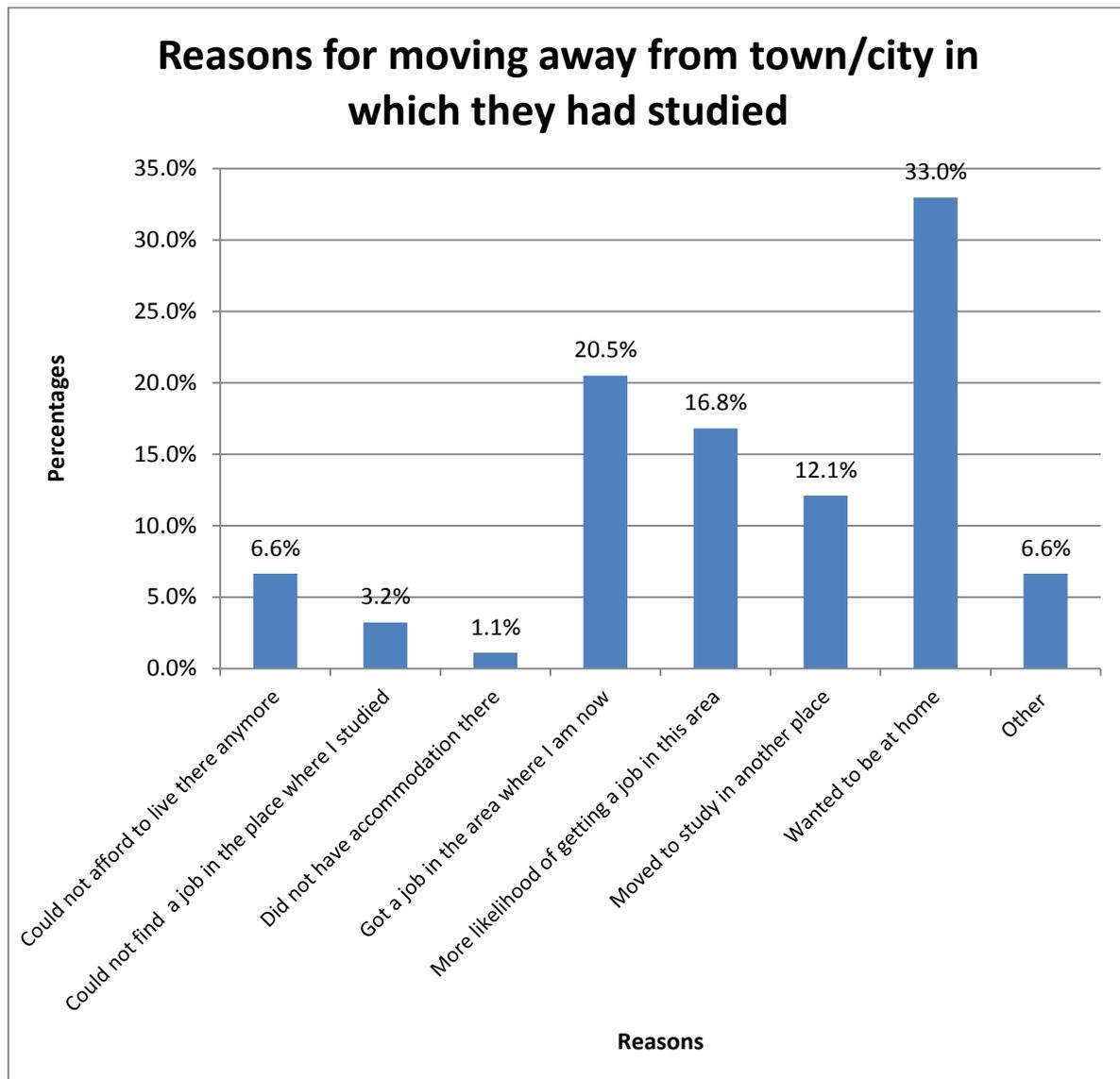
Eastern Cape (64.3%). This situation is understandable as people usually migrate from rural provinces to urban ones in pursuit of employment.

Figure 6: Respondents still living in their province of origin



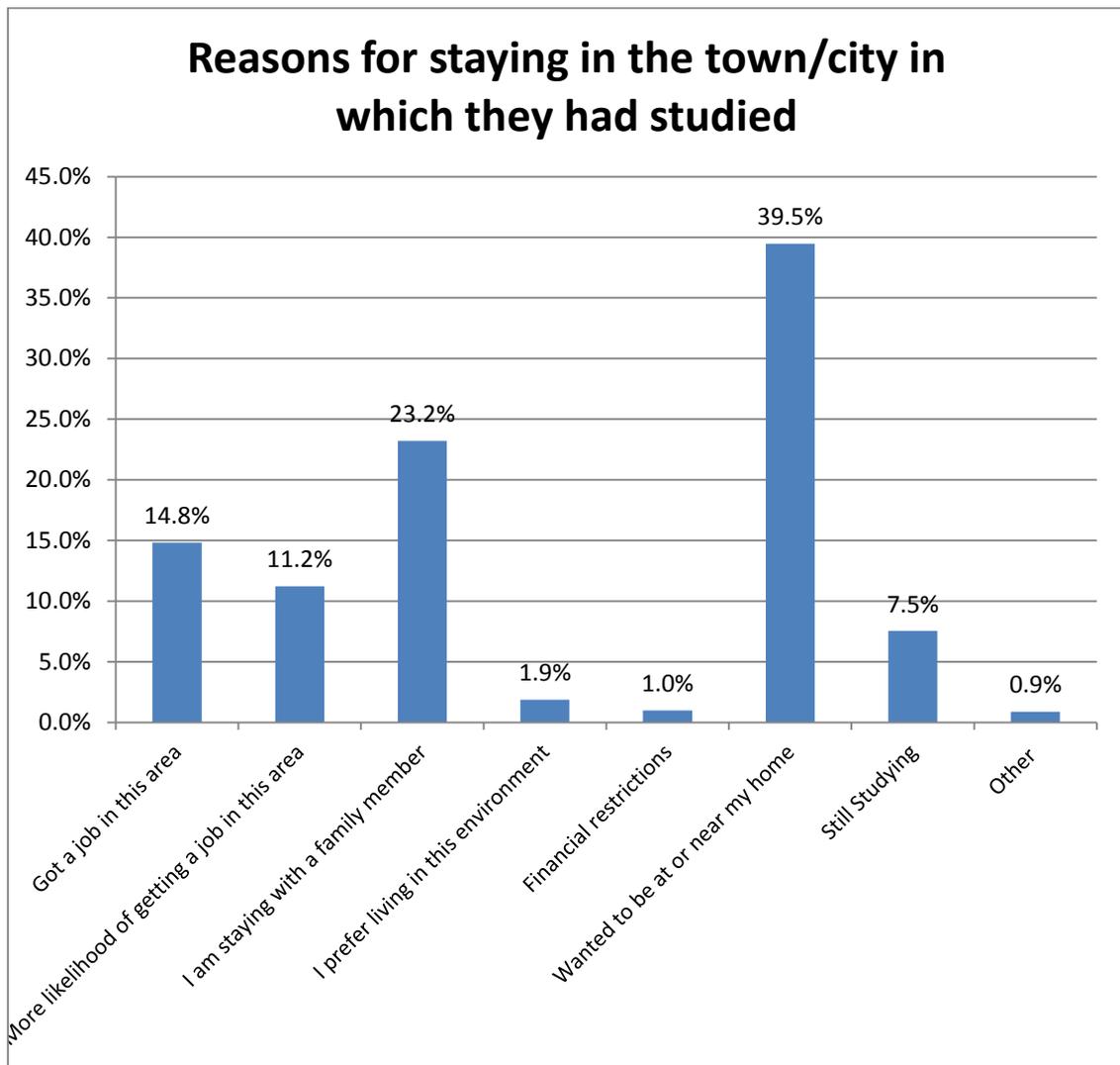
More women (55%) than men (44%) had moved away from the town or city in which they had studied. The most common reason amongst women for moving away was to go back home. Whether respondents moved away from or remained in the town or city in which they had studied, it is clear that one of the main motivations for their decisions was to be close to family. Of respondents who had moved away, 33% did so because they wanted to be at home (Figure 7). For those who did not move away, 39.3% indicated that they wanted to be at or near home, while a further 23.2% said that they remained because they were staying with a family member (Figure 8).

Figure 7: Respondents reasons for moving away from town/city in which they had studied



Employment was a further motivator for respondents' decisions to move away from or remain in the town/city in which they had studied. For those respondents who had moved, 40.5% did so because they got a job in a new town/city, because they thought there was a greater likelihood of them getting a job in a new town/city, or because they could not find a job in the town/city in which they had studied (Figure 7). For those who remained, 26.1% did so either because they got a job in the area or they thought there was a greater chance of getting a job in that area. This data shows that more respondents moved away from the town/city in which they had studied (40.5%) to find a job in a new area compared to those who stayed (26.1%).

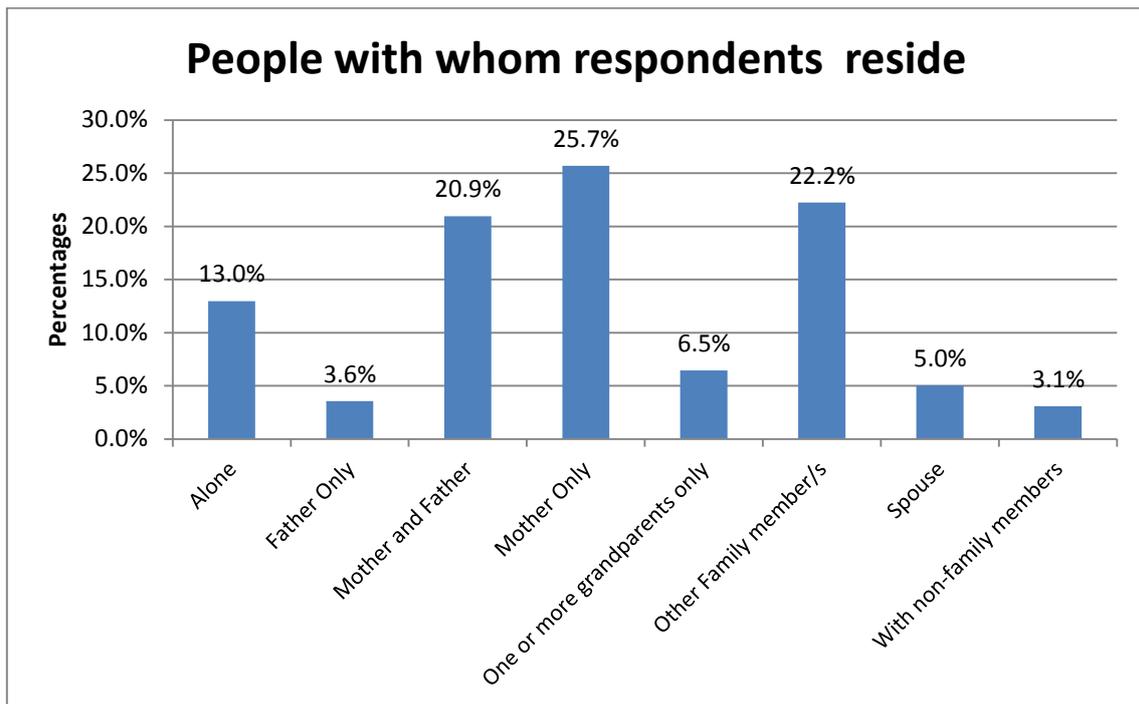
Figure 8: Respondents' reasons for remaining in the town/city in which they had studied



3.3 Living conditions

Most respondents lived with family members, while 13% lived alone and 3.1% lived with non-family members (Figure 9). Of those that lived alone, 63% were men and 37% women. Of those who lived with family members, 50.2% lived with one or both parents, while 22.2% lived with other family members and 6.5% with a grandparent. Of those that lived with their mothers, there were more women (58%) than men (42%). Of the 5% who lived with a spouse, the overwhelming majority (80%) were women.

Figure 9: Respondents according to people with whom they reside



Just over two-thirds (67.6%) of respondents lived in households that comprised between two and six people, while 4% lived in households made up of ten or more people (Figure 10).

Figure 10: Number of people living in the respondent's household

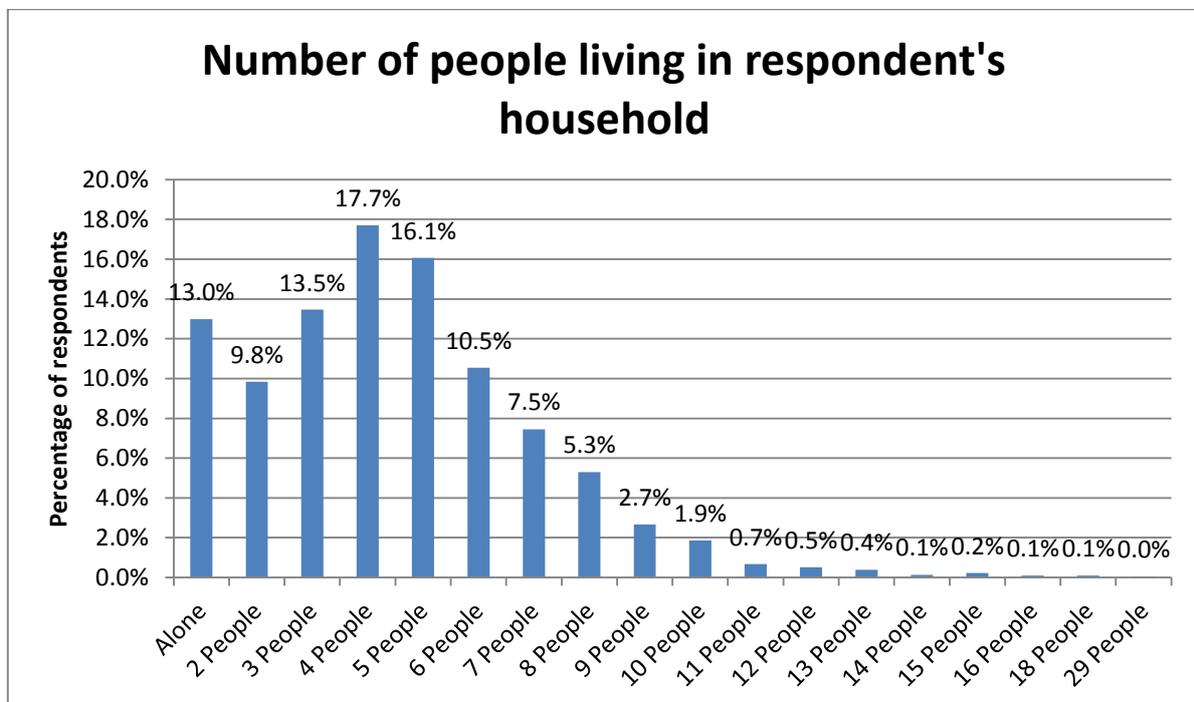
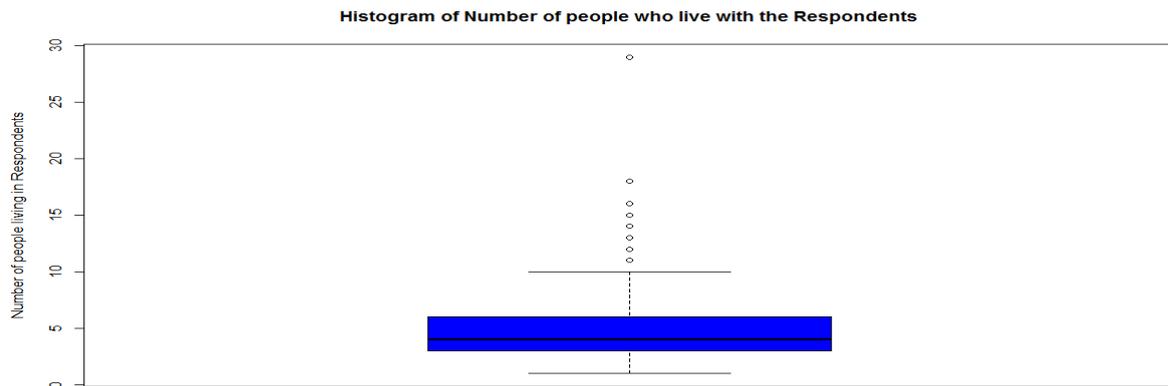
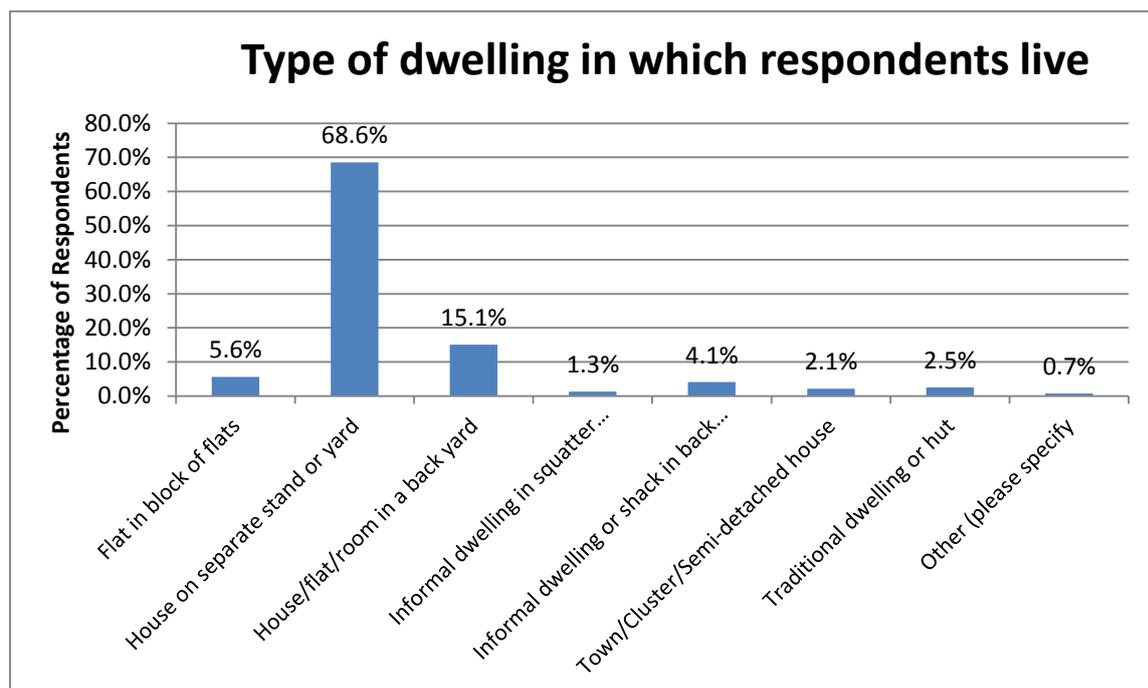


Figure 11: Histogram of number of people in respondents' households



With regard to the type of dwelling in which respondents resided, over two-thirds lived in a house on a separate stand or yard. A further 15.1% lived in a house, flat or room in a backyard and 4.1% in an informal dwelling or shack in a backyard (Figure 12).

