



**merSETA**

MANUFACTURING, ENGINEERING  
AND RELATED SERVICES SETA

# Annexure Guidelines: DG Funded Projects Nov/Dec 2020

## **Annexure Guidelines for DG Funded Projects Nov/Dec 2020**

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### **3.1: Gender Based Violence (GBV) research proposals in the mer sector**

Overall, the South African policy context advocates for diversity and inclusion in the economy. The merSETA's SSP demonstrates that the manufacturing and engineering related sectors are male dominated. A substantial proportion of the sectors female employees are employed in clerical positions (50%), professional and associate professional positions (around 30%). The manufacturing sector is a key sector in terms of its potential to spur economic growth through reindustrialisation, and female workers should be allowed the opportunity to participate fairly and without prejudice.

At this point in time, the merSETA, in alignment with the national government has highlighted the issue of gender-based violence (GBV) as a key inhibitor to equality and transformation. Recently during our lockdown due to the COVID-19 pandemic, the Country has been devastated with numerous reports of gender-based violence in households and in places of work. The national strategy advocates that issues of GBV should be addressed through policies, while the merSETA recognises this priority. The merSETA's current SSP highlights issues, emphasising the need for this to be addressed at a policy level and commits merSETA's resources to address GBV.

The merSETA is looking for research proposals that will assist them in gaining a deeper understanding on how GBV impacts the mer sector across the six chambers it represents. Currently there is much emphasis on bringing to light the challenges our country faces regarding GBV and its impact on society and the economy at large. The merSETA is looking to explorative research proposals to assist addressing the following within the mer sectors:

- Define GBV in the South African context with focus on the mer sector
- Assess the current laws and policies that address and regulate GBV in South Africa



- Determine currently what companies in the mer sector are doing to address GBV
- Identify current gaps (areas for future improvements) in mer sector company's initiatives to address GBV
- Determine the impact of GBV on society, our economy
- Identify interventions and strategies that companies in the mer sector can use to address GBV
- Determine what kind of skills interventions can be used to reduce GBV in the workplaces
- Develop a customised basket of support services for the mer sector on gender based violence and anti-sexual harassment.
- Training of implementing agencies (NGOs, NPOs, CBOs, merSETA regional staff).

Due to the sensitivity of this research topic preference will be given to research teams that are predominantly female and have the following educational backgrounds and experience:

- Social work
- Social sciences
- Economics
- HR and Labour relations

## **7.5: TVET College as spaces for stimulating the growth of community based enterprises**

### **1. Background**

Technical and Vocational Education Training (TVET) have a wealth of resources that are not fully utilised for the greater benefit of the community around them. There are a number of informal workers, cooperatives and community based entrepreneurs who may benefit from access to facilities and workshops that have equipment and machinery, that may be financially out of reach to community based enterprises who fall within the merSETA scope of coverage. To grant access to such facilities may be of great economic benefit to informal workers and entrepreneurs alike.

Given the current economic context, post lock-down, unemployment is a serious concern. Official figures for unemployment are not yet available but an increase over the current 30% is to be predicted. Along with the staggering unemployment, many staff over the lock-down period have also been placed on short time resulting in reduced income. These current circumstances place pressure on the state to come up with creative solutions to empower informal workers and encourage entrepreneurs to increase their earning potential. Many skilled workers do not have the financial means to invest in equipment and machinery to either start or grow a viable business. There is a need for equipment and machinery to assist informal workers and entrepreneurs, creating an opportunity for TVET Colleges to offer a sustainable solution, while empowering informal workers and entrepreneurs alike.



## **2. Link to merSETA strategy**

The merSETA as part of its 2020/21 SLA and APP has set a target for supporting a number of TVET Colleges for equipment and infrastructure as part of responding to Strategic Output 7: Support to the growth and quality improvement of technical and vocational education and training (TVET) colleges. There is therefore an opportunity to use this initiative to respond to strategic output 6: Facilitation of skills development interventions to support the development and establishment of sustainable SMEs, cooperatives, and local or community based employment and income generation activities aligned to merSETA engineering and manufacturing value chain.

