

Student Experience of Training offered by Training providers accredited by the HWSETA

2017 MONITORING REPORT



Student Satisfaction Survey, 2017

Authors of this report

Dineo Mokheseng and
Bulelwa Plaatjie

Copyright

HEALTH AND WELFARE SETA
17 BRADFORD ROAD
BEDFORDVIEW
JOHANNESBURG

Disclaimer

This report was issued for the HWSETA which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

The views expressed in this report are that of the authors and not that of the HWSETA. Research commissioned by HWSETA.

Table of Contents

| | |
|--|----|
| Table of Contents | 3 |
| List of tables..... | 4 |
| List of figures | 5 |
| 1. Executive Summary | 6 |
| 1.1 Background..... | 6 |
| 1.2 Methodology | 6 |
| 1.3 Results..... | 6 |
| 1.3.1 Description of participating Skills Development Providers | 6 |
| 1.3.2 Profile of students enrolled for occupational qualifications..... | 7 |
| 1.3.3 Training experience acquired by students..... | 8 |
| 1.3.4 Concerns of students about training and employment | 8 |
| 1.3.5 Students' recommendations for improving training | 8 |
| 1.4 Conclusions | 8 |
| 2. INTRODUCTION AND METHODOLOGY..... | 9 |
| 3. RESULTS..... | 10 |
| 3.1 PROFILING OF SKILLS DEVELOPMENT PROVIDERS | 10 |
| 3.1.1 Skills development providers under review | 10 |
| 3.1.2 Provincial distribution of Skills development providers..... | 10 |
| 3.1.3 District distribution of skills development providers | 11 |
| 3.2 PROFILE OF STUDENTS ENROLLED FOR OCCUPATIONAL QUALIFICATIONS | 12 |
| 3.2.1 Socio-demographic profile | 12 |
| 3.2.2 Description of current training..... | 19 |
| 3.2.3 Motivating Factors and Expectations from the Course..... | 21 |
| 3.2.4 Perceived post-training employment | 23 |
| 3.3 EXPERIENCE ACQUIRED BY STUDENTS FROM THE TRAINING | 25 |
| 3.3.1 Course cost and source of funding for education | 25 |
| 3.3.2 Induction | 27 |
| 3.3.3 Perceived quality of Education Practitioners | 32 |
| 3.3.4 Perceived benefits of training course | 34 |
| 3.3.5 Availability of Resources..... | 34 |
| 3.4 CONCERNS OF STUDENTS ABOUT TRAINING AND EMPLOYMENT PROSPECTS..... | 42 |
| 3.4.1 Concerns about training received from skills development providers | 42 |
| 3.4.2 Reasons for not being optimistic about finding a job | 55 |
| 3.5 STUDENTS' RECOMMENDATIONS FOR IMPROVING TRAINING | 58 |
| 3.5.1 Types of suggestions..... | 59 |
| 3.5.2 Specific suggestions made by learners | 59 |
| 4. DISCUSSION | 69 |
| 4.1 Background..... | 69 |
| 4.2 Learners are motivated and clear about expectations | 69 |

| | | |
|-----|--|----|
| 4.3 | Learners' positivity on employment outlook is not very high | 69 |
| 4.4 | Most learners are satisfied with the performance of their school | 70 |
| 4.5 | Quality of training varies with schools | 70 |
| 4.6 | Interventions needed | 70 |

List of tables

| | |
|--|----|
| Table 1: District distribution of Skills Development Providers | 11 |
| Table 2: Percentage distribution of home district of learners | 15 |
| Table 3: Percentage distribution of students who were looking for work or doing nothing prior to current training by age group | 18 |
| Table 4: course of study by school and course | 26 |
| Table 5: Percentage of learners who were not inducted by school | 28 |
| Table 6 : Questions (aspects) learners were asked regarding the information received | 29 |
| Table 7: Programme aspects explained to learners and understood by learners | 30 |
| Table 8: Course aspects explained to learners and understood by learners | 31 |
| Table 9: Assessments aspects explained to learners and understood by learners | 31 |
| Table 10: Workplace training aspects explained to learners and understood by learners | 32 |
| Table 11: Learners rating of facilitator | 33 |
| Table 12: Perceived benefits of training course | 34 |
| Table 13: Learners who reported insufficient training aids for effective learning by school | 36 |
| Table 14: Schools of learners who reported not having access to a mentor | 39 |
| Table 15: Learners ratings of their mentor on a number of attributes | 39 |
| Table 16: Percentage distribution of institution which hosted learners for work experience | 40 |
| Table 17: Schools of learners who reported that they were not exposed to practical tasks | 41 |
| Table 18: Percentage distribution of learners who had employment worries by school | 44 |
| Table 19: Percentage distribution of learners with employment worries by course of study | 45 |
| Table 20: Percentage distribution of course awareness worries by school | 45 |
| Table 21: Percentage distribution of learners with course awareness concerns by course of study | 46 |
| Table 22: Percentage distribution of learners worried about certificates by school | 47 |
| Table 23: Percentage distribution of learners worried about certificates by course of study | 47 |
| Table 24: Percentage distribution of learners worried about practical training by school | 48 |
| Table 25: Percentage distribution of learners worried about practical training by course of study | 48 |
| Table 26: Percentage distribution of learners who were concerned about time by school | 49 |
| Table 27 : Percentage distribution of learners who were concerned about time by course of study | 49 |
| Table 28: Percentage distribution of learners concerned about further learning by school | 50 |
| Table 29: Percentage distribution of learners concerned about further learning by course of study | 51 |
| Table 30: Percentage distribution of learners concerned about administration by course of study | 51 |
| Table 31: Percentage distribution of learners concerned about administration by course of study | 52 |
| Table 32: Percentage distribution of learners who had no worries about their training by school | 54 |
| Table 33: Percentage distribution of learners who had no worries about their training by course of study | 54 |
| Table 34: Percentage distribution of learners who said there are no job opportunities by school | 56 |
| Table 35: Percentage distribution of learners who said there are no job opportunities by course of study | 56 |
| Table 36: Percentage distribution of learners who said their course of study was not known by school | 57 |
| Table 37: Percentage distribution of learners who said their course of study was not known by course of study | 57 |
| Table 38: Percentage distribution of learners who made suggestion about improving administration by school | 59 |
| Table 39: Percentage distribution of learners who made suggestion about improving administration by course of study | 60 |
| Table 40: Percentage distribution of learners who made suggestion about improving course content by school | 61 |
| Table 41: Percentage distribution of learners who made suggestion about improving course content by course of study | 62 |
| Table 42: Percentage distribution of learners who made suggestion about job placement by school | 62 |
| Table 43: Percentage distribution of learners who made suggestion about job placement by course of study | 63 |

| | |
|---|----|
| Table 44: Percentage distribution of learners who made suggestion about training facilities and material by school..... | 64 |
| Table 45: Percentage distribution of learners who made suggestion about training facilities and material by course of study | 65 |
| Table 46: Percentage distribution of learners who made suggestion about improving time allocation by school..... | 65 |
| Table 47: Percentage distribution of learners who made suggestions about improving time allocation by course of study | 66 |
| Table 48: Percentage distribution of learners who made suggestions about increasing the level of the course by school..... | 67 |
| Table 49: Percentage distribution of learners who made suggestions about increasing the level of the course by course of study..... | 67 |
| Table 50: Percentage distribution of learners who made suggestions about improving funding by school.... | 68 |
| Table 51: Percentage distribution of learners who made suggestions about improving funding by school.... | 68 |

List of figures

| | |
|--|----|
| Figure 1: The top ten Colleges, that contributed the most learners to the survey | 10 |
| Figure 2: Provincial distribution of surveyed skills development providers | 11 |
| Figure 3: Sex distribution of study respondents | 13 |
| Figure 4: Percentage distribution of age by sex | 13 |
| Figure 5: Race distribution of study respondents | 14 |
| Figure 6: Disability status of study respondents | 14 |
| Figure 7: Highest educational qualification of study respondents. | 16 |
| Figure 8: Percentage distribution of learners highest level of education by age | 16 |
| Figure 9: Percentage distribution of learner's highest qualification by current course of study | 17 |
| Figure 10: Employment status of learners prior to current training | 17 |
| Figure 11: Main activity of study respondents prior to current training..... | 18 |
| Figure 12: Main activity of study respondents prior to current training..... | 19 |
| Figure 13: Highest educational qualification of study respondents | 20 |
| Figure 14: Percentage distribution of course of study | 20 |
| Figure 15: Percentage distribution of course of study by highest qualification | 21 |
| Figure 16: Factors that motivated learners to enrol for their course of study | 21 |
| Figure 17: Learners' top three expectations for their training course | 22 |
| Figure 18: Course related to career aspirations | 23 |
| Figure 19: Learners' perceived employment opportunities after completing course..... | 23 |
| Figure 20: Percentage distribution of learners perceived post-training employment opportunities by province | 24 |
| Figure 21: Percentage distribution of learners perceived post training employment opportunities by course of study | 24 |
| Figure 22: Course cost by course of study | 25 |
| Figure 23: Percentage distribution of sources of funding | 27 |
| Figure 24: Percentage distribution of learner's induction at the beginning of training..... | 28 |
| Figure 25: Percentage distribution of learner's perception of facilitators | 33 |
| Figure 27: Percentage distribution of learner's perception of training aids available in the classroom | 35 |
| Figure 28: Percentage distribution of resources available to learners | 37 |
| Figure 29: Percentage of learners who have had outstanding assessment results for more than three weeks | 37 |
| Figure 30: Percentage distribution of workplaces where learners are currently working or undertaking practical training..... | 38 |
| Figure 31: Percentage of learners who have a mentor at their place of work/practical training | 38 |
| Figure 32: Percentage distribution of learner's feelings towards time spent in the workplace to master tasks | 41 |
| Figure 33: Percentage distribution of learner's exposure to practical tasks related to training | 41 |
| Figure 34: Percentage distribution of the number of complaints reported by learners | 43 |
| Figure 35: Percentage distribution of learner's worries regarding their training..... | 43 |
| Figure 36: Percentage distribution of learners by reasons they gave for thinking they would not find employment | 55 |
| Figure 37: Percentage distribution of the number of suggestions made by learners | 58 |

1. Executive Summary

1.1 Background

Health and Welfare Sector Training Authority (HWSETA) conducts an annual survey on learners¹ undergoing training through HWSETA-accredited Skills Development Providers (SDPs)². The purpose of this 2017 survey was to get the views and training experiences of learners, which will assist in improving the quality of learning offered by providers.

1.2 Methodology

The data for the study was collected through face-to-face interviews using a semi-structured data questionnaire which had mainly quantitative questions and a few qualitative ones. Data were captured in Microsoft Excel and imported into Stata where all quantitative analysis were performed.

The major statistics used were descriptive. Percentages, presented in graphs and tables, were used to describe the frequencies of categorical variables. Skewed numerical data like *cost of course* were summarised using mode, median and range. For some outcomes, stratified descriptive analyses were performed to identify which sub-groups of learners reported those outcomes. The qualitative data that emanated from the open-ended questions were analysed thematically to complement the findings from the quantitative data. The thematic analysis was enhanced by a content analysis which involved quantitative analysis (frequencies) of the thematic categories.

1.3 Results

The results of the survey were presented in five sections which are summarised below.

1.3.1 Description of participating Skills Development Providers

Five hundred and eighty-nine learners from 25 institutions took part in the survey. Participating institutions were surveyed from five provinces with two thirds of them from the Eastern Cape and Gauteng province. More than half of the SDPs (58%) were from four districts which include: City of Cape town, City of Johannesburg, Cape Winelands and City of Tshwane.

¹ The term *learner* and *student* are used interchangeably in this report.

² The term *SDP*, *colleges* and *school* are used interchangeably in this report.

1.3.2 Profile of students enrolled for occupational qualifications

1.3.2.1 Socio-demographic profile

Majority (85%) of the learners surveyed were female and half of them were 30 years or above, with 4% teenagers. Majority (87%) were black and two third (67%) had a matric qualification, with 16 percent having a tertiary qualification. About half of them were unemployed prior to their studies and 47% looking for a job at that time. Along the same line, family support structure and government grants were the major sources of survival among those who were unemployed prior to their studies. Five percent were living with disability with a female-male ratio of 4:1.

1.3.2.2 Description of Current Training

The 589 learners were registered in six different learning programmes of which Social Auxillary Work (46%), Child and Youth Care Work (23%) and Community Health Care Work (22%) were most common. Expectedly, a matric qualification was most frequently report across different fields of study. All learners in Ancillary Health Care had at least a matric qualification and all Victim Empowerment Process learners having a tertiary qualification. The average (median) cost of studies was R19,070. This means that half of the learners spend more than this amount on their studies while the remaining half spend less. This average cost varied by course of study: the most expensive course was Child and Youth Care with a median cost of R40,000.00 Parents (35%), HWSETA (25%) and Department of Social Development (15%) funded majority of the learners.

1.3.2.3 Motivating factors and expectations from the course

The three biggest motivating factors for learners to embark on their current course of study were: *the need for self-improvement, the need to gain a formal qualification and the need for work experience*. About 50% of the learners indicated each of these needs as their motivation. Accordingly, the students' biggest expectations from their training were to *improve career opportunities (72%) and enabling access to find work (56%)*. Although almost all learners (97%) reported that their course of study was related to their career aspiration, only 81% felt confident that they would find a job after their studies. This perception appeared to vary by province and course of study.

1.3.3 Training experience acquired by students

Majority of the students reported that they had been inducted, with only 6% reporting that they did not have an induction before their training. The percentage of learners who reported having an induction varied by SDP: some schools performed poorly in this area. The majority (95%) reported that they felt their facilitators were well equipped. Accordingly, facilitators were highly rated on a number of attributes. However, a sizeable proportion of students (17%) reported that their school did not have sufficient classroom training aids. Also, a fifth (21%) of the learners reported that they had assessment results that have been outstanding for more than three weeks.

1.3.4 Concerns of students about training and employment

The survey used open-ended questions to capture the concerns of students regarding their training. A number of students' worries were identified from the data. Over half (57.8%) of the learners reported that they had at least one worry about their training programme. Most of those were worried about employment after their training, public awareness about their course and receiving their certificate upon graduation.

1.3.5 Students' recommendations for improving training

When asked to give suggestions on which aspects of their training could be improved upon in order to achieve their dreams, 44% of the learners neither gave data nor suggestions, leaving 55% who gave one or more suggestions. A fifth (20%) suggested that school administration should be improved while 10% suggested that they would like their course content to be improved. An improvement in funding (3%) was also made.

1.4 Conclusions

The skills development providers surveyed in this study appear to be doing generally well, judging by the data from 589 learners. Learners were mostly positive about the training they received, the quality of workplace mentorship and other aspects of their training. However, the survey also showed areas which can be improved upon. A sizeable proportion of the learners expressed dissatisfaction and concerns about the delay in receiving assessment results, sufficiency of training aids, post-training employment prospect, administration and timely dissemination of certificates. The need for clear communication, improved course content and financial support were also highlighted.

2. INTRODUCTION AND METHODOLOGY

This document contains the results of a monitoring survey conducted on students undergoing training through HWSETA accredited Skills Development Providers. The purpose of the monitoring survey was to get the views and training experiences of students enrolled in occupational qualifications, in-order to profile the type of learners that access occupational qualifications and determine whether there is compliance to accreditation standards by skills development providers. The goal therefore is to ensure quality in the education and training of occupational qualifications.

Objectives pursued by the study include the following:

- To profile skills development providers sampled for the monitoring study.
- To profile the students who enrolled for occupational qualifications offered by skills development providers under review.
- To describe the experience acquired by students enrolled for occupational qualifications offered by skills development providers under review.
- To identify concerns of students about the training course, prospects of finding jobs and the recommendations to improve training course

This report presents the results of the monitoring study in four sections:

- Profiling of skills development providers
- Profiling of students enrolled for occupational qualifications offered by skills development providers under review
- Experience acquired by students from the training and adherence to accreditation standards by skills development providers.
- Concerns of students about the training course, prospects of finding jobs and the recommendations to improve training course

The first three sections involved quantitative data analysed using Stata software. The major statistics used were descriptive statistics. Percentages – captured in graphs and tables – were used to describe the frequency of the different outcomes of interest. Skewed numerical data like *cost of course* were summarised using median and the range. For some outcomes, stratified descriptive analyses were performed to identify which areas or schools had identified problems. Furthermore, hypothesis testing using Chi-squared test was used in some sections to determine associations.

The qualitative data that emanated from the open-ended questions were analysed using content analysis to complement the findings from the quantitative data. The analysis process

involved familiarization with the data, coding of the responses, drawing emerging themes from the codes and confirming the themes. In discussing the themes, extracts from the data were quoted in the respective areas.

3. RESULTS

3.1 PROFILING OF SKILLS DEVELOPMENT PROVIDERS

3.1.1 Skills development providers under review

Twenty five colleges (skills development providers) participated in the study. These colleges all together contributed 589 learners to respond to the questionnaire for the survey. Ten Colleges contributed 437 (74%) learners, with the TP1 contributing 12 % of the learners, followed by TP2, TP3 and TP4 who contributing 10% of the learners (most of them rounded up). All Colleges, which contributed less than 3%, were grouped as other. Refer to Figure 1 for more details

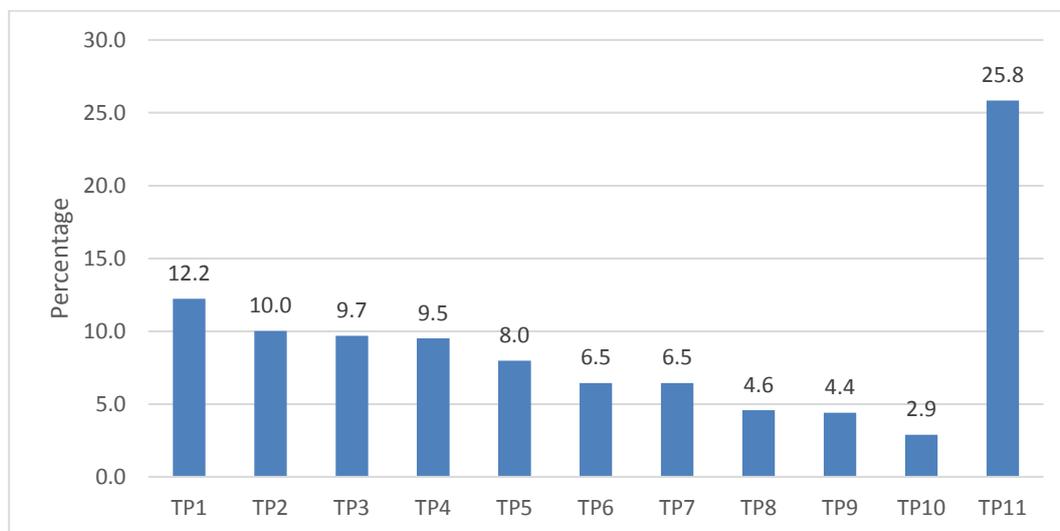


Figure 1: The top ten Colleges, that contributed the most learners to the survey

3.1.2 Provincial distribution of Skills development providers

Presented in Figure 2 is the provincial distribution of skills development providers, 33% were from the Western Cape, 30% were from Gauteng and 7% were from Limpopo.