Figure 12: Type of dwelling in which respondents live

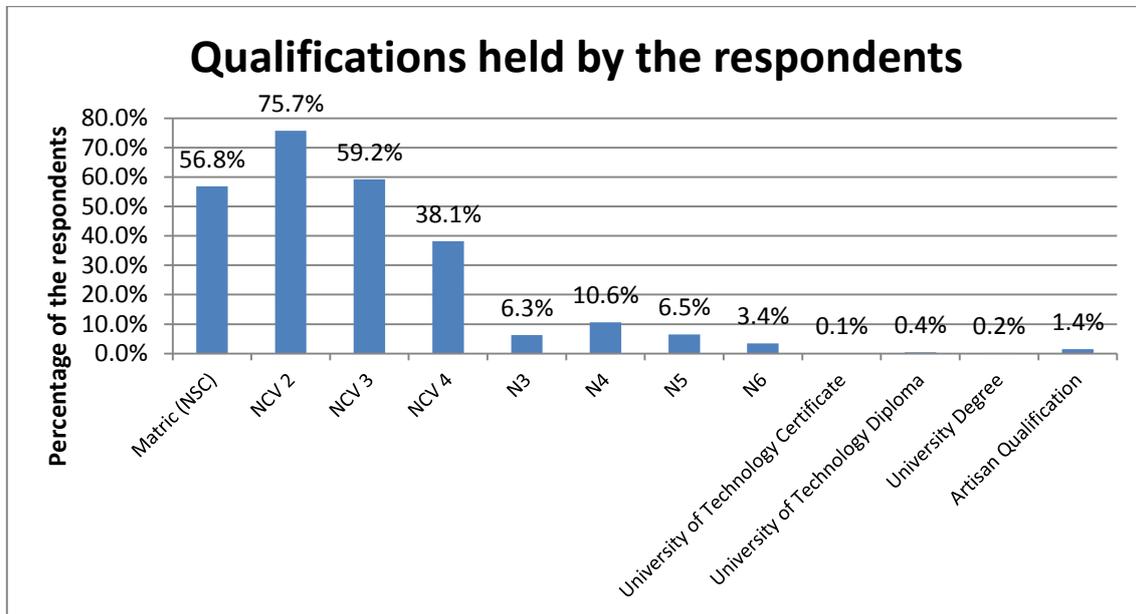


3.4 Qualifications

Respondents were asked to list all the qualifications for which they had certificates. While more than half (56.8%) had obtained a National Senior Certificate (NSC), only 38.1% indicated that they had obtained the final NCV Level 4 qualification (Figure 13). Of those that did obtain the NCV Level 4 qualification, 58% were women and 42% men. Three quarters of respondents had obtained an NCV Level 2 qualification and 59.2% an NCV Level 3 qualification. Less than 1% of respondents had managed to obtain a certificate, diploma or degree at a university or university of technology. This is

quite worrying as the NCV qualification was introduced to provide a pathway for students to enter higher education institutions. Of those respondents who were still studying in 2015 (430 respondents), only 75 were still studying towards an NCV qualification (see Figure 41:).

Figure 13: Qualifications held by respondents



A large number of respondents – two thirds of those who participated in the survey - had not completed NCV Level 4 (Figure 14). Of these, 37.2% indicated that they had no finance to continue. As more than half the students were eligible for government bursaries in 2010 (Figure 15), those students would have been eligible for financial assistance from NCV Level 2 to NCV Level 4 had they completed each level in the stipulated time.⁴ This data shows that most of the students were not able to complete their studies in the time stipulated to qualify for a bursary and thus had to fund their own studies. Another reason given for not completing NCV Level 4 was that a large proportion of students (15.1%) were still waiting to receive their certificates for prior courses completed. A backlog in NCV certification has been a problem since 2007 and as at August 2015 “129 932 candidates were affected across all exam cycles, across all levels” (Parliamentary Monitoring Group, 2015). In August 2015 a plan was presented to the Parliamentary Committee on Higher Education for removing this backlog within six months (Parliamentary Monitoring Group, 2015). Other reasons given for not completing NCV Level 4 were failure (9.4%), wrong course for me (5.7%) and got a job (4.7%).

⁴ The national policy states that a student may complete one level or year of study over two years to qualify for a bursary.

Figure 14: Reasons students did not complete NCV Level 4

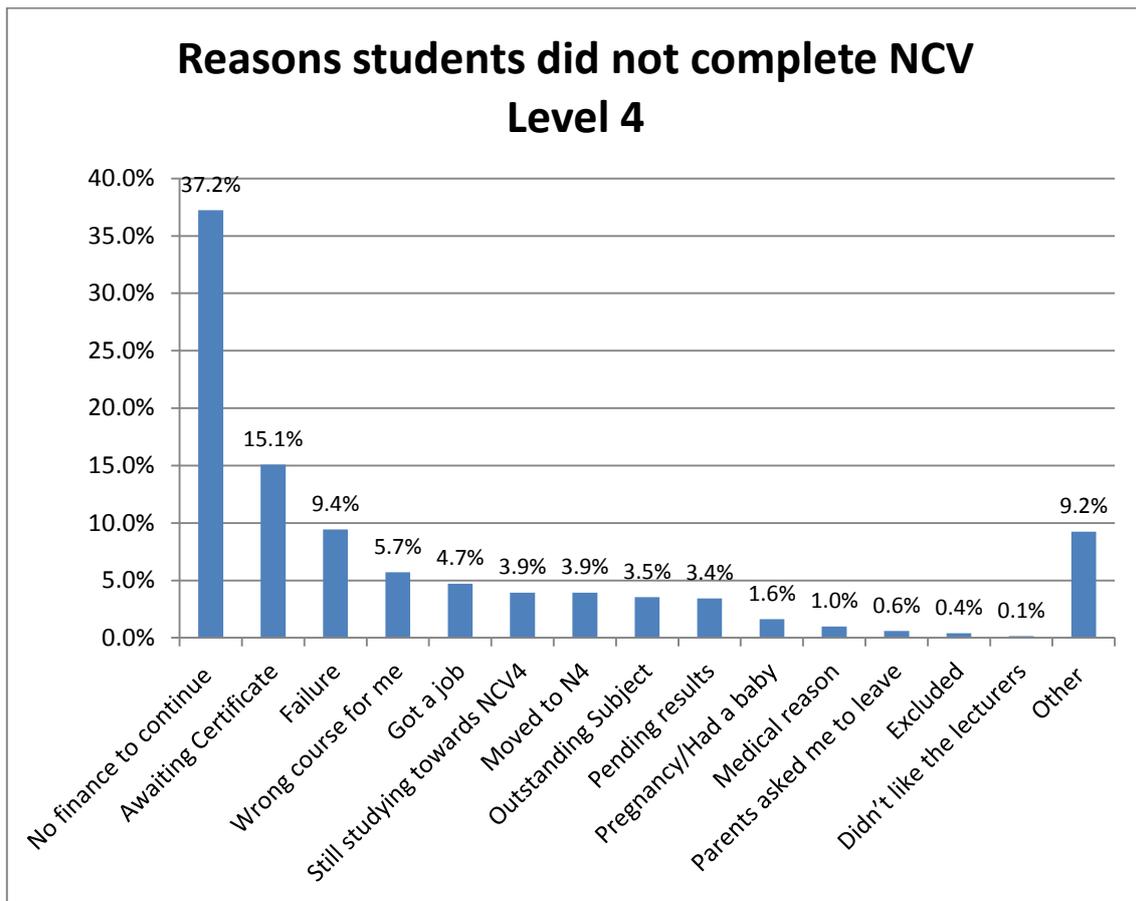
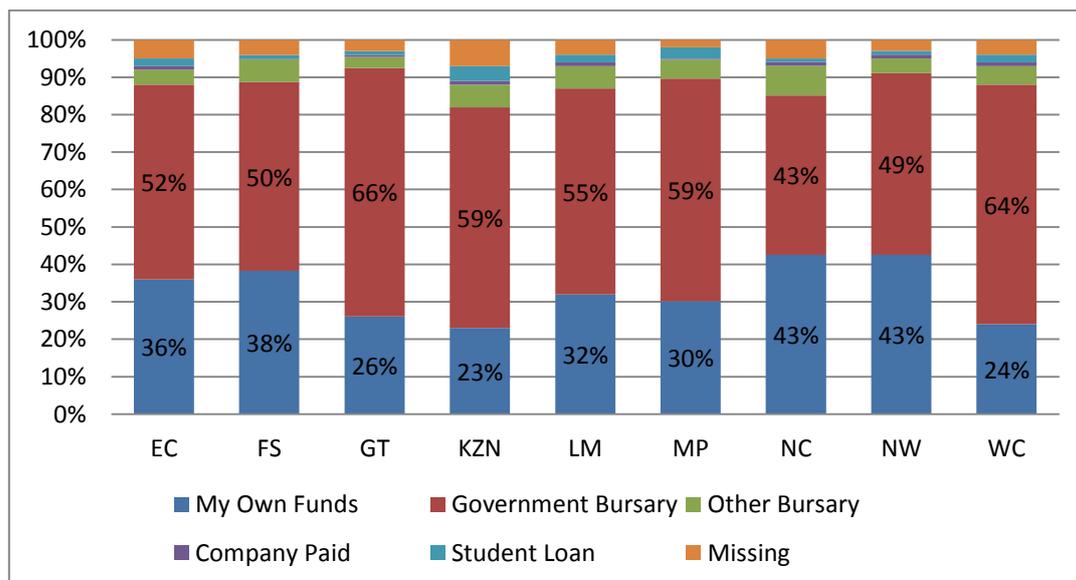


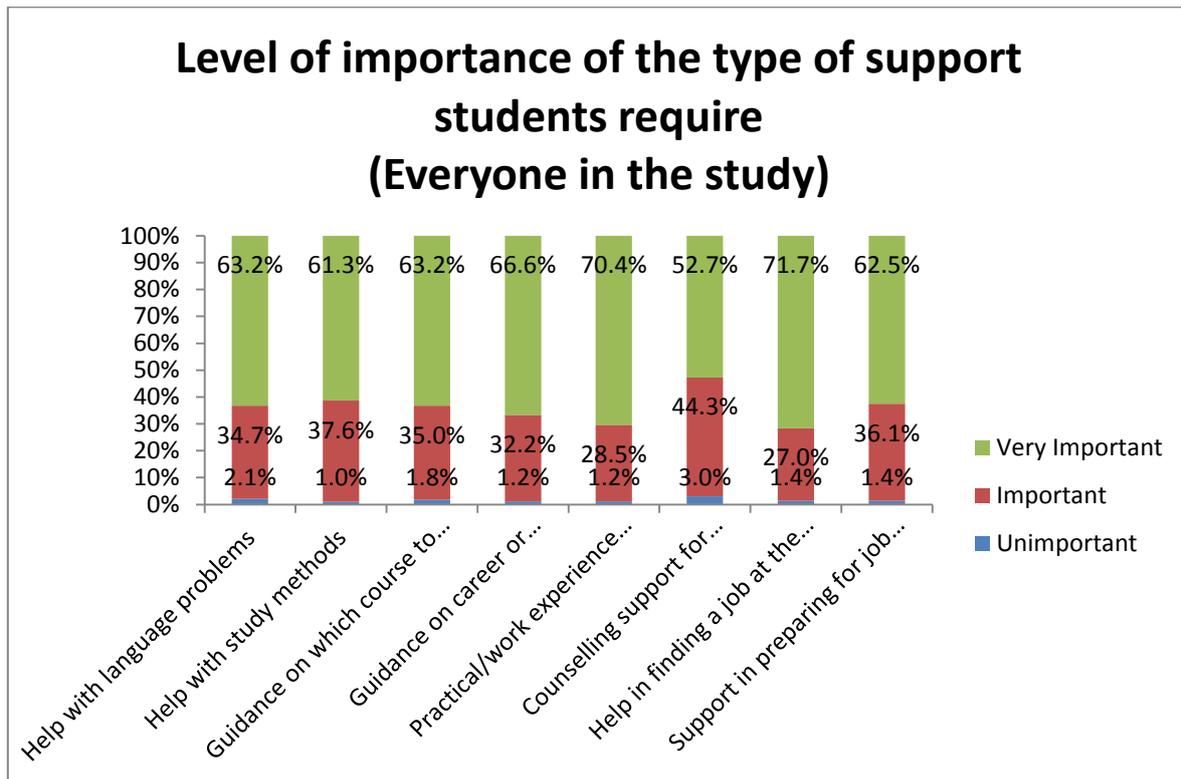
Figure 15: Source of funding for studies in 2010



3.5 Role of colleges in preparing youth for employment

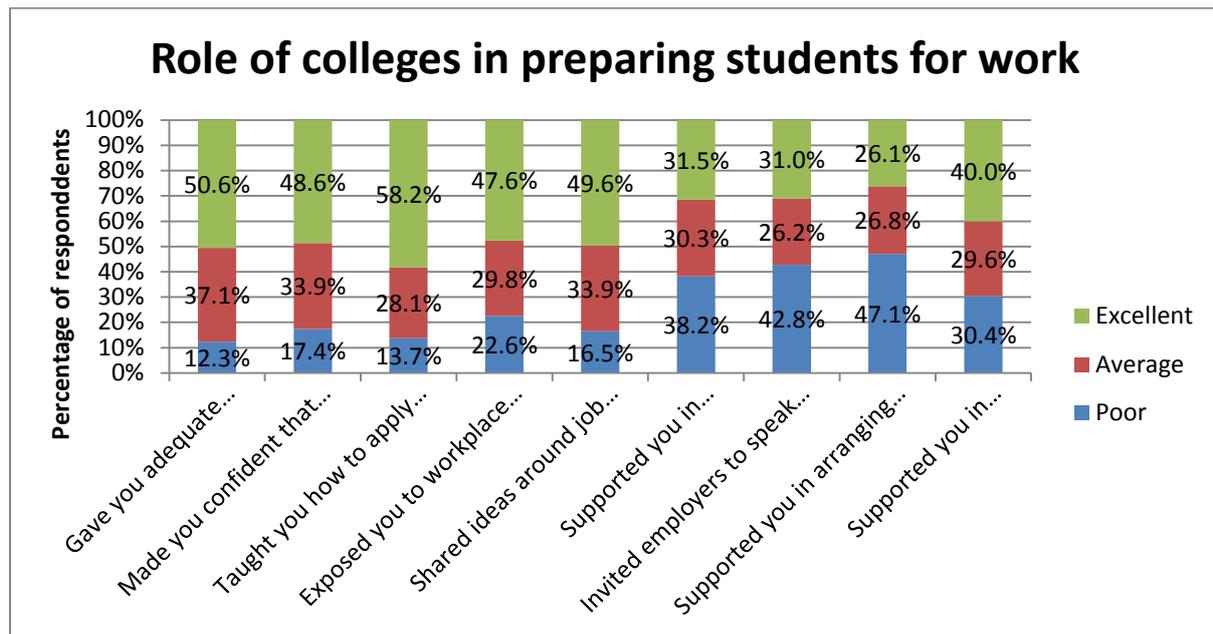
Respondents were asked to rate the importance of different types of support young people may require while enrolled in the TVET colleges. Help in finding a job at the end of studies was rated as very important by 71.5% of respondents, followed by practical work experience during studies which was rated as very important by 70.4% (Figure 16). More than half (51.7%) of respondents rated counselling support for personal problems as very important.

Figure 16: Rating of types of support students require



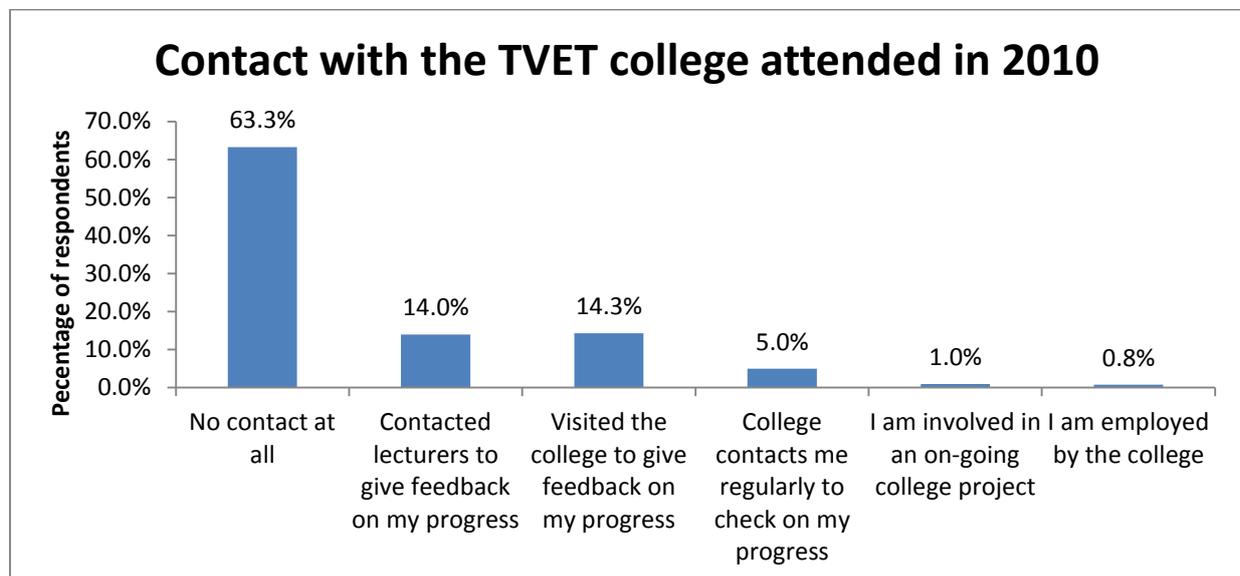
Just about half (49.6%) the respondents rated colleges as excellent in sharing ideas around job opportunities and 48.6% felt that colleges played an excellent role in making them feel confident that they would get a job (Figure 17). Respondents also seemed happy with the role colleges played in preparing them for the workplace. Colleges were rated as excellent by 58.2% of respondents in teaching them how to apply what they have learnt; by 50.6% of respondents with regard to giving them adequate knowledge of their subject matter; and by 47.6% of respondents with regard to facilitating exposure to the workplace. However, when asked to rate the role of colleges in preparing them to get a job, respondents rated colleges poorly in helping them to find employment. In particular, colleges were rated poorly with regard to arranging interviews with employers (47.1% of respondents), inviting employers to speak at college (42.8%) and assisting respondents to contact employers (38.2%) (Figure 17).