This research concept seeks to look into the possibility of new approaches to stimulate growth and income among the social economy enterprises such as informal workers, co-operatives and community based enterprises and entrepreneurs with the mer sector. This is key in strengthening the merSETA's responsiveness to sector skills demands and providing the sector with a skilled, flexible and agile workforce and skills for productive enterprises within the social economy to support the integration into the merSETA sector engineering and industry value chains. COVID-19 represents an unforeseen disruptor to the sector and to the "business as usual" approach.

## **3. Problem statement**

Many TVET Colleges have invested a considerable amount of money in equipment and machinery, which is often not fully utilised. Currently TVET Colleges and make use of these assets between 07h00 and 15h00, leaving a number of potential hours where this equipment and machinery remains under-utilised during downtime, after hours, weekends and term breaks. This essentially creates an opportunity for TVET Colleges to open their facilities to informal workers, cooperatives and entrepreneurs, giving them an opportunity to take on work that may not have been previously possible. There is therefore an opportunity to conduct research into how TVET Colleges can effectively be used as workspaces for informal workers, community based enterprises and entrepreneurs. Such a project could potential benefit a community and provide new income earning potential. In order to do this one has to determine how TVET Colleges share their resources with their communities to create new opportunities for informal workers, community based enterprises and entrepreneurs.

## **4. Research approach and key questions**

This concept of opening the facilities of TVET Colleges to informal workers and entrepreneurs, has real potential to benefit communities at little to no extra cost and possible create future income. What is also unknown is what sort of initiatives (similar to this), have been conducted and the impact of such projects. This will help establish national best practices, and grow a network of organisations looking to increase the community offering. An investigation into such an opportunity should be conducted, while a number of factors need to be taken into consideration. The research is envisioned to take on somewhat of a feasibility study .The research study should therefore use a mixed methods approach. Some of the questions that this study needs to unpack may include the following:

- Where are potential TVET Colleges that could participate in such an initiative located?
- What resources could be made available for different types of potential businesses?



- Are there potential partners who may be interested in this initiative?
- Are there informal workers and entrepreneurs in close proximity to the TVET Colleges who might be interested in this opportunity?
- What would be the best way of screening/assessing and recommending businesses with potential?
- What is the perceived value of offering such a service to the greater?
- What would the cost be to ensure TVET Colleges can participate safely in such an initiative?

## **9.1: Learner Contract Terminations: Apprenticeships and Learnerships**

### **1. BACKGROUND**

- 1.1 The merSETA is a schedule 3A Public Entity under that PFMA and derives its authority from the Skills Development Act. The merSETA is mandated by the Department of Higher Education and Training to further skills development in the metal and engineering, automotive manufacturing, motor retail and component manufacturing, new tyre manufacturing, and plastics industries sub sectors. In line with the NSDP 2030, the Minister, under Government notice 42589, published the reestablishment of the SETA's for a further period of ten (10) years commencing on 01 April 2020 up until 31 March 2030.
- 1.2 During 2015/2016 financial year, the merSETA developed its Monitoring and Evaluation (M&E) Framework. The overall objective of the M&E framework is to enable the merSETA to improve the monitoring and evaluation of both its operational and organisational performance as well as to track the results and impact of its skills development interventions. As part of its overall M&E agenda, the merSETA wishes to evaluate the reasons behind learner terminations of apprenticeship and learnership contracts for financial year 2011/12 to 2016/17.
- 1.3 One of the key focus of the merSETA is to produce high quality artisans and skilled people for the labour market. However as typically seen in all education statistics enrolment rates far exceed completion rates. In order to better support learners to successfully complete apprenticeship and learnership programmes, the organisation requires an external service provider to evaluate the reasons for the termination of apprenticeship and learnership contracts who contracts were terminated from 2011/2012 to 2016/17 in all merSETA regions.
- 1.4 For most trades in the merSETA scope of coverage, the traditional apprenticeship has been a favoured pathway to attain full artisan status. Learnerships also allow learners to access trades after successfully completing a trade test as would an apprentice. Learners may also be on non-Trades Qualifications which are Learnership based. Learners on apprenticeships and learnerships however do not always successfully reach the stage of trade testing or completion due to termination of the learner contract.



