External Evaluation of the

Monyetla Work Readiness Programme™– Phase 2

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By:

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1. Preface

This external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 was commissioned by the Business Trust. The evaluation was conducted by Infusion Knowledge Hub (Pty) Ltd. from the 18th April 2011 to the 31st July 2011.

The opinions expressed herein are those of Infusion Knowledge Hub and do not necessarily reflect the views of the Business Trust, Business Processing enabling South Africa, Department of Trade and Industry, and the National Skills Fund. Business Trust and its partners are not bound to the recommendations made in this report.

2. Executive Summary

2.1. Monyetla Work Readiness Programme™ – Phase 2

The Monyetla Work Readiness Programme™ – Phase 2 is a demand-driven skills development programme that aims to deepen the talent pool of the Business Process Outsourcing and Offshoring sector. The programme is an important part of the Department of Trade and Industry's current Industrial Policy Action Plan to create jobs and contribute to the growth of the Business Process Outsourcing and Offshoring sector.

The programme has four unique characteristics that differentiate it from traditional skills development programmes, namely: its implementation model is employer-led consortia (comprising employers, recruitment agencies, and training providers) to ensure that at least seventy percent of successful beneficiaries are employed for a minimum period of six months; it focuses on getting young unemployed people work ready (through formal training that is accredited); it concentrates on talent development; and it is publicly funded through the National Skills Fund.

In 2008 the Monyetla Work Readiness Programme™ was successfully piloted, and in 2010 it received funding to extend the programme to another 3,000 unemployed youth to the value of R62, 617,500. This rollout stage is referred to as the Monyetla Work Readiness Programme™ – Phase 2 and has the following indicators for success:

- project timeously delivered within budget;
- 3,000 entry level BPO&O agents trained on the Monyetla Work Readiness Programme™– Phase 2 by 30th June 2011;
    - at least 5% of learners trained in provinces other than Gauteng, KwaZulu Natal and the Western Cape;
    - learners meet the NSDS target group criteria;
- 70% (minimum) employment of competent learners;
- 500 team leaders or supervisors (1 for every 6 Monyetla Work Readiness Programme™ learners) trained at the expense of the employer, using the levy-grant system where possible; and
- 10% (minimum) of competent learners complete the full qualification – Contact Centre Support at Level 2.

The Monyetla Work Readiness Programme™ – Phase 2 is managed by the Business Trust and programme oversight is the responsibility of the Monyetla Steering and Adjudication Committee (comprising Department of Trade and Industry, National Skills Fund, Business Process enabling South Africa, and Business Trust), while project management is outsourced to Paladin Consulting.

The programme was oversubscribed as a total of 59 consortia applied for 8,772 entry-learners. The Monyetla Steering and Adjudication Committee allocated 31 consortia with 3,400 learners. The increase in beneficiaries is a result of tax directives (no VAT payment on learner stipends) and interest received. At the onset of the programme four consortia withdrew resulting in 27 consortia being contracted and the total number of learners targeted by the programme reduced to 3,338. The resulting learner allocation profile was biased towards Gauteng and KwaZulu Natal due to a significant player in Western Cape's withdrawal early in the process. Half (48%) of the learners are Gauteng based, followed by KwaZulu Natal (36%), Western Cape (9%), and Limpopo (7%).

2.2. External Evaluation

The external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 aims to:

1. assess performance against programme goals and outcomes;
2. gauge participant satisfaction;
3. determine the overall relevance of the programme to industry requirements with specific focus on its content, implementation methodology, and benefits to stakeholders;
4. ascertain the value of the programme to stakeholders; and
5. identify strengths and weaknesses of the programme and make recommendations for changes / enhancements.

The evaluation was conducted between the 18th April 2011 and the 15th July 2011 by Infusion Knowledge Hub (Pty) Ltd.

2.3. Review of Literature

The emergence of Business Process Outsourcing and Offshoring and international call centres has been prompted mainly by business strategies of companies which aimed to reduce cost by moving the companies' most labour-intensive activities out of high-cost locations. The growing tendency is the spatial separation of front office activities from back office activities which has been facilitated by the combination/integration of information and communication technologies. Initially the relocation of back offices occurred within countries from the main metropolitan centres to suburban locations where skilled clerical workers, usually women, were available and were willing to work for lower wages. More recently, back office work has been "off-shored" to overseas locations, to places with cost advantages and generous investment incentives. Business Process Outsourcing and Offshoring and international call centres have thus emerged in developing countries as part of a process of relocation and off-shoring of back office activities such as payroll, accounting, subscriptions, billing, credit card services, claims processing, remote sales and reservations and technical support for personal computer users.

The strategy for marketing South Africa as a preferred location for offshored Business Process Outsourcing and Offshoring highlighted South Africa's strengths, including its domain knowledge in banking, financial services, insurance and telecommunications and its linguistic, cultural and product affinity with the USA, UK and Europe which would enable it to deliver distinctive quality across service lines. An investment programme of R2.8 billion over five years was developed which included just over R1-billion for investment support and R532million for training support. The investment grant translated to between R37, 000 and R60, 000 per seat and a training grant to contribute to the cost of company-specific training was up to a maximum of R12, 000 per agent. In addition R1.3-billion was contemplated for telecommunications infrastructure in designated areas.

The offshore Business Process Outsourcing and Offshoring industry in South Africa stands at 10,000 jobs contributing to £155 million in exports as of 2009–10. The industry has witnessed dramatic growth of over 85% during 2007–2010 and is expected to grow at 30% each year going forward.

Skills development in call centres has been handled under the Services Sectoral Education and Training Authority yet call centres exist throughout many different industry sectors, making it difficult to develop training that is relevant across many industries and adding a level of bureaucracy for firms not in the Services Sectoral Education and Training Authority. Furthermore the activities in the Business Process

Outsourcing and Offshoring form part of a broad spectrum of activities ranging from back-office transaction processing at the low end, through call centres, to much higher value-added work, such as medical transcriptions and radiology, software development, portfolio analysis and risk management, and even complex research and design functions. In the long-term for Business Process Outsourcing and Offshoring to provide a positive economic benefit for the country, the industry must be integrated into the provision of higher value-added services such as medical transcription, software development, etc. Such a strategy has implications for skills development in the sector.