Figure 17: Ratings of role of colleges in preparing students for work



Most students (63.3%) no longer had any contact with the TVET college in which they had been studying in 2010 (Figure 18). However, 14% were in touch with a lecturer and 14.3% had visited the college to give feedback on their progress.

Figure 18: Contact with TVET college attended in 2010



3.6 Pathways since 2010

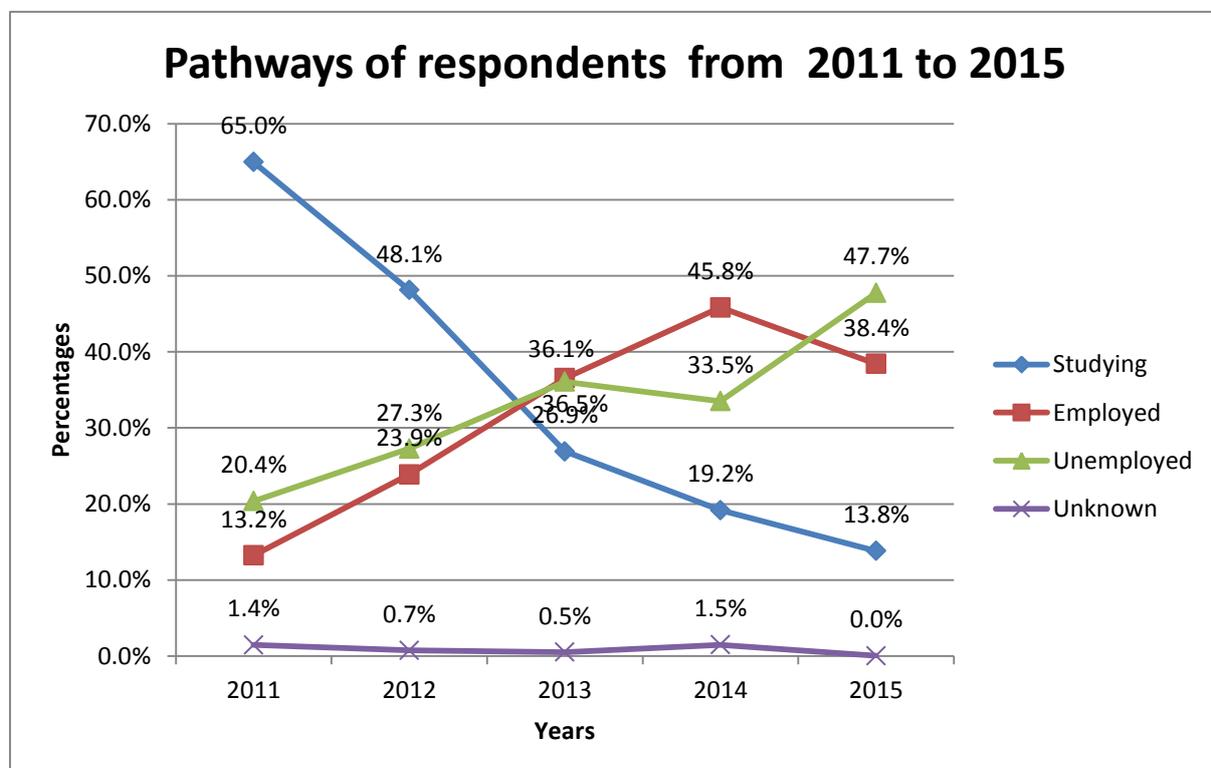
The proportion of students studying declined after 2010. However, the drop in the proportion studying was very steep, particularly in the first two years after 2010. Only 65% of respondents, all of whom were studying in 2010, were still studying in 2011 (Figure 19). In 2012 fewer than half (48%) of the respondents were still studying. The proportion studying has continued to drop and in 2015 just 13.8% of the respondents were still studying. However, it would appear that very few

respondents were continuing to study towards the NCV Level 4. When respondents who had not completed their NCV Level 4 by 2014 were asked why they had not done so, just 3.5% indicated that they were still studying towards the NCV Level 4 in 2015 (see Figure 14).

The employment rate of respondents has been below 50% each year from 2011 to 2015 (Figure 19). The proportion employed increased between 2011 and 2014, reaching a peak in 2014 with 45.8% of respondents employed, but then dropped in 2015 to 30.2%. Apprenticeships and internships account for a very small proportion of those employed. In 2014, 8.2% of respondents were employed in an internship, dropping to 5.8% in 2015. Apprenticeships were even less frequent, with just 2.8% of respondents employed as apprentices in 2014, dropping slightly to 2.5% in 2015. The decrease in the employment rate in 2015, (including proper employment, internships and apprenticeships) is most likely an indication of the slowdown that is being experienced in the economy.

The unemployment among respondents who attended the TVET colleges was found to be high. Both those students who completed and those who dropped out were finding it difficult to find employment. In 2011, 20.4% were unemployed (Figure 19 and Table 3) and the unemployment rate has increased each year since. In 2015, 47.7% of respondents were unemployed. Further analysis of the data is required in order to assess differences in the extent to which those who qualified and those who dropped out were able to find employment. A small proportion of respondents (ranging between 0.6% and 1.5% over the period) indicated that they had or were doing volunteer work, but as this is unpaid work, these individuals are considered as being unemployed.

Figure 19: Pathways of respondents from 2011 to 2015



Figures 20 to 22 show disaggregation of the three NCV levels and the pathways for each group. The general trend for each group is similar, with each having an employment rate of around 50% three years after they would have completed Level 4 (2015 for NCV 2; 2014 for NCV 3 and 2013 for NCV 2). Around 70% of the students in both the NCV Level 2 and NCV Level 3 groups were studying in 2011. This is expected as in 2011 the NCV Level 2 group would have been in NCV Level 3 and the NCV Level 3 group in NCV Level 4. However, that 17% of the NCV Level 2 and 18% of the NCV Level 3 groups were employed suggests that students opted to work (and not complete NCV Level 4) if given the opportunity. Of the NCV Level 4 group which should have completed Level 4 in 2010, 31% were still studying in 2011. For each group there was no sudden drop in the numbers studying, suggesting students were taking more than two years to complete a level.

The three graphs further show that the students went through a period of transition in the earlier years when many were still studying, while others dropped out and were trying to find employment. There was then a consolidation phase with increasing numbers finding employment. This was followed by a disruption phase in 2015, with all three cohorts experiencing a decline in employment, most likely a result of the downturn in the economy. This disruption phase only had one data point so it is too soon to tell if this is a trend or an aberration. We do not know what the highest level of employment for these respondents would have been if the downturn in the economy had not disrupted the trajectory and thus we do not know what the full appetite for the employment of NCV graduates is.

Figure 20: Pathways of NCV Level 2 respondents from 2011 to 2015

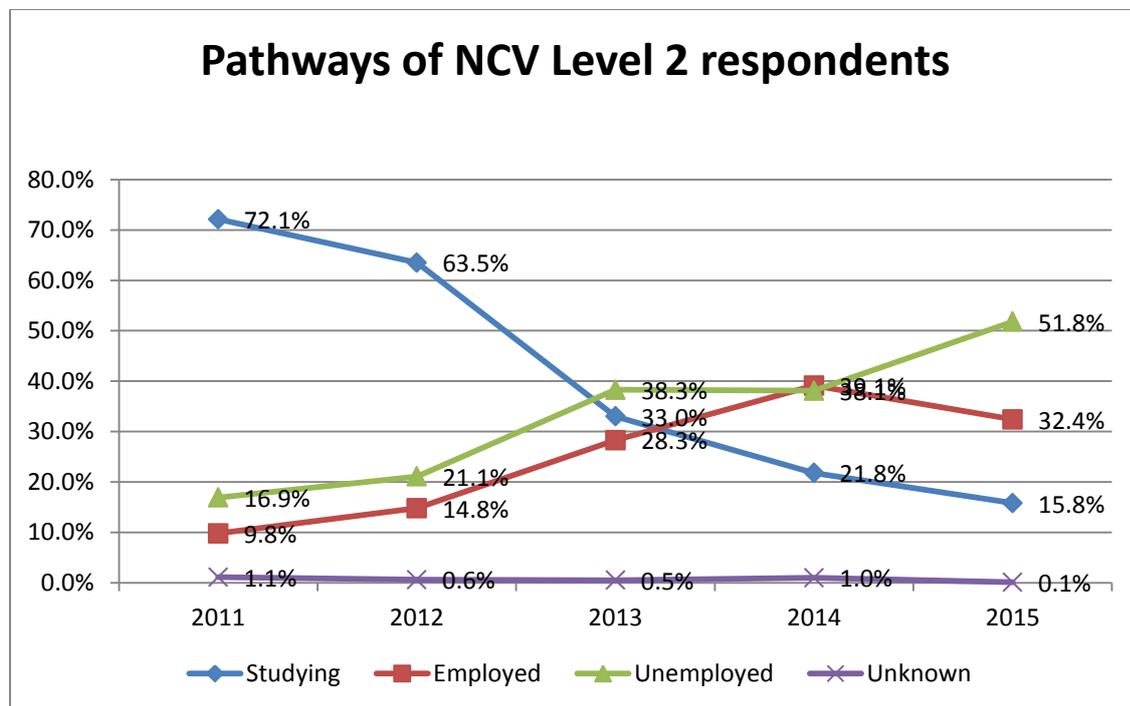


Figure 21: Pathways of NCV Level 3 respondents from 2011 to 2015

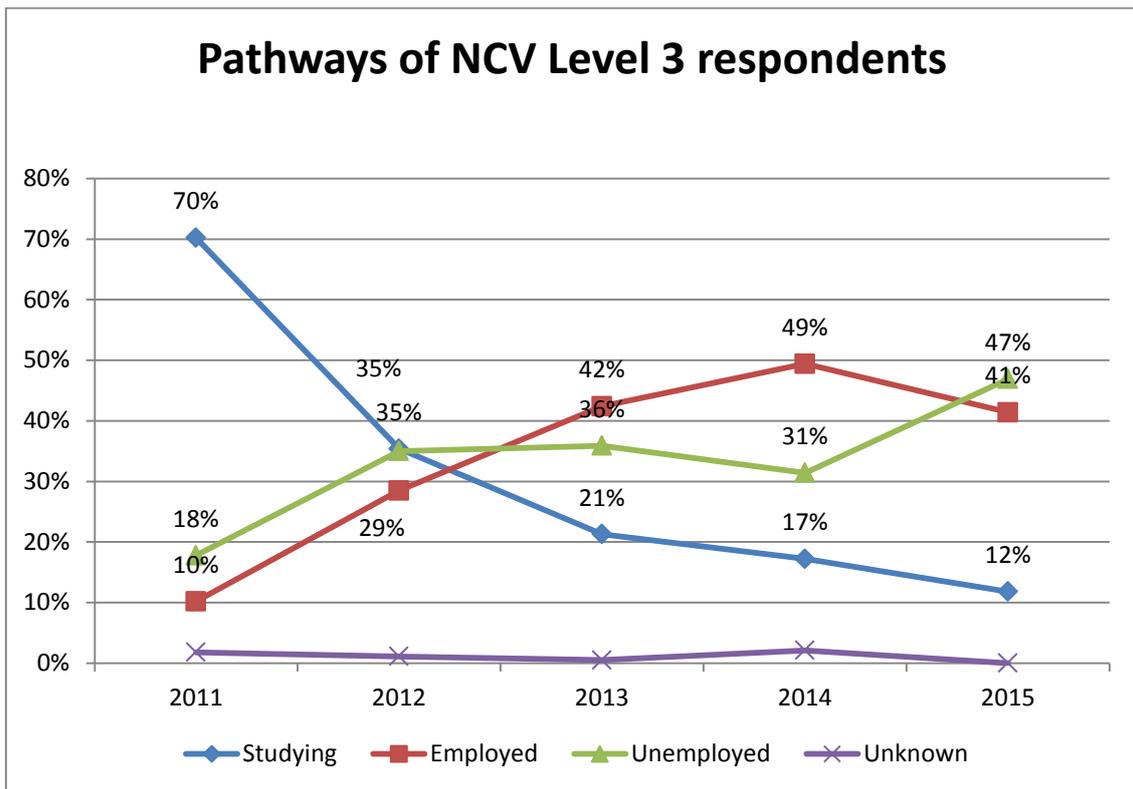


Figure 22: Pathways of NCV Level 4 respondents from 2011 to 2015

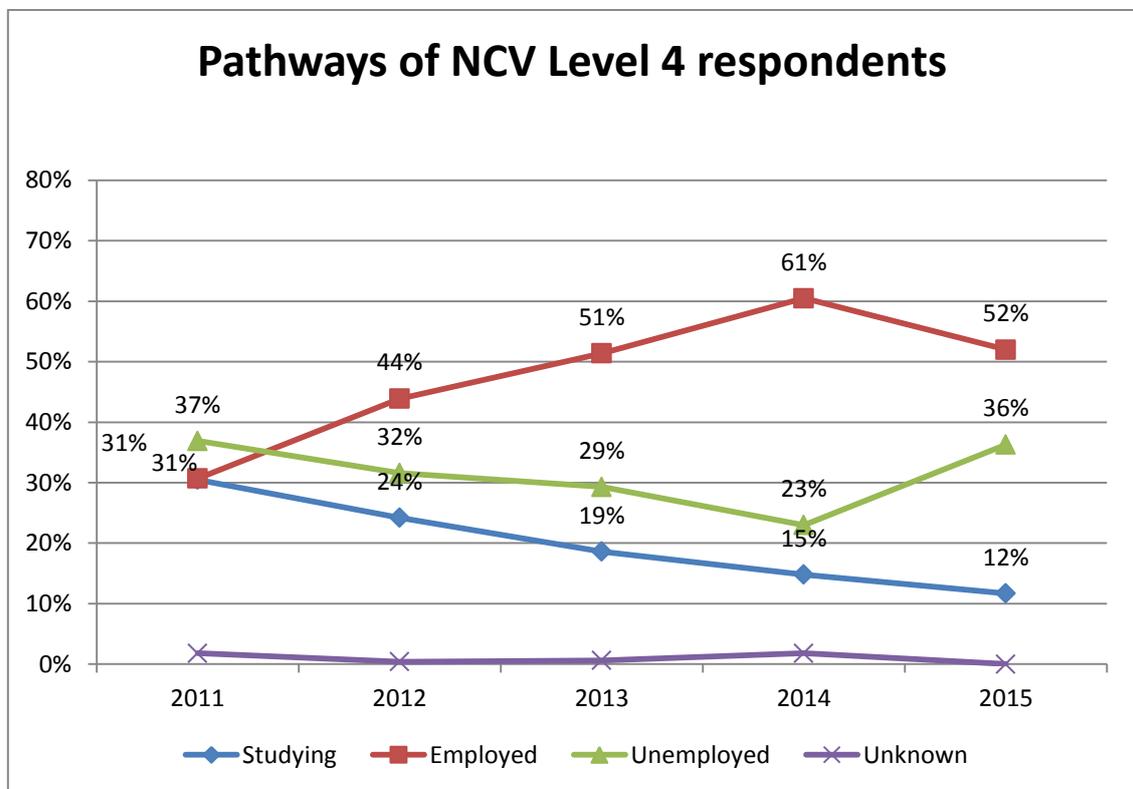


Table 3: Pathways of respondents from 2011 to 2015 disaggregated by type of activity

Type of activity	2011	2012	2013	2014	2015
Employed	12.0%	20.6%	29.4%	34.9%	30.2%
Employed Apprenticeship	0.2%	1.0%	2.1%	2.8%	2.5%
Employed Internship	1.0%	2.3%	5.1%	8.2%	5.8%
Studying	65.0%	48.1%	26.9%	19.2%	13.8%
Unemployed	19.7%	25.9%	34.5%	33.5%	46.2%
Volunteering	0.6%	1.4%	1.5%	0.0%	1.5%
Unknown	1.4%	0.7%	0.5%	1.5%	0.0%

Looking at respondents' employment history in detail, in terms of the duration of employment between 2010 and 2015, 52.8% of the 3 113 respondents indicated that they had been employed in at least one February during that five year period. If we can assume students reporting that they had been working in February means that they had worked for most of the year then we can say 15.5% had been employed for one year, 14.9% for two years, 11.2% for three years, 7.6% for four years and 3.6% for five years in the period of interest (Table 4). It is possible that some of the students had been in employment well before this period, however. Thus, what is presented here does not indicate the students' lifetime employment.

On average, for those participants who had been employed (n=1 987 - excluding those who had never been employed because they were either studying or unemployed), the average number of years worked was 2.47. This means that the students were employed in total for roughly two and half years over the period of interest.