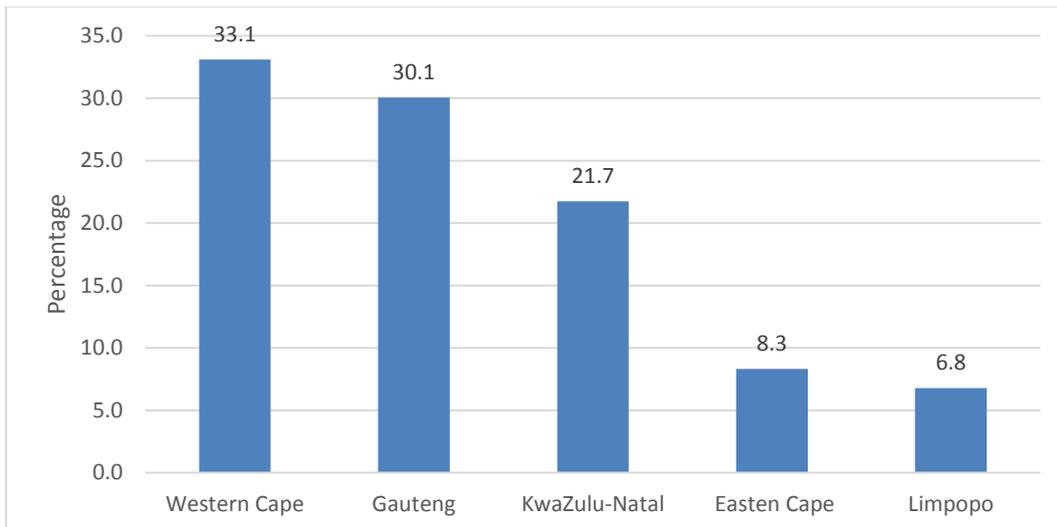


Figure 2: Provincial distribution of surveyed skills development providers

3.1.3 District distribution of skills development providers

Table 1 below shows that 17% of the SPDs were in the City of Cape Town, 15% were in the City of Johannesburg and 14% were in the Cape Winelands.

Table 1: District distribution of Skills Development Providers

| District of SDP | Frequency | Percentage |
|----------------------------|------------|------------|
| City of Cape town | 97 | 17.4 |
| City of Johannesburg | 82 | 14.7 |
| Cape Winelands | 77 | 13.8 |
| City of Tshwane | 67 | 12.0 |
| eThekweni Municipality | 63 | 11.3 |
| uMgungundlovu Municipality | 59 | 10.6 |
| Sedibeng | 27 | 4.9 |
| Nelson Mandela Metro | 24 | 4.3 |
| Vhembe | 21 | 3.8 |
| Capricorn Municipality | 19 | 3.4 |
| Amatole | 8 | 1.4 |
| Buffalo City Municipality | 6 | 1.1 |
| Chris Hani | 3 | 0.5 |
| Ehlanzeni | 2 | 0.4 |
| Harry Gwala | 1 | 0.2 |
| OR Tambo Municipality | 1 | 0.2 |
| Total | 557 | 100 |

3.2 PROFILE OF STUDENTS ENROLLED FOR OCCUPATIONAL QUALIFICATIONS

3.2.1 Socio-demographic profile

3.2.1.1 Age distribution of students

Figure 3 presents the age distribution of the study respondents. Although the largest proportion of students were in the age group of 35 years and above (34%), the rest of the students were youths (66%). Stats SA divides youths into two groups, 15 – 24 years and 25 – 34 years. The 15 – 24 years group of youths are at a higher risk of not being in employment education and training (NEET). This is a big social problem in South Africa. It is important to note that this category of youths constitutes 29.6% of students who access occupational education.

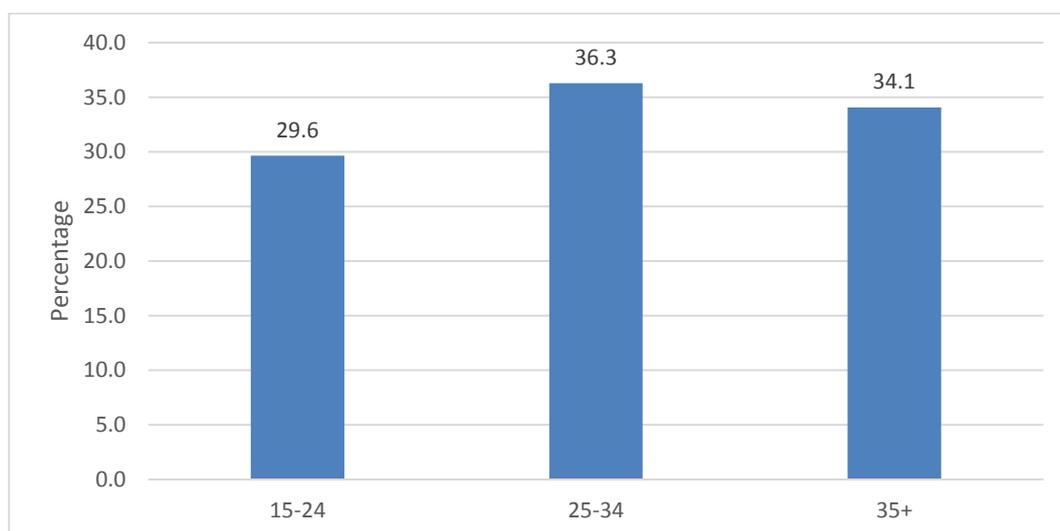


Figure 3: Age distribution of students

3.2.1.2 Sex distribution of learners

The sex distribution of the respondents shows that majority (85%) of the participants were female (Figure 4).

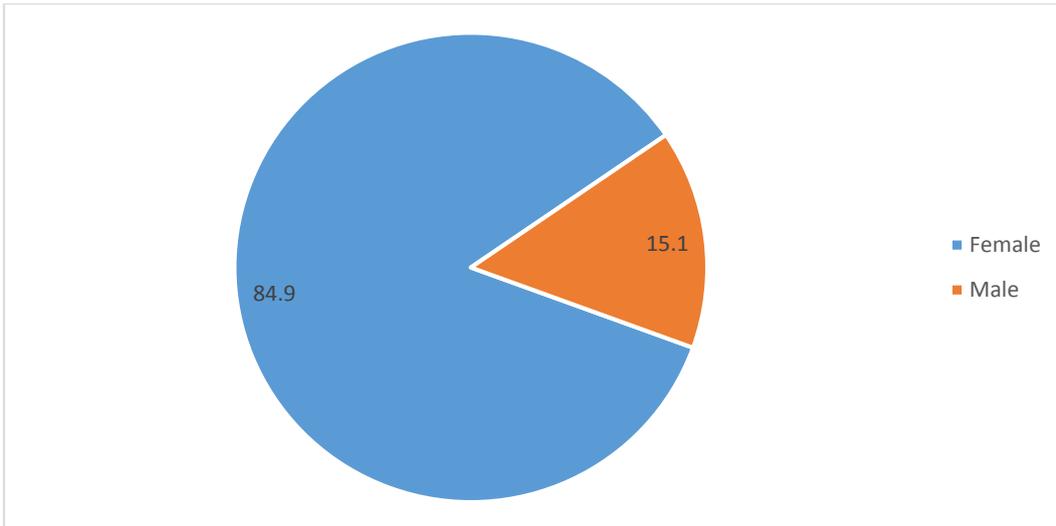


Figure 3: Sex distribution of study respondents

3.2.1.3 Sex distribution of learners by age group

Figure 5 below shows that there were more females than males for each age group. The highest percentage of males were in the 25-35 age group (20%), while the highest percentage of females were in the 15-24 age group (93%).

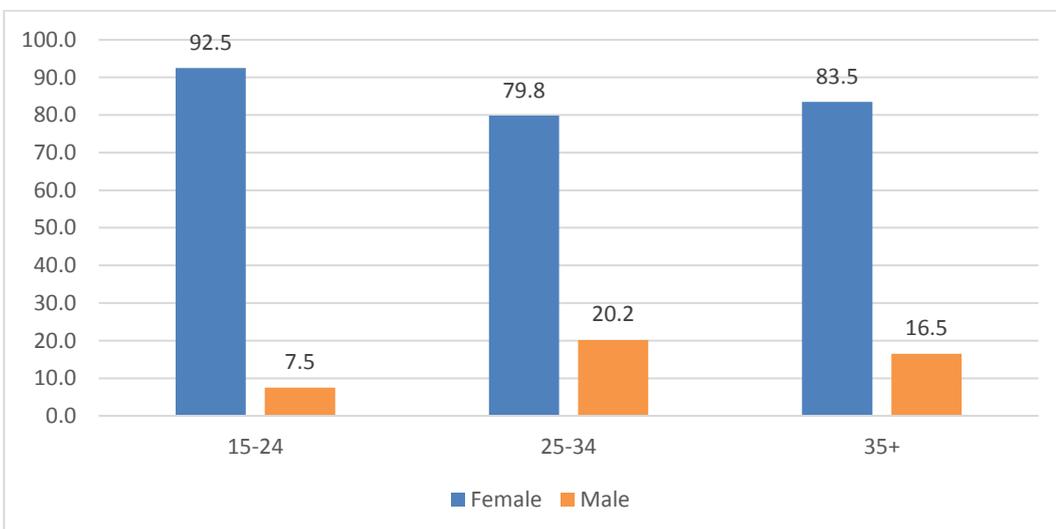


Figure 4: Percentage distribution of age by sex

3.2.1.4 Race Distribution

Figure 5 shows that the majority of the participants were African (88%) and the minority were White (1%).

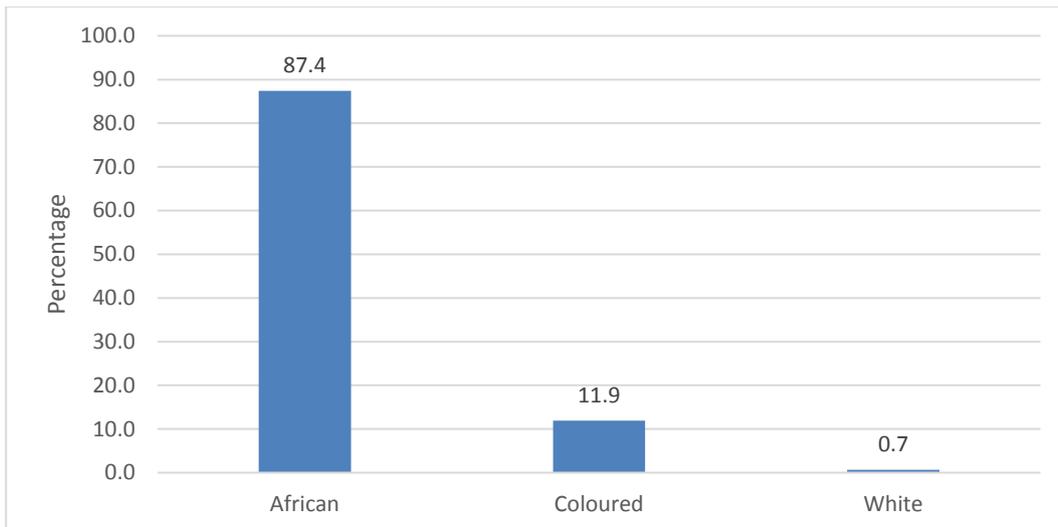


Figure 5: Race distribution of study respondents

3.2.1.5 Disability status

Figure 6 below shows that 5% (N=29) of all respondents reported to be living with a disability and of the 29 respondents who reported to be living with disability 4% were females and 1% were males.

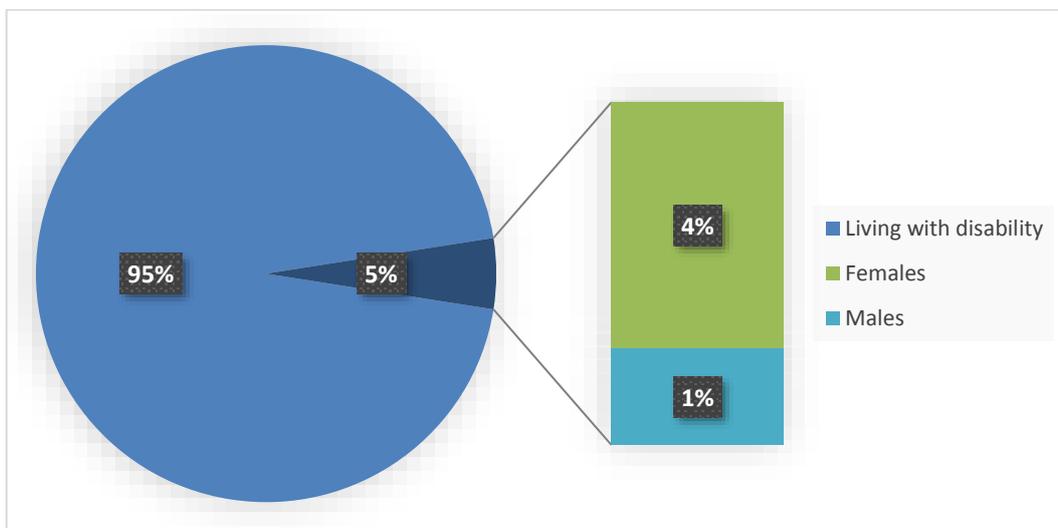


Figure 6: Disability status of study respondents

3.2.1.6 Home district of students

Question 22 was analysed using districts and the learners came from 48 different districts, Table 2 below shows that 20% of the learners were from the City of Cape Town while 9% were from eThekweni. The districts which accounted for less than one percent of the learners were grouped into other (11%), while 6% of the learner's home district was unknown.

Table 2: Percentage distribution of home district of learners

| Home District | Frequency | percentage |
|--------------------|------------|--------------|
| Cape Town | 116 | 19.7 |
| eThekwini | 54 | 9.2 |
| uMgungundlovu | 46 | 7.8 |
| Tshwane | 42 | 7.1 |
| Vhembe | 32 | 5.4 |
| Nelson Mandela Bay | 28 | 4.8 |
| Ekurhuleni | 27 | 4.6 |
| Johannesburg | 24 | 4.1 |
| cape winelands | 15 | 2.6 |
| Eden | 15 | 2.6 |
| Sedibeng | 15 | 2.6 |
| Polokwane | 14 | 2.4 |
| West rand | 10 | 1.7 |
| Amatole | 9 | 1.5 |
| Waterberg | 8 | 1.4 |
| Mopani | 7 | 1.2 |
| Zululand | 7 | 1.2 |
| Bojanala | 6 | 1.0 |
| Chris Hani | 6 | 1.0 |
| Ehlanzeni | 6 | 1.0 |
| uThukela | 6 | 1.0 |
| Other | 63 | 10.7 |
| Unknown | 33 | 5.6 |
| Total | 589 | 100.0 |

3.2.1.7 Highest educational qualification

Sixty seven percent of the respondents reported that their highest qualification was Matric while 12% reported that their highest qualification was a Grade 11 and a Diploma/Certificate qualification respectively (Figure 7).

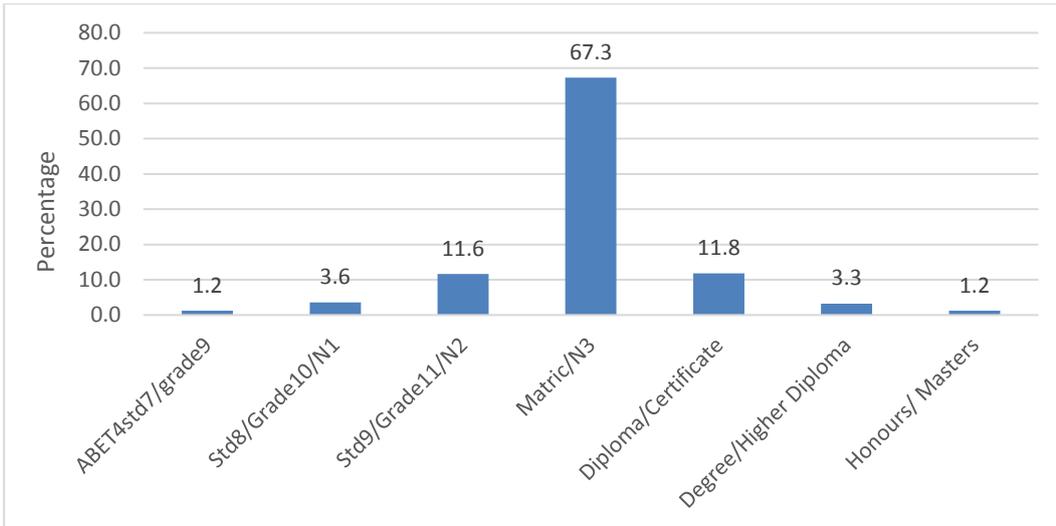


Figure 7: Highest educational qualification of study respondents.

3.2.1.8 Highest qualification by age

Figure 8 shows that at every education level with the exception of Matric learners aged 35+ make up the largest proportion particularly at Degree/Higher Diploma (63%) and Honours or Masters level (83%).