## 2. OBJECTIVE

2.1 The merSETA has identified the need to better understand the circumstances and reasons leading to learner contract (apprentice & learnerships) terminations; in order to better support learners to complete their learning apprenticeship and learnerships.

2.2 The overall objective of this evaluation study is to uncover the actual reasons for why the learner contracts (apprentice & learnerships) terminations occur. These reasons may include inter alia: limited ability of the training provider or employer to assist the learner to completion; poorly placed learners who are not suited to the demands of the programme or occupation; contract lapse or expiry before the learner completes the learning programme; and socio-economic difficulties hampering learners' ability to complete the learnership or apprenticeship.

2.3 Ultimately, the evaluation study should assess why the learner did not achieve what he or she set out to achieve through the programme. The evaluation study should incorporate both primary and secondary data methods. The learners, training providers, employers and merSETA as the intermediary should all make inputs into this study.

### 2.4 Key Evaluation Questions:

The table below highlights some key questions, which the evaluation study should answer. These are high level questions which can be adapted to suite the methodology. The questions should lead to key recommendations which merSETA can assess for implementation to assist learners, training providers and employers to successful completion of their learnerships or apprenticeships:

Evaluation Parameters	Key Evaluation Questions
Data Clean-up and analysis (all terminations since 2012 including ETQA committee records and recommendations)	Classifications of terminations most prevalent?
	What are the characteristics (demographic and educational) of learners whose contracts were terminated?
	What type of trades or occupations tend to be prevalent in the data?
	What are the main reasons for learner contract lapse or expiration?
Track and trace (learners, training providers and employers)	What do learners, employers, and training providers; perceive to be the reasons for learner contract termination?



	Are employers satisfied with the merSETA termination process?
	What suggestions do employers have with respect to the merSETA termination process?
	How do employers perceive the role played by merSETA in the termination process?
	What suggestions do employers have with respect to the role played by themselves and the merSETA?
	What processes are involved in recruiting learners into learnerships and apprenticeships? Are these adequate?
	What recommendations can be made to better support learners to avoid the termination of learner contracts?

### 3. PROJECT/ CONTRACT PERIOD

The contract period for this project will be twelve (12) months from date of signature.

### 4. SCOPE OF WORK

4.1 In order to effectively complete this project, the following should be taken into consideration:

4.1.1 A formal evaluation study of learner contracts terminated in the period 2011/12 to 2016/17. This evaluation will thus comprise of a review, clean-up and analysis of databases in order to track and trace learners, employers and training providers.

4.1.2 Adequate methodologies are required to extract the information which the merSETA wishes to utilise in better understanding the reasons for termination of learner contracts. In order to effectively do this, the entire process of recruitment of learners into programmes, their progression through the programme and their interaction with the employer, the training provider and the merSETA must be assessed to adequately make recommendations.

4.2 It should be noted that the merSETA has specific processes and a procedures in place with regard to managing learner contract terminations. Currently learner contract terminations are classified as either:

4.2.1 A one-sided termination; this can be due to learners being dismissed, learners absconding or learner deaths; etc.

4.2.2 A mutual termination in which a learner willingly resigns from the programme for a multitude of reasons.



4.2.3 A contract lapse or expiry also results in a termination in which the learner was not able to complete the programme within the set time.

4.3 The procedure for terminations is explained in the merSETA procedure entitled, "Procedures for the Termination of Learner Agreements". Herein the administrative process for the first two termination types are documented. The processes typically require requisite documents for either a mutual or a one sided termination. Learner contracts that expire are not documented herein. Mutual terminations are fairly easily processed due to agreement between parties including the learner him/herself. One sided terminations however are more complex and require deliberation by the ETQA review committee which takes the final decision with regard to all one sided terminations.

4.4 Employers and training providers however can be contacted to better understand circumstances which culminated in the termination. Documents, meeting minutes and transcripts from ETQA review committee meetings will serve as a valuable resource in this study.