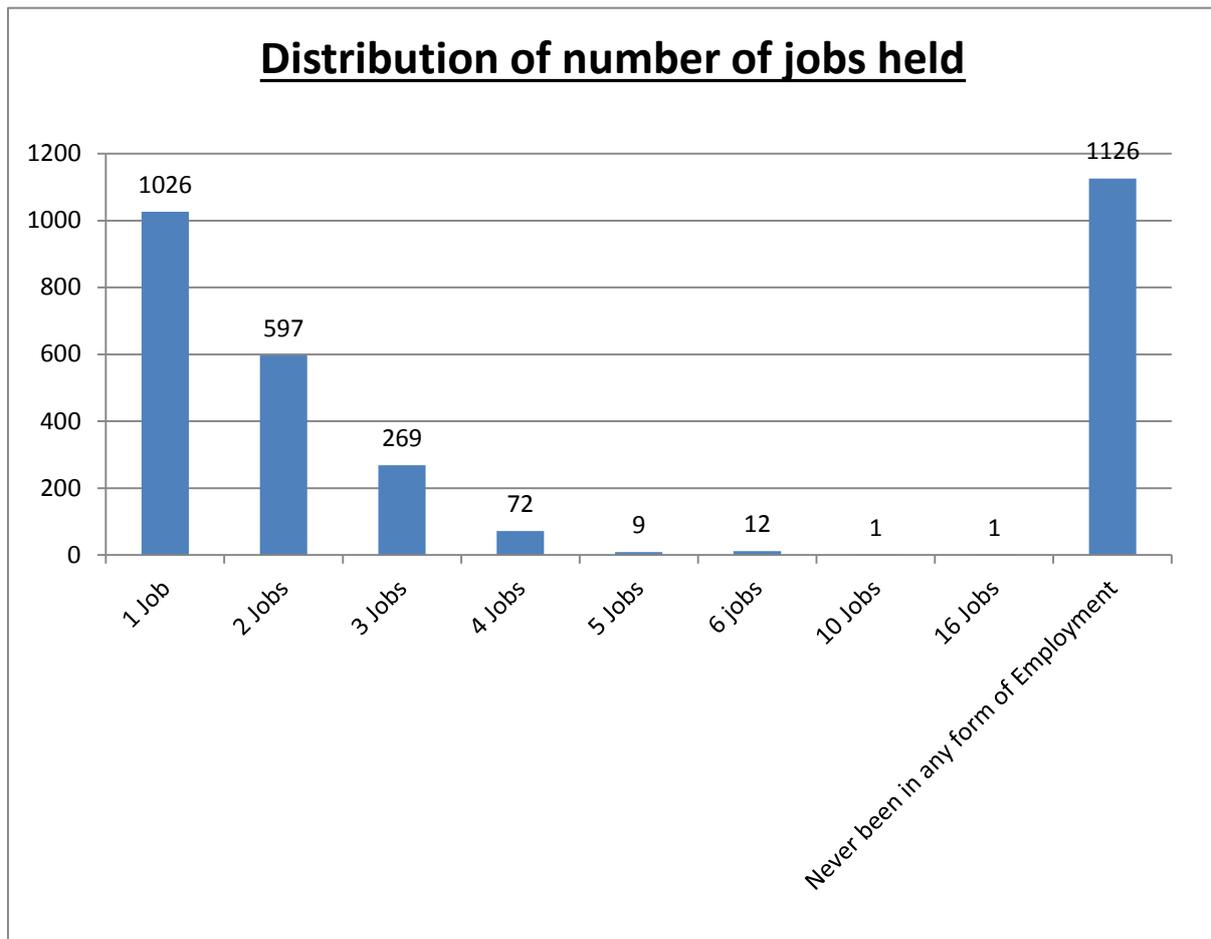
Table 4: Duration of employment

Years employed	Number	Percent
0	1 471	47.3%
1	483	15.5%
2	464	14.9%
3	349	11.2%
4	235	7.5%
5	111	3.6%
Total	3 113	100.0%

3.7 Employment experience

Although unemployment among respondents was high, 63.8% (or 1 987) of respondents had some employment, including apprenticeships and internships, at some stage between 2011 and 2015. Thirty-three percent have had one job, 19.2% have had two jobs and 11.7% have had more than two jobs (Figure 23).

Figure 23: Distribution of number of jobs held by respondents between 2011 and 2015



It would seem that permanent or long-term employment is difficult to find, resulting in respondents moving from one job to the next as jobs become available. This view is supported when we look at the number of apprenticeships and internships that respondents have had. While very few respondents were able to secure apprenticeships (3.7%) or internships (13.8%), a fair proportion of those who did secure those opportunities had more than one such position between 2011 and 2015. While 46.9% had more than one internship, 43.5% had more than one apprenticeship (Figure 24 and Figure 25).

Figure 24: Number of internships held between 2011 and 2015 by those who worked as interns

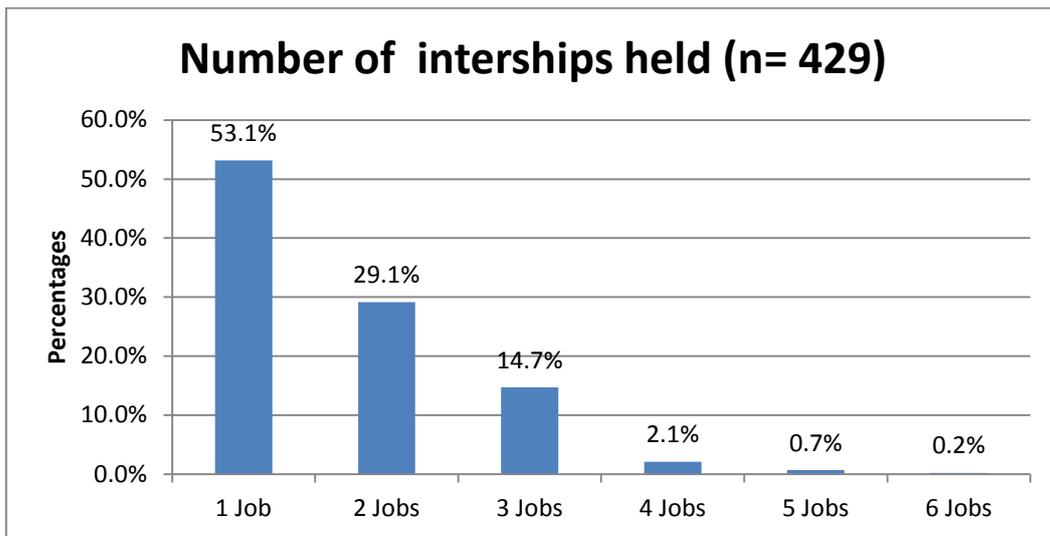
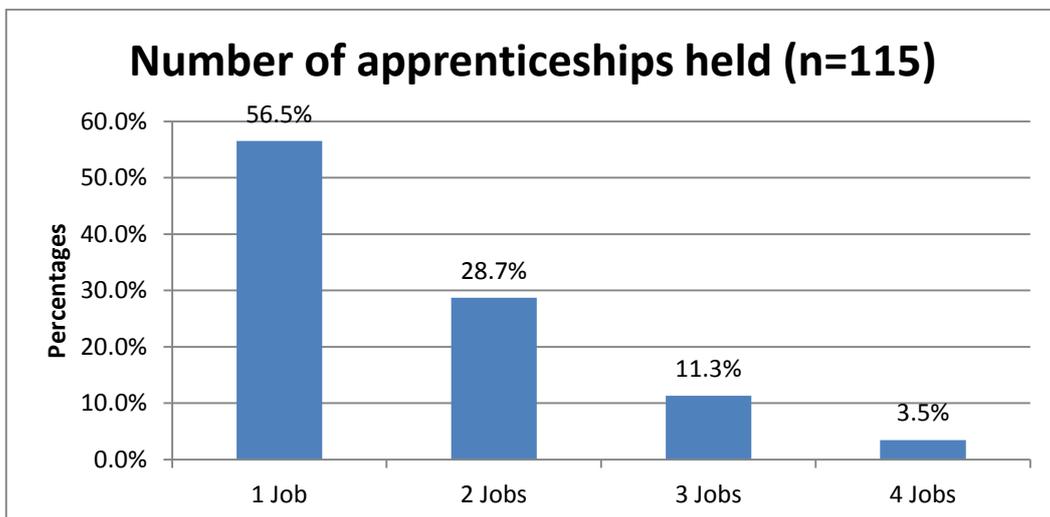
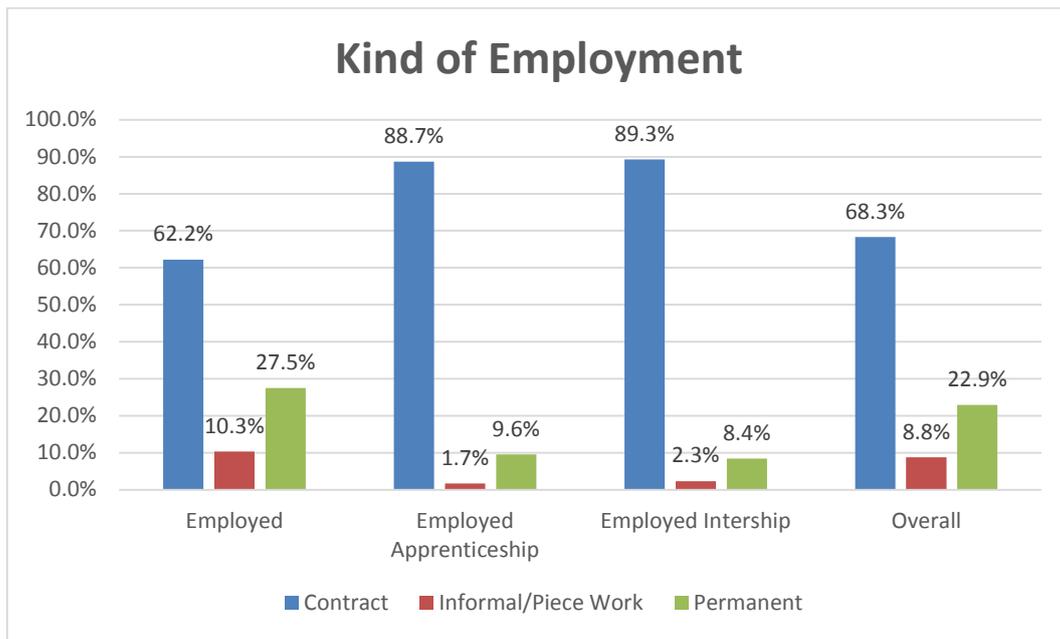


Figure 25: Number of apprenticeships held between 2011 and 2015 by those who worked as apprentices



It would appear from the multiple jobs that many respondents have had that many employers prefer to employ people on a short-term basis. This is supported by Figure 26 which shows that more than three-quarters of those who were or had been employed were employed in contract positions or were doing informal piece work. Only 23% were in or have had permanent jobs. Of those that worked part-time, there were more men (54%) than women. There seems, however, to be no gender disparity among those that had permanent jobs.

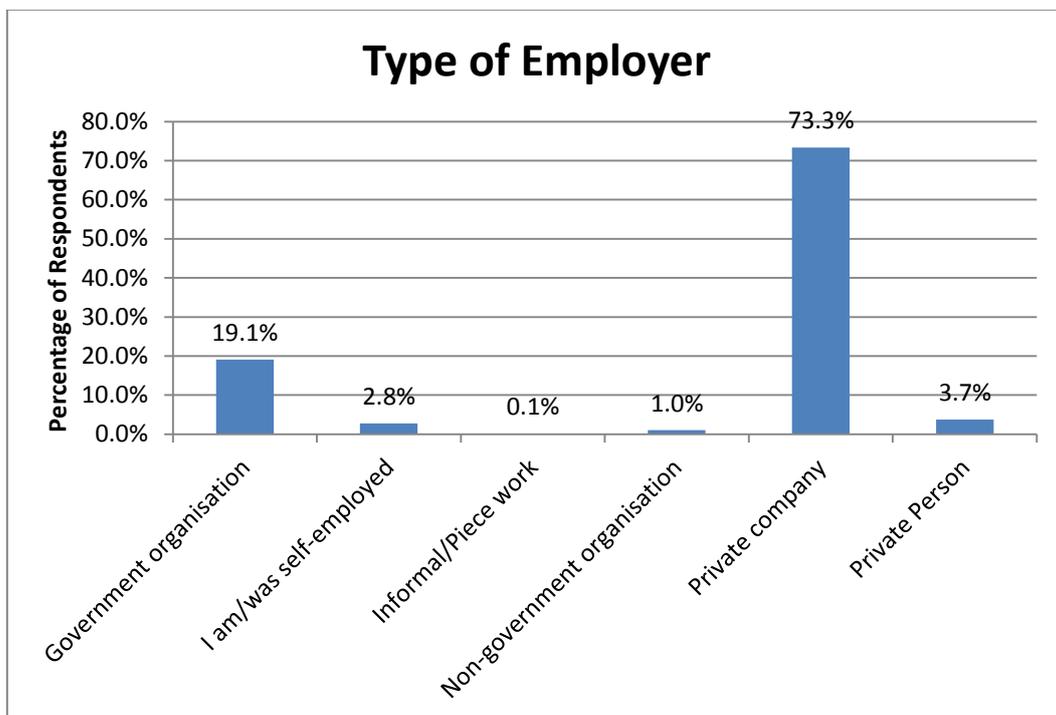
Figure 26: Kind of employment*



*Refers to current job or last job (may be currently unemployed)

Regarding those who were or who had been employed, most (73.3%) were employed by private companies (Figure 27). The second largest type of employer was government who employed 19.1% of respondents who were or had been employed. Men predominated slightly amongst those working in the private sector (54%), whereas women were more numerous in the public sector (57%).

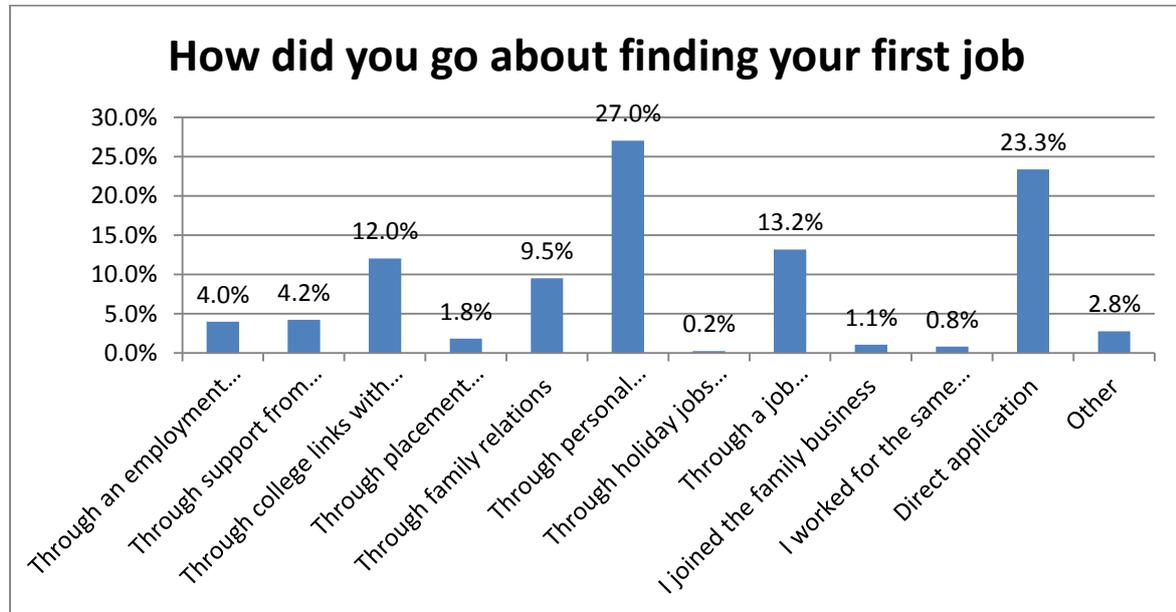
Figure 27: Type of employer*



*Refers to current job or last job (may be currently unemployed)

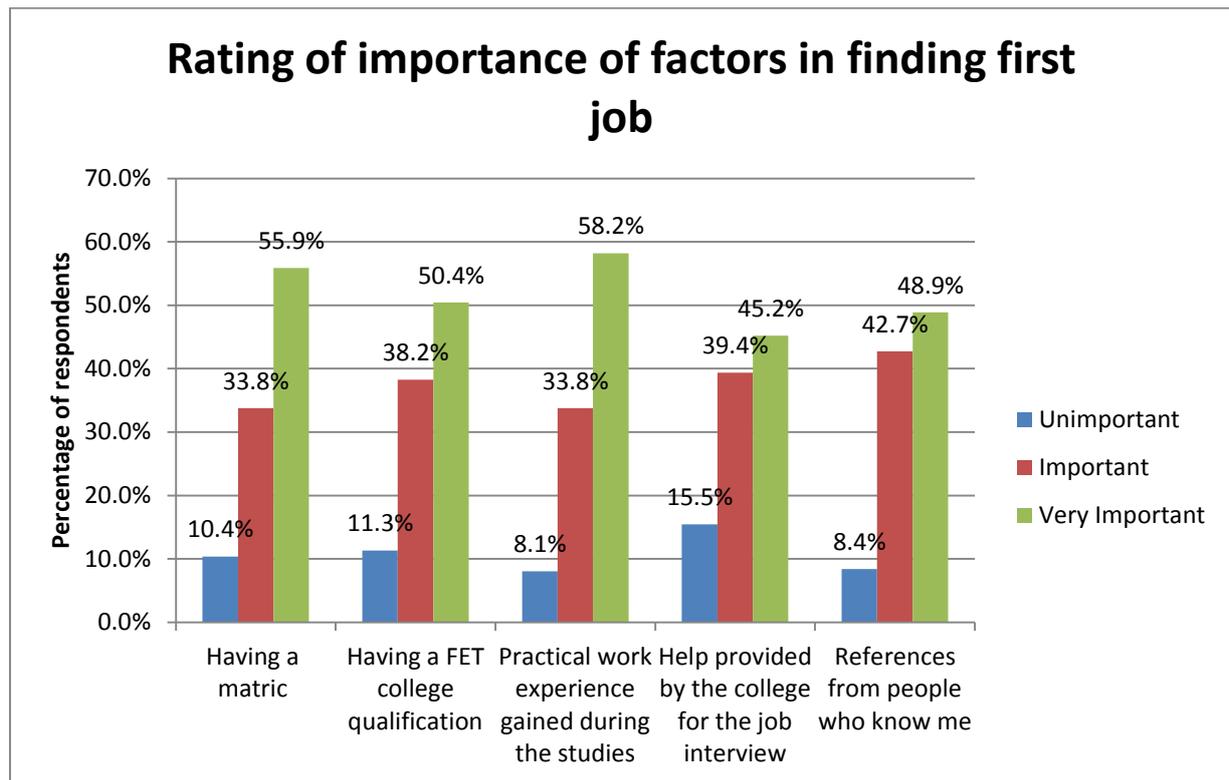
Using personal contacts in the community was the most common way that respondents found their first jobs. This was also the case in 2010. Of the 1 987 who were or had been employed, 28.1% found their first jobs through a personal contact in their community (Figure 28). The next most common method of finding their first jobs was through direct applications (23.3%), followed by job advertisements (13.2%). Only 12% found their first jobs through college links with employers.