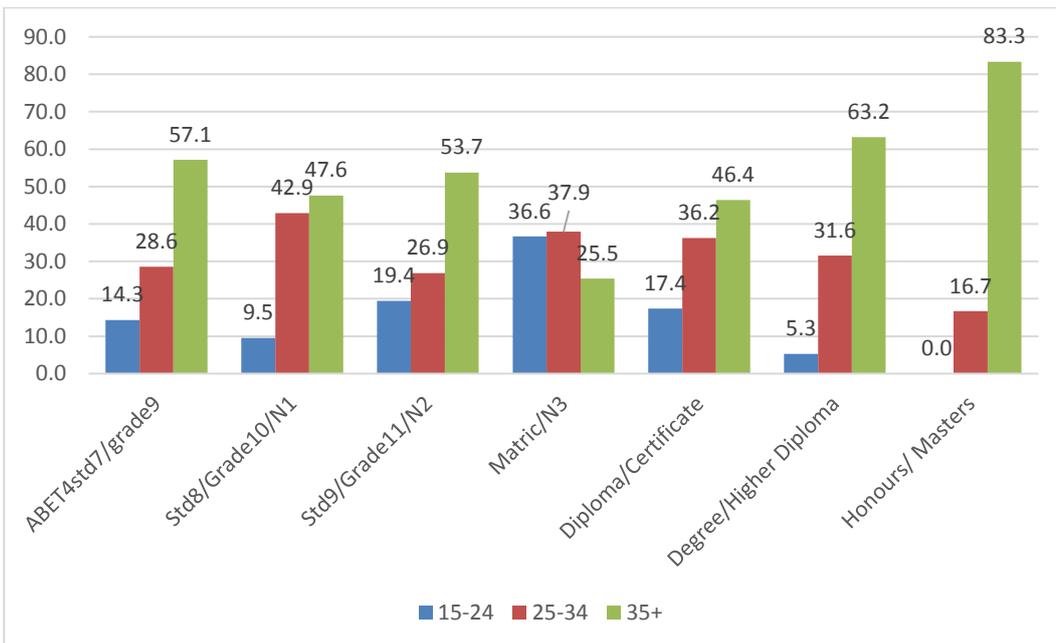


Figure 8: Percentage distribution of learners highest level of education by age

3.2.1.9 Highest qualification by current course of study

Figure 9 shows that 55% of those who had a diploma/certificate were studying Social Ancillary Work, 47% of those who had a Degree or Higher Diploma were studying Child and

Youth Care Work while 71% of those with an Honours or Master's were studying Victim Empowerment Programme

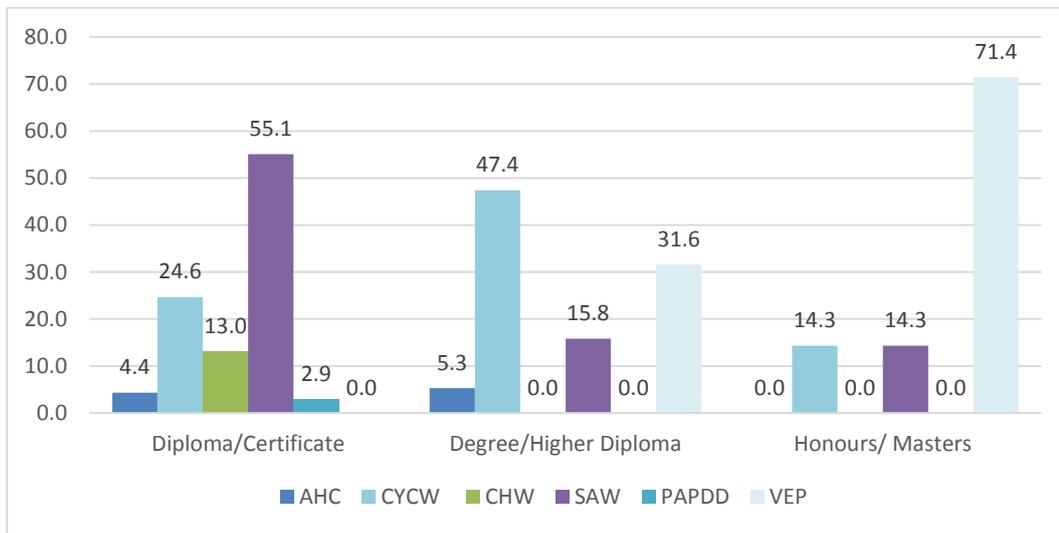


Figure 9: Percentage distribution of learner's highest qualification by current course of study

3.2.1.10 Employment status

The students reported on their employment status prior to their current training course, almost half (48%) of respondents were unemployed prior to their current training course, 38% of them were employed and 13% were working as volunteers (Figure 10).

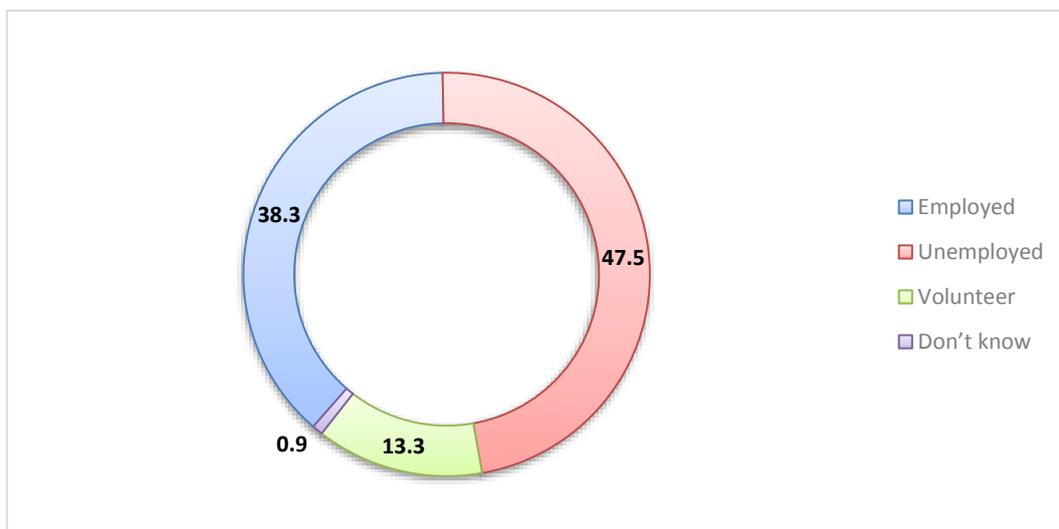


Figure 10: Employment status of learners prior to current training

3.2.1.11 Activity involved in while unemployed

The 278 students who were unemployed prior to the current training reported on the activities they were involved in the results are presented in Figure 11 below. Almost half (47%) of the respondents reported that they had been looking for work while 30% said they had been studying and 8% said they were doing nothing.

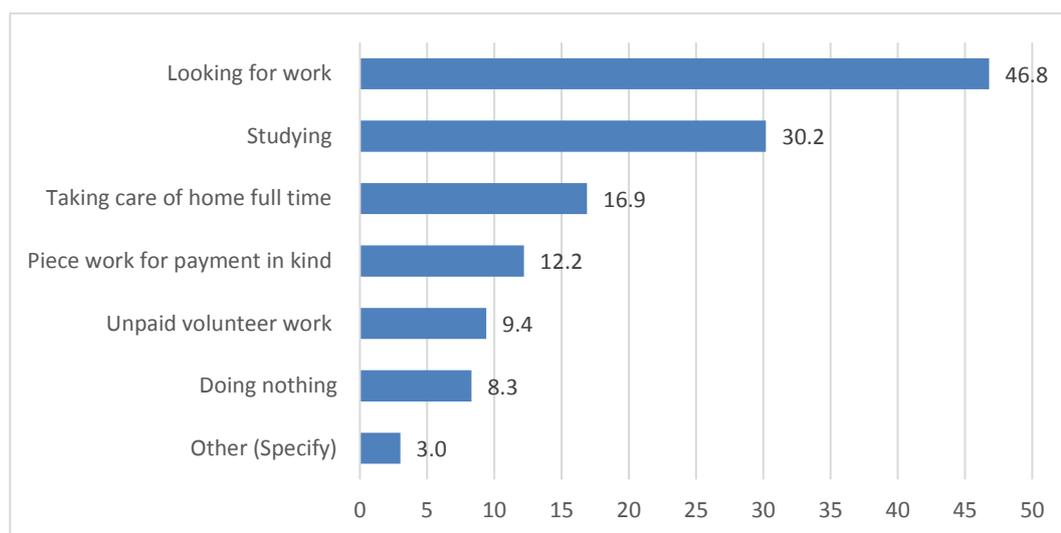


Figure 11: Main activity of study respondents prior to current training

3.2.1.12 Activity involved in while unemployed by age

Table 3 shows that among those who were looking for employment, about 75% were youth. Among those who were doing nothing 87% were youth.

Table 3: Percentage distribution of students who were looking for work or doing nothing prior to current training by age group

| Activity involved in during unemployment | Age group | | | Total |
|--|-----------|-------|------|-------|
| | 15-24 | 25-34 | 35+ | |
| Looking for work | | | | |
| No | 61.5 | 25.7 | 12.8 | 100.0 |
| Yes | 37.2 | 37.2 | 25.6 | 100.0 |
| Doing nothing | | | | |
| No | 48.8 | 31.9 | 19.3 | 100.0 |
| Yes | 65.2 | 21.7 | 13.0 | 100.0 |

3.2.1.13 Sources of survival

The 278 respondents who indicated that they were unemployed were also asked to indicate their sources of survival. Figure 11 shows that the most commonly reported source of survival for those who were unemployed was family resources (37%), followed by child support grant (19%) and pension (19%).

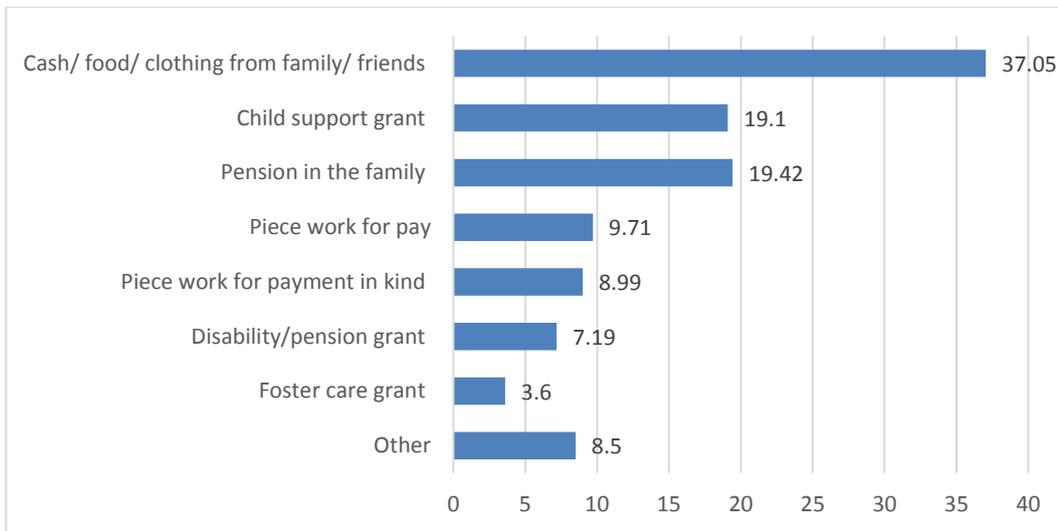


Figure 12: Main activity of study respondents prior to current training

3.2.2 Description of current training

3.2.2.1 Highest educational qualification

Sixty seven percent of the respondents reported that their highest qualification was Matric while 12% reported that their highest qualification was a Grade 11 and a Diploma/Certificate qualification respectively (Figure 13).

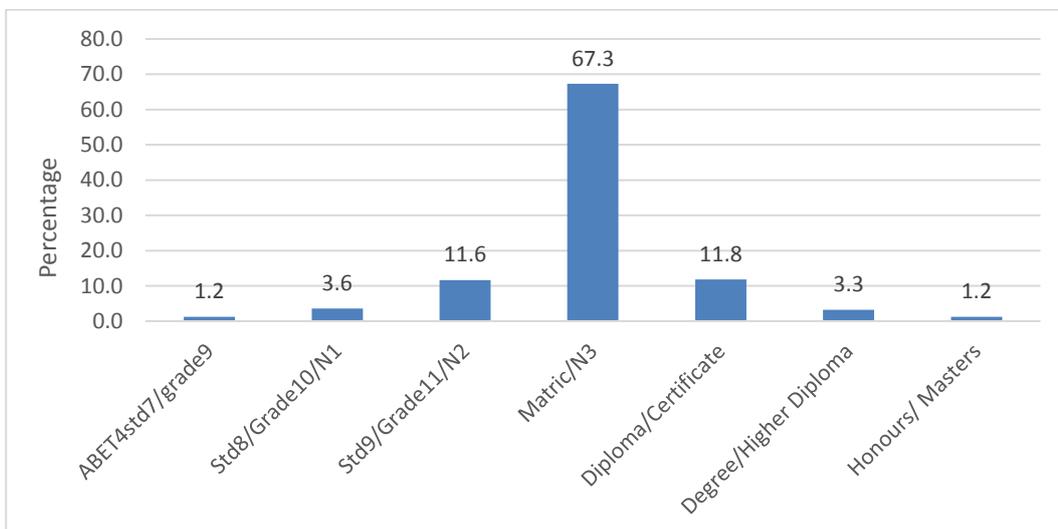


Figure 13: Highest educational qualification of study respondents

3.2.2.2 Course of study

Figure 14 presents the respondents course of study, the most studied course was Social Auxiliary Work (46%) followed by Child Youth Care Work (23%), the least studied course was Victim Empowerment (1.9%). 71% of the learners were enrolled for the social development related courses and 29% were enrolled for the health-related courses.

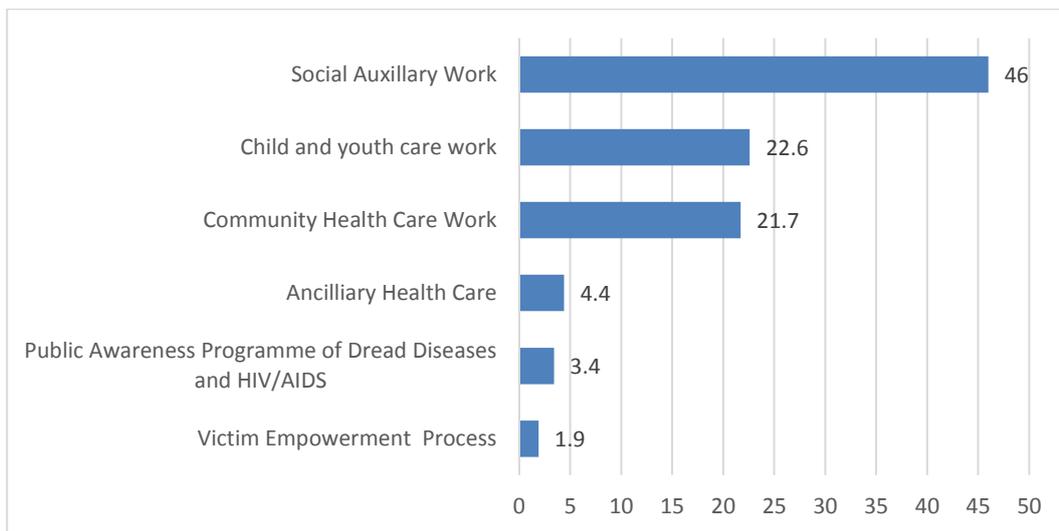


Figure 14: Percentage distribution of course of study

3.2.2.3 Course of study by highest qualification

Figure 15 below shows that the course which was mostly studied by respondents whose highest qualification is pre-matric was Child and youth care work (20%) and Public Awareness Programme of Dread Diseases and HIV/AIDS. The course mostly studied by matriculates was Ancilliary health Care (84%) followed by Community Health Work (74%) and Public Awareness Programme of dread disease and HIV/AIDS (70%). Victim Empowerment was only studied by those with a post matric qualification (100%).

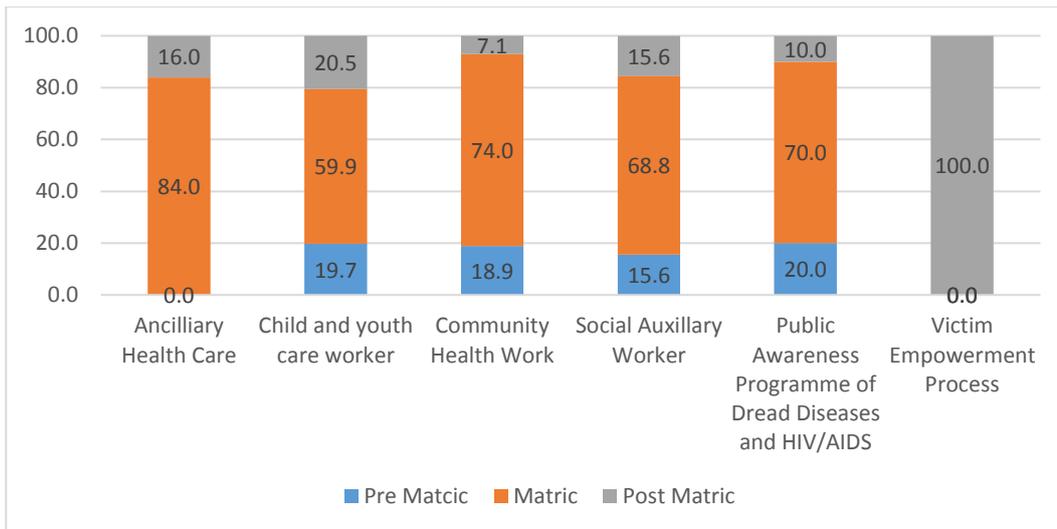


Figure 15: Percentage distribution of course of study by highest qualification

3.2.3 Motivating Factors and Expectations from the Course

3.2.3.1 Motivation for enrolling for training course

The students indicated what motivated them to register for the course they were studying. The top ten motives are presented in figure 16 below. Self-improvement was the motivating factor for 53% of the learners, while 52% said they needed to gain a formal qualification, work experience motivated 47%. “Other” motives for registering for the course they are studying include promotion, employment change and mobility these made up.



Figure 16: Factors that motivated learners to enrol for their course of study

3.2.3.2 Expectations from training course

The survey sought to investigate the learner's top three expectations from the course they were studying. A list of five options including: *to enable me to access or find work*; *to enhance my self-confidence*; *to improve career opportunities*; *to improve my technical skills*; and *to increase my earning capacity*, was available for the learners to choose from.

Presented in Figure 14 are top three expectations the learners had.

The most expected outcome was to improve career opportunities (72%), followed by enabling access to find work (56%) and the third most expected outcome to enhance self-confidence (42%).

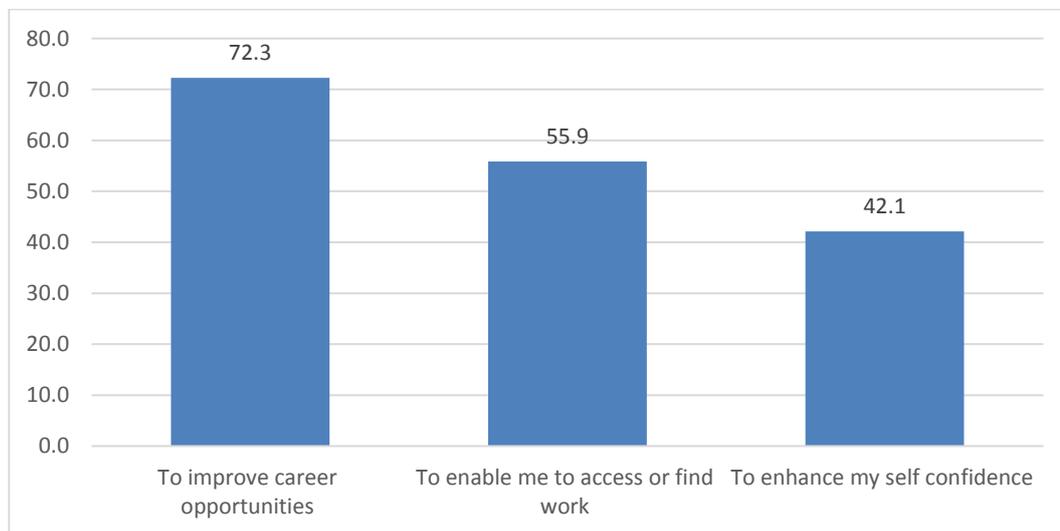


Figure 17: Learners' top three expectations for their training course

3.2.3.3 Relation of training course to career aspirations

Almost all of the students reported that the course they were studying was related to their career aspirations (97%), refer to figure 18.