4.5 Statistics for Terminations and Rescissions

When examining data of terminated learner contracts the followings were found:

For learners registered by the merSETA since 2012, more than 500 contracts have been terminated or cancelled. The majority of these contracts (65%) are learnerships. Furthermore unemployed learner contracts are terminated with respect to apprenticeships (63%) than those who are employed. There tends to be an even split between employed and unemployed terminations for learnership contracts.

In terms of the regional spread of terminated contracts; Gauteng has the highest number of terminations (40% for apprenticeships and 50% for learnerships) followed by KwaZulu-Natal (11% for learnerships and 20% for apprenticeships), the Eastern Cape and Free State (9% for learnerships and 11% for apprenticeships in both of these provinces). Numbers in the remaining provinces are very small.

Data pertaining to the type of termination is not adequately captured and should be cleaned up to better understand the spread in terms of the circumstances under which the termination was enforced to enable more effective decision making and support mechanisms from the merSETA.

## **5. OUTCOMES AND DELIVERABLES**

The expected deliverables are described below; the service provider upon submission of proposal will fully address the purpose, objective and scope of the study as described in section 2 and 4 above. Expected Key Deliverables include but not limited to:



- 5.1 Inception report with clear methodology and project design and workplan which will be an Annexure to the SLA An inception workshop with merSETA management and relevant committees
- 5.2 Data collection plan and tools/instruments (questionnaires, interview guides, scripts etc.);
- 5.3 A schedule of key stakeholder interviews, focus groups and surveys;
- 5.4 Progress report and presentation of progress with every deliverable;
- 5.5 Draft research report;
- 5.6 Final research report;
- 5.7 Presentation of final study findings;
- 5.8 Closeout report.

## **6. DOCUMENTS TO BE INCLUDED IN SUBMISSION**

- 6.1 Please include a company profile, letters of reference and the curriculum vitae's of the team who will be working on this project and their capacity to undertake such a project.

### **9.2: merSETA's financial and non-financial support to organisations\***

\*Small Medium Enterprises (SMEs), Non-Levy Paying Enterprises (NLPEs), Non-Government Organisation (NGOs)/Community Based Organisations (CBOs), Rural development organisations and Cooperatives

## **1. BACKGROUND**

- 1.1. The merSETA is a schedule 3A Public Entity under that PFMA and derives its authority from the Skills Development Act. The merSETA is mandated by the Department of Higher Education and Training to further skills development in the metal and engineering, automotive manufacturing, motor retail and component manufacturing, new tyre manufacturing, and plastics industries sub sectors. In line with the NSDP 2030, the Minister, under Government notice 42589, published the reestablishment of the SETA's for a further period of ten (10) years commencing on 01 April 2020 up until 31 March 2030.
- 1.2. During 2015/2016 financial year, the merSETA developed its Monitoring and Evaluation (M&E) Framework. The overall objective of the M&E framework is to enable the merSETA to improve the monitoring and evaluation of both its operational and organisational performance as well as to track the results and impact of its skills development interventions. As part of its overall M&E agenda, the merSETA wishes to evaluate the effectiveness of the merSETA support (both financial and non-financial) to Small Medium Enterprises (SMEs); Non-Levy Paying Enterprises (NLPEs); Non-Government Organisations (NGOs)/Community Based Organisations (CBOs); Rural development organisations; and Cooperatives supported during the financial years 2015/16 to 2019/20.
- 1.3. Over the period 2015/16 to 2019/20 financial year's merSETA has supported and funded approximately 7039 SMEs, NLPEs, NGOs/CBOs, Rural development organisations and Cooperatives. For the purposes of continuation of support, it is important for the merSETA to ascertain the effects of such support to the intended beneficiaries, to determine sustainability.