2.4. Methodology used in the evaluation

The external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 employed a combination of documentary review, quantitative, and qualitative methodologies in gathering primary and secondary data.

The purpose of the review of local and international literature was to offer background to the Business Process Outsourcing and Offshoring sector and to situate the Monyetla Work Readiness Programme™ – Phase 2 within the discussions about youth unemployment and supply side versus demand side training.

The review of programme documents aimed both to provide background information on the Monyetla Work Readiness Programme™ – Phase 2 and to inform the design of quantitative and qualitative data gathering instruments. A methodology workshop held on 13 May 2011 at Business Trust identified the sample frame as well as the dimensions to be explored. Four instruments were used to gather primary data, namely: in-depth interviews scheduled with stakeholders/partners, in-depth interviews with learner supervisors, customer satisfaction surveys with principals from consortia, and customer satisfaction surveys with learners from the pilot and phase 2.

A total of 15 consortia were visited across four provinces. The final sample was 370 learners and 85 members of consortia (including principals from the employer, recruitment agencies, and training organisations that form a consortium). The customer satisfaction survey explored the agreed upon dimensions of the external evaluation within the framework of customer satisfaction, namely reliability, responsiveness, assurance, empathy and tangibility.

The quantitative part of the external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 examined the reach of the programme and the perceived satisfaction with the programme with specific reference to consortia members and learners. The reach of the Monyetla Work Readiness Programme™ – Phase 2 was determined through the analysis of the QuickR database on consortia as provided by Paladin Consulting.

The fieldwork was carried out between 25th May 2011 and 15th June 2011.

2.5. Summary findings

Programme Outputs and Programme Performance

This rollout of the Monyetla Work Readiness Programme™, like the pilot phase, has confirmed that a demand driven training model located in a growth sector is feasible for contributing to youth employment. It has also demonstrated that publically funded training programmes do incentivise employers to train existing employees. Phase 2 of the Monyetla Work Readiness Programme™ has outperformed in terms of employment. The programme met its learner competence target, however under-performed in facilitating that at least 10% of learners will attain the full qualification. The Table below summarises the programme's performance against its internal success indicators.

Indicators for Success	Performance
Project timeously delivered within budget.	The programme was efficiently implemented; i.e. timeously delivered and stretched its budget to include an additional 400 learners through negotiating tax directives.
3,000 entry level BPO&O agents trained on the Monyetla Work Readiness Programme™– Phase 2 by 30th June 2011; at least 5% of learners trained in provinces other than Gauteng, KwaZulu Natal and the Western Cape; learners meet the NSDS target group criteria	The programme met its target for the number of competent learners (60 credits) if one considers a 13% attrition rate based on the pilot programme experience: • 2,865 learners completed 60 credits (99% of the target) • 64% of competent learners were female (above the 54% NSDS targets) However, the programme was less successful in meeting its targets for disabled learners: • 50 disabled learners completed 60 credits (36% NSDS target of 133 disabled learners) • White learners were extremely underrepresented in the programme (less than 1% was recruited). The attrition rate for the programme was at 27%.
70% (minimum) employment of competent learners.	The programme outperformed its employment target. If one uses a 13% attrition rate based on the pilot programme experience: • 2,467 learners were employed (122% - above the 70% of competent learners) • 46 disabled learners (56% of NSDS target of 81 disabled learners) • More male competent learners than female competent learners were employed.

500 team leaders or supervisors (1 for every 6 Monyetla Work Readiness Programme™ learners) trained at the expense of the employer, using the levy-grant system where possible.	The programme performed exceptionally well in terms of participating employers training team leaders / supervisors:
	• 607 team leaders / supervisors were trained
	  ○ 6% higher when using the target of 1 supervisor / team leader: 6 entry-level learners; and
	  ○ 21% higher than the 500 target.

10% (minimum) of competent learners complete the full qualification – Contact Centre Support at Level 2.	The programme underperformed in terms of learners achieving full qualification: • Only 3% learners completed the full qualification (96 learners) • Only 1 disabled learner achieved the full qualification

2.6. Stakeholder / Partner Perceptions

While support for the programme is tremendous, stakeholders and partners interviewed acknowledged that the major challenges facing the programme are securing funding timeously; extending the reach to outlying areas; and ensuring that employers fulfil the disability criteria in recruiting potential learners. Establishing whether sustainability of employment has been secured is an on-going challenge, i.e. whether employees from the Monyetla Work Readiness Programme^{TM}– Phase 2 are offered suitable work contracts and whether companies fulfil their obligation of six months employment. The absence of monitoring of the employment phase in the current QMS is a concern for stakeholders interviewed. Other challenges identified by stakeholders include; building institutional memory and capacity amongst partners and stakeholders; facilitating career pathing for learners in the broader BPO&O sector – especially in terms of extending the sector from cost arbitrage of call centres to offering higher value services; and ensuring that employers adopt the developmental goals of the programme.

Outsourcing project management was considered beneficial to delivering the Monyetla Work Readiness Programme^{TM}– Phase 2, as it enabled quality skills to be brought in and solely dedicated to the programme. Paladin Consulting has brought excellent project management skills to the programme; especially the information technology to track implementation and its on-going reporting schedule. Nonetheless stakeholders and partners highlighted an inherent risk of outsourcing project management, i.e. ensuring that the contracted project management company will dedicate high quality resources to the programme. Other concerns of outsourcing project management are the loss of institutional memory as well as capacity building within the dti, and a means of long term tracking of graduates.

Finally a work readiness programme offers an alternative route to employment and further training. The employer-led consortia model used to implement the demand-driven Monyetla Work Readiness Programme^{TM}– Phase 2 is considered invaluable to the growth and development of the BPO&O sector by partners and stakeholders. Furthermore, the model facilitates implementation and improves the prospects of realising the objectives, particularly through guaranteeing employment.