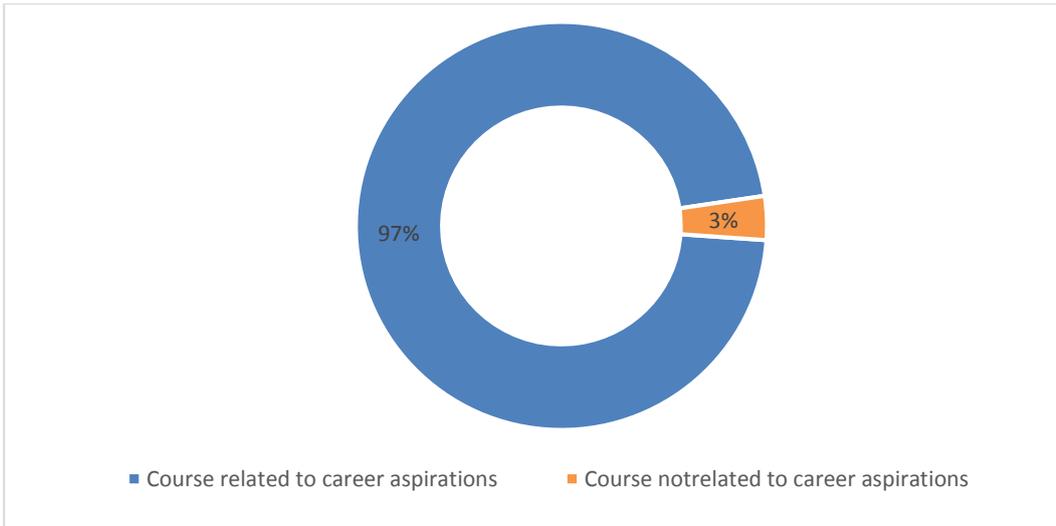


Figure 18: Course related to career aspirations

3.2.4 Perceived post-training employment

When asked about their perceived post-training employment 81% of the students reported that they felt what they are learning in this course would enable them to find a job once finished. (Figure 19).

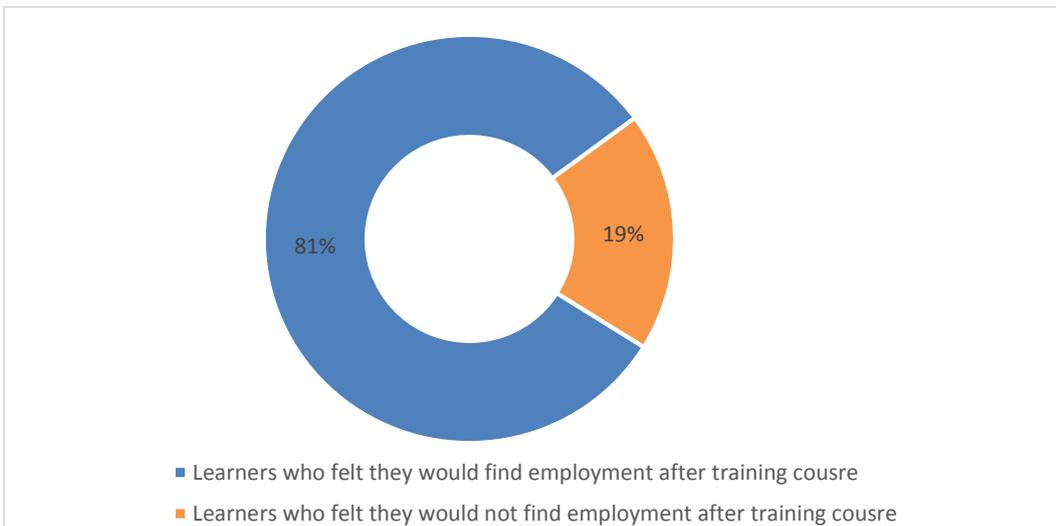


Figure 19: Learners' perceived employment opportunities after completing course

3.2.4.1 Perceived post-training employment by province

Hypothesis testing was conducted between province and perception of post-training employment, a statistically significant association was found with a p-value of <0.01. The learners from Eastern Cape were the most optimistic about post training employment (90%) while those from Gauteng were the least optimistic (67%)-Figure 20.

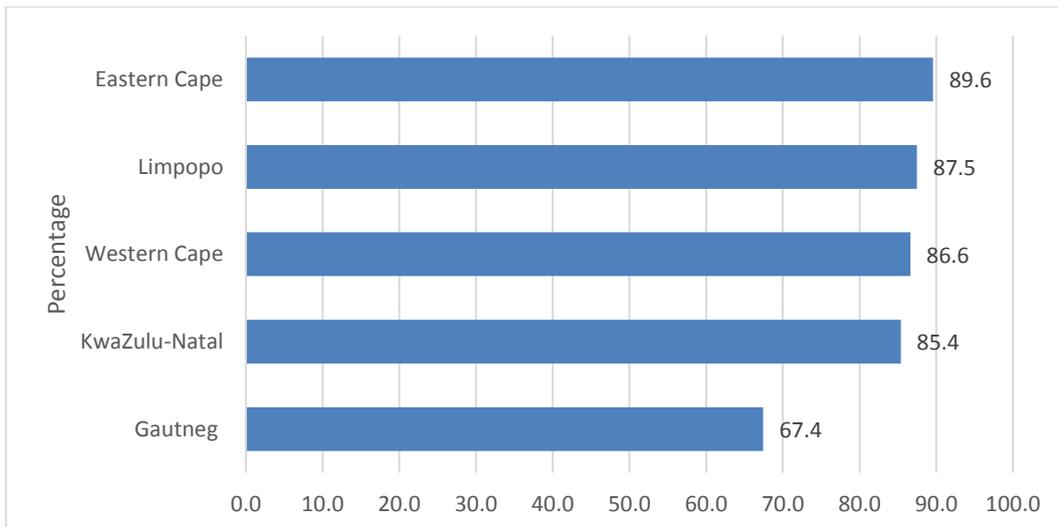


Figure 20: Percentage distribution of learners perceived post-training employment opportunities by province

3.2.4.2 Post-training employment by course of study

Hypothesis testing was also conducted to establish if there is an associating between perceived post training employment opportunities and course of study. The analysis resulted in a statistically significant association ($P < 0.01$). Figure 21 below shows that learners who were studying Public Awareness Programme were the most optimistic about post training employment (95%) while those who were studying Community Health Care were the least optimistic (62%).

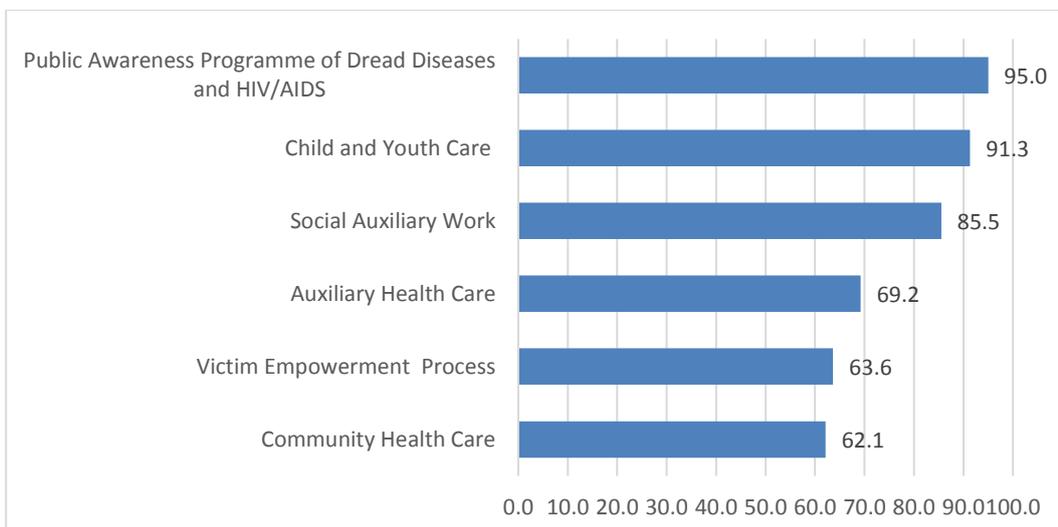


Figure 21: Percentage distribution of learners perceived post training employment opportunities by course of study

3.3 EXPERIENCE ACQUIRED BY STUDENTS FROM THE TRAINING

3.3.1 Course cost and source of funding for education

3.3.1.1 Course cost

The survey sought to find the cost of the courses the students were studying. Only 70% of the learners provided data on the total cost of their studies. The results show that the median cost of studies was R19 070 with an inter-quartile of R18 000 to R20 000. This can be interpreted as:

1. 75% of the learners spend R18 000 or above on their studies.
2. 50% of the learners spend R19 070 or more on their studies;
3. 50% of the learners spend between R18 000 and R20 000 on their studies;
4. A further 25% spend more than R20000 on their studies.

3.3.1.2 Course cost by course of study

Figure 22 shows the average cost of each course surveyed. Ancillary Health Care had the lowest (R16 000) cost while the highest was for Child and Youth Care Work (R 40 000)

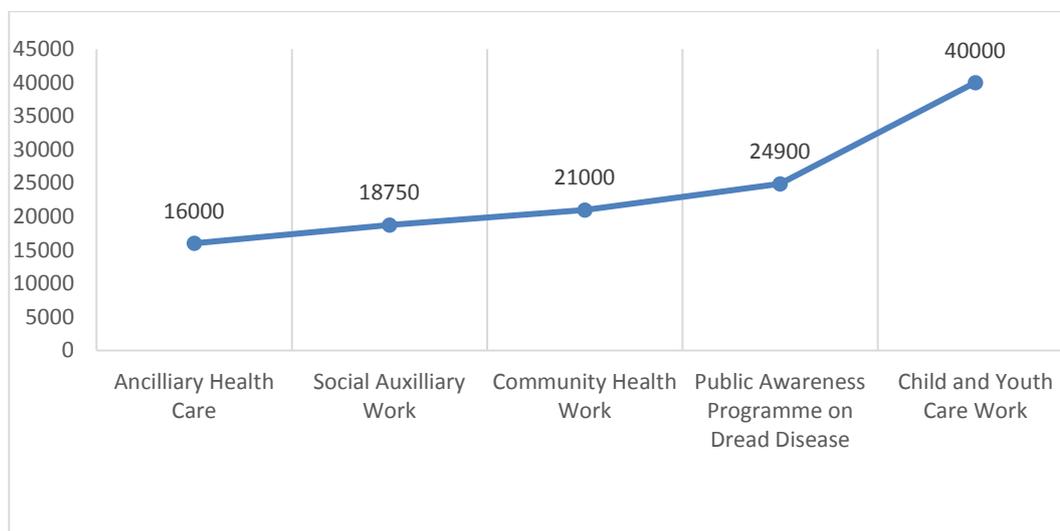


Figure 22: Course cost by course of study

The above data was further disaggregated by SDP in Table 4. Child and Youth Care which was the most expensive course in general and was most expensive to study at TP2 with a mode cost of R40 000. It was followed by Public Awareness Programme of Dread Diseases with a median cost of R24 900 The course with the lowest cost was Ancillary Health Care

with an average cost of R16 000. No cost data was provided by any student of Victim Empowerment Process.

Table 4: course of study by school and course

| Course | Training provider | Mode of Cost | Median | Range |
|---|-------------------|--------------|--------|-------------|
| Ancillary Health Care | TP9 | 16000 | 16000 | 16000-16000 |
| Child and Youth Care Work | TP1 | 22000 | 40000 | 19000-40000 |
| | TP2 | 40000 | | |
| | TP22 | - | | |
| Community Health Work | TP12 | 16000 | 21000 | 19000-22750 |
| | TP24 | 21000 | | |
| | TP23 | 15350 | | |
| | TP4 | 22750 | | |
| | TP7 | 19100 | | |
| | TP16 | - | | |
| | TP17 | 15500 | | |
| Social Auxiliary Work | TP3 | 18320 | 18750 | 18320-20000 |
| | TP6 | 17000 | | |
| | TP21 | - | | |
| | TP13 | 18750 | | |
| | TP14 | 19070 | | |
| | TP10 | 20050 | | |
| | TP22 | 20000 | | |
| | TP25 | 18250 | | |
| | TP5 | 20500 | | |
| | TP4 | - | | |
| | TP15 | 17100 | | |
| | TP8 | 17000 | | |
| | TP19 | 20000 | | |
| Public Awareness Programme on Dread Disease | TP26 | 24900 | 24900 | 24900-24900 |
| | TP18 | - | | |
| Victim Empowerment Programme | TP20 | - | - | - |

*Students from each SDPs offered one course only, except in TP4 and TP22 where two courses were reported

3.3.1.3 Source of funding

Figure 23 below shows that the learners are largely funded by their parents followed by HWSETA, contributing 35% and 25% of the funding respectively. Department of Social Development funds 15% of the learners while the Department of Health funds 2%. A few learners have more than one funder (0.9%). Those who reported fell under “other” (16%) received funds from various sources including NGO’s family members and others were self-funding.

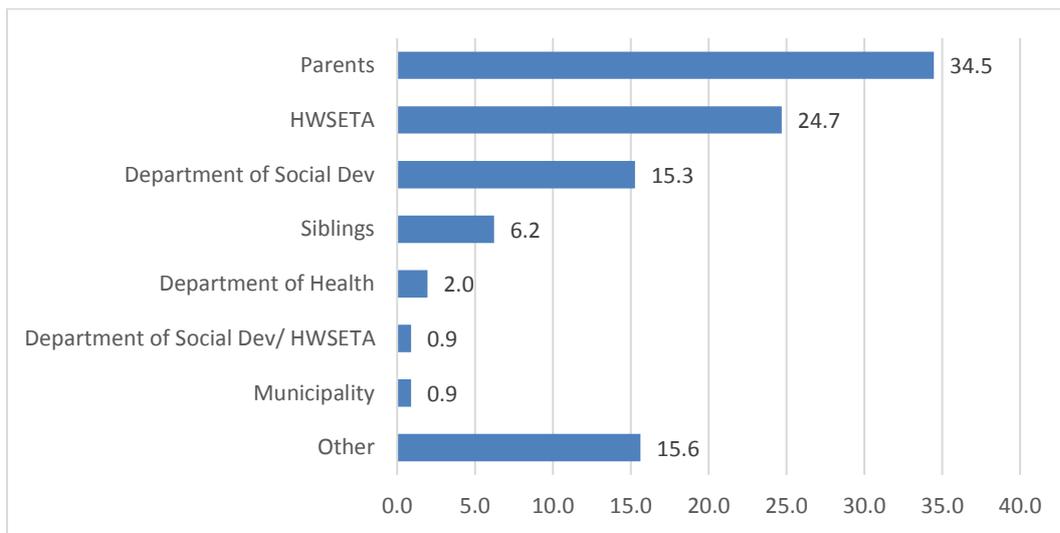


Figure 23: Percentage distribution of sources of funding

3.3.2 Induction

3.3.2.1 Induction before commencement of training

The survey sought to find out if the learners were inducted before they started the training course, 94% of the students reported that they had been inducted while 6% reported that they had not been inducted (Figure 24).

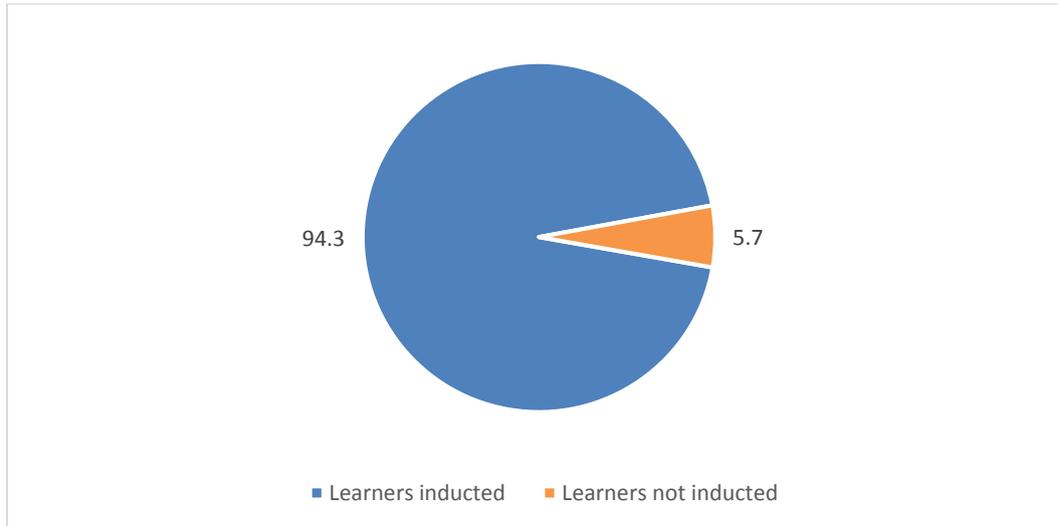


Figure 24: Percentage distribution of learner's induction at the beginning of training

3.3.2.2 Which learners were not induced?

Table 5 presents the statistics on the learners who were not induced before they started training by the schools they attend. The school with the highest percentage of learners who were not induced is TP9 (31%) followed by TP17 (25%) and TP20 (18%).

Table 5: Percentage of learners who were not induced by school

| Name of school | Number of learners | Number of learners not induced | Percentage of learners not induced |
|----------------|--------------------|--------------------------------|------------------------------------|
| TP9 | 26 | 8 | 30.8 |
| TP17 | 8 | 2 | 25.0 |
| TP20 | 11 | 2 | 18.2 |
| TP4 | 53 | 8 | 15.1 |
| TP1 | 66 | 6 | 9.1 |
| TP19 | 15 | 1 | 6.7 |
| TP7 | 34 | 2 | 5.9 |
| TP5 | 45 | 2 | 4.4 |
| TP3 | 54 | 1 | 1.9 |

3.3.2.3 What the schools explained to learners and what learners understood

In this section, we present the information that was explained to learners with regards to the following domains: *programme*, *course*, *workplace training* and *assessment*. For each of the domains, a few questions were asked about what was explained to learners and what they understood (Table 6). For example, under *programme information*, they were asked whether the accreditation status of the college was explained. For each question, they were given three options to pick from: “explained”, “not explained” and

“unsure”. For the analysis, we combined the last two options (“not explained” and “unsure”) into one category. The same was done for questions on what they understood: “not understood” and “unsure” were combined.

Table 6 : Questions (aspects) learners were asked regarding the information received

| Domain* | Aspects (questions) | Learners where asked if these aspects were explained | Learners were asked if they understood these aspects |
|---------------------------------|--|--|--|
| Programme (8 items) | Accreditation of college | x | |
| | Accreditation of course | x | |
| | Title and nature of course | x | |
| | Course curriculum | x | |
| | Entry requirements | x | |
| | Exit opportunities | x | |
| | Exit level of qualification | x | X |
| | Commencements and completion dates | x | x |
| Course (7 items) | Nature of training course | x | x |
| | Content and modules | x | x |
| | Resources available to learners | x | x |
| | Timetable, venues and contact times | x | x |
| | Learning support available to learners | x | x |
| | Course overview | x | x |
| | Timetable for classroom training | x | x |
| Workplace training (6 items) | Workplace training | x | |
| | Allocation to workplace training sites | x | |
| | Mentorship at Workplace training sites | x | |
| | Classroom and workplace training relationship | x | x |
| | Timetable for workplace training | x | x |
| | Workplace mentor | x | x |
| Assessment (8 items) | Assessment criteria | x | x |
| | Assessment schedule | x | x |
| | Assessment requirements for classroom learning | x | |
| | Assessment requirements for workplace learning | x | |
| | Formative and summative assessments | x | |

| Domain* | Aspects (questions) | Learners where asked if these aspects were explained | Learners were asked if they understood these aspects |
|---------|-----------------------------------|--|--|
| | Reassessments and appeals process | x | |
| | Persons to conduct assessments | x | |
| | Assessment feedback | x | |

*These domains are slightly different from the way they were grouped in the questionnaire.