Figure 28: How respondents found the first job



The colleges played an important role in assisting students to find their first jobs. More than 90% of respondents felt that the practical work experience they gained during their studies had been important or very important in helping them secure their first jobs (Figure 29). In comparison, 89.6% rated having a matric, 88.7% having an FET qualification and 84.5% the help provided by the college as being very important or important in securing a first job.

Figure 29: Ratings of importance of factors in securing a first job



3.8 Employment and workplace based experience (WBE)

In order to explore the relationship between the role that TVET colleges played in terms of providing workplace based experience (WBE) and the respondents' success in securing employment, a Chi-square test for independence was carried out. This test looked at the opinions of respondents who had been employed and those who had never been employed (excluding those who had studied for the full period): on the role the colleges had played in:

- Teaching the respondents how to apply what they had learned during their studies in the workplace;
- Exposing them to workplace environments; and
- Inviting employers to speak to students at the colleges.

Respondents were asked to rate the colleges' activities in these areas as either poor, average or excellent (Table 5).

Table 5: Respondents' ratings of whether the college taught them to apply their learning in the workplace (by employment status)

Rating	Never Employed		Employed		Total
	Number	%	Number	%	
Poor	182	18%	225	11%	407
Average	302	30%	530	27%	832
Excellent	513	51%	1,232	62%	1,745
Total	997	100%	1,987	100%	2,984

Pearson chi2(2) = 39.1320 Pr = 0.000

Table 6: Respondents' ratings of whether the college exposed them to workplace environments (by employment status)

Rating	Never Employed		Employed		Total
	Number	%	Number	%	
Poor	278	28%	396	20%	674
Average	314	31%	568	29%	882
Excellent	405	41%	1,023	51%	1,428
Total	997	100%	1,987	100%	2,984

Pearson chi2(2) = 36.8661 Pr = 0.000

Table 7: Respondents' ratings of whether the college invited employers to speak at the college (by employment status)

Rating	Never Employed		Employed		Total
	Number	%	Number	%	
Poor	475	48%	799	40%	1,274
Average	233	23%	543	27%	776
Excellent	289	29%	645	32%	934
Total	997	100%	1,987	100%	2,984

Pearson chi2(2) = 15.1460 Pr = 0.001

Overall, more than half of the employed respondents rated the role played by the colleges across the three workplace-based experience areas as either average or excellent. A statistically significant relationship (at 5%) was found between each activity and students securing employment (Tables 5, 6 and 7).

However, when one looks at respondents' ratings of colleges' WBE activities in relation to respondents' average length of employment (excluding those who have never been employed), respondents' views vary. Students who had been in employment the longest on average rated the

role of the colleges in teaching them to apply their learning in the workplace as average. Those with the least work experience rated the role played by the colleges in this regard as poor (Table 8).

On the role of the colleges in providing exposure to workplace environments, the students with the longest average period of employment rated the colleges as excellent (Table 9). This could indicate that the students had other experiences that impacted on their views. Students with the least experience rated the role played by the colleges in providing exposure to workplace environments as average to poor.

Compared to students with the most work experience, those with the least work experience rated the colleges favourably on the role they played to bring employers to speak at the colleges (Table 10). This could be an indication that the students with the most experience did not see these employers' meetings as being important.

Table 8: Respondents' ratings of whether the college taught them to apply their learning in the workplace (by average number of years employed)

Rating	Mean	Std. Dev	Freq
Poor	2.44	1.22	225
Average	2.49	1.21	530
Excellent	2.47	1.22	1 232
Total	2.47	1.22	1 987

Table 9: Respondents' ratings of whether the college exposed them to workplace environments (by average number of years employed)

Rating	Mean	Std. Dev	Freq
Poor	2.47	1.20	396
Average	2.44	1.21	568
Excellent	2.49	1.22	1 023
Total	2.47	1.22	1 987

Table 10: Respondents' ratings of whether the college invited employers to speak at the college (by employment status by average number of years employed)

Rating	Mean	Std. Dev	Freq
Poor	2.49	1.21	799
Average	2.45	1.21	543
Excellent	2.47	1.23	645
Total	2.47	1.22	1 987

If one looks at the statistical significance for each year from 2011 to 2015, the chi-square test shows a statistically significant relationship between the college inviting employers to speak at the college and being employed in 2013, 2014 and 2015, but not in 2011 and 2012⁵. With regard to being taught how to apply what they learnt in the workplace and being exposed to a workplace environment, a statistically significant relationship was found between each of these activities and students being employed in 2012, 2013 and 2014, but not in 2011 and 2015⁶.

3.9 Self-employment Experience

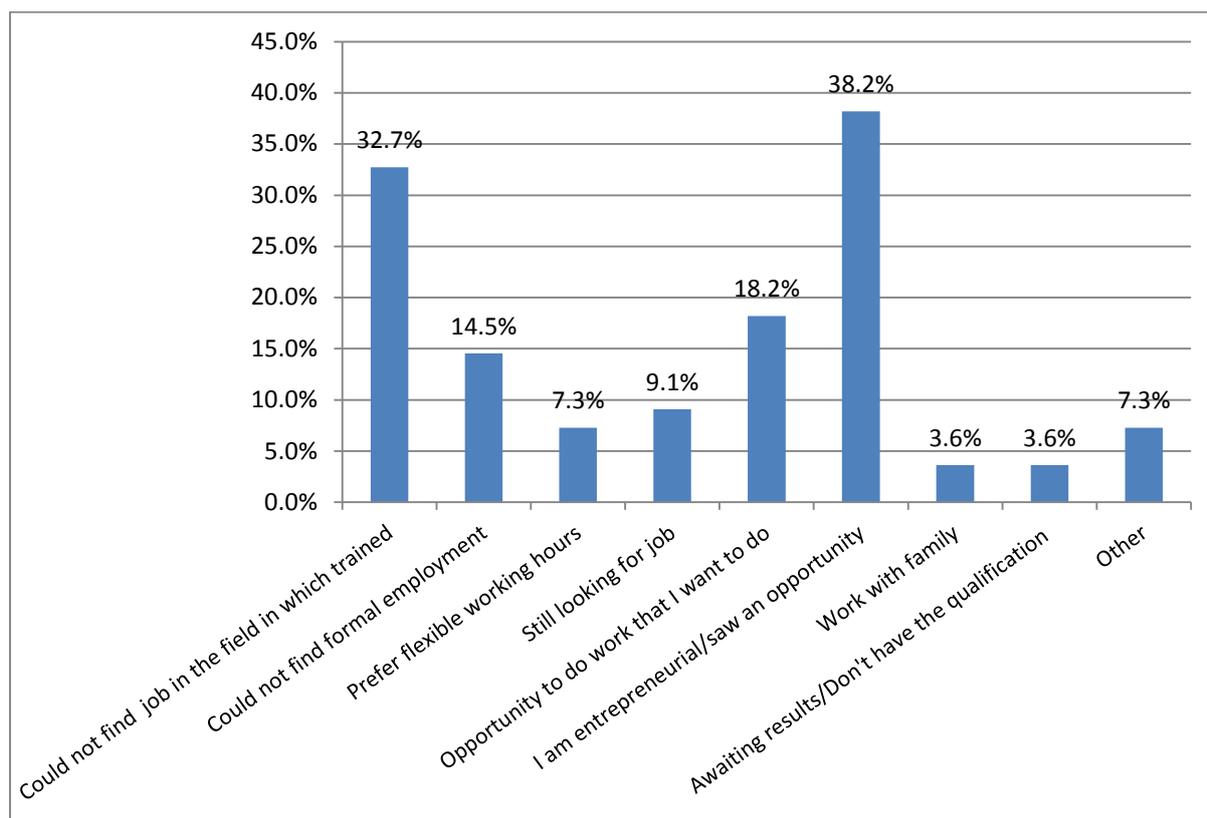
A small number of respondents (55) were or had been self-employed, amounting to just 2.8% of those who were or had been employed. Twenty-six of the 55 (47.2%) became self-employed either because they could not find formal employment or because they could not find a job in the field in which they had trained (Figure 30). A further 38.2% (21 respondents) chose self-employment because they were entrepreneurial or saw an opportunity.

⁵ Chi-square test between college inviting employers to speak at the college and being employed: 2011 Pearson chi-square test statistic of 14.05 (p-value=0.171); 2012 Pearson chi-square test statistic of 17.96 (p-value=0.055); 2013 Pearson chi-square test statistic of 18.93 (p-value=0.041); 2014 Pearson chi-square test statistic of 31.12 (p-value=0.000); 2015 Pearson chi-square test statistic of 20.26 (p-value=0.027).

⁶ Chi-square test between being taught how to apply what was learnt and being employed: 2011 Pearson chi-square test statistic of 15.60 (p-value=0.112); 2012 Pearson chi-square test statistic of 21.90 (p-value=0.016); 2013 Pearson chi-square test statistic of 33.12 (p-value=0.000); 2014 Pearson chi-square test statistic of 36.63 (p-value=0.000); 2015 Pearson chi-square test statistic of 16.54 (p-value=0.085).

Chi-square test between being exposed to the workplace environment and being employed: 2011 Pearson chi-square test statistic of 13.97 (p-value=0.174); 2012 Pearson chi-square test statistic of 23.42 (p-value=0.009); 2013 Pearson chi-square test statistic of 32.24 (p-value=0.000); 2014 Pearson chi-square test statistic of 38.29 (p-value=0.000); 2015 Pearson chi-square test statistic of 11.07 (p-value=0.352).

Figure 30: Respondents' reasons for being self-employed*



*Refers to current job or last job (may be currently unemployed)

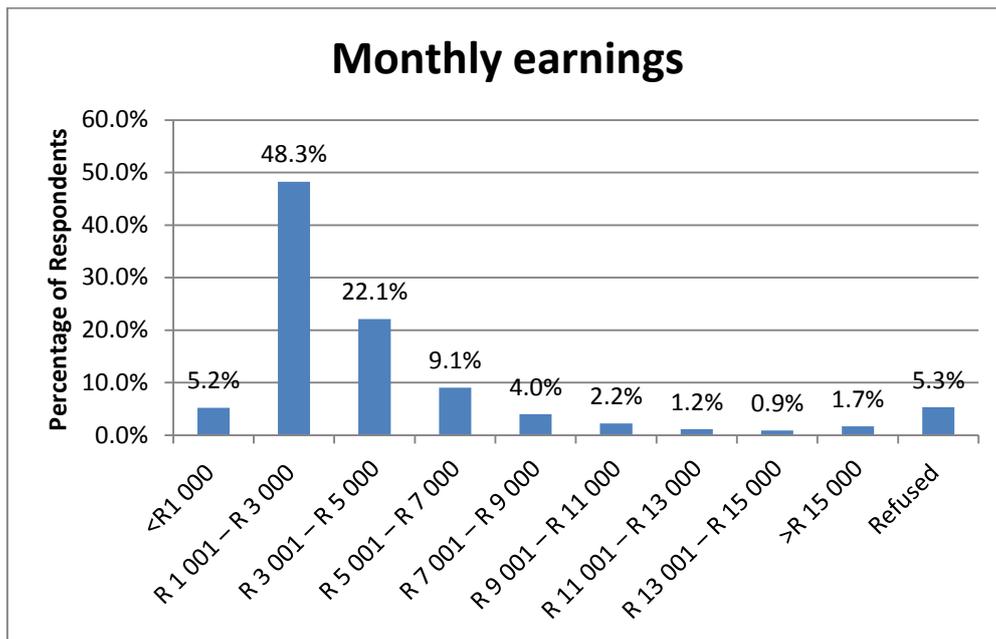
Although the number of respondents who were self-employed is small, a very large proportion of these (71%) indicated that they employed other people (Table 11). This is an area where further analysis should be undertaken, supplemented by case studies.

Table 11: Number of respondents who are self-employed who employ others

Employs others	Number	%
No	16	29.1
Yes	39	70.9
Total	55	100.0

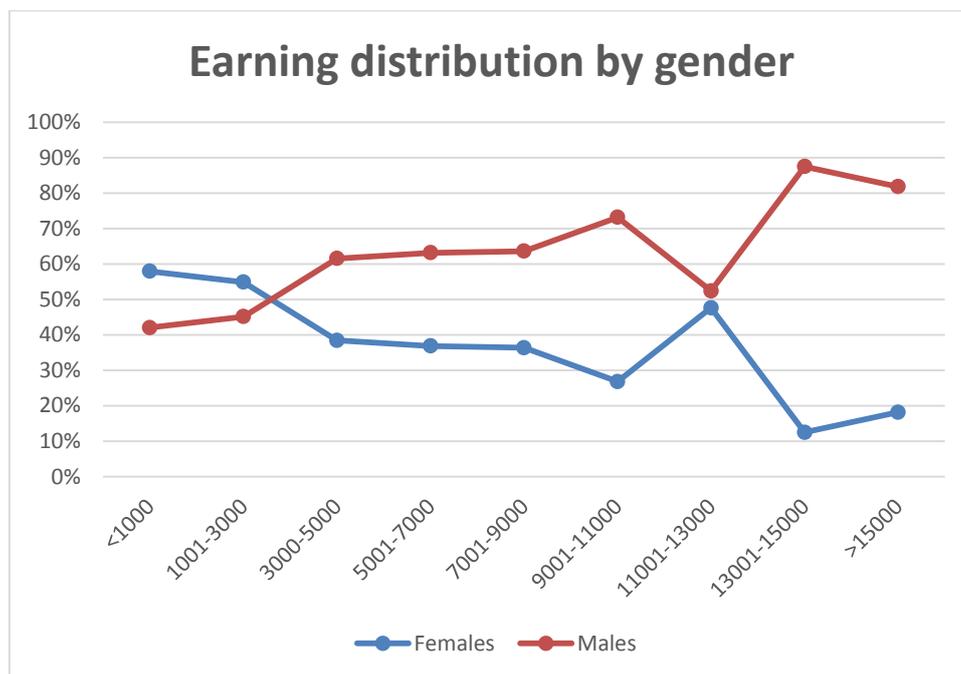
Information on the gross monthly earnings in their current or previous job (if currently unemployed) of the 1 987 respondents who were or had been employed is shown in Figure 31. Gross earnings were generally very low. The largest proportion (53.5%) of respondents earned less than R3 000 a month, while 5.2% earned less than R1 000. Only 6% of employed respondents earned more than R9 000. The low income of those employed may be the reason why most of them still lived with family. In terms of gender, Figure 32 paints a picture in favour of males in every earning category above R3000 per month.

Figure 31: Monthly earnings of employed respondents*



*Refers to current job or last job (may be currently unemployed)

Figure 32: Earning distribution by gender

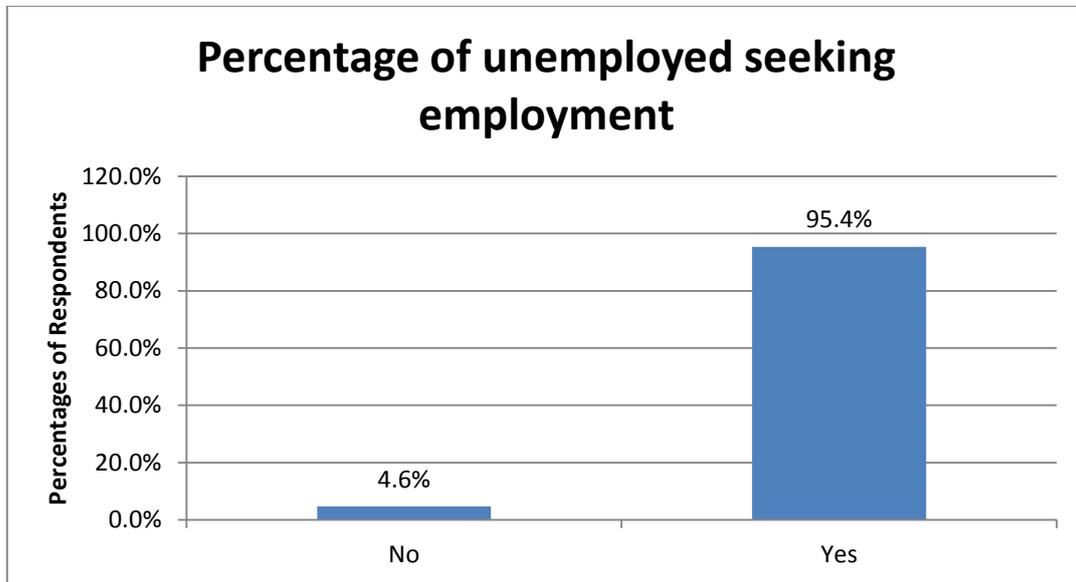


Men were clearly earning more than women. This is a general trend in the labour market internationally. An International Labour Organisation analysis of 83 countries shows that globally women in paid work earn on average between 10% and 30% less than men (International Labour Organisation, 2015) and research by the International Trade Union Confederation and Incomes Data Services (cited by Grant, 2015) puts the global gender wage gap at an average of 22.4% and South Africa's at 33.5%.