2.7. Client Satisfaction – Employer-Led Consortia

Important note: Since the study cannot be benchmarked against an external study one has to take care when interpreting the results. The word AVERAGE does NOT refer to 50% but refers to the average for this study. **The average for this study is above 80%.** HIGH therefor means above 90% and LOW means below 80%. Therefor one has to take care not to read the results of a low score as a failure but rather read the low scores are areas where a really successful programme can be made even better.

The vast majority of the respondents feel positive about the Monyetla Work Readiness ProgrammeTM – Phase 2 as they believe that it contributes to the upliftment of South Africa through training and workplace experience, through job opportunities and especially through its focus on creating opportunities for the youth of South Africa.

The client satisfaction instrument used for this survey was custom-designed (following the standard customer satisfaction dimension of tangibility, reliability, assurance, empathy and responsiveness) to allow for process-specific insights rather than general client satisfaction insights. Although this increases the usability of the results it does prohibit us from comparing the result to other client satisfaction surveys. For this reason internal benchmarks were used to classify consortia members into high, average and below average with regard to their satisfaction. Overall the programme received high scores from 5 consortia rating the programme very positively (ratings above 90%) on the client satisfaction index, 6

rating the programme on average (ratings still above 80%) and 4 rating the programme below the study's average.

Paying attention to the results per client satisfaction dimension measured, the tangibility dimension fared well across all three levels of customer satisfaction, indicating that consortia members are very satisfied with the tangible aspects of the service provided. The project management team is performing very well on this dimension. Another positive aspect is the consistency of the measure with all consortia members reporting similar views.

The reliability dimension measures the Monyetla Work Readiness Programme™– Phase 2 ability to deliver the promised service dependably and accurately. It is positive to note that reliability scored the second highest of the client satisfaction dimensions since reliability is one of the most significant contributors to overall client satisfaction. The highest performing variable in the reliability dimension is the QMS. Respondents report that the system is indeed important to the success of the programme and that it is consistently applied. The lowest performing variables are on-time payments and the ability of the programme to deliver the promised 'work-ready' learners. Unfortunately, the reliability constructs show very inconsistent experiences with different consortia reporting very different experiences. When paying attention to the project management specific results it is clear that the project management team knows how to deliver reliable services but are unable to consistently deliver such reliable services in an environment where the consortia have significantly different requirements and levels of development. The worse performing variables, within this dimension, focus on learner-centred insecurities including learner attrition, the belief that learners do not reach optimum productivity fast enough and are not able to achieve promotion at work.

The programme performed well on the assurance dimension, i.e. the level of knowledge and courtesy of the project management team and their ability to convey trust and confidence to the consortia members.

Responsiveness and Empathy shared the same result and represent the dimensions with which consortia members are least satisfied. Empathy denotes the caring part of the service where clients perceive receiving individualised attention and where they believe that their best interest is kept at heart by the project management team. The results show that highly and averagely satisfied clients believe the project management team gives personalised attention, have their best interest at heart, shows sincere interest in solving problems and understands work-related pressure. The same variables are scored significantly lower in the case of dissatisfied clients.

The most favourable cases investigated are where the consortia, at their own cost, train the full qualification, have project management dedicated to the learners, offer personal support to learners, are able to offer choices to match learners' talents with job requirements and keep the learners in a tight group. This latter description details the ideal environment for delivering a 'work-ready' learner. Not all consortia are able or willing to go this extra mile.

2.8. Customer Satisfaction – Entry-level Learners

Important note: Since the study cannot be benchmarked against an external study one has to take care when interpreting the results. The word AVERAGE does NOT refer to 50% but refers to the average for this study. **The average for this study is above 70%.** HIGH therefor means above 90% and LOW means below 70%. Therefor one has to take care not to read the results of a low score as a failure but rather read the low scores are areas where a really successful programme can be made even better.

Learners were even more positive than consortia in their rating of the Monyetla Work Readiness Programme™ with 68% of learners reporting very high satisfaction scores, 25% average satisfaction scores and only 7% reporting lower satisfaction scores.

The highest scoring dimension is tangibility, then assurance, empathy, reliability and lastly responsiveness. The less satisfied learners rate empathy as the lowest ranking dimension.

The vast majority of the learners will recommend the Monyetla Work Readiness Programme™ to friends and family members. Recommendation inclination is one of the best indicators of satisfaction as people are willing to add their endorsement to a specific brand or programme. Disabled learners are even more likely to recommend the programme. Learners also believe that people aspire to be part of the programme and that the programme has a good reputation.

The lowest ratings were received for the programme keeping to the timelines that were initially communicated and for payment being made as promised. Timely payments and the extent to which learners feel they were kept informed of the most important things relating to the programme were also rated low. Furthermore, the less satisfied learners' negatively rated whether promises made during recruitment were kept and whether the curriculum did prepare them for the employment phase. Some of these learners are however part of consortia that are unable to provide relevant job experience and therefore the curricula cannot assist the learner to deal with work situations arising from working as shop assistants and office staff. The trends of the learner customer satisfaction are:

- Learners from less satisfied consortia are significantly more negative about the Monyetla Work Readiness Programme™ compared to learners from satisfied consortia.
- Learners from the pilot phase (86%) do not rate the programme significantly differently from learners in the current phase (87%) when paying attention to the dimensions guiding this analysis. However, when paying attention to the individual scores the current phase received higher scores on learners planning to further their studies in the sector as well as a higher tendency to keep working in a call centre (although these scores remain lower). Current phase learners also believed to a greater extent that their best interest was kept at heart, that the programme prepared them to a greater extent for the workplace experience, have a more positive perception around the reputation of the programme and that promises made in the recruitment phase regarding the workplace experience was kept to a larger extent. Pilot phase learners on the other hand report higher satisfaction with payments in general, report higher aspiration to be part of the programme and are more satisfied with the actual training received.
- Disabled learners rate the programme more positively compared to their able bodied counterparts.
- Learners in consortia whose core function is marketing are least satisfied while learners from sales and collections are most satisfied. Do remember that we only surveyed one marketing and one collections company.
- Learners are more satisfied in companies that are in their growth phase rather than maturity and start-up phase.
- Learners in KZN are less satisfied with the programme.