3.3.2.4 Programme information

The learners were asked to report on aspects of the programme which were explained to them Table 7. The data shows that the learners were well informed about the programme information as majority of the learners (90% and above) agreed that the different programme aspects were explained to them. The aspect which was explained to the almost all the learners was exit opportunities (97%) and exit level of qualification was only explained to (88%).

Additionally, the students were asked if they understood two of the eight aspects that were explained to them about the programme. The data showed that 91% understood the commencement and completion dates while 89% understood the exit level of qualification.

Table 7: Programme aspects explained to learners and understood by learners

| Variable | Explained (%) | Understood (%) |
|------------------------------------|---------------|----------------|
| Accreditation of college | 92.2 | |
| Accreditation of course | 91.9 | |
| Title and nature of course | 90.1 | |
| Course curriculum | 89.9 | |
| Entry requirements | 93.2 | |
| Exit opportunities | 97.4 | |
| Exit level of qualification | 88.4 | 87.8 |
| Commencements and completion dates | 93.9 | 91.0 |

3.3.2.5 Course information

Learners were asked if seven aspects of their course were explained to them and those

who said the aspects were explained went on to report on whether they understood what was explained to them. Most learners agreed that all seven items about course information were explained to them, 93% reported that the time table for classroom training was reported to them and 95% of those who received the explanation said they understood (Table 8).

Table 8: Course aspects explained to learners and understood by learners

| Variable | Explained (%) | Understood (%) |
|--|---------------|----------------|
| Nature of training course | 91.8 | 95.2 |
| Content and modules | 96.8 | 97.7 |
| Resources available to learners | 87.1 | 90.1 |
| Timetable, venues and contact times | 89.3 | 90.9 |
| Learning support available to learners | 86.7 | 86.6 |
| Course overview | 91.1 | 92.9 |
| Timetable for classroom training | 93.4 | 94.8 |

3.3.2.6 Assessment

The survey sought to understand if the assessment aspects of the training was explained to the learners and whether they understood two of the eight aspects presented in Table 9. Most learners reported that they received an explanation and almost all of those who received an explanation reported that they understood. The highest percentage was for “*Assessment requirements for classroom learning*” (95%) while the lowest was for “*Assessment requirements for workplace learning*” (86%). Of the 508 learners who received an explanation for “*Assessment schedule*”, 97% reported to understanding the explanation.

Table 9: Assessments aspects explained to learners and understood by learners

| Variable | Explained (%) | Understood (%) |
|--|---------------|----------------|
| Assessment criteria | 87.5 | 94.9 |
| Assessment schedule | 92.4 | 97.6 |
| Assessment requirements for classroom learning | 95.0 | |
| Assessment requirements for workplace learning | 85.5 | |
| Formative and summative assessments | 94.4 | |

| Variable | Explained (%) | Understood (%) |
|-----------------------------------|---------------|----------------|
| Reassessments and appeals process | 88.8 | |
| Persons to conduct assessments | 86.2 | |
| Assessment feedback | 88.2 | |

3.3.2.7 Workplace training

Learners were also asked if they were provided information about workplace training before they started their course. Table 10 shows that majority of the learners (95%) reported that information workplace training was explained to them, workplace training mentor and mentorship and training sites (90%) was the least explained aspect of workplace training.

Table 10: Workplace training aspects explained to learners and understood by learners

| Variable | Explained (%) | Understood (%) |
|---|---------------|----------------|
| Workplace training | 94.7 | |
| Allocation to workplace training sites | 91.1 | |
| Mentorship at Workplace training sites | 90.1 | |
| Classroom and workplace training relationship | 92.9 | 92.1 |
| Timetable for workplace training | 92.0 | 94.2 |
| Workplace mentor | 90.1 | 91.9 |

3.3.3 Perceived quality of Education Practitioners

3.3.3.1 Perceived quality of facilitators

The learners were asked if they feel their facilitators are well equipped in the subject matter they handle. The majority (95%) reported that they felt their facilitators were well equipped (Figure 25).

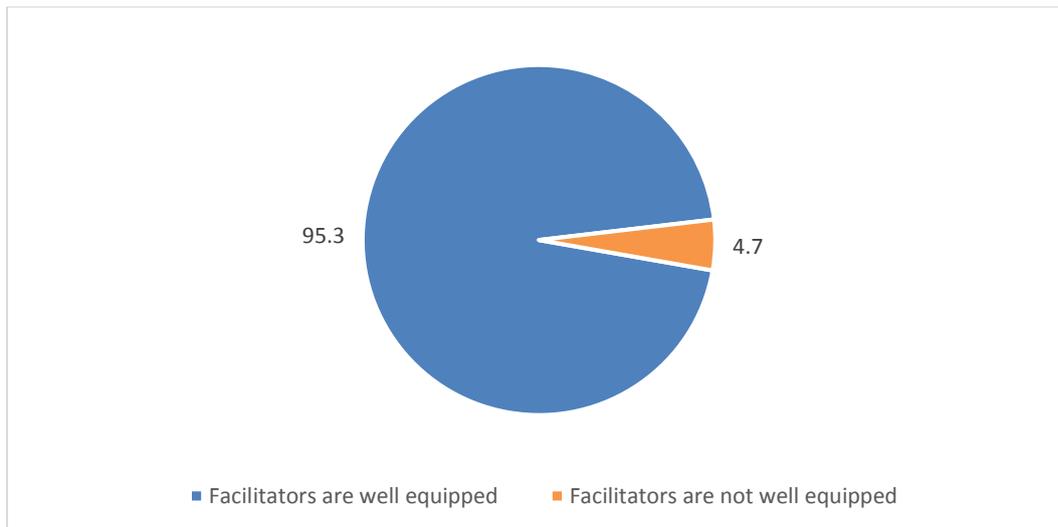


Figure 25: Percentage distribution of learner's perception of facilitators

3.3.3.2 Learners' rating of facilitator

The learners were asked to rate their facilitators on a number of different attributes (Table 11). The results show that the learners were generally happy with their facilitators as majority of learners (67% to 78%) rated their facilitators as excellent, while 18% to 25% rated their facilitator as good. Only 3% to 9% rated their facilitator as fair or poor. Overall the statement which received the best rating was “*Knowledgeable about the training programme*” and the statement that received the lowest ratings was “*Gives you individual attention in class*”.

Table 11: Learners rating of facilitator

| Statement | Excellent | Good | Fair /Poor |
|---|-----------|------|------------|
| Knowledgeable of the field of study | 74.1 | 23.1 | 2.8 |
| Available to you when you have problems | 71.8 | 22.6 | 3.3 |
| Knowledgeable about the training programme | 77.8 | 18.4 | 3.9 |
| Able to answer questions related to the training programme or related to your job | 74.7 | 22.0 | 3.4 |
| Able to link classroom training with the workplace | 72.5 | 22.9 | 4.6 |
| Gives you individual attention in class | 67.4 | 23.8 | 8.7 |
| Gives you feedback immediately after assessments | 68.6 | 24.9 | 6.6 |

3.3.4 Perceived benefits of training course

The students were asked to give feedback on the classroom and practical training that they received. A three-point scale of *strongly agree*, *somewhat agree* and *strongly disagree*, was used to assess the students perceptions. As shown in Table 12, the feedback was generally positive with 85% and more of respondents strongly agreeing with statements such as “*I am gaining more knowledge on the training*”. The feedback which had the lowest percentage (78%) was on whether the course covers all that is needed in the workplace.

Table 12: Perceived benefits of training course

| Statement | Strongly agree (%) | Somewhat agree (%) | Strongly disagree (%) | Total (N) |
|--|--------------------|--------------------|-----------------------|-----------|
| I am gaining more knowledge on the training | 94.9 | 4.3 | 0.9 | 563 |
| Once I finish I would be able to work with people of different backgrounds | 94.4 | 5.1 | 0.5 | 554 |
| The training course is preparing me to handle difficult community situations | 89.7 | 8.9 | 1.5 | 552 |
| The training course covers all that is needed in the workplace | 77.7 | 19.0 | 3.3 | 542 |
| When I am working and have questions, I am able to find someone who is willing and able to assist me | 85.6 | 11.9 | 2.6 | 540 |
| As I start the practical side of training, I feel both myself and my clients are benefiting | 92.13 | 7.51 | 0.36 | 559 |

3.3.5 Availability of Resources

3.3.5.1 Training aids

The learners were asked if there were enough training aids in the classroom to enable effective learning, Figure 27 shows that 83% of the learners thought there were enough training aids while 17% thought otherwise.

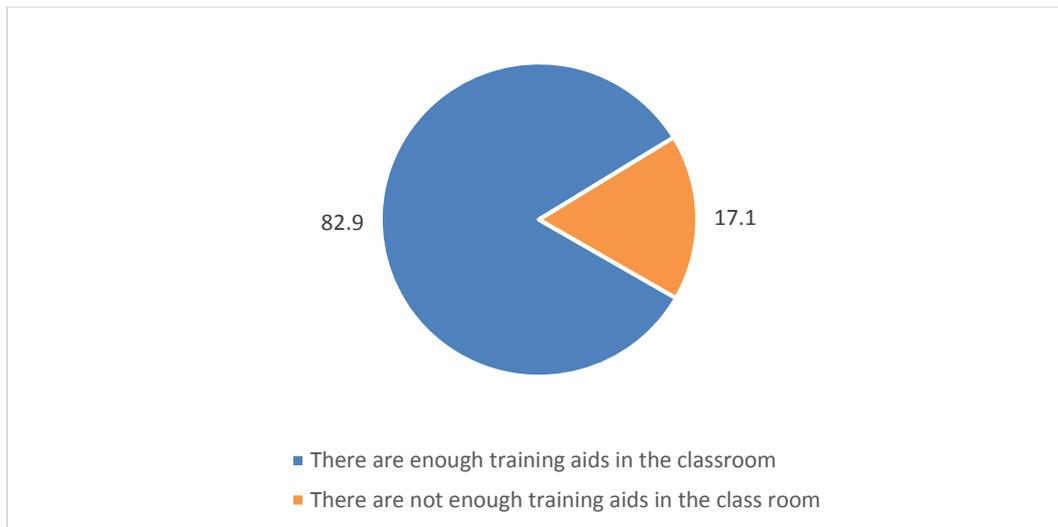


Figure 26: Percentage distribution of learner's perception of training aids available in the classroom

3.3.5.2 Sufficient classroom training aids by school

There were 99 learners who reported that they did not have sufficient training aids in school for effective learning. Further analysis was done to establish the school the learners attended, these students came from 18 of the 25 schools which participated in the survey. Table 13 shows that of the 5 learners from Falcon Health who responded to the question on sufficient training aids, they all reported having insufficient training aids. From the 26 learners from Afedile MLC who reported on training aids, 62% said they were insufficient.

Table 13: Learners who reported insufficient training aids for effective learning by school

| Name of school | Number of learners | Number of learners with insufficient training aids | Percentage of learners with insufficient training aids |
|----------------|--------------------|--|--|
| TP9 | 26 | 16 | 61.5 |
| TP3 | 57 | 5 | 8.8 |
| TP6 | 38 | 5 | 13.2 |
| TP12 | 5 | 5 | 100.0 |
| TP1 | 70 | 4 | 5.7 |
| TP13 | 15 | 5 | 33.3 |
| TP14 | 13 | 5 | 38.5 |
| TP10 | 17 | 2 | 11.8 |
| TP5 | 45 | 3 | 6.7 |
| TP4 | 56 | 22 | 39.3 |
| TP2 | 59 | 5 | 8.5 |
| TP15 | 11 | 1 | 9.1 |
| TP7 | 38 | 7 | 18.4 |
| TP16 | 6 | 2 | 33.3 |
| TP17 | 8 | 3 | 37.5 |
| TP18 | 13 | 3 | 23.1 |
| TP8 | 22 | 4 | 18.2 |
| TP19 | 16 | 2 | 12.5 |

3.3.5.3 Available resources for learners

The learners were asked about the resources which are available to them and the results show that majority of the learners are generally well resourced. Majority of the learners (94%) reported that they had an assessor and 92% reported that they had training material. Training resources were however only available to 69% of the learners (Figure 28).

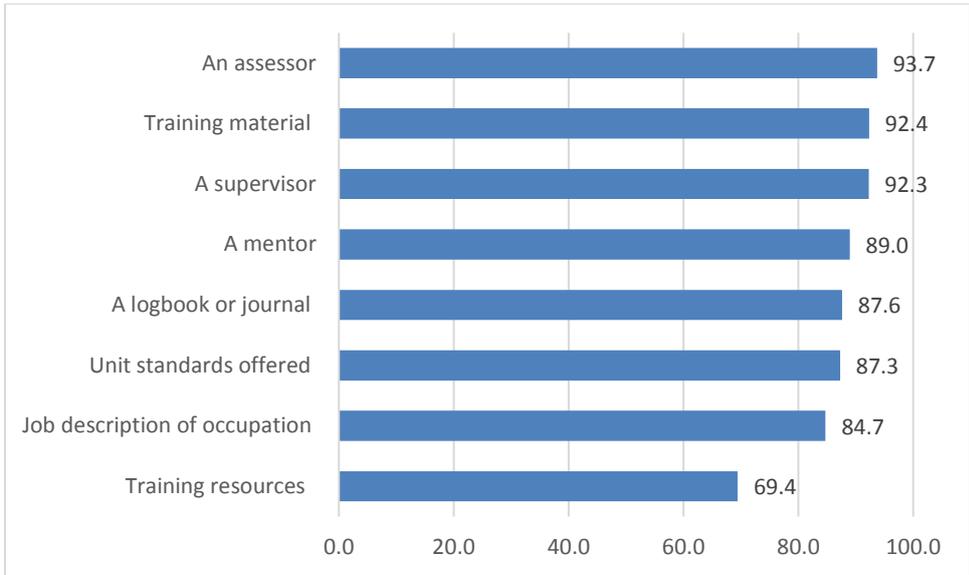


Figure 27: Percentage distribution of resources available to learners

3.3.5.4 Experience with Assessments

Learners were asked if they had any assessment results that have been outstanding for more than three weeks. Twenty one percent of the learners reported that they had outstanding results while 79% of the learners reported that they did not have outstanding work (Figure 29).

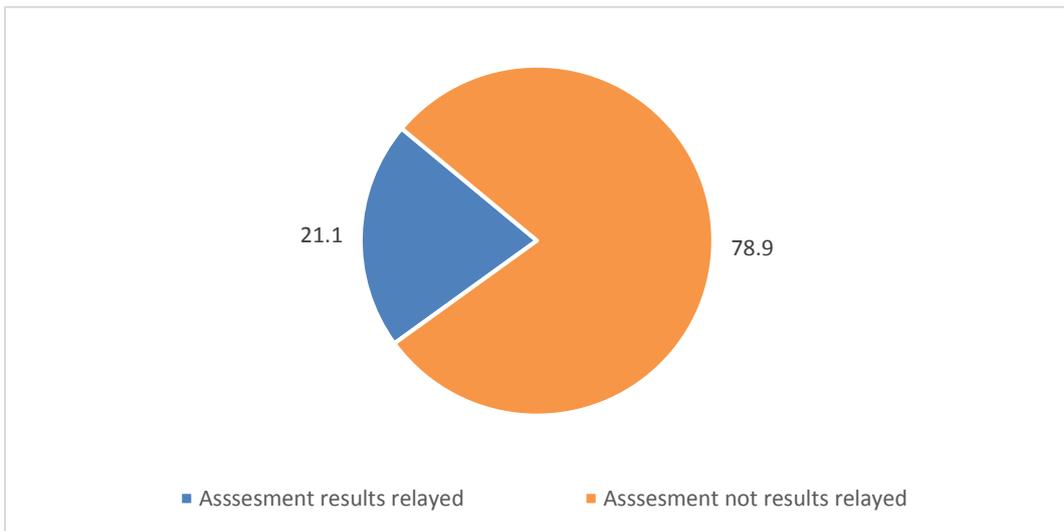


Figure 28: Percentage of learners who have had outstanding assessment results for more than three weeks

3.3.5.5 Experience of Workplace Training

Current workplace/practical training site

The learners were asked to report on their current working place or practical training site, Figure 30. Non-Governmental Originations were the most reported training sites (41%) followed by Department of Social Development (28%) and Old-Age Homes (22%).

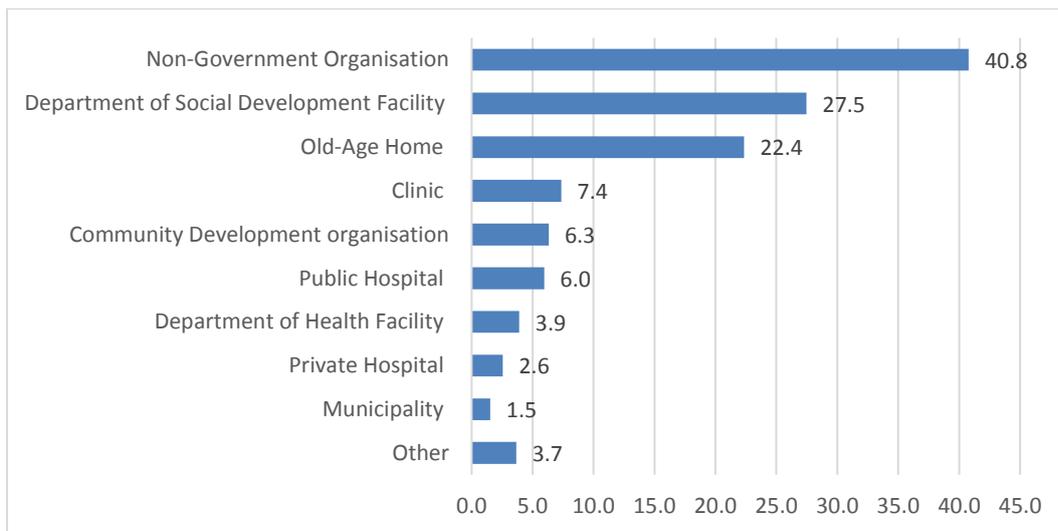


Figure 29: Percentage distribution of workplaces where learners are currently working or undertaking practical training

Access to a mentor

When asked about access to mentorship 96% of the learners reported that they have a mentor or supervisor who supervises or advises them in the workplace (Figure 31)

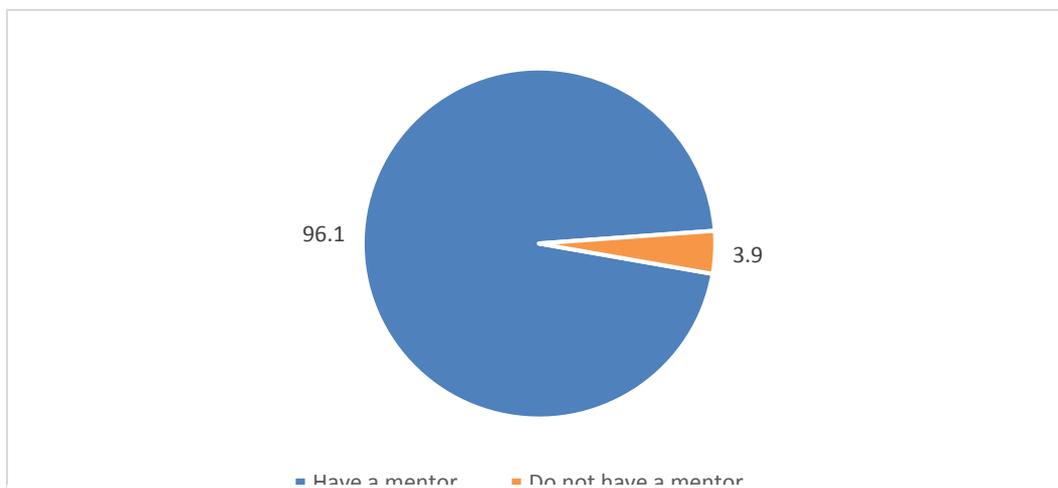


Figure 30: Percentage of learners who have a mentor at their place of work/practical training

3.3.5.6 Schools of learners without access to a mentor

There were 23 learners who reported that they did not have mentors, further analysis was done to establish the schools these learners attended. Table 14 shows that the school with the highest percentage of learners without mentors was Falcon Health (50%) followed by Mpilo Royal (14%).