3.10 Unemployment experience

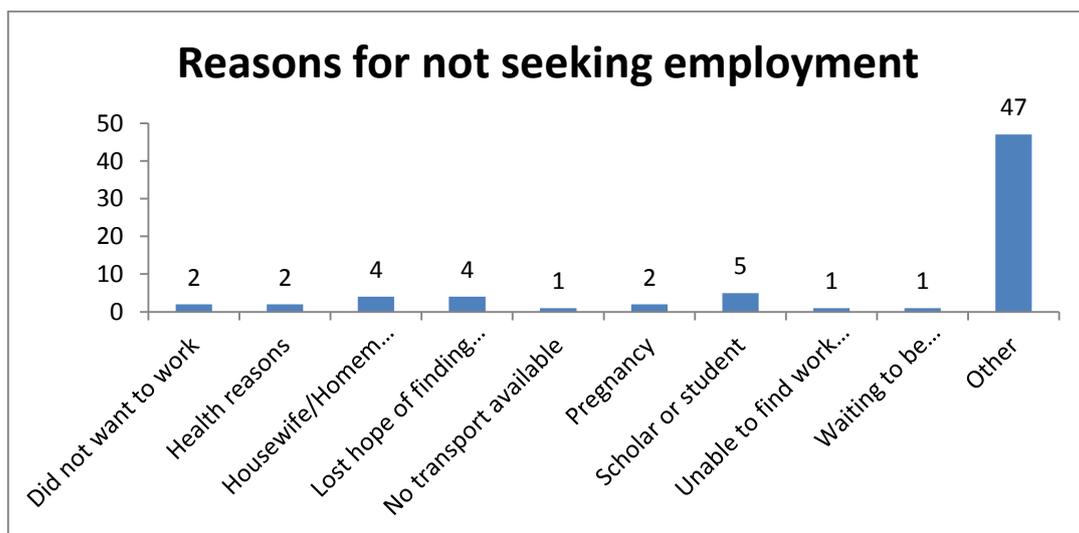
A total of 1 486 respondents (47.7% of all respondents) indicated that they were unemployed or volunteering in 2015 (Figure 33)⁷. Almost all (95.4% or 1 417) were looking for jobs, but a small proportion (4.6% or 69) said they were not seeking employment.

Figure 33: Percentage of unemployed respondents seeking employment



Of the 69 who said they were not looking for a job, 69% or 47 gave "other" as a reason (Figure 34). Five indicated that they were still studying, four said they had lost hope of finding a job and a further four were homemakers.

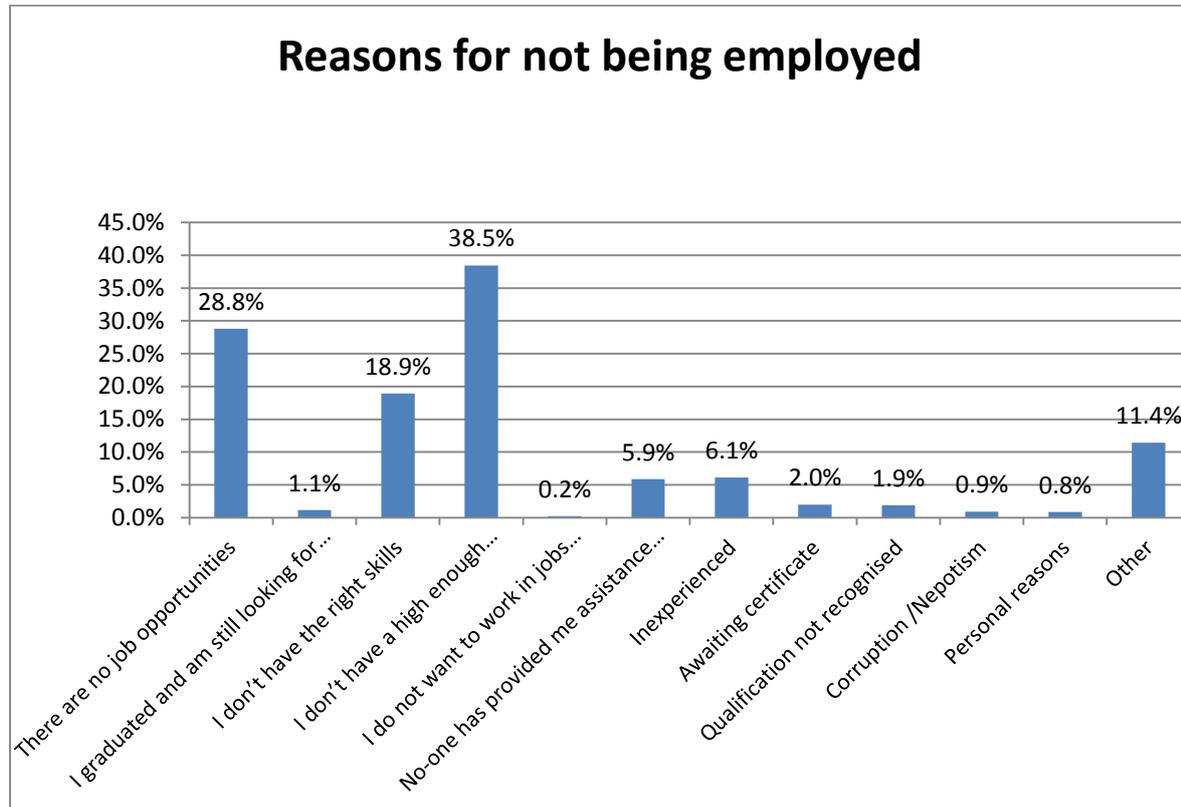
Figure 34: Reasons for not seeking employment



⁷ For the purpose of this paper, those who were volunteering are counted as being unemployed.

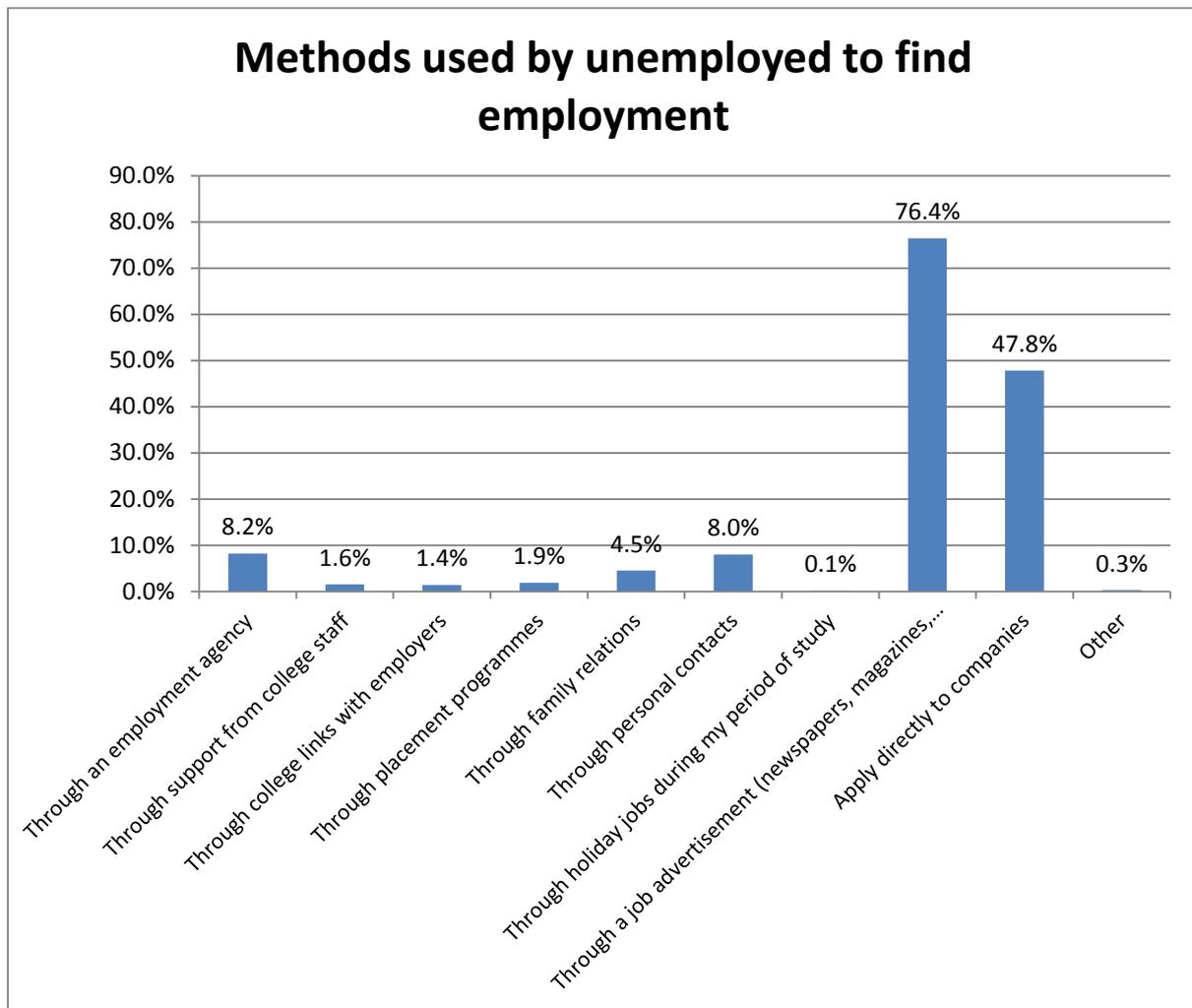
Of the 1 417 respondents who were unemployed in 2015 and who were looking for employment, a large proportion (38.5%) said that they did not have a job because they had not attained a high enough level of education (Figure 35). A further 28.8% said that there were no job opportunities and 18.9% said that they did not have the right skills. Around 2% indicated that they were still waiting for their certificates.

Figure 35: Respondents' reasons for not being employed



The most common methods unemployed respondents used to find employment opportunities were looking at job advertisements in newspapers, magazines and online (76.4%), followed by applying for jobs directly to companies (Figure 36). Only 8.2% of unemployed respondents used an employment agency to try and find employment, while 8% made use of personal contacts and family relations. This is in contrast to those that were employed who mainly found employment through personal connections. This may be due to the fact that when using personal contacts has proved unsuccessful, job seekers turn to other methods.

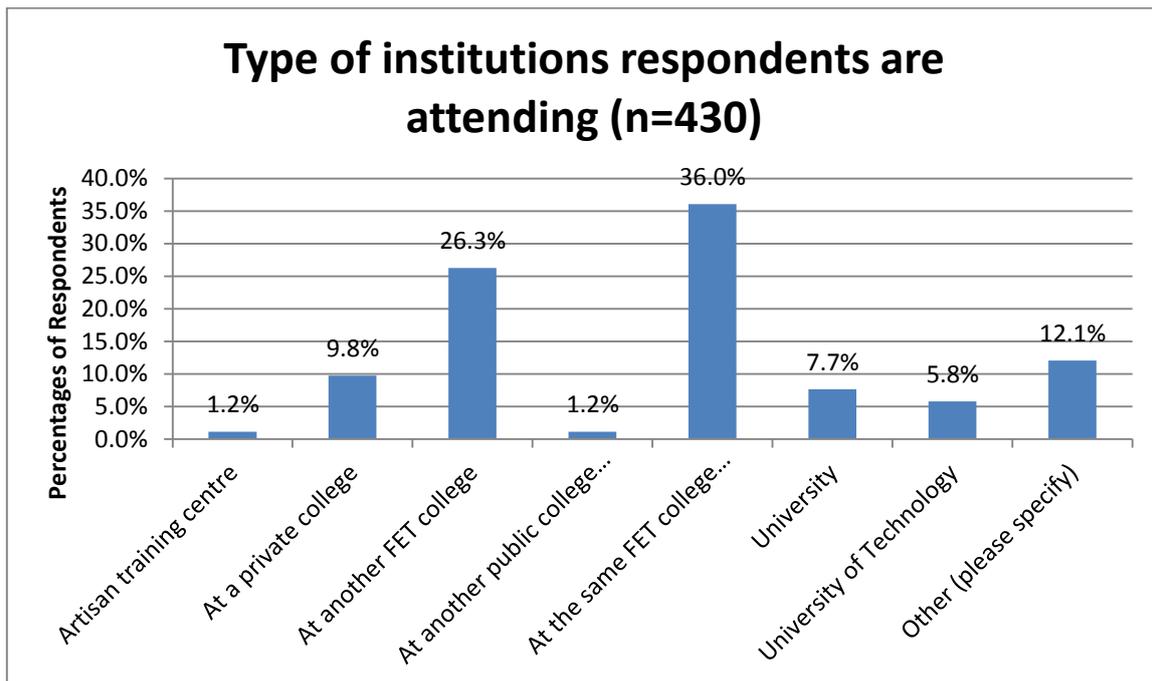
Figure 36: Methods used by those currently unemployed (2015) to seek employment



3.11 Studying in 2015

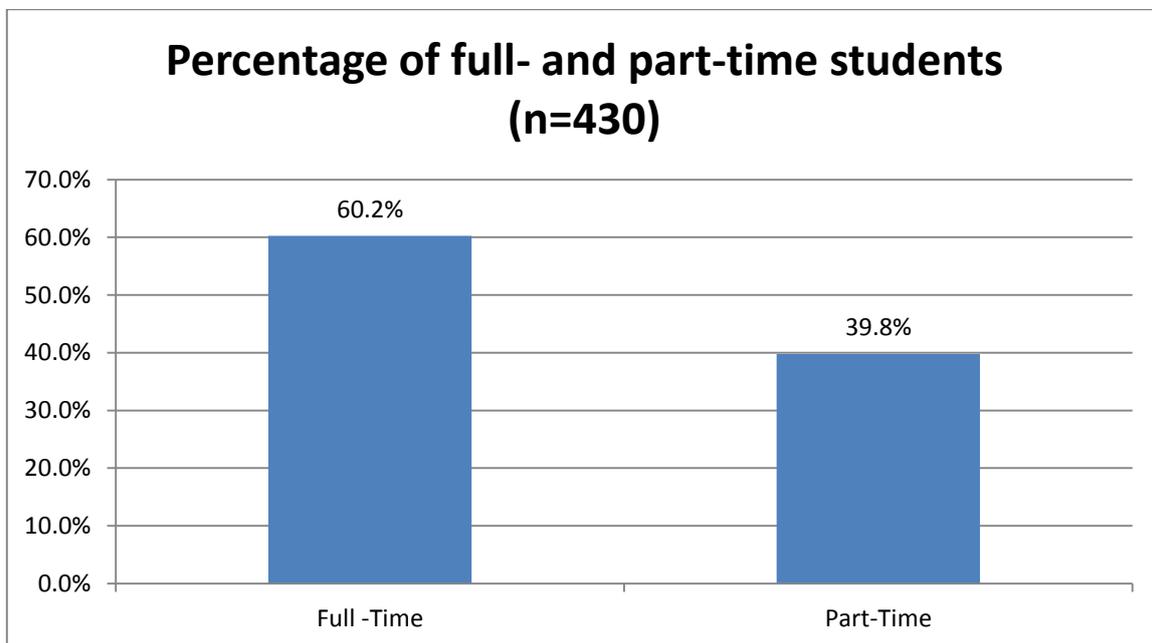
Of the 3 113 survey respondents, 13.8% were still studying in 2015. Of these, 36% were still studying at the same TVET at which they had been studying in 2010, while a further 26.3% were studying at a different TVET college (Figure 37). Just fewer than 8% were studying at a university and 5.8% at a university of technology.

Figure 37: Type of educational institutions attended by those currently (2015) studying



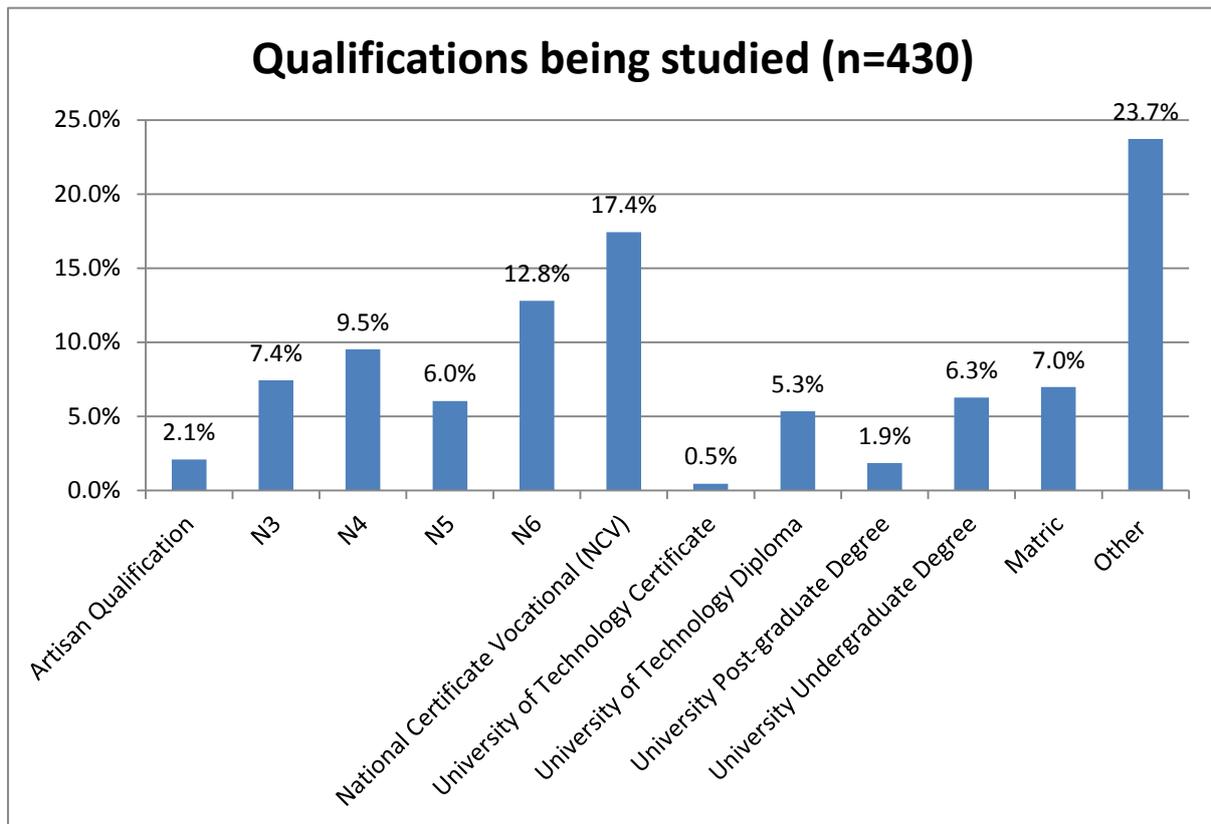
Just over 60% of the respondents currently studying were studying full-time and 39.8% part-time (Fig 38).