## **2. OBJECTIVE**

- 2.1. The overall objective of this evaluation study is to examine and reflect on the merSETA support (financial and non-financial) to SMEs, NLPEs, NGOs/CBOs, Rural development organisations and Cooperatives from financial year 2015/16 to 2019/20. The study aims to determine whether the organisations supported by the merSETA are sustainable and able to implement activities aligned to the merSETA engineering and manufacturing value chain, to generate income.
- 2.2. The evaluation study further aims to examine the perspectives of the SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives on the support provided by merSETA and draw recommendations on how merSETA can better understand, support, and implement interventions to support these organisations to achieve its mandate.

## **3. PROJECT/CONTRACT PERIOD**

The contract period for this project will be 12 months from date of signature.

## **4. SCOPE OF WORK**

- 4.1. In order to conduct the impact evaluation study on SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives supported by merSETA both formative and summative evaluation are required. The scope spans in all SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives that have been supported or funded across all merSETA regions and should address the above objectives and also:
  - 4.1.1. Use adequate methodologies to extract information and ascertain if the support provided assisted organisations to participate in the merSETA value chain
  - 4.1.2. Unpack the perspectives of supported organizations on what it means to participate in the merSETA value chain, what are the benefits of participation, and the types of skills they require to fully participate in the merSETA engineering and manufacturing value chain.
  - 4.1.3. Review and analyse databases to understand the types of support merSETA provided to SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives
  - 4.1.4. Reflect on merSETA internal processes in relation the process of designing interventions and the implementation of such interventions to support the SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives; and suggest better ways that merSETA could employ.
- 4.2. Data on all the SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives that have been supported or funded by merSETA will be provided for the analysis, sampling and observation. The study should make recommendations based on the findings as per the objectives of the study, and should suggest key actions to be taken going forward to better understand and



support SMEs, NLPEs, NGO/CBOs, Rural development organisations and Cooperatives.

## **5. OUTCOMES AND DELIVERABLES**

- 5.1. The expected deliverables- are described below; the service provider upon submission of proposal will fully address the purpose, objective and scope of the study as described in section 2 and 4 above. Key deliverables include but not limited to:
  - 5.1.1. Inception report with clear methodology and project design, and workplan which will be an Annexure to the SLA;
  - 5.1.2. An inception workshop with merSETA management and relevant committees;
  - 5.1.3. Data collection plan and tools/instruments (questionnaires, interview guides, scripts etc.);
  - 5.1.4. A schedule of key stakeholder interviews, focus groups and surveys;
  - 5.1.5. Progress report and presentation of progress with every deliverable;
  - 5.1.6. Draft research report;
  - 5.1.7. Final research report;
  - 5.1.8. Presentation of final study findings;
  - 5.1.9. Closeout report.

## **6. DOCUMENTS TO BE INCLUDED IN SUBMISSION**

- 6.1. Please include a company profile, letters of reference and the curriculum vitae's of the team who will be working on this project and their capacity to undertake such a project.

### **9.3: Impact of Lecturers Development Programmes funded by merSETA**

#### **1. BACKGROUND**

- 1.1. The merSETA is the Manufacturing, Engineering and Related Services Education and Training Authority established to promote the Skills Development Act, (Act No. 97 of 1998). It facilitates skills development in the following sub sectors: metal and engineering, automotive manufacturing, motor retail and component manufacturing, new tyre manufacturing and plastics industries.
- 1.2. During 2015/2016 financial year, the merSETA developed its Monitoring and Evaluation (M&E) Framework. The overall objective of the M&E framework is to enable the merSETA to improve the monitoring and evaluation of both its operational and organisational performance as well as to track the results and impact of its skills development interventions. As part of its overall M&E agenda, the merSETA wishes to ascertain the effects of the lecturer development programmes implemented through merSETA funding during the 2015/16 to 2018/19 financial period across all seven (7) merSETA regions.
- 1.3. Technical and Vocational Education and Training (TVET) play a pivotal role in developing a knowledgeable and skilled citizenry who are able to contribute effectively to the social and economic development of the country. In South Africa TVET takes place in a variety of institutional types such as public and private TVET colleges and Universities that provide the skills required by the mer sector. Lecturers are central to educational



provision within the institutions that offer TVET programmes. Qualified and competent lecturers who have expertise in both academic and work related dimensions of TVET are needed to ensure TVET programmes are effective.