Table 14: Schools of learners who reported not having access to a mentor

| School | Number of respondents | Number of respondents Without access to mentor | Percentage (%) of respondents without access to mentor |
|--------|-----------------------|--|--|
| TP9 | 26 | 1 | 3.9 |
| TP21 | 14 | 1 | 7.1 |
| TP12 | 4 | 2 | 50.0 |
| TP1 | 71 | 5 | 7.0 |
| TP14 | 13 | 1 | 7.7 |
| TP4 | 56 | 8 | 14.3 |
| TP2 | 59 | 3 | 5.1 |
| TP7 | 37 | 1 | 2.7 |
| TP20 | 11 | 1 | 9.1 |

3.3.5.7 Learners' rating of mentor

The learners were asked to rate their mentors, from the results it appears the learners are generally happy with their mentors. Learners' description of their mentor was generally good. Eighty-three percent of them reported that their mentor was always knowledgeable about his/her work, the aspect which scored the least was availability with 75% (Table 15).

Table 15: Learners ratings of their mentor on a number of attributes

| Statement | Always | Sometimes | Never |
|---|--------|-----------|-------|
| Knowledgeable about your work | 83.5 | 15.6 | 0.9 |
| Available to you | 74.7 | 23.7 | 1.7 |
| Knowledgeable about the training programme | 82.6 | 16.1 | 1.3 |
| Able to answer questions related to the training programme or related to your job | 79.1 | 18.9 | 2.0 |

3.3.5.8 Workplaces where learners are placed for work exposure

The learners were placed at various institutions for work place exposure, the institution which hosted the most learners was WP1 (6%) followed by WP2 (4%). The category other is made up of institutions which hosted less than 1% of pupils each-Table 16.

Table 16: Percentage distribution of institution which hosted learners for work experience

| Name of workplace | Frequency | Percentage |
|-------------------|------------|-------------|
| WP1 | 34 | 5.9 |
| WP2 | 25 | 4.3 |
| WP3 | 16 | 2.8 |
| WP4 | 15 | 2.6 |
| WP5 | 11 | 1.9 |
| WP6 | 10 | 1.7 |
| WP7 | 10 | 1.7 |
| WP8 | 10 | 1.7 |
| WP9 | 9 | 1.6 |
| WP10 | 9 | 1.6 |
| WP11 | 8 | 1.4 |
| WP12 | 8 | 1.4 |
| WP13 | 7 | 1.2 |
| WP14 | 7 | 1.2 |
| WP15 | 6 | 1.0 |
| WP16 | 6 | 1.0 |
| WP17 | 6 | 1.0 |
| WP18 | 6 | 1.0 |
| WP19 | 376 | 64.8 |
| Total | 579 | 99.8 |

3.3.5.9 Time spent at workplace

The responded provided information on whether they felt that they spent sufficient time at the workplace to master the tasks of their training work. A significant proportion of 92% reported that they received enough time (Figure 32).

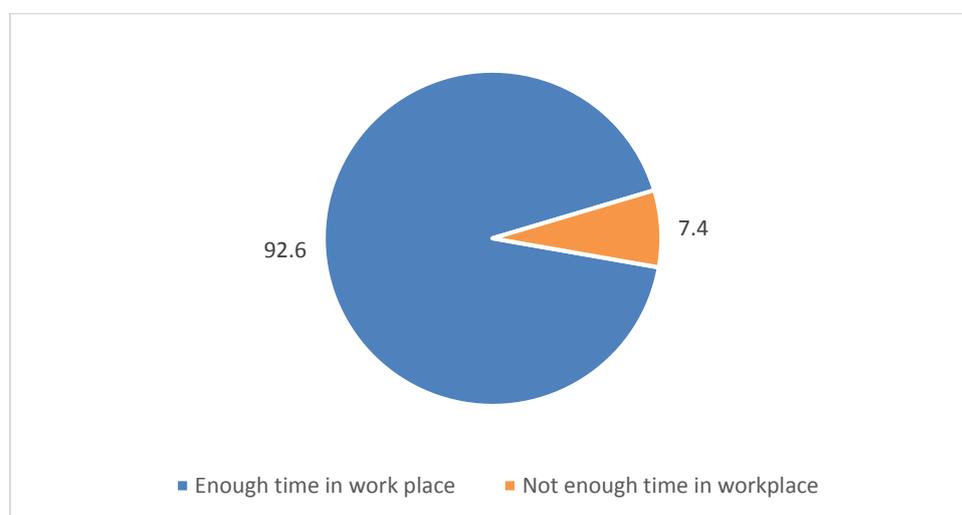


Figure 31: Percentage distribution of learner's feelings towards time spent in the workplace to master tasks

3.3.5.10 Exposure to practical tasks at the workplace

Figure 33 shows that 92% of the respondents thought that they are exposed to practical work, which was tasks related to their training.

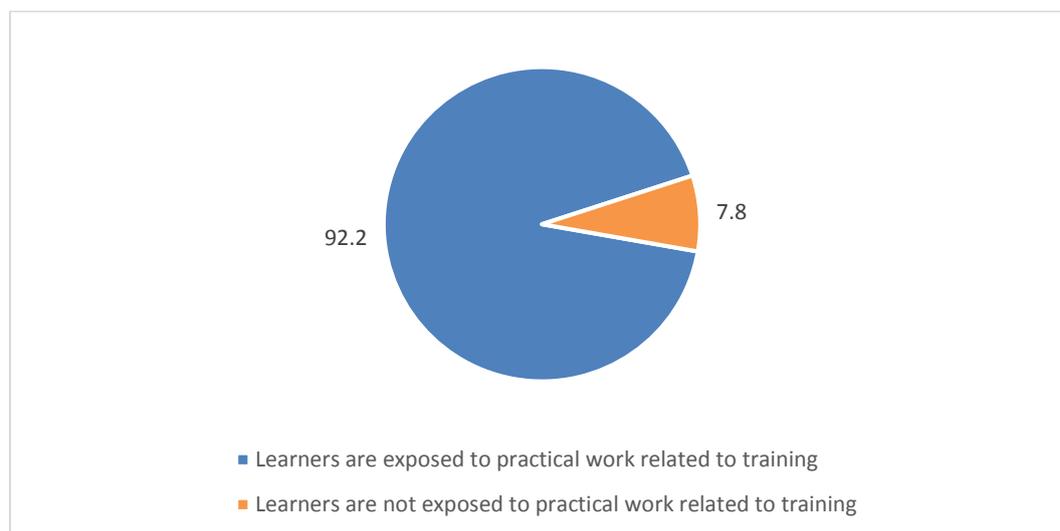


Figure 32: Percentage distribution of learner's exposure to practical tasks related to training

3.3.5.11 Which learners are not exposed to practical work?

Table 17 shows that the school that had the biggest challenge with providing practical experience related to the training was TP4 followed by TP22.

Table 17: Schools of learners who reported that they were not exposed to practical tasks

| School | Number of respondents | Number of respondents not exposed to practical tasks | Percentage (%) of respondents not exposed to practical tasks |
|--------|-----------------------|--|--|
| TP9 | 26 | 2 | 7.7 |
| TP3 | 57 | 5 | 8.8 |
| TP6 | 38 | 2 | 5.3 |
| TP21 | 12 | 1 | 8.3 |
| TP1 | 71 | 6 | 8.5 |
| TP13 | 16 | 1 | 6.3 |
| TP14 | 13 | 1 | 7.7 |
| TP10 | 17 | 1 | 5.9 |
| TP22 | 12 | 2 | 16.7 |
| TP23 | 8 | 1 | 12.5 |
| TP5 | 47 | 6 | 12.8 |
| TP4 | 55 | 10 | 18.2 |

| School | Number of respondents | Number of respondents not exposed to practical tasks | Percentage (%) of respondents not exposed to practical tasks |
|--------|-----------------------|--|--|
| TP2 | 59 | 2 | 3.4 |
| TP7 | 36 | 3 | 8.3 |
| TP17 | 8 | 1 | 12.5 |
| TP8 | 23 | 1 | 4.4 |

3.4 CONCERNS OF STUDENTS ABOUT TRAINING AND EMPLOYMENT PROSPECTS

The 2017 Learner Satisfaction Survey included three open-ended questions which aimed to capture the perceptions and experiences of the learners regarding their training. The following three questions were asked:

- What are your major worries about this training course?
- If you replied no in the above question, what could be the reason?
- What do you think must be done to improve the training course and enable you to achieve your dream?

3.4.1 Concerns about training received from skills development providers

3.4.1.1 Percentage of learners who reported on worries

The number of complaints made by each learner was analysed and the results are displayed in Table 34. The data shows that 21% of the learners provided no data, meaning that they neither reported any worries nor stated that they have none. At least half of the learners reported a worry they have, a further 8% reported two worries and only 0.2% had three worries.

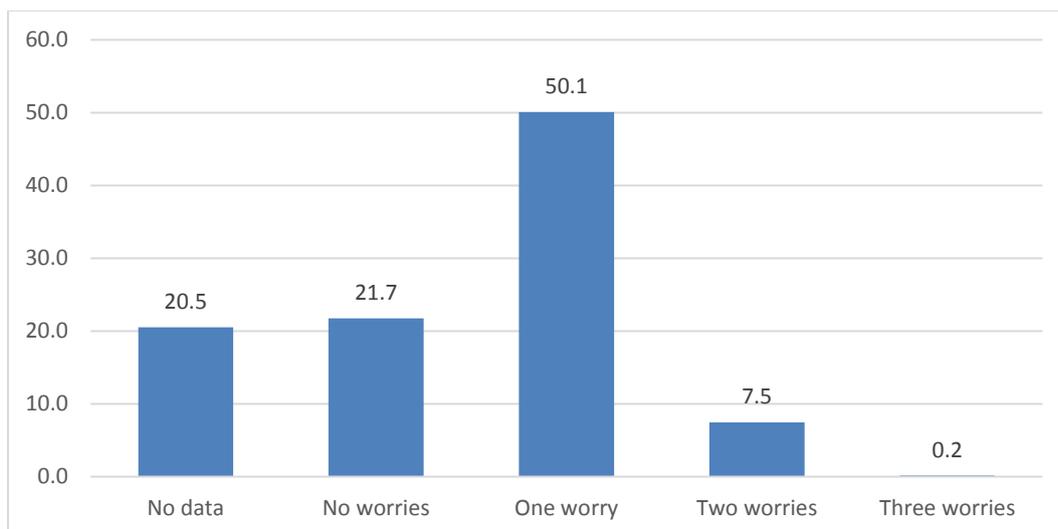


Figure 33: Percentage distribution of the number of complaints reported by learners

3.4.1.2 Types of worries

The learners expressed that they were concerned about various aspects related to their training (Figure 35). The issue which learners were most worried about was finding employment upon completion of training (31%) followed by a concern that the public and institutions were not knowledgeable about their qualification (7%). Some learners were also worried about the time it would take to receive their certificates (7%).

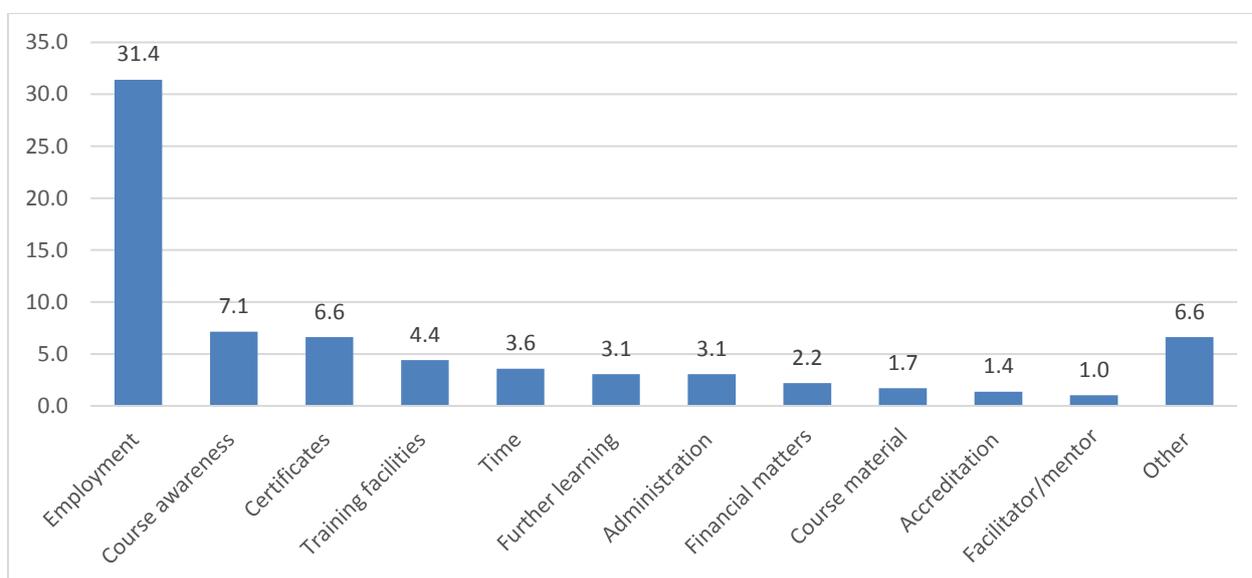


Figure 34: Percentage distribution of learner's worries regarding their training

3.4.1.3 Specific worries reported by learners

Learners who reported each type of worry were further analysed through cross-tabulation with course of study and school attended. A few quotes were also reported along with each type of worry analysed. However, where the percentage of learners reporting a worry was less than 3%, cross-tabulation analyses were not conducted, only

quotes were reported.

3.4.1.4 Employability worries

Figure 35 showed that 31% of the learner's greatest concern was not finding employment after finishing their course. The learners were not just concerned about finding employment but were concerned about whether the training would improve their remuneration and advance their career.

Employability worries by school

When looking at the distribution of employment worries by school, Table 18 shows that 19% of the learners concerned about employment were from TP4 while 13% were from TP3 and 10% were from TP6.

Table 18: Percentage distribution of learners who had employment worries by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP4 | 35 | 18.9 |
| TP3 | 24 | 13.0 |
| TP6 | 19 | 10.3 |
| TP7 | 16 | 8.7 |
| TP5 | 15 | 8.1 |
| TP8 | 14 | 7.6 |
| TP10 | 13 | 7.0 |
| TP24 | 7 | 3.8 |
| TP1 | 6 | 3.2 |
| TP14 | 5 | 2.7 |
| TP22 | 5 | 2.7 |
| TP13 | 4 | 2.2 |
| TP23 | 4 | 2.2 |
| TP16 | 4 | 2.2 |
| TP12 | 3 | 1.6 |
| TP17 | 3 | 1.6 |
| TP18 | 3 | 1.6 |
| TP2 | 2 | 1.1 |
| TP19 | 2 | 1.1 |
| TP9 | 1 | 0.5 |
| Total | 185 | 100.0 |

Employability worries by course

More than half of the learners who were concerned about employment were studying Social Auxiliary Work (54%), 40% were studying Community Health Care and 5% were studying Child and Youth Care Work - Table 19.

Table 19: Percentage distribution of learners with employment worries by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 100 | 54.1 |
| Community Health Care | 72 | 38.9 |
| Child and Youth Care Work | 9 | 4.9 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 3 | 1.6 |
| Auxiliary Health Care | 1 | 0.5 |
| Total | 185 | 100.0 |

Some quotes from the learners with employment concerns

“That I may not find any job anytime soon.”

“If I will be able to get a job and practice with my qualification because most people are not aware of the course chances are very slim.”

“My worry after I get my qualification I will be able to get a job and government will they create jobs for us. Because this course is a new qualification from HWSETA.”

3.4.1.5 Worries about course awareness

Closely related to the issue of employability is the issue of course awareness. Some learners were concerned that their course of study was not well known even among employers and felt that they would be overlooked because of this. Seven percent of the learners shared this concern – Figure 35.

Courses awareness worries by school

Almost a third of learners (29%) who reported that they were concerned about people's lack of awareness of their course were from TP7, 20% were from TP2 – Table 20.

Table 20: Percentage distribution of course awareness worries by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP7 | 12 | 28.6 |
| TP2 | 8 | 19.1 |
| TP4 | 6 | 14.3 |
| TP24 | 4 | 9.5 |
| TP9 | 2 | 4.8 |

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP10 | 2 | 4.8 |
| TP8 | 2 | 4.8 |
| TP3 | 1 | 2.4 |
| TP6 | 1 | 2.4 |
| TP1 | 1 | 2.4 |
| TP5 | 1 | 2.4 |
| TP17 | 1 | 2.4 |
| TP19 | 1 | 2.4 |
| Total | 42 | 100.0 |

Course awareness by course of study

Table 21 shows that more than more than half of the learners (55%) with course awareness concerns were studying Community Health Care, 21% were studying Child and Youth Care Work and 20% were studying Social Auxiliary Work.

Table 21: Percentage distribution of learners with course awareness concerns by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Community Health Care | 23 | 54.8 |
| Child and Youth Care Work | 9 | 21.4 |
| Social Auxiliary Work | 8 | 19.1 |
| Auxiliary Health Care | 2 | 4.8 |
| Total | 42 | 100.0 |

Some quotes from learners with course awareness concerns:

"I am worried because if I do not finish this course I will get the job, because when I am going to government facilities they don't know about this."

"If I will be able to get a job because not everyone is familiar with this course."

"If you told someone that you are doing this course they don't understand what you said, it is not known."

3.4.1.6 Worries about certificates

Some learners (7%) expressed that they were concerned about the time it would take for them to get their certificates after they have completed their course (Figure 35).

Worries about certificates by school

TP9 accounted for the largest percentage of learners worried about certificates (28%) followed by TP3 (18%) and TP22 (10%) - Table 22.