Figure 38: Percentage of students currently studying full-time and part-time



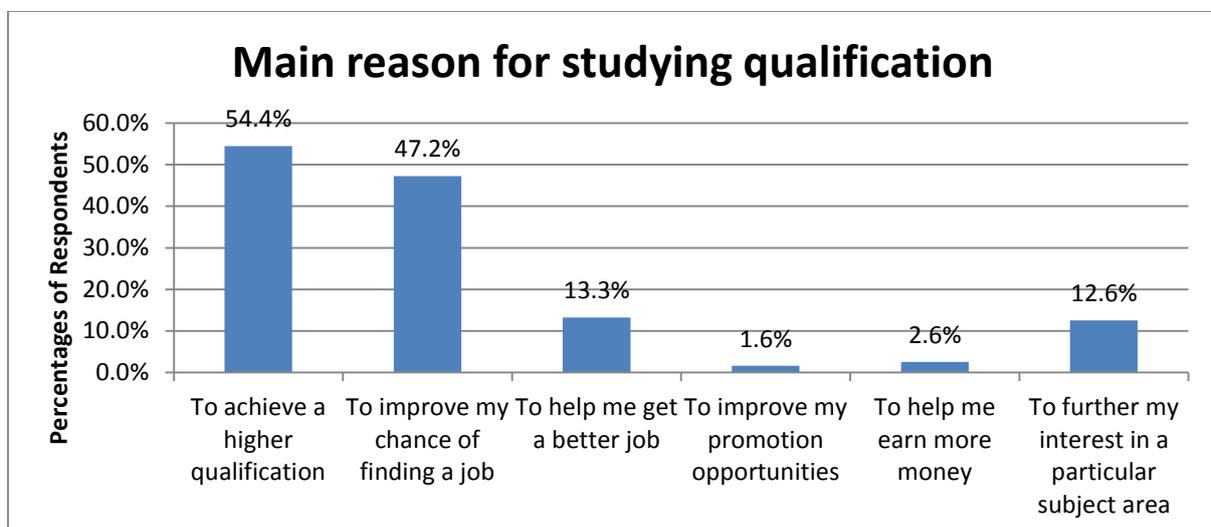
Of those studying in 2015, 17.4% were studying toward their NCV qualification (Figure 39). Just under 36% were studying towards an N3, N4, N5, or N6 certificate. As indicated, a small proportion of those studying were studying at a university (8.2%) or university of technology (5.8%), while 7% were studying towards a matric qualification. A large proportion (23.7%) of those studying was studying towards other qualifications, mainly various certificate or diploma courses, through unspecified institutions (Figure 39).

Figure 39: Qualifications towards which respondents are studying



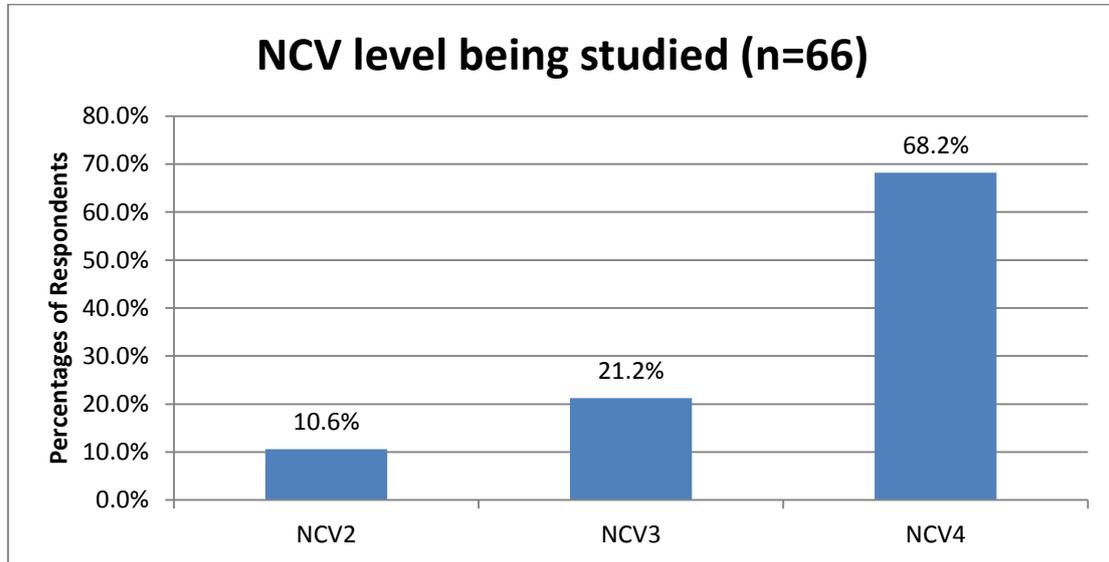
When asked to indicate the main reasons for studying for the specified qualifications (respondents could choose more than one option), more than half of the respondents said that they were doing so in order to achieve a higher qualification (Figure 40). Furthermore, 47.2% said that they wanted to improve their chances of finding employment and 13.3% were hoping the qualification would help them find better jobs. Almost 13% were studying in order to further their interest in a particular subject area. Only 2.6% indicated that they hoped the qualification would help them earn more money.

Figure 40: Reasons for studying particular qualification



Of the 66 respondents who were still studying towards their NCV qualifications, 45 (or 68.2%) were studying NCV Level 4 (Figure 41). The remainder were still studying towards NCV Levels 2 or 3. These students have been at the colleges for a number of years, blocking the system for new students to come through.

Figure 41: NCV level being studied in 2015



The largest number of those studying towards an NCV qualification were studying office administration (21 students), followed by engineering and related design (nine students) and then finance, economics and accounting (eight students) (Table 12).

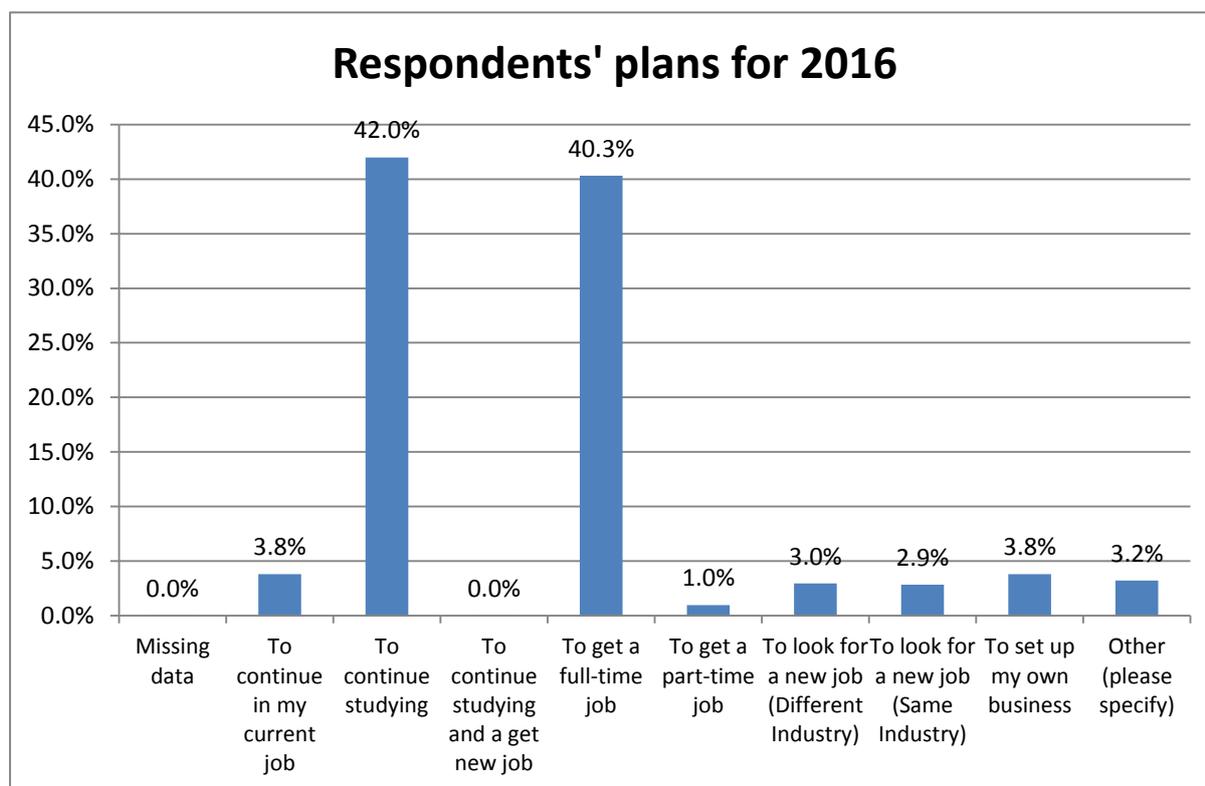
Table 12: Fields of study of respondents studying NCV in 2015

Field of study	Number	Percentage
Civil Engineering and building construction	4	6.1%
Education and Development	2	3.0%
Electrical Infrastructure Construction	5	7.6%
Engineering and related design	9	13.6%
Finance, Economics and Accounting	8	12.1%
Generic Management	2	3.0%
Hospitality	3	4.5%
IT and Computer Science	5	7.6%
Marketing	3	4.5%
Office Administration	21	31.8%
Tourism	4	6.1%
Total	66	100.0%

3.12 Future Plans

While only 13.8% of respondents indicated that they were studying in 2015, 42% of the 3 113 respondents indicated that they intended to continue studying in 2016 and 40.3% indicated that they intended to get a fulltime job (Figure 42). Of those that wanted to continue studying, 63% were men and 37% women. On the other hand, more women (55%) than men said they wanted to get full time jobs. While 3.8% intend to continue in their current jobs, 5.9% indicated that they intended to look for other jobs, either in the same field or in a new field. Only 3.8% of respondents said that they planned to set up their own businesses in 2016 and of these, substantially more were men (69%) than women.

Figure 42: Respondents' plans for 2016



4 Conclusion

This tracer study shows that the pathway into employment via the NCV qualification is a difficult one. Whether it is easier than the pathway via the N courses has not been established; a similar tracer study of N course students and graduates will be required in order to make that judgment. However, this study does point to some conclusions that have important implications for policy development in TVET colleges. These include:

- Most students who enrolled for the NCV did not complete NCV Level 4; they moved to other courses of study or leave to find jobs.
- Lack of finance was still the main reason for students not completing the NCV qualification.

- Only a tiny minority of NCV graduates went on to study at a university or university of technology.
- Fewer than half of NCV graduates were able to find employment.
- Of NCV graduates who do find employment, the majority were in part-time jobs in which they earned less than R3 000 per month.
- The employment found was usually impermanent. The majority have had more than one job in the past four years and, on average, have worked for just 2.47 years of this period.
- Most of the jobs were in the private sector and sourced through personal and family connections.
- A small minority of college graduates were self-employed, either because they could not find jobs or they have the entrepreneurial spirit. These graduates tend to employ other people.
- Despite their relatively poor labour-market prospects, college graduates rated a matric and college qualifications as very important in finding a job.
- College graduates believe that college prepared them well for work in terms of both knowledge and skill, but did not assist in terms of finding their first job.
- Students rated experience of workplace-based activities highly in preparing them for work and helping them to get a job. These activities include applying what they had learnt, exposing them to the world of the workplace and bringing employers to the college.

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Appendix A: FET Tracer Sampling

This report presents the sampling approach followed in the sampling of the 9000 individuals who were FET students in 2010 to be surveyed in 2015.

Creating the Sampling Frame

The FET survey conducted in 2010 was used to create the sampling frame. The final sampling frame consisted of 17387 records. The process of creating the frame involved a number of tasks. They include

- Removing duplicates by ID Numbers.
- Dropping variables not useful for sampling.
- Creating variables for consolidated telephone numbers.
- Excluding individuals who did not have specify a name and surname in the 2010 survey.
- Excluding anyone who doesn't have a telephone number.
- Excluding anyone who didn't have a level of study.
- Missing campus names were treated as separate campus within each university.
- Creating a unique identifier made up of college abbreviation and number listing of the students at each college.
- Renaming variables so that the names used are meaningful.
- Concatenating address variables into two variables.

Drawing a Random Sample

A random sample of 9000 was drawn using Stata version 12.1's *sample* command. In order to ensure reproducibility of the sample, a seed was set. A random sample was then drawn using the proportionate approach. That is, colleges with the highest number of students who participated in the 2010 survey have the largest share of the sample and vice versa. A number of variables were used in the sample. They include FET College, Campus, Level of Study in 2010 and Gender. Thus, the survey reflects these characteristics as they were in 2010.

Steps Followed in the Sampling

- Set the seed to ensure reproducibility of the sample.
- Generating a random number for each record using the uniform distribution.
- Sort the generated random numbers.
- Sample approximately 51.18% of the sampling frame
- Compare the distributions of the sampled data with the sampling frame.
- Save the sample data file

Sampling Results

Table 1 and Table 2 show the comparison of the sampling frame and sampled by college and campus respectively. Similarly Figure 1 and Figure 2 show the comparisons of the sampling frame and sampled by level of study and gender. The proportions resulting from the sampling are approximately the same as the sampling frame.

Table 1: Numbers sampled by FET College

College Name	Sampling Frame		Sample	
	No.	%	No.	%
Boland College	559	3%	293	3%
Coastal College	976	6%	504	6%
College of Cape Town	847	5%	437	5%
East Cape Midlands College	499	3%	258	3%
Ehlanzeni College	736	4%	379	4%
Elangeni College	311	2%	163	2%
Ekurhuleni College	393	2%	204	2%
Flavios Mareka College	134	1%	72	1%
Goldfields College	237	1%	126	1%
Gert Sibande College	922	5%	472	5%
Ikhala College	486	3%	252	3%
Ingwe College	452	3%	237	3%
Letaba College	650	4%	335	4%
Maluti College	503	3%	260	3%
Majuba College	1,064	6%	549	6%
Mopani College	635	4%	329	4%
Motheo College	446	3%	233	3%
Northern Cape Urban College	214	1%	113	1%
Nkangala College	898	5%	463	5%
Namaqualand College	146	1%	75	1%
Orbit College	1,062	6%	545	6%
Port Elizabeth College	444	3%	231	3%
South Cape College	480	3%	252	3%
South West Gauteng College	984	6%	509	6%
Taletso College	134	1%	73	1%
Tshwane North College	1,056	6%	541	6%
Umfolozzi College	324	2%	169	2%
Waterberg College	727	4%	373	4%
West Coast College	657	4%	338	4%
Western College	411	2%	215	2%
Total	17,387	100%	9,000	100%

Table 2: Number sampled by FET Campus

Campus Name	Sampling Frame		Sample	
	No.	%	No.	%
Alberton	1	0%	1	0%
Aliwal North	193	1%	100	1%
As Salaam	120	1%	61	1%
Athlone	17	0%	9	0%
Atlantis	207	1%	106	1%
Barberton	10	0%	6	0%
Beaufort West	54	0%	29	0%
Bitou	30	0%	16	0%
Bloemfontein	170	1%	88	1%
Boksburg	57	0%	29	0%
Bonamelo	208	1%	105	1%
Brits	332	2%	170	2%
Caledon	87	1%	47	1%
Cape Town	73	0%	38	0%
Carltonville	83	0%	43	0%
Charles Goodyear	111	1%	58	1%
Citrusdal	183	1%	93	1%
City	147	1%	75	1%
CN Mahlangu	133	1%	69	1%
CPD	184	1%	94	1%
Crawford	272	2%	140	2%
Dobsonville	401	2%	206	2%
Dower	23	0%	12	0%
Drakenstein	26	0%	14	0%
Drukkerslaan	55	0%	29	0%
Durban	129	1%	67	1%
Emerlo	299	2%	153	2%
Eshowe	38	0%	21	0%
Eskhawini	89	1%	45	1%
Evander	176	1%	90	1%
Ezibeleni	127	1%	66	1%
George	111	1%	58	1%
George Tabor	122	1%	63	1%
Germiston	158	1%	81	1%
Giyani	195	1%	100	1%
Grahamstown	71	0%	36	0%
Gugulethu	46	0%	23	0%
Harrismith	21	0%	12	0%
High Street	116	1%	59	1%
Hillside View	225	1%	116	1%

Iqhayiya	74	0%	39	0%
ITB	239	1%	124	1%
Itemoheleng	140	1%	73	1%
Kanyamazane	85	0%	44	0%
Kathorus	136	1%	70	1%
Kempton Park	36	0%	19	0%
Krugersdorp	139	1%	72	1%
Krugersdorp West	40	0%	22	0%
Kwamashu	111	1%	58	1%
Kwetlisong	40	0%	21	0%
Lebowakgomo	94	1%	50	1%
Lere-La-Tshepe	62	0%	32	0%
Lichtenburg	92	1%	48	1%
Maake	440	3%	226	3%
Mafikeng	35	0%	20	0%
Mahwelereng	398	2%	203	2%
Main Campus	23	0%	12	0%
Malmesbury	44	0%	22	0%
Maluti	129	1%	67	1%
Mamelodi	355	2%	181	2%
Mandeni	67	0%	35	0%
Mankwe	478	3%	244	3%
Mapulaneng	111	1%	58	1%
Middelburg	326	2%	168	2%
Mlumati	390	2%	199	2%
Mokopane	126	1%	65	1%
Molapo	176	1%	91	1%
Moremogolo	58	0%	31	0%
Mossel Bay	196	1%	101	1%
Mpondozamkomo	90	1%	46	1%
Mpumalanga	78	0%	40	0%
Mt Fletcher	89	1%	47	1%
Mt Frere	203	1%	104	1%
MTC	443	3%	228	3%
Namaqualand	137	1%	70	1%
Ndwedwe	28	0%	15	0%
Nelspruit	131	1%	67	1%
Newtech	128	1%	66	1%
Ntuzuma	49	0%	26	0%
Oudtshoorn	65	0%	34	0%
Paarlberg	122	1%	63	1%
Park Avenue	181	1%	94	1%
Phalaborwa	210	1%	109	1%
Pinelands	266	2%	136	2%