An important finding is that while learners consider the programme a "stepping stone", they rate their likelihood to work in the sector low. This is true for even the most satisfied learners.

In retrospect questions relating to receiving a certificate of some sort should have been included in the survey. This matter came up as a bone of contention throughout learner group interviews and the absence of such a certificate and the uncertainty as to when and how they will receive this influence the learners' satisfaction tremendously.

2.9. Learner Supervisor Perceptions

Generally learner supervisors were positive about the training received through the Monyetla Work Readiness Programme™ – Phase 2 as it was directly related to their work. All the respondents agreed that the training enhanced their work performance. In the main the training took the form of short courses related to enhancing team performance, only one candidate's course was linked to a qualification. The majority of interviewees, while enjoying the work in the call centre environment, especially in terms of collegiality, would like to work in other fields. A significant number of respondents are reading for degrees in other fields, and are hoping for successful careers in these respective areas. The low social benefits and job insecurity are contributing factors to supervisors considering alternative careers.

2.10. Summary of recommendations

The recommendations that emerge from the findings are categorised in short term (immediately), medium term (1 year) and long term as well as by dimensions of the programme model and implementation.

Terms	Dimensions	Recommendations
Short Term	Communication and Information Sharing	The communication around the programme should be intensified, especially within the BPO&O sector.
	Target Beneficiaries	A differential resource allocation model should be considered that will contribute to enhancing both effectiveness and efficiency in meeting the NSF targets as well as incentivising employers to consider attracting more disabled youth.
		The programme reviews it's criteria for selecting entry-level learners, and considers young people without matric or that the level of the qualification be raised.
	Skills Development	A review of the current curriculum in terms of content (with special focus on computer literacy, analytical skills, and career counselling).
		The facilitators / trainers employed should be people with industry experience, broader knowledge of the content, who are sensitive to the needs of young unemployed learners.
		A review to unpack the different routes through which learners will be able to attain the full qualification and ensure that this is well communicated.
		Learning and teaching support material be vetted by monitors, especially content accurateness (including grammar, etc.) and durability of packaging.
		This report makes two recommendations with regard to certification. Firstly, learners must be made aware of the process of certification and be provided with the contact information of the respective SETA that will be awarding the certificate of competence. Secondly, in the interim a generic certificate of participation should

Terms	Dimensions	Recommendations
		be given to all successful learners.
		Employer-led consortia should be encouraged to partner with FET colleges.
	Employer-Led Consortia	The criteria for selecting employer-led consortia should be reviewed to include more stringent criteria that are in favour of environments that are suitable for nurturing young talent.
		Monitors should offer support to employer-led consortia in establishing a mutually beneficial working relationship.
		Routine 360 peer evaluations should be integrated into the QMS.
	Funding and Budget	A longitudinal approach to monitoring, coupled with formative and summative evaluation should be explored.
		An annual review of the budget, especially the stipend, and training should be conducted.
	Project Management	All contracted employer-led consortia should go through an induction period before implementation.
		Employers identify and allocate a dedicated person to oversee implementation and to act as a champion with internal stakeholders, especially line managers 'on the floor'.
Medium Term	Communication and Information Sharing	Communication should target learners as well and that the frequency of communication should be increased or platforms should be created where learners and or consortia can partake in programme communication through social media concepts and the creation of online communities.
	Target Beneficiaries	A differential resource allocation model should be implemented to NSF targets for disabled learners.
	Skills Development	Review of sectoral skills plans with the intention to identify partnering with SETA's that are aligned to the developmental goals of the Monyetla Work Readiness Programme™.
	Funding and Budget	A longer term agreement (at least three years) for core funding from the NSF, and on-going funding from the multiple SETAs that support the BPO&O sector in order to run a more continuous programme based on the labour histograms of the employers.
Long Term	Quality Management System	A review of the QMS with particular attention to the labour requirements for maintenance, the developmental use of the system, and on-going monitoring.

2.11. Conclusion

The Monyetla Work Readiness Programme™ – Phase 2 has demonstrated the effectiveness of the demand driven training, located in a growth sector that can significantly contribute to youth

employment. The use of employer-led consortia has, among other, had two significant advantages, namely a large portion of (92%) of learners has received six months employment contracts, and secondly the programme has compelled participating employees to offer training to their existing supervisors / team leaders.

While the programme has underperformed in meeting the NSDS disability target and facilitating 10% of learners to complete the full qualification, young people feel empowered by the programme and see it as a stepping stone to a positive future career. Similarly stakeholders and partners strongly acknowledged the programme's contribution to both industrial policy and skills strategy; they are sensitive to the challenges facing the programme, especially the risk of on-going funding. Business via the consortia also feels much rewarded by their participation in the Monyetla Work Readiness Programme^{TM} – Phase 2. They feel that they are making a positive contribution to South Africa's developmental goals, while gaining a pool of potential employees.

Overall the programme offers a pool of talent to a growth industrial sector and, equally important, it offers real work opportunities to young people.

3. Acknowledgements

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- The field team for their deep understanding of the significance of quality primary data. We are grateful for both the quality of data, and most importantly working under such a tight schedule – a true demonstration of professionalism.

4. List of Abbreviations

%:	Percentage
ACD:	Automatic Call Distribution
AsgiSA:	Accelerated and Shared Growth Initiative – South Africa
BPeSA:	Business Process Enabling South Africa
BPO&O:	Business Process Outsourcing and Offshoring
BPO :	Business Process Outsourcing
BPO SC:	Project Business Process Outsourcing Steering Committee
BPS:	Business Process Services
DHET:	Department of Higher Education and Training
dti:	Department of Trade and Industry
F:	Female
FET:	Further Education and Training
HR:	Human Resources
ILO:	International Labour Organisation
IPAP:	Industrial Policy Action Plan
IPAP2 2011/12 – 2013/14:	Industrial Policy Action Plan 2 2011/12 – 2013/14
Jipsa	Joint Initiative for Priority Skills Acquisition
M:	Male
MSAC:	Monyetla Steering and Adjudication Committee
NSDS III:	National Skills Development Strategy III
NGP:	New Growth Path
NSF:	National Skills Fund
QMS:	Quality Management System
SAQA:	South African Qualifications Authority
SETA:	Sectoral Education and Training Authority
SMS:	Short Message Service
YEI:	Youth Employment Inventory

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7. Background

7.1. National Context

In 2006, the South African government set an overall goal of reducing poverty (less than one sixth of households) and unemployment by half (below fifteen percent) between 2004 and 2014 through the Accelerated and Shared Growth Initiative – South Africa (AsgiSA)[1]. The initiative identified six constraints in the South African economy that required urgent attention in achieving this goal, namely:

1. Volatility and level of the currency;
2. Cost, efficiency and capacity of the national logistics system;
3. Shortage of suitably skilled labour amplified by the impact of apartheid spatial patterns on the cost of labour;
4. Barriers to entry, limits to competition and limited new investment opportunities;
5. Regulatory environment and the burden on small, micro, and medium businesses; and
6. Deficiencies in state organisation, capacity and leadership.

The response of AsgiSA was to make focused intervention in six areas: infrastructure programmes; sector investment (or industrial) strategies; skills and education initiatives; second economy interventions; macro-economic issues; and public administration issues. Three sectors were prioritized for sector investment, namely, tourism, biofuels, and business processing outsourcing (BPO&O). BPO&O is defined as[2]:

"the trend of business worldwide, especially in countries where labour is costly, to locate back-office activities such as accounts or claims processing or front office activities like call centres in cheaper centres".

It was expected that the BPO&O sector would create one hundred thousand direct and indirect jobs[3] by 2009. In addition, AsgiSA required that the BPO&O sector contribute to both skills development and also address issues of the second economy by ensuring that at least five BPO&O operations "are established in poor areas with relatively little economic activity"[4]. A five-year strategy for the BPO&O was approved by parliament in December 2006[5], which resulted in the establishment of the BPO&O Sector Support Programme to implement the sector strategy. The sector support programme is a partnership between

[1] (2007). Accelerated and Shared Growth Initiative – South Africa (ASGISA): A Summary, Pretoria

[2] Ibid. (p8)

[3] Direct jobs are people employed in BPO&O Centres. Indirect jobs are for people providing support to the BPO&O industry and to employees in the industry. Also that an indirect job multiplier of 3 has been used (for each direct job 3 indirect jobs will be created)

[4] Ibid. (p12)

[5] Department of Trade and Industry. (2009). *Monyetla Work Readiness Programme™ - A Strategic Project Proposal to the National Skills Fund,* Pretoria

the dti and the Business Trust in association with the industry body, Business Process Enabling South Africa (BPeSA). The BPO&O Sector Support Programme is tasked to achieve the following five objectives[6]:

1. market South Africa effectively;
2. deepen and develop a pool of internationally competitive talent;
3. create an enabling environment to encourage investment;
4. control quality; and
5. develop an industry body capable of mobilising the key stakeholders.

1)

The BPO&O Skills Development Strategy is responsible for objective 2 of the BPO&O Sector Support Programme, i.e. to develop and deepen a pool of internationally competitive talent. The Skills Development Strategy was informed by the expected growth in the BPO&O sector and the related demand for skills. The BPO&O Strategy initially targeted the creation of 25,000 direct new jobs between 2006 and 2010. This has been revised to create 40 000 new jobs by 2015. The skills development strategy is built on the use of public funding to provide skills and access to work for unemployed youth at entry and supervisor levels, and link training directly to job opportunities; that is to ensure that large numbers of trainees secure employment in the sector. The skills development strategy has the following three specific objectives, to:

1. increase the pool of entry-level employable people;
2. accelerate the development of home-grown supervisors and managers; and
3. ensure the on-going building of a globally competitive talent pool.

Between 2001 and 2008, a total of 33,482 learners were trained in the BPO&O sector at a cost of R474, 980,633.00, of which three quarters (74.1%) were employed. The majority of these learners (79%) were previously unemployed[7].

7.2. Monyetla Work Readiness Programme™ – Phase 2

The Monyetla Work Readiness Programme™ is one of the interventions designed to contribute to the BPO&O Skills Development Strategy. The programme is supported by government and has four unique characteristics that differentiate it from traditional skills development programmes, namely:

- its implementation model is employer-led consortia (comprising employers, recruitment agencies, and training providers) to ensure that at least seventy percent of successful beneficiaries are employed for a minimum period of six months;
- it focuses on getting young unemployed people work ready
- it concentrates on talent development; and
- it is publicly funded.

[6] Business Trust. (2009). Developing the BPO Sector: Report to Stakeholders 2009, Johannesburg (p10)

[7] Ibid.

The programme enables young people to be trained and employed within four months. According to the project owner, "it enables the shortest conversion rate from someone being unemployed and employed"[8]. In other words the Monyetla Work Readiness Programme™ model is demand-driven and its success is dependent on "a sector that is creating jobs" and the availability of government funding[9]. An inherent risk of this model is the capacity and capability of employer-led consortia to successfully implement such a programme[10].

The programme sees talent development as more holistic than skills development[11]:

"The BPO&O industry talks about "talent development", rather than skills development or training. The concept of "talent" is broader than skills development, referring to the development not only of knowledge and skill, but also of the ability to learn more, to make career path progress and to bring the appropriate aptitudes and attitudes to the world of work."

The project manager emphasised that the Monyetla Work Readiness Programme™ assists young people with understanding the culture of work through the combination of classroom learning and workplace learning. Furthermore the selection of unit standards for the training is biased towards foundational competencies rather than core technical competencies. Figure 1 presents the Monyetla Work Readiness Programme™ in the national context.

The Monyetla Work Readiness Programme™ has five key objectives, namely:

1. Equip unemployed South Africans from the National Skills Development Strategy target groups with the skills required to enter employment in the BPO&O sector;
2. Implement an employer-led consortium model to optimise employment;
3. Ensure the placement of at least 70% of learners in employment on completion;
4. Ensure the development of home-grown supervisors and managers (a ratio of 1 supervisor/manager: 6 entry level learners trained); and
5. Encourage skills programme learners to enter into certificated learnerships to complete the remaining 68 credits.

2)

The Monyetla Work Readiness Programme™ was successfully piloted with over one thousand unemployed young people in 2008 with funding from the National Skills Fund (NSF). The external evaluation of the pilot revealed that the programme exceeded its targets with more than 89% of successful trainees employed[12]. This translates into 1,016 learners successfully trained and employed, while 369 supervisors were also trained by the employers participating in the programme. Furthermore through various tax exemptions, the programme was able to recruit and train an additional 300 learners.

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[8] Focus group discussion with project owner held at the Business Trust on 4th May 2011

[9] Ibid.

[10] Focus group discussion with project manager held at the BUSINESS TRUST on the 4th May 2011

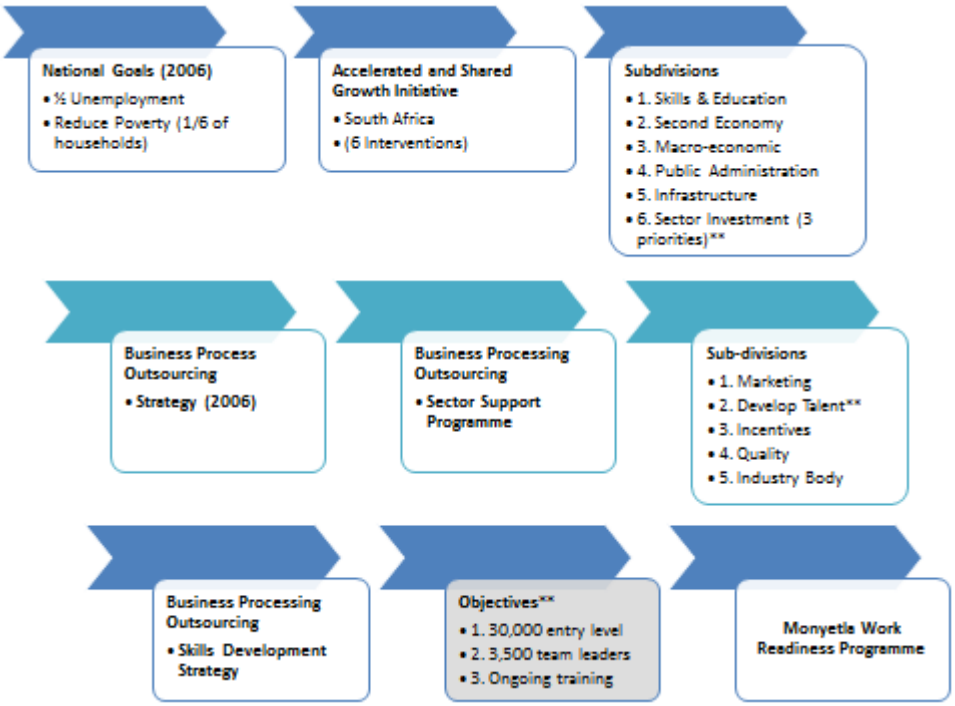
[11] Department of Trade and Industry. (2009). *Monyetla Work Readiness Programme™ - A Strategic Project Proposal to the National Skills Fund,* Pretoria, (p8)

[12] G'Lab (Pty) Ltd. (2008). An Evaluation of the Monyetla Work Readiness Programme using a Case Study Approach, Johannesburg

However, the pilot programme was less successful in meeting its target of training four percent disabled youth, reaching only one percent. The total cost of training was R17, 1 million which was funded by the NSF, while the project design and overall management was funded by the Business Trust to the value of R2, 9 million.

The Business Trust briefing sessions highlighted the following lessons from implementing the pilot programme in 2008: viable numbers of learners per consortia, feasible number of learners per training session, and the need for robust partnership agreements within consortia [13].In addition, the NSF funding structure of 25%, 35%, and 40% was found to be inappropriate for going to scale, as it did not accommodate for the demands of cash flow at the consortia level, which required 50% upfront payment to begin implementation. During the pilot Business Trust subsidised the costs of the initial 50% upfront payment to consortia, which in the roll-out phase would be too enormous to consider. A final lesson gained from implementing the pilot was that the existing project management system facilitated the implementation process, especially the responsiveness of the system and its utilisation of information technology to store, retrieve and monitor programme information.

Figure 1: Monyetla Work Readiness Programme™ within National Priorities



Drawing on the success of the Monyetla Work Readiness Programme™ pilot the dti requested funds from the NSF to roll out the programme to 5,500 learners to the value of R99, 825 million. This rolled out phase is referred to as the Monyetla Work Readiness Programme™ – Phase 2. The objectives remained the same, while the indicators for success for initial funding for phase 2 were:

[13] Business Trust. (2010). Roll-Out of the Monyetla Work Readiness Programme: Briefing Session Durban, 29th June 2010, Johannesburg

- 5,500 entry level BPO&O agents are trained;
- 3,580 are employed on completion of the programme;
- 900 team leaders/supervisors are trained at the expense of the employer, using the levy-grant system where possible;
- 550 (10%) of the learners go on to complete the full qualification – Contact Centre Support at Level 2; and
- 825 (15%) of learners are trained in provinces other than Gauteng, KwaZulu Natal, and Western Cape.

The NSF approved funding in 2010 for only 3,000 learners to the value R62, 617,500.00 (see Table 1). Again as in the pilot, Monyetla Work Readiness Programme™ – Phase 2 was able to increase the number of learners by 400 to 3,400 through tax exemptions and interest received. The revised funding resulted in a change to the indicators for success for Monyetla Work Readiness Programme™- Phase 2; which according to the Project Charter[14]is:

- project timeously delivered within budget;
- 3,000 entry level BPO&O agents trained on the Monyetla Work Readiness Programme™– Phase 2 by 30th June 2011; at least 5% of learners trained in provinces other than Gauteng, KwaZulu Natal and the Western Cape learners meet the NSDS target group criteria;
- 70% (minimum) employment of competent learners;
- 500 team leaders or supervisors (1 for every 6 Monyetla learners) trained at the expense of the employer, using the levy-grant system where possible; and
- 10% (minimum) of competent learners complete the full qualification – Contact Centre Support at Level 2.

The '15% of learners trained in provinces other than Gauteng, KwaZulu Natal, and Western Cape' was considered an inappropriate measure for success in a model based on demand-side training. At the time of conceiving the Monyetla Work Readiness Programme™ - Phase 2, demand for entry level agents in 'outlying provinces' was not geared to absorb the programme's supply of learners[15].

A crucial change to the funding was the upfront payment of 80% by NSF to Business Trust, which facilitated implementation and enabled the programme to reach more beneficiaries through interest received on this payment.

[14] Business Trust. (2010). Project Charter: Monyetla Work Readiness Project, Johannesburg

[15] Focus group discussion with project owner held at the Business Trust on the 4th May 2011

Table 1: Requested Budget from NSF including Value Added Taxes versus Actual Budget

Budget Item	Units	Cost per Unit	Total	Units	Cost per Unit	Total
Skills programme	5,500	R16,500.00	R90,750,000.00	3,000	R18,150.00	R54,450,000.00
Training costs		R8,250.00	R45,375,000.00		R8,600.00	R25,800,000.00
Learner stipend	R55/ day	R4,400.00	R24,200,000.00	R65/day	R5,200.00	R15,600,000
Recruit and select		R1,650.00	R9,075,000.00		R1,650.00	R4,950,000.00
Internal moderation		R550.00	R3,025,000.00		R550.00	R1,650,000.00
Learner admin		R1,650.00	R9,075,000.00		R2,150.00	R6,450,000.00
Project implementation costs	(10%)		R9,075,000.00	(15%)		R8,167,500.00
Project management	(3%)		R2,722,500.00	(5%)		R2,722,500.00
Financial management and external audit	(3%)		R907,500.00	(1%)		R544,500
Quality assurance (up to NLRD)	(1%)		R2,722,500.00	(6%)		R3,267,000.00
Learner contract administration	(2%)		R1,815,000.00	(2%)		R1,089,000.00
External evaluation	(1%)		R907,500.00	(1%)		R544,500.00
TOTAL REQUEST to NSF VS. ACTUAL BUDGET			R99,825,000.00			R62,617,500.00

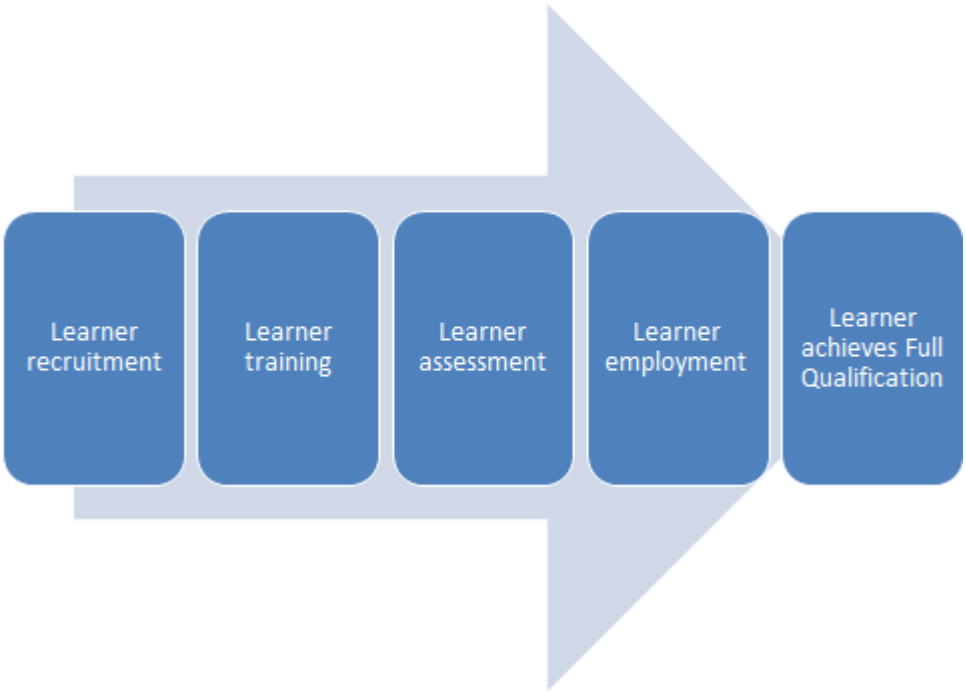
The criteria for selection for the entry-level learners are drawn from the National Skills Development Strategy (NSDS):

1. Unemployed, Grade 12, diploma or graduate;
2. Under 35 years of age;
3. South African citizen; and
4. 85% black, 54% women and 4% people with disabilities.

7.3. Monyetla Work Readiness Programme™ – Phase 2 Implementation Model

The Monyetla Work Readiness Programme™ - Phase 2 consists of recruiting, training, assessing, and placing competent learners in employment, and encouraging learners to remain in the industry through on-going talent development (see Figure 2 and Appendix 1 for detailed workflow).

Figure 2: Monyetla Work Readiness Programme™ – Phase 2 Process



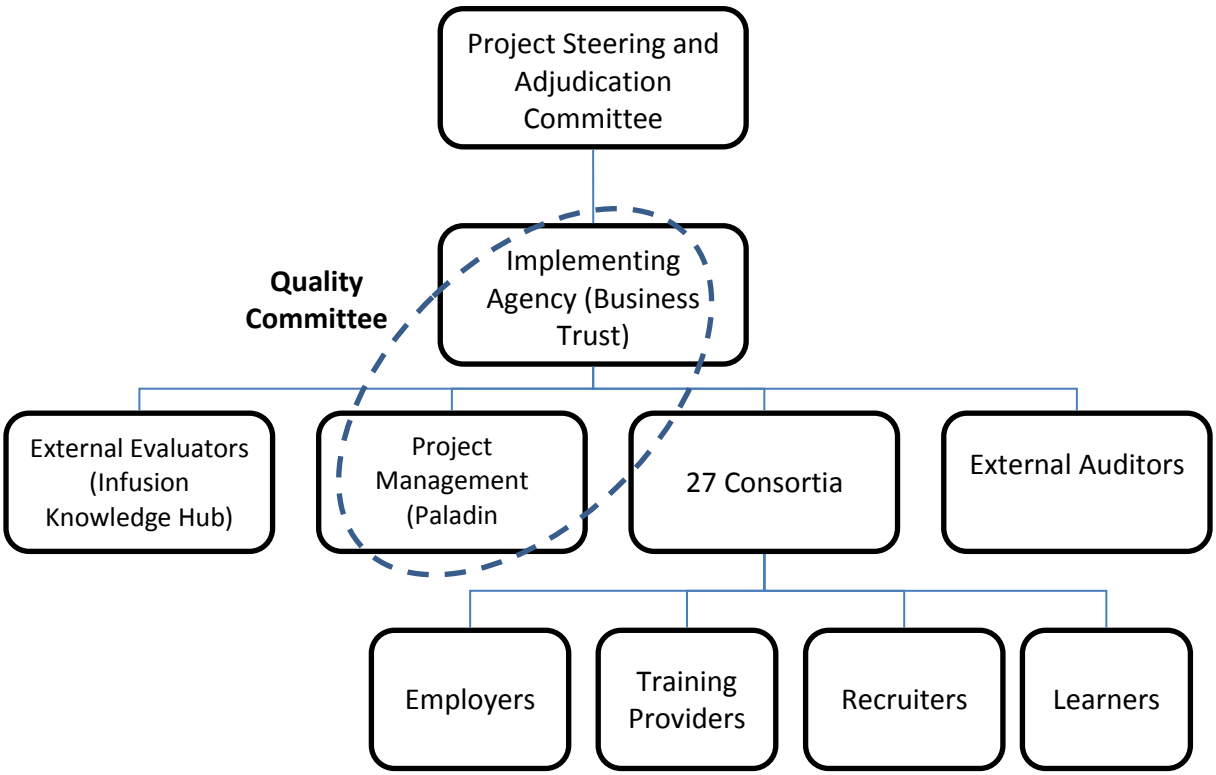
The implementation model adopted is essentially a public-private partnership in which the dti enters into an agreement with the NSF for funding and outsources the implementation of the project to the Business Trust. The Business Trust, whose role is to "combine the resources of business and government in areas of common interest to accelerate the achievement of national objectives"[16]contracts external agencies to provide Project Management, External Evaluation, and External Auditing services. The Business Trust also enters into agreements with "employer-led" consortia, made up of public and private sector employers, who provide the recruitment, training and placement services to the learners; while the Business Trust manages the contracts and finances of the programme.

Oversight of the implementation of Monyetla Work Readiness Programme™ - Phase 2 is carried out by the Monyetla Steering and Adjudication Committee (MSAC) which comprises representatives from the dti, BPeSA, NSF, and Business Trust. The MSAC also oversees the selection of employer-led consortia and the external evaluators. The Project Management Agency is responsible for Quality Management. The brief for each of these structures (illustrated in Figure 3) is as follows:

[16] Business Trust. (Undated). *Together We Make a Difference*, Johannesburg

- **Monyetla Steering and Adjudication Committee:** responsible for the adjudication of consortium proposals, the allocation of learners, and the appointment of the External Evaluators of the Programme - based on recommendations from the project team; also responsible for monitoring the progress of the project, to address issues escalated to the committee, and to provide the oversight function;
- **Implementing Agency:** responsible for the overall implementation of the project and the achievement of the targeted goals and objectives; manages contracts, finances, and stakeholders and the appointment and deliverables of the external agencies who it contracts to execute the work on its behalf;
- **External Evaluators:** responsible for the evaluation of the project to verify the extent to which it has achieved its goals and objectives; also provides feedback to the Implementing Agency and Steering Committee on opportunities to improve the project in subsequent roll-outs;
- **Project Managers:** responsible for the operational management of the project and the implementation of the Quality Management System. The project management agency provides the monitors in the field to engage with each consortium and their learners to provide guidance and developmental support;
- **Consortia:** responsible for recruiting, training and employing the learners according to the requirements specified by the dti and NSF – these are embedded in the contracts signed between the Implementing Agency and the Consortia;
- **External Auditors:** responsible for the financial auditing of the project on behalf of the Business Trust;
- **Quality Committee**: comprise of the Business Trust, the project manager and the two monitors and is tasked to ensure the adherence to the policies and procedures set out in the Quality Management System; and the effective achievement of the goals and objectives set out for the programme;
- **Quality Management Audit**: a sample audit of the projects and consortia data and documents stored on the document management system. The audit of consortium data and documentation takes place prior to the second payment for every wave.

Figure 3: Monyetla Work Readiness Programme™ – Phase 2 Implementation Model



Initially the Monyetla Work Readiness Programme™ - Phase 2 was designed on the assumption of twenty consortia with one hundred and fifty learners each[17]. However, the request for proposals from consortia was oversubscribed by 5,372 learners. A total of 59 consortia applied for 8,772 entry-learners. The majority were from Gauteng (40%), followed by KwaZulu Natal (34%), Western Cape (17%), other provinces (3%), and Eastern Cape (1%)[18]. The MSAC agreed to accept 31 compliant consortia, totalling 3,400 learners, distributed as follows: 40% from Gauteng, 33% from Western Cape, 24% KwaZulu Natal, and 3% Limpopo. However, the final number of learners targeted was 3,350 with a different geographic profile because four consortia withdrew after the allocations were made. Learners originally allocated to these four consortia were reallocated to government agencies and consortia with demand, capacity and capability to absorb these additional learners. Subsequently 27 consortia were contracted across 31 training and employment sites. The consequence was a shift in the geographic spread of learners with Western Cape having a low learner allocation. One in two learners was allocated to consortia based in Gauteng, and less than ten percent of learners were allocated to Western Cape. The vast majority (84%) of learners were located in Gauteng and