Table 22: Percentage distribution of learners worried about certificates by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP9 | 11 | 28.2 |
| TP3 | 7 | 18.0 |
| TP22 | 4 | 10.3 |
| TP13 | 3 | 7.7 |
| TP5 | 3 | 7.7 |
| TP4 | 3 | 7.7 |
| TP6 | 2 | 5.1 |
| TP16 | 2 | 5.1 |
| TP19 | 2 | 5.1 |
| TP1 | 1 | 2.6 |
| TP17 | 1 | 2.6 |
| Total | 39 | 100.0 |

Worries about certificates by course of study

From the students who were concerned about certificates 54% were studying Social Auxiliary Work and 28% were studying Auxiliary Health Care-Table 23.

Table 23: Percentage distribution of learners worried about certificates by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Social Auxiliary Work | 21 | 53.9 |
| Auxiliary Health Care | 11 | 28.2 |
| Community Health Care | 6 | 15.4 |
| Child and Youth Care Work | 1 | 2.6 |
| Total | 39 | 100.0 |

Some quotes from learners with certificates concerns

“My worry is that will I get my certificate because I am still waiting for other certificates for child care, that I did with other institution since 2015, they say they still waiting for HWSETA that worries me how long will I wait for.”

“Am I going to get my certificate, I am going to get a better job after this course?”

“I think it might happen that at an end of the year, the certificate might take time to come to be used and maybe that delay might cause us to lose opportunities.”

3.4.1.7 Worries about practical training

Some learners were concerned about the lack of training resources in the facilities, 4.4% of the learners had this concern (Figure 35). Some of the learners were concerned that

they would not be competent upon completing their training, which can also be a reflection on the training they received.

Worries about practical training by school

A third (31%) of the learners who were worried about their practical training were from TP1 while 12% were from TP3- Table 24

Table 24: Percentage distribution of learners worried about practical training by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP1 | 8 | 30.8 |
| TP3 | 3 | 11.5 |
| TP5 | 2 | 7.7 |
| TP4 | 2 | 7.7 |
| TP17 | 2 | 7.7 |
| TP18 | 2 | 7.7 |
| TP21 | 1 | 3.9 |
| TP24 | 1 | 3.9 |
| TP13 | 1 | 3.9 |
| TP10 | 1 | 3.9 |
| TP22 | 1 | 3.9 |
| TP23 | 1 | 3.9 |
| TP19 | 1 | 3.9 |
| Total | 26 | 100.0 |

Worries about practical training by course of study

Table 25 shows that from the learners who expressed that they were concerned about their practical training 39% were studying Social Auxiliary Work and 31% were studying Child and Youth Care Work.

Table 25: Percentage distribution of learners worried about practical training by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 10 | 38.5 |
| Child and Youth Care Work | 8 | 30.8 |
| Community Health Care | 6 | 23.1 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 2 | 7.7 |
| Total | 26 | 100.0 |

Some quotes from learners with practical training concerns:

“The worries were we do not have enough equipment’s in practical time.”

“There were no enough equipment or training resources.”

“To do more practical’s not little ones we do.”

“My practicals and what I did in class does not link at all so we need assessment while we are at workplace to be observed.”

3.4.1.8 Worries about time

A few of the students (3.6%) reported that they were concerned about time, some students felt that there was not enough time to do all the work assigned to them and others were concerned that their course was taking longer than was initially stipulated- Figure 35.

Worries about time by school

Learners from TP5 and TP2 accounted for almost half of those who reported worries on time (Table 26).

Table 26: Percentage distribution of learners who were concerned about time by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP5 | 5 | 22.7 |
| TP2 | 5 | 22.7 |
| TP1 | 4 | 18.2 |
| TP9 | 3 | 13.6 |
| TP20 | 2 | 9.1 |
| TP3 | 1 | 4.6 |
| TP13 | 1 | 4.6 |
| TP25 | 1 | 4.6 |
| Total | 22 | 100.0 |

Worries about time by course of study

Forty-one percent of the learners who were concerned about time were studying Child and Youth Care Work while 36% were studying Social Auxiliary Work – Table 27.

Table 27 : Percentage distribution of learners who were concerned about time by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Child and Youth Care Work | 9 | 40.9 |
| Social Auxiliary Work | 8 | 36.4 |

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Auxiliary Health Care | 3 | 13.6 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 2 | 9.1 |
| Total | 22 | 100.0 |

Some quotes from learners with time concerns

“The work we work, we came from night shift and we have to come back to class not having time to relax.”

“Not having enough time to come for the course, because of the shifts that I’m working.”

“My worries about this course is that I have been attending since February 2016 and we were told that the course is for 10 months but I been attending since 2016 until now, we have exceeded the given time.”

3.4.1.9 Worries about further learning

Some learners expressed that they would like to study further but were concerned that their current course would not facilitate further learning. Figure 35 show that 3.1% of the learners felt this way.

Worries about further learning by school

The learners from TP3 accounted for 28% of the learners who were concerned about further learner while the learners from TP5 and TP4 accounted for 17% each –Table 28.

Table 28: Percentage distribution of learners concerned about further learning by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP3 | 5 | 27.8 |
| TP5 | 3 | 16.7 |
| TP4 | 3 | 16.7 |
| TP19 | 2 | 11.1 |
| TP9 | 1 | 5.6 |
| TP6 | 1 | 5.6 |
| TP14 | 1 | 5.6 |
| TP2 | 1 | 5.6 |
| TP7 | 1 | 5.6 |
| Total | 18 | 100.0 |

Worries about further learning by course of study

The learners studying Social Auxiliary Care accounted for 72% of the concerns related to further learning while those studying Community Health Care accounted for 17% – Table 29.

Table 29: Percentage distribution of learners concerned about further learning by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Social Auxiliary Work | 13 | 72.2 |
| Community Health Care | 3 | 16.7 |
| Auxiliary Health Care | 1 | 5.6 |
| Child and Youth Care Work | 1 | 5.6 |
| Total | 18 | 100.0 |

Some quotes from learners with further learning concerns

“Is that maybe is not going to lead me to do social work at the University level, I wish it is a bridging course.”

“My worries is that your certificate on auxiliary you must use it to further your education as social worker at University”

“There are no worries except if I find work very soon and achieve my training and being able to upgrade my qualification.”

3.4.1.10 Worries about administration

Some of the learners reported that there were some administration issues at their schools, Figure 35 shows that 3.1% of the learners raised this concern.

Worries about administration by school

The data presented in Table 26 shows that 39% of the learners who had administrative concerns were from TP15 while 22% were from TP9 – Table 30.

Table 30: Percentage distribution of learners concerned about administration by course of study

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP15 | 7 | 38.9 |
| TP9 | 4 | 22.2 |
| TP1 | 2 | 11.1 |
| TP3 | 1 | 5.6 |
| TP12 | 1 | 5.6 |
| TP7 | 1 | 5.6 |
| TP17 | 1 | 5.6 |
| TP18 | 1 | 5.6 |
| Total | 18 | 100.0 |

Worries about administration by course of study

Table 31 shows that 44% of the learners who were concerned about administration were studying Social Auxiliary Work while 22% were studying Auxiliary Health Work.

Table 31: Percentage distribution of learners concerned about administration by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 8 | 44.4 |
| Auxiliary Health Care | 4 | 22.2 |
| Community Health Care | 3 | 16.7 |
| Child and Youth Care Work | 2 | 11.1 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 1 | 5.6 |
| Total | 18 | 100.0 |

Some quotes from learners with administration concerns

“Not to be attended. To be avoided and not given straight answers. To be schemed and lied to.”

“The worry is that there is always mix-up with administration work. Sometimes they don’t know where our assignments are. Sometimes when we address the matter to the student supporter they get upset. But we as students were reassured that it has been sorted.”

“very, very worried because they lost my results and my assignment. Don’t have place to get and we are not registered.”

3.4.1.11 Worries about finances

Some learners reported that they had worries relating to finances (2.2%). The financial issues included need for funding, delays in stipend payment and insufficient funding for educational needs.

Some quotes from learners with finance related concerns

“The stipend used to delay, this affect us, not to attend workplace for training. The daily food money is not enough food priced increased but the food money they gave us still the same.”

“Stipend delays and the stipend were given to the accommodation doesn’t cover enough our meals”

“I’m satisfied about this programme but what make me got worry is my school fees. It is too hard for me to pay for my fees because I’m unemployed and also my parent don’t have more money we depend on government pension.”

3.4.1.12 Worries about course material

Concerns were raised regarding the course material, 1.7% of the learners surveyed raised this issue.

Some quotes from learners with course material concerns

“Material we received during training would not be applicable to workplace, many times our responsibilities are limited, should we follow the criteria?”

“The context of the theory and activities need to be more applicable to the type of facility we work in and the type of clients we work with.”

“They teach us to work with children / youth from a western world perspective and no one from an African specifically S.A perspective.”

3.4.1.13 Worries about accreditation

A few students were concerned about the accreditation of the courses they were studying. Figure 27 shows that 1.4% of the learners shared this concern.

Some quotes from learners with accreditation concerns

“The course accreditation”

“My worry is I can’t become a sister and be successful because of HWSETA accreditation it took forever and I am also worried about certificate”

“My major worry is that if you want to upgrade and register for Social Work Course they refuse to register us they want us to start again, we want to be accredited.”

3.4.1.14 Worries about facilitators and mentors

Figure 33 shows that 1% of the learners were concerned about their mentor or facilitator.

Some quotes from learners who had concerns regarding their facilitators or mentors concerns

“Worry about the age of the facilitator while facilitating, sometimes she get tired of standing even pressure of marking.”

“I think this course is ok but then the problem is when you are being on the practical placements, some of our supervisors they are not there for us and you don’t get enough working experience.”

“My major worries about this training course is my tutor I feel that sometimes she do not care about us and she have her favourite people in class. She is not concerned about our time, money and our future and sometimes I feel like dropping out of school.”

3.4.1.15 No worries

While many students had one or more concerns regarding their training, there were students who expressed that they had no worries. Figure 33 shows that 22% of the learners had no worries.

No worries by school

The data presented in Table 32 shows that TP2 accounted for 20% of the learners who had no worries while TP1 accounted for 12%.

Table 32: Percentage distribution of learners who had no worries about their training by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP2 | 26 | 20.0 |
| TP1 | 16 | 12.3 |
| TP6 | 12 | 9.2 |
| TP3 | 9 | 6.9 |
| TP5 | 8 | 6.2 |
| TP26 | 7 | 5.4 |
| TP20 | 7 | 5.4 |
| TP14 | 6 | 4.6 |
| TP4 | 6 | 4.6 |
| TP15 | 4 | 3.1 |
| TP7 | 4 | 3.1 |
| TP19 | 4 | 3.1 |
| TP23 | 3 | 2.3 |
| TP25 | 3 | 2.3 |
| TP18 | 3 | 2.3 |
| TP8 | 3 | 2.3 |
| TP9 | 2 | 1.5 |
| TP21 | 2 | 1.5 |
| TP10 | 2 | 1.5 |
| TP22 | 2 | 1.5 |
| TP13 | 1 | 0.8 |
| Total | 130 | 100.0 |

No worries by course of study

From the 130 learners who were satisfied with their training 42% were studying Social Auxiliary Work and 33% were studying Child and Youth Care Work - Table 33.

Table 33: Percentage distribution of learners who had no worries about their training by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 55 | 42.3 |
| Child and Youth Care Work | 43 | 33.1 |
| Community Health Care | 13 | 10.0 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 10 | 7.7 |
| Victim Empowerment Process | 7 | 5.4 |
| Auxiliary Health Care | 2 | 1.5 |
| Total | 130 | 100.0 |

Some quotes from learners with no worries

“I don’t have anything that worries me, I’m just excited.”
“So far so good. I don’t have any worries for now because it has been stated clear when to finish the modules and the credits of the training and advantages of finish he training.”
“I am pleased about it.”

3.4.2 Reasons for not being optimistic about finding a job

Question 34 asked whether the learners felt that what they were learning in this course would enable them to find employment, to which 109 (19%) of the respondents answered “No”. This section aims to understand why these learners felt their course would not enable them to find employment.

The reasons learners felt they would not find employment upon completing their studies are presented in Figure 31. A third of the learners thought that there are work opportunities (34%). A further one fifth (19%) thought that their course was not recognised by potential employers – Figure 36.

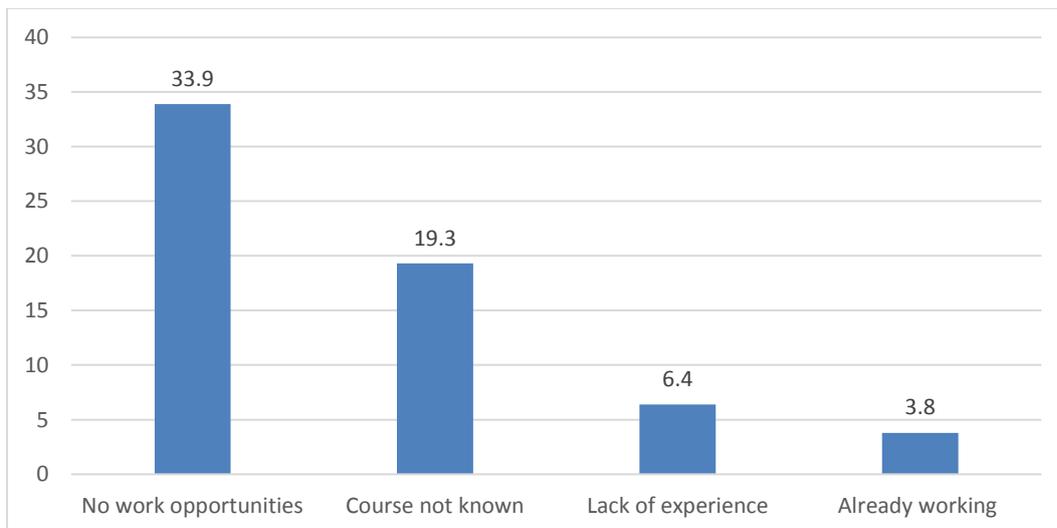


Figure 35: Percentage distribution of learners by reasons they gave for thinking they would not find employment

3.4.2.1 Specific reasons presented by learners: No work opportunities

As shown in Figure 36, lack of employment opportunities was the reason most mentioned reason some learners (34%) fear they will not find employment.

No work opportunities by school

Among the 34 learners who feared that there are no job opportunities, 38% of them were from TP4 while 14% were from TP3 – Table 34.

Table 34: Percentage distribution of learners who said there are no job opportunities by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP4 | 14 | 37.8 |
| TP3 | 5 | 13.5 |
| TP10 | 5 | 13.5 |
| TP7 | 3 | 8.1 |
| TP8 | 3 | 8.1 |
| TP22 | 2 | 5.4 |
| TP9 | 1 | 2.7 |
| TP6 | 1 | 2.7 |
| TP24 | 1 | 2.7 |
| TP13 | 1 | 2.7 |
| TP5 | 1 | 2.7 |
| Total | 37 | 100.0 |

No work opportunities by course of study

Community Health Care and Social Auxiliary Work each accounted for 49% of the learners who reported that there were no employment opportunities – Table 34.

Table 35: Percentage distribution of learners who said there are no job opportunities by course of study

| Course of study | Frequency (n) | Percentage (%) |
|-----------------------|---------------|----------------|
| Community Health Care | 18 | 48.7 |
| Social Auxiliary Work | 18 | 48.7 |
| Auxiliary Health Care | 1 | 2.7 |
| Total | 37 | 100.0 |

Quotes from learners who expressed that there were no work opportunities

“It is because there is a lot of people who are doing this course but can’t find jobs.”

“Chances are too little to find work, it is not so easy to be employed.”

“The reason I replied no is because of the unemployment in South Africa, the chances of getting a job may be there but when they are very slim because there are many people without employment in this country, that is my concern.”

3.4.2.2 Course awareness

Figure 36 shows that 19% of the learners reported that they thought the course they were studying would not enable them to get a job because potential employers were not aware of the course.

Course awareness by school

Table 36 below shows that 43% of the learners who thought that potential employers were not aware of their course of study were attending TP4 while 24% were from TP24.

Table 36: Percentage distribution of learners who said their course of study was not known by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP4 | 9 | 42.86 |
| TP24 | 5 | 23.81 |
| TP8 | 3 | 14.29 |
| TP9 | 2 | 9.52 |
| TP7 | 1 | 4.76 |
| TP19 | 1 | 4.76 |
| Total | 21 | 100 |

Course awareness by course of study

Seventy-one percent of the learners who reported that the course would not help them find employment because it was not known were studying Community Health Care while 19% were studying Social Auxiliary work – Table 37.

Table 37: Percentage distribution of learners who said their course of study was not known by course of study

| Course of study | Frequency (n) | Percentage (%) |
|-----------------------|---------------|----------------|
| Community Health Care | 15 | 71.43 |
| Social Auxiliary Work | 4 | 19.05 |
| Auxiliary Health Care | 2 | 9.52 |
| Total | 21 | 100 |

Quotes from learners who expressed that the course was not known

“In the government field the course is not recognised majority of people are not aware of community health worker e.g. what, how, who.”

“Because at the clinic and hospitals they don’t recognise this course.”

“A sister said this course is not good and no one will employ me.”

3.4.2.3 Lack of experience

A few learners (6%, n=7) felt that they had not gained enough practical experience and as a result were not confident the course they were studying would enable them to find employment – Figure 36.

Quotes from learners who expressed that they lacked experience

“Because the experience I have is being a caregiver, I’m not recognised as a community health worker.”

“The college doesn’t expose us to the real world, they don’t give us too much work.”

“Because our practical experience is not that encouraging, worse we did our second practical’s after school programme which we were not informed. They must have enough equipment, the service should be quick not poor.”

3.4.2.4 Already employed

A small percentage of the learners indicated that they were already working (4%) and as a result they did not think the course they were studying would help the get a job- Figure 36.

Quotes from learners who expressed that they were already employed

“I am employed.”

“Already working.”

3.5 STUDENTS’ RECOMMENDATIONS FOR IMPROVING TRAINING

The learners were asked to make suggestions on which aspects of their training could be improved upon in order to achieve their dreams. While 44% of the learner neither gave data nor suggestions, 45% gave one suggestion and a further 10% gave two (Figure 37).

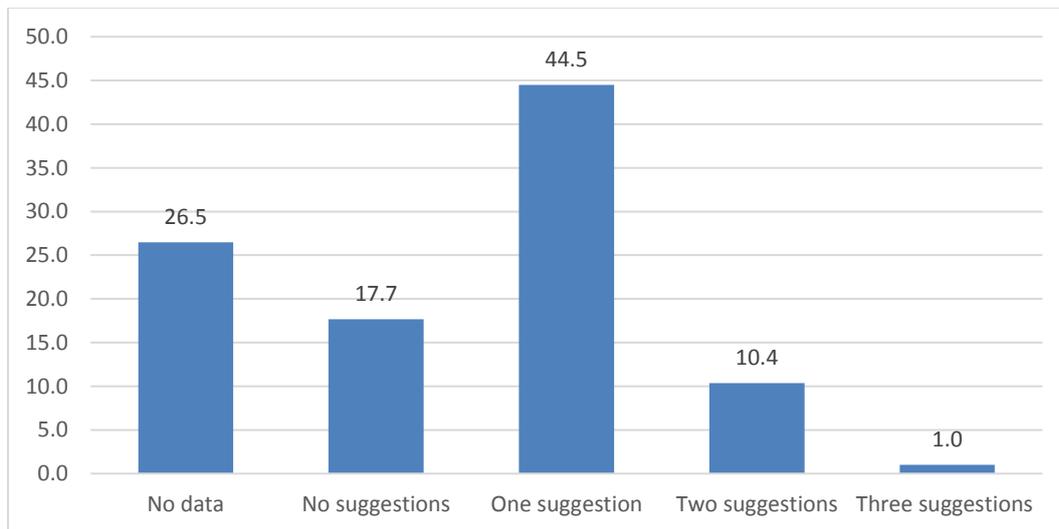


Figure 36: Percentage distribution of the number of suggestions made by learners

3.5.1 Types of suggestions

The learners reported on the aspects of their training which could be improved upon, 20% said they would like the administration to be improved while 10% said they would like the course content to be improved. Some learners also made suggestion for improvement in funding (3%) – Figure 38.



Figure 37: Types of suggestions made by learners

3.5.2 Specific suggestions made by learners

3.5.2.1 Improve administration

Improving administration was the most suggested improvement, as shown in Figure 38, with 20% of the learners reporting that they would like to see this improve. Some of the admin issues raised by the learners included not being given enough information about the logistics of their training.

Improve administration by school

Of the learners that reported that they would like to see administration improve, 18% were from TP4 and 14% from TP1-Table 38.

Table 38: Percentage distribution of learners who made suggestion about improving administration by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP4 | 21 | 17.7 |
| TP1 | 17 | 14.3 |
| TP9 | 16 | 13.5 |
| TP7 | 11 | 9.2 |

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP3 | 10 | 8.4 |
| TP15 | 6 | 5.0 |
| TP21 | 5 | 4.2 |
| TP2 | 4 | 3.4 |
| TP6 | 3 | 2.5 |
| TP5 | 3 | 2.5 |
| TP20 | 3 | 2.5 |
| TP17 | 3 | 2.5 |
| TP18 | 3 | 2.5 |
| TP26 | 2 | 1.7 |
| TP10 | 2 | 1.7 |
| TP8 | 2 | 1.7 |
| TP12 | 1 | 0.8 |
| TP24 | 1 | 0.8 |
| TP13 | 1 | 0.8 |
| TP14 | 1 | 0.8 |
| TP22 | 1 | 0.8 |
| TP23 | 1 | 0.8 |
| TP25 | 1 | 0.8 |
| TP19 | 1 | 0.8 |
| Total | 119 | 100.0 |

Improve administration by course of study

Community Health Care and Social Auxiliary Work each accounted for 31% of the learners who suggested an improvement in administration –Table 39.

Table 39: Percentage distribution of learners who made suggestion about improving administration by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Community Health Care | 37 | 31.1 |
| Social Auxiliary Work | 37 | 31.1 |
| Child Youth and Care Work | 21 | 17.7 |
| Ancillary Health Care | 16 | 13.5 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 5 | 4.2 |
| Victim Empowerment Process | 3 | 2.5 |
| Total | 119 | 100.0 |

Quotes from learners with admin suggestions

“The only improvement is administration that need to be sorted.”

“Hospital social workers must be notified in advance whenever training is to be done. Notified through their respective hospital manager.”

“Be informed well in advance about the training, catering to be made available.”

3.5.2.2 Improve course content

Among the learners that reported that they would like course content to be improved, the reoccurring suggestion was to increase practicals and reduce theory as they felt this would give them more experience and make them more competent. Figure 38 shows that 11% of the learners were in agreement of this.

Improve course by school

TP3 and TP4 accounted for 32% of the learners who suggested that the course content should improve – Table 40.

Table 40: Percentage distribution of learners who made suggestion about improving course content by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP3 | 10 | 16.13 |
| TP4 | 10 | 16.13 |
| TP1 | 8 | 12.9 |
| TP5 | 7 | 11.29 |
| TP7 | 6 | 9.68 |
| TP9 | 4 | 6.45 |
| TP6 | 4 | 6.45 |
| TP24 | 3 | 4.84 |
| TP23 | 2 | 3.23 |
| TP20 | 2 | 3.23 |
| TP13 | 1 | 1.61 |
| TP10 | 1 | 1.61 |
| TP22 | 1 | 1.61 |
| TP2 | 1 | 1.61 |
| TP15 | 1 | 1.61 |
| TP16 | 1 | 1.61 |
| Total | 62 | 100 |

Improve course content by course of study

More than a third (34%) of the learners who suggested that the course content should be improved were studying Community Health Care and 15% were studying Child and Youth Care Work – Table 41.

Table 41: Percentage distribution of learners who made suggestion about improving course content by course of study

| Course of study | Frequency (n) | Percentage (%) |
|----------------------------|---------------|----------------|
| Community Health Care | 21 | 33.9 |
| Child and Youth Care Work | 9 | 14.5 |
| Ancillary Health Care | 4 | 6.5 |
| Victim Empowerment Process | 2 | 3.2 |
| Total | 62 | 100.0 |

Quotes from learners with course content suggestions

“I suggest that they add more practical work than theory to improve our skills and confidence in the real world.”

“I think we have to go to hospitals and clinics for more experiences when we do practicals.”
“If they can add some computer course as a part of a training.”

3.5.2.3 Job placement support

Some students (9%) expressed that they would like to be supported with finding employment. The learners raised the issue of their school not being registered (accredited), which would hinder their job seeking. They also mentioned that they would like to know where they can apply for jobs – Figure 38.

Job placement support by school

Table 42 presented below shows that 17% of the learners who suggested job placement support were from TP22 and 13% were from TP8.

Table 42: Percentage distribution of learners who made suggestion about job placement by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP22 | 9 | 17.0 |
| TP8 | 7 | 13.2 |
| TP7 | 6 | 11.3 |
| TP6 | 5 | 9.4 |
| TP3 | 3 | 5.7 |
| TP5 | 3 | 5.7 |
| TP24 | 2 | 3.8 |

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP13 | 2 | 3.8 |
| TP10 | 2 | 3.8 |
| TP4 | 2 | 3.8 |
| TP15 | 2 | 3.8 |
| TP16 | 2 | 3.8 |
| TP17 | 2 | 3.8 |
| TP19 | 2 | 3.8 |
| TP21 | 1 | 1.9 |
| TP12h | 1 | 1.9 |
| TP14 | 1 | 1.9 |
| TP2 | 1 | 1.9 |
| Total | 53 | 100.0 |

Job placement support by course of study

Social Auxiliary Work accounted for 68% of the learners who suggested job placement support while Community Health Care accounted for 28% – Table 43.

Table 43: Percentage distribution of learners who made suggestion about job placement by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Social Auxiliary Work | 36 | 67.9 |
| Community Health Care | 15 | 28.3 |
| Child and Youth Care Work | 2 | 3.8 |
| Total | 53 | 100.0 |

Quotes from learners with job placement suggestions

“If they will tell us exactly what we are going to do and where we can apply for jobs.”

“They must register students as soon as they start the class so that people can get job immediately after finishing the course.”

“They must assist us to find jobs. To get jobs where we do practicals. We need to be provided with money to do course.”

3.5.2.4 Improve training facilities and material

Suggestions were made to improve the training facilities and materials by, 9% of the learners – Figure 38.

Improve training facilities and material by school

Sixteen percent of the learners who suggested that training facilities and materials should be improved were from TP4 and 10% of the students from – Table 44.

Table 44: Percentage distribution of learners who made suggestion about training facilities and material by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP4 | 8 | 15.7 |
| TP17 | 5 | 9.8 |
| TP9 | 4 | 7.8 |
| TP5 | 4 | 7.8 |
| TP15 | 3 | 5.9 |
| TP19 | 3 | 5.9 |
| TP26 | 2 | 3.9 |
| TP6 | 2 | 3.9 |
| TP12 | 2 | 3.9 |
| TP1 | 2 | 3.9 |
| TP13 | 2 | 3.9 |
| TP14 | 2 | 3.9 |
| TP10 | 2 | 3.9 |
| TP23 | 2 | 3.9 |
| TP7 | 2 | 3.9 |
| TP3 | 1 | 2.0 |
| TP21 | 1 | 2.0 |
| TP25 | 1 | 2.0 |
| TP16 | 1 | 2.0 |
| TP20 | 1 | 2.0 |
| TP18 | 1 | 2.0 |
| Total | 51 | 100.0 |

Improve training facilities and material by course of study

Table 45 below shows that 41% of learners who want an improvement in training facilities and material were studying Social Auxiliary Work while 40% were studying Community Health Care.

Table 45: Percentage distribution of learners who made suggestion about training facilities and material by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 21 | 41.2 |
| Community Health Care | 20 | 39.2 |
| Ancillary Health Care | 4 | 7.8 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 3 | 5.9 |
| Child and Youth Care Work | 2 | 3.9 |
| Victim Empowerment Process | 1 | 2.0 |
| Total | 51 | 100.0 |

Quotes from learners with suggestions on improving training facilities and materials

“They must have all working equipment’s.”

“Need to improve the classrooms and we are not registered”.

“As technology improve, I think if they can put their manuals in tablets that will help the learners to be step ahead because when you are in a workplace there are no following modules that you can keep yourself busy with, but if modules were provided at workplace the time you have spare time you can read through the following module, when the facilitator comes you will be doing revision and doing corrections.”

3.5.2.5 Improve time allocation

The learners suggested that the time allocation should be improved upon, pointing out that they would like to have shorter sessions and would like their mentors to make time for them. Figure 38 shows that 8% of the learners felt this way.

Improve time allocation by school

Twenty-one percent of the learners who suggested that time allocation should improve were studying at TP1 while 18% were from TP3 –Table 46.

Table 46: Percentage distribution of learners who made suggestion about improving time allocation by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP1 | 10 | 20.41 |
| TP3 | 9 | 18.37 |
| TP5 | 8 | 16.33 |
| TP26 | 5 | 10.2 |
| TP2 | 5 | 10.2 |
| TP9 | 3 | 6.12 |
| TP13 | 2 | 4.08 |
| TP10 | 2 | 4.08 |
| TP4 | 2 | 4.08 |

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP21 | 1 | 2.04 |
| TP20 | 1 | 2.04 |
| TP8 | 1 | 2.04 |
| Total | 49 | 100 |

Improve time allocation by course of study

Almost half (47%) of the learners who would like to see an improvement in time allocation were studying Social Auxiliary Work while 31% were studying Child and Youth Care Work – Table 47.

Table 47: Percentage distribution of learners who made suggestions about improving time allocation by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 23 | 46.94 |
| Child and Youth Care Work | 15 | 30.61 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 5 | 10.2 |
| Ancillary Health Care | 3 | 6.12 |
| Community Health Care | 2 | 4.08 |
| Victim Empowerment Process | 1 | 2.04 |
| Total | 49 | 100 |

Quotes from learners with time allocation suggestions

“Everything so far is good, maybe if we can have short time in class room. We attend long hours”

“The only thing is that training session should not be too long, they should start at 8 till one. There should also be food available for sessions.”
“Meeting time with Mentor was sometimes difficult.”

3.5.2.6 Increase level of the course

The learners indicated that they would like the levels of the course to be increased, as presented in Figure 38, 8% of the learners suggested this.

Increase level of course by school

Table 48 shows that 26% of the learners who suggested that the level of the course should be increased were attending TP7 while 12% were attending TP5 and another 12% was attending TP19.

Table 48: Percentage distribution of learners who made suggestions about increasing the level of the course by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP7 | 12 | 25.5 |
| TP5 | 6 | 12.8 |
| TP19 | 6 | 12.8 |
| TP10 | 4 | 8.5 |
| TP6 | 3 | 6.4 |
| TP1 | 3 | 6.4 |
| TP8 | 3 | 6.4 |
| TP14 | 2 | 4.3 |
| TP2 | 2 | 4.3 |
| TP18 | 2 | 4.3 |
| TP9 | 1 | 2.1 |
| TP3 | 1 | 2.1 |
| TP13 | 1 | 2.1 |
| TP4 | 1 | 2.1 |
| Total | 47 | 100.0 |

Increase level of course by course of study

More than half (55%) of the learners who suggested that the level of the course should be increased were studying Social Auxiliary Work while 28% were studying Community Health Care – Table 49.

Table 49: Percentage distribution of learners who made suggestions about increasing the level of the course by course of study

| Course of study | Frequency (n) | Percentage (%) |
|---|---------------|----------------|
| Social Auxiliary Work | 26 | 55.3 |
| Community Health Care | 13 | 27.7 |
| Child Youth Care Work | 5 | 10.6 |
| Public Awareness Programme of Dread Diseases and HIV/AIDS | 2 | 4.3 |
| Ancillary Health Care | 1 | 2.1 |
| Total | 47 | 100.0 |

Quotes from learners with suggestions on increasing the course level

“The course should be developed a 3 year course not 1 year. The surrounding University should offer this course in their studies.”

“I think HWSETA must increase from certificate to a diploma certificate.”

“Level 5 must be introduced for our institution so that we may pursue our studies.”

3.5.2.7 Improve funding

Some learners (3.2%) suggested that funding should be improved as shown in Figure 36.

Improve funding by school

TP7 accounted for 39% of the learners who suggested that funding should be improved while TP5 accounted for 21% -Table 50.

Table 50: Percentage distribution of learners who made suggestions about improving funding by school

| Name of school | Frequency (n) | Percentage (%) |
|----------------|---------------|----------------|
| TP7 | 7 | 36.8 |
| TP5 | 4 | 21.1 |
| TP21 | 2 | 10.5 |
| TP4 | 2 | 10.5 |
| TP6 | 1 | 5.3 |
| TP1 | 1 | 5.3 |
| TP14 | 1 | 5.3 |
| TP22 | 1 | 5.3 |
| Total | 19 | 100 |

Improve funding by course of study

As presented in Table 51, Community Health Care accounted for 47% of the learners who suggested an improvement in funding, Social Auxiliary Work also accounted for 47% while Child and Youth Care Work accounted for 5%.

Table 51: Percentage distribution of learners who made suggestions about improving funding by school

| Course of study | Frequency (n) | Percentage (%) |
|---------------------------|---------------|----------------|
| Community Health Care | 9 | 47.4 |
| Social Auxiliary Work | 9 | 47.4 |
| Child and Youth Care Work | 1 | 5.3 |
| Total | 19 | 100 |

Quotes from learners with funding suggestions

“We need sufficient money to cover our needs, time to study.”

“Please build our school so that when we finish we will be able to find job, provide us with money to pay our fees at least R1500 per month, also increase our level to 5 and 6, we want Diplomas not certificate.”

“To improve the course they must give us bursaries so that we can continue studies so that we can achieve our dreams.”

4. DISCUSSION

4.1 Background

The 2017 Learners Satisfaction Survey sought to understand the perceptions and experiences of 589 learners from 25 different learning institutions. The survey used both quantitative and qualitative data to draw attention to the schools that need intervention and the areas of the training which need intervention as well as acknowledging the areas which the learners are happy with.

Majority of the study participants were African females and 35% were aged 35 years and above. Most of them had a 'Matric' qualification and almost half were unemployed prior to their current training. When they were unemployed, 40% relied on their families and friends for survival.

The survey employed a good sample size from diverse colleges and courses, this in combination with the high response rate indicates that the findings of the survey are useful in understanding the experiences of the population of learners and in drawing up conclusions that can direct interventions or policies.

4.2 Learners are motivated and clear about expectations

The most popular course of study was Social Auxiliary Work followed by Child and Youth Care Work and Community Health Care Work. Almost all the learners felt their course of study was related to their career aspirations. The most common motivation for enrolling for a course was the need for self-development and gaining a formal qualification. Along the same line, their top three expectations from their training were: to improve career opportunities; to access work and to enhance self-confidence. These results show that the learners clear about the direction they want their careers to take and were also took their self-development and career progression seriously.

4.3 Learners' positivity on employment outlook is not very high

While the learners present to be very motivated and focused about their courses of study, they were not as positive about finding employment after their training course. Getting a job after the training is one of the primary reason learners enrolled for their courses. However, about a fifth of the learners (19%) did not think they will find a job upon completing their course. The reasons behind the lack of optimism were; the lack of employment opportunities in South Africa, lack of practical experience and employers being unaware of the courses the students are studying.

The factors which were associated with being optimistic about finding employment were province and course of study. The learners from the Eastern Cape were the most optimistic about finding employment while those from Gauteng were the least optimistic. The learners who were studying Public Awareness Programme of Dread Disease and HIV/AIDS were the most optimistic about finding employment upon completion of studies while the least optimistic learners were studying Community Health Care Work.

4.4 Most learners are satisfied with the performance of their school

The learners were generally happy with their institutions and the quality of training they were receiving, although it is however important to note the areas which can be improved upon. Learners were generally happy with their facilitators, mentors and assessors. Some of the aspects which can be improved upon include the availability of training aids and prompt delivery of assessment outputs to learners. Some learners reported that training aids were not sufficient in their classes, while some expressed dissatisfaction with the delay in receiving results after assessments. Information regarding assessments was also not explained to a significant number of learners. Some learners were not inducted before commencing with training. These areas need attention in order to improve the quality of training learners receive and enhance their learning experience.

4.5 Quality of training varies with schools

As can be expected, some schools were performing better than others and some schools excelled in certain areas but had difficulties in others. There are learners who reported that they were not inducted into the course. TP9 was the school with the highest percentage of learners reporting to not receiving induction. Learners also reported that their assessments were delayed. In addition to the issue of induction and delayed assessments learners also raised an issue about the training aids. The schools which had issues of insufficient training aids were TP12 and TP9. While interventions are needed by many schools it appears need it more than others, Schools such as TP9 should be prioritised.

4.6 Interventions needed

The survey quantitative and qualitative data identified several areas that need intervention. The schools should focus on improving upon the following areas.

- Improving administration procedures with emphasis on efficiency and provision of information.
- Improving the awareness of the courses among potential employers.
- Ensuring that there are enough training aids for all the enrolled students.
- Timely dissemination of assessment results and certificates upon qualification.
- Improved administration.
- Provision of financial support for learners, not only in terms of fees but to include transportation, accommodation and stipends in relevant cases. The stipends also need to be administered efficiently and timeously.
- Almost all the learners reported that they have a mentor. The impact of effective mentorship in such training cannot be overemphasized. Therefore, mentors need to be more involved in articulating and letting learners know and understand how they can use their training in the work environment. It is important for mentors and colleges to provide motivation for these learners and get them to think creatively of their future job prospects. Furthermore, colleges should keep learners abreast of any plans and implementations that government may have in order to absorb them in the future.
- The data shows that the majority of learners reported that they were exposed to practical work or tasks. The qualitative data, however, suggests that there is a need to improve the practical training settings for the learners. Among some of the worries that learners highlighted was the fact that often they do not get enough time for them to acquire the necessary skills.
- Lastly, while no schools can create perfect conditions to meet the needs of all learners, effective and timely communication can help the learner and school have shared expectations and surmount many hurdles.