- 1.4. The Policy on Professional Qualifications for Lecturers in Technical, Vocational Education, and Training, released in 2013 by the Department of Higher Education and Training aims to strengthen the quality of teaching and learning. This empowers lecturers through suitable higher education qualifications that can be used for professional and post-professional development.
- 1.5. During the period 2015/16 to 2018/19 financial years, the merSETA has funded, developed and reported 1023 lecturers nationally in both credit bearing and non-credit bearing qualifications across different learning institutions.
- 1.6. As the merSETA continues to support the development of lecturers, it is important to evaluate the impact of the lecturer's development programmes to determine if the programmes have been beneficial for institutions of learning, learners and the lecturers themselves.

## **2. OBJECTIVE**

- 2.1. The overall objective of this evaluation study is to examine critically the impact of the lecturer development programme supported by the merSETA from financial year 2015/16 to 2018/19. It also aims to determine whether the training interventions achieved the intended purpose for the beneficiaries, learning institutions and the mer-sector. The study should also include changes to individual behaviour and organisational practice, immediate reactions of participants and perceived benefits to their students.
- 2.2. The study should draw recommendations in terms of skills delivery, access to resources, teaching conditions at the specific learning institutions and explore the positive or negative (intended and/or unintended) results of undergoing the lecturer development programme supported by merSETA.

## **3. PROJECT/ CONTRACT PERIOD**

The contract period for this project will be 9 months from date of signature.

## **4. SCOPE OF PROJECT**

- 4.1. In order to conduct the impact evaluation study on lecturers who successfully completed the lecturer development programme supported by merSETA, both formative and summative evaluations are required. A structured approach, using an evaluation framework, is suggested. The scope spans in all institutions that have participated in lecturer development programmes across all merSETA regions during the period 2015/16 – 2018/19 financial years, and should address the above objectives and also:
  - 4.1.1. Utilise the merSETA database to track and trace learner beneficiaries on the lecturer development programme supported by merSETA between financial years 2015/16 and 2018/19);
  - 4.1.2. Use adequate methodologies to assess the impact that the programme has had on the lecturers



- 4.1.3. Analyse the database to determine the throughput rates, ascertain the demographic and geographic profile of learners as well as profile of institutions in terms of geography and institution type;
  - 4.1.4. Assess perception or self-reflection on skills gained from the beginning to the end of the programme;
  - 4.1.5. Assess the perception of the lecturers' superiors (Manager or Supervisor) on the skills gained before and after the programme;
  - 4.1.6. Determine whether the programme assisted with career advancement for the lecturers after completing the programme; and
- 4.2. Data on all the lecturers that have participated in the lecturer development programmes will be provided by the merSETA for the project. The recommendations of the study should be based on the findings as per the objectives of the study, and should:
- 4.2.1. Suggest some practical ways in which merSETA can support professional development activities which lecturers identify as valuable in support of lifelong learning and continuous professional development;
  - 4.2.2. Determine the interventions that lecturers deem valuable for professional development within their current workplace;
  - 4.2.3. Provide recommendations on improvements that can be implemented to enhance the quality of the programme in terms of its design and impact on teaching and assessment practices for TVET lecturers.

## **5. OUTCOMES AND DELIVERABLES**

- 5.1. The expected deliverables are described below; the service provider upon submission of proposal will fully address the purpose, objective and scope of the study as described in section 2 and 4 above. Key deliverables include but not limited to:
- 5.1.1. Inception report with clear methodology and project design and workplan which will be an Annexure to the SLA;
  - 5.1.2. An inception workshop with merSETA management and relevant committees;
  - 5.1.3. Data collection plan and tools/instruments (questionnaires, interview guides, scripts etc.);
  - 5.1.4. A schedule of key stakeholder interviews, focus groups and surveys;
  - 5.1.5. Progress report and presentation of progress with every deliverable;
  - 5.1.6. Draft research report;
  - 5.1.7. Final research report;
  - 5.1.8. Presentation of final study findings;
  - 5.1.9. Closeout report.