Pinetown	14	0%	7	0%
Pretoria	302	2%	154	2%
Qadi	26	0%	14	0%
Queenstown	139	1%	72	1%
Randfontein	91	1%	47	1%
Richtek	121	1%	62	1%
Roodepoort	11	0%	6	0%
Roodepoort West	162	1%	84	1%
Russel Road	306	2%	156	2%
Rustenberg	232	1%	119	1%
Sasolburg	124	1%	65	1%
Sibaneseftu	147	1%	75	1%
Siteto	12	0%	8	0%
Soshanguve	172	1%	88	1%
St Oswald	1	0%	1	0%
Standerton	287	2%	147	2%
Stellenbosch	162	1%	83	1%
Strand	90	1%	47	1%
Struandale	36	0%	20	0%
Swinton	178	1%	92	1%
Technisa	67	0%	35	0%
Temba	192	1%	99	1%
Thaba Nchu	35	0%	19	0%
Thornton	164	1%	84	1%
Thuba Makote	35	0%	19	0%
Tosa	97	1%	51	1%
Ubuhle Bogu	183	1%	94	1%
Umbumbulu	107	1%	56	1%
Umlazi BB	33	0%	17	0%
Umlazi V	201	1%	102	1%
Unspecified	668	4%	375	4%
Vaal	2	0%	2	0%
Val Duncan	398	2%	205	2%
Victoria	3	0%	2	0%
Vredenberg	58	0%	31	0%
Vredendal	119	1%	62	1%
Welkom	134	1%	70	1%
Witbank	318	2%	162	2%
Total	17,387	100%	9,000	100%

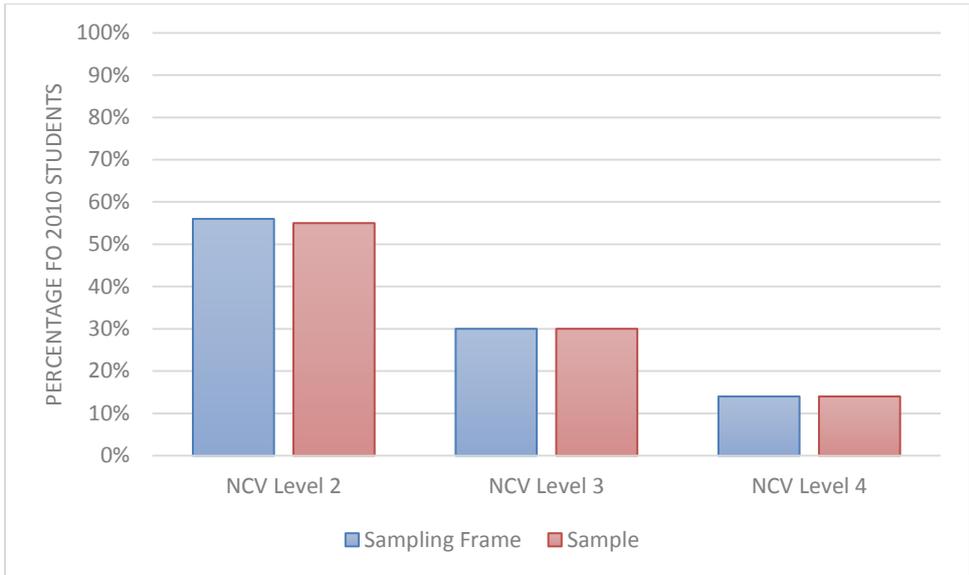


Figure 1: Comparison of sampled versus the sampling frame by Level of study in 2010

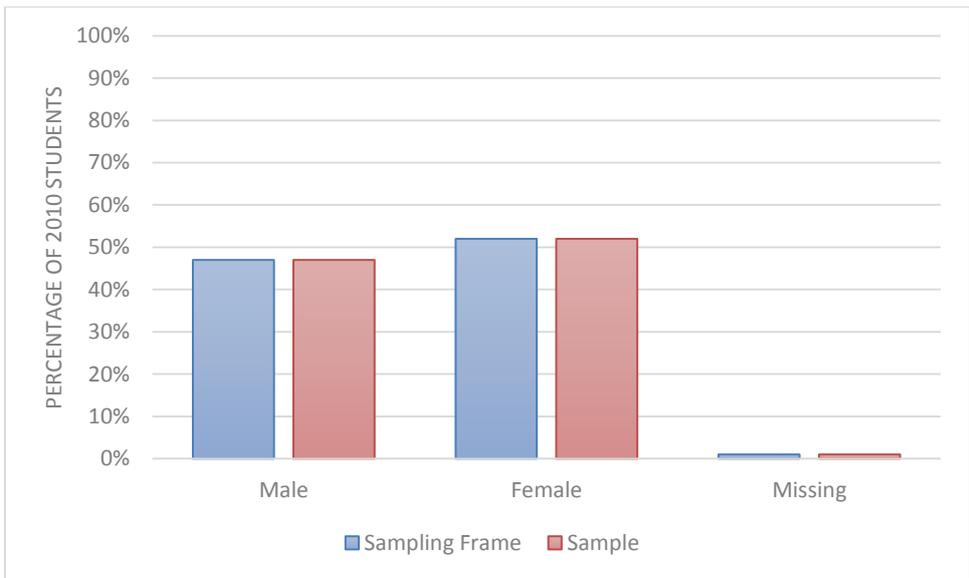


Figure 2: Comparison of sampled versus the sampling frame by Gender

Appendix B: Survey Instrument

TRACER STUDY ON THE TRANSITION OF STUDENTS FROM TVET COLLEGES TO THE LABOUR MARKET

Good day, my name is >>>>>>>> I am calling on behalf of SSACI who, in conjunction with Jet Education Services and NBI is conducting research on the transition of students from TVET Colleges to the labour market. Is now a convenient time to ask you some questions based on the college you attended and what you have been doing since leaving collage? (If yes continue, if No, obtain convenient time to call again)

All our calls are recorded and the information you give will remain confidential. The interview will take approx. 15 - 20mins.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

NB: Where there is a scale and participant is asked to rate an item from 1 to 5, ask the participant to rate every item on the list. Tick the appropriate box, based on the response from participant.

NB: Where there is a scale and participant is asked to rate an item from 1 to 5, ask the participant to rate every item on the list. Tick the appropriate box, based on the response from participant.

1. BIOGRAPHICAL INFORMATION

1.1. Jet ID code from 2010 (Pre-populated)
1.2. Surname: (Pre-populated)
1.3. First Name: (Pre-populated)
1.4. Were you studying in {pre-populated} FET college/campus in 2010 (YES/No)
NOTE to Interviewer: Remind them that they filled in a survey in 2010 when they were at the college If no, end the survey
1.5. Date of birth (Pre-populated to confirm OR fill in if blank)
1.6. Current Contact Details: (pre-populated to confirm AND change as required) Home Telephone Number (inc. code) Cellular Alternative cell

1.7. Which province are you living in now?	
Eastern Cape	
Free State	
Gauteng	
Kwazulu-Natal	
Limpopo	
Mpumalanga	

Northern Cape	
North-West	
Western Cape	
Other Country (please specify)	

1.8. Have you moved away from the town/city in which you studied in 2010?		
Yes		(Go to 1.9)
No		(Go to 1.10)

1.9. If you moved away from the place in which you studied, what is the MAIN reason for this? Only one answer.		
Wanted to be at home		
More likelihood of getting a job in this area		
Could not find a job in the place where I studied		
Moved to study in another place		
Got a job in the area where I am now		
Did not have accommodation there		
Could not afford to live there anymore		
Other (please specify)		

1.10. If you have stayed in the same place you have studied, what is the MAIN reason for this? Only one answer.		
Wanted to be at or near my home		
Got a job in this area		
More likelihood of getting a job in this area		
I am staying with a family member		
I prefer living in this environment		
Still Studying		
Other (please specify)		

1.11. Who do you live with at present? Including yourself		
Mother and Father		
Spouse		
Mother Only		
Father Only		
One or more grandparents only		
Other Family member/s		
Alone		
With non-family members		

1.12. How many people do you live with? (including yourself)	
---	--

1.13. What do you live in? (only one answer)	
House on separate stand or yard	
Flat in block of flats	
Town/Cluster/Semi-detached house	
Traditional dwelling or hut	
House/flat/room in a back yard	
Informal dwelling or shack in back yard	
Informal dwelling in squatter settlement	
Other (please specify)	

1.14. What qualifications, for which you have a certificate, have you achieved to date? More than one option can be chosen	
Matric (NSC)	
NCV 2	
NCV 3	
NCV 4	
N3	
N4	
N5	
N6	
University of Technology Certificate	
University of Technology Diploma	
University Degree	
Artisan Qualification	

2. SITUATION SINCE COMPLETING SURVEY IN 2010

2.1 Why did you not complete NCV4 (only ask this question, if NCV4 not selected in Q1.14)? (Can choose more than one option)	
Had no finance to continue	
Excluded	
Got a job	
Wrong course for me	
Parents asked me to leave	
Didn't like the lecturers	
Still studying towards achieving NCV4	
Moved to N4	
Other (please specify)	

2.2 What were/are you doing in February of the following years?	2011	2012	2013	2014	2015	
Studying						If studying in 2015 go to 4, 6 and 7
Employed Internship Apprenticeship						If employed in any year go to 3; 4

						and 7
Unemployed						If unemployed in 2015 go to 4, 5 and 7)
Volunteering						In 2015 Go to 4, 5 & 7

3 IF YOU HAVE BEEN EMPLOYED OR ARE CURRENTLY EMPLOYED

3.1 How many jobs have you had since 2010 (number required):

3.2 What is your most recent job?	
3.2.1. Which industry is/was it in? (read from list provided at the end of the Questionnaire)	
3.2.2. What is/was your job title?	
3.2.3. What is/was the main activities of your position?	
3.2.4 How long have you been/was in this job?	

3.3 In your first (3.3.1) / second(3.3.2) /third(3.3.3)/fourth(3.3.4) job (depending on answer to Question 3.1) BUT EXCLUDING CURRENT JOB	
3.3.1 First job	
3.3.3.1 Which industry was it in? (read from list provided) ⁸	
3.3.1.2 What was your job title?	
3.3.2.3 What were the main activities of your position?	
3.3.1.4 How long were you in this job?	
3.3.2 Second job	
3.3.2.1 Which industry was it in? (read from list provided at the end of the Questionnaire)	
3.3.2.2 What was your job title?	
3.3.2.3 What were the main activities of your position?	
3.3.2.4 How long were you in this job?	
3.3.3 Third job	
3.3.3.1 Which industry was it in? (read from list provided at the end of the Questionnaire)	
3.3.3.2 What was your job title?	
3.3.3.3. What were the main activities of your position?	
3.3.3.4 How long were you in this job?	
3.3.4 Fourth job	
3.3.4.1 Which industry was it in? (read from list provided at the end of the Questionnaire)	
3.3.4.2 What was your job title?	
3.3.4.3 What were the main activities of your position?	
3.3.4.4 How long were you in this job?	
3.3.5 Fifth job	

⁸ List property of Introye, service provider that conducted the interviews.

3.3.5.1 Which industry was it in? (read from list provided at the end of the Questionnaire)	
3.3.5.2 What was your job title?	
3.3.5.3 What were the main activities of your position?	
3.3.5.4 How long were you in this job?	

3.4 Do you (if currently employed)/did you (for last job if currently unemployed) work full-time or part-time?	
Full-time	
Part-time	

3.5 What kind of employment are (if currently employed/were(for last job if currently unemployed) you in?

3.6 What kind of employer do (if currently employed)/did (for last job if currently unemployed) / you work for? One answer only	
Government organisation	
Non-government organisation	
Private company	
I am/was self-employed	
Private person	
Informal/Piece work	

3.7 If am/was self-employed chosen in Q3.6, (either on your own or employing others), please state the reason/s why? (Can tick more than one)	
I could not find a job in the field in which I am trained	
I could not find formal employment	
I prefer flexible working hours	
I am still looking for a job	
It gives more opportunity to do work that I want to do	
Other (please specify)	
I am entrepreneurial/saw an opportunity	

3.8 If am/was self-employed chosen in Q3.6 do/did you employ others	
Yes	
No	

3.9 How much do you (if currently employed)/did you (for last job if currently unemployed) earn a month, before Tax (Gross salary)?		
<R1 000	R 9 001 – R 11 000	
R 1 001 – R 3 000	R 11 001 – R 13 000	
R 3 001 – R 5 000	R 13 001 – R 15 000	
R 5 001 – R 7 000	>R 15 000	
R 7 001 – R 9 000	Refuse to answer	

3.10 On a scale of 1 to 3, (1 = not at all; 2 = occasionally; 3 = always) rate the following:			
	1	2	3
The extent to which you are using/ have used the knowledge gained during your studies.			
The extent to which you are using/have used the skills gained during your studies			

3.11 If you are currently employed / for last job if currently unemployed, is/was your qualification relevant for your first/last job?	
Yes Skip q. 3.13	
No	

3.12 If your qualification is <u>not relevant</u> to your CURRENT job (if currently employed) or last job (if currently unemployed), why did you take the job?	
I did not find a job linked to my qualification	
The job provides/ed me with better job opportunities	
I could earn more money	
It is/was more secure	
It is/was more interesting	
It was all I could get	

3.13 If you have left your job/s, what have been some of the main reasons? (Can tick more than one)	
It was temporary/part-time job only	
The new job offered me a promotion	
I found a better paying job	
I found a job that better suited my qualifications	
The company closed/moved	
I started studying again	
I had to take on family responsibilities	
I was retrenched	
My contract came to an end	
Other (please specify)	

3.14 How did you go about finding your <u>FIRST</u> job? (Can tick more than one)	
Through an employment agency	
Through support from college staff	
Through college links with employers	
Through placement programmes	
Through family relations	
Through personal contacts in my community	
Through holiday jobs during my period of study	
Through a job advertisement (newspapers, magazines, online)	
I joined the family business	
I worked for the same employer before my studies	
Other (please specify)	

3.15 How long did it take to find your FIRST job? Years/months

3.16 Rate the importance of each of the following statements, in finding your FIRST job. (1 = unimportant; 2 = important; 3 = very important)

	1	2	3
Having a matric			
Having a FET college qualification			
Practical work experience gained during the studies			
Help provided by the college for the job interview			
References from people who know me			

4 THE ROLE OF THE FET COLLEGE IN PREPARING YOU TO GET A JOB

4.1 Rate in order of importance (Rate each statement), the kind of support young people need when leaving school and going to college? (1 = unimportant; 2 = important; 3 = very important)

	1	2	3
Help with language problems			
Help with study methods			
Guidance on which course to choose			
Guidance on career or employment opportunities			
Practical/work experience during studies			
Counselling support for personal problems			
Help in finding a job at the end of your studies			
Support in preparing for job interviews			

4.2 Rate the role of the COLLEGE (rate each statement) in preparing you to get a job (1 = poor; 2 = average; 3 = excellent)

	1	2	3
Gave you adequate knowledge of subject matter			
Made you confident that you will get employed			
Taught you how to apply what you have learned in the workplace			
Exposed you to workplace environments			
Shared ideas around job opportunities			
Supported you in contacting employers			
Invited employers to speak to you at the college			
Supported you in arranging interviews with employers			
Supported you in preparing job applications			

4.3 Do you still have contact with the FET college where you studied? (Can tick more than one)

No contact at all	
Contacted lecturers to give feedback on my progress	
Visited the college to give feedback on my progress	
College contacts me regularly to check on my progress	
I am involved in an on-going college project	

I am employed by the college	
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5 IF YOU ARE CURRENTLY UNEMPLOYED/VOLUNTEERING

5.1 Are you looking for a job? Yes/ No (if No Section 5.1 if Yes 5.2)
5.1.1. If No – Why not?
Awaiting the season for work
Waiting to be recalled to former job
Health reasons
Pregnancy
Disabled or Unable to work (Handicapped)
Housewife/Homemaker (Family considerations/child care)
Undergoing training to help find work
No jobs available in the area
Lack of money to pay for transport to look for work
Unable to find work requiring his/her skills
Lost hope of finding any kind of work

5.2 How are you looking for a job? (Can tick more than one)
Through an employment agency
Through support from college staff
Through college links with employers
Through placement programmes
Through family relations
Through personal contacts
Through holiday jobs during my period of study
Through a job advertisement (newspapers, magazines, online)
Other (please specify)

5.3 What are/were the main reasons for you not having a job? (Can tick more than one)
There are no job opportunities
I graduated and am still looking for a job
I don't have the right skills
I don't have a high enough education level
I do not want to work in jobs related to what I studied
No-one has provided me assistance in finding a job
Other (please specify)

6 IF YOU ARE PRESENTLY STUDYING

6.1 At which type of institution are you studying?
At the same FET college that I was at in 2010
At another FET college

At another public college (nursing, police, etc.)	
At a private college	
University of Technology	
University	
Artisan training centre	
Other (please specify)	

6.2 Are you studying full-time or part-time?	
Full-time	
Part-time	

6.3 Towards which qualification are you studying?	
National Certificate Vocational (NCV) (if No 6.6)	
N3	
N4	
N5	
N6	
University of Technology Certificate	
University of Technology Diploma	
University Undergraduate Degree	
University Post-graduate Degree	
Artisan Qualification	
Other (please specify)	

6.4 If doing NCV, which level are you on?	
NCV2	
NCV3	
NCV4	

6.6 What are the main reasons for studying the current Qualification? (Can tick more than one)	
To achieve a higher qualification	
To improve my chance of finding a job	
To help me get a better job	
To improve my promotion opportunities	
To help me earn more money	
To further my interest in a particular subject area	

7 FUTURE PLANS

7.1 What are your plans for 2016?	
To continue studying	
To get a different job	
To continue in my current job	
To look for a new job	

To get a full-time job	
To get a part-time job	
To set up my own business	
Other (please specify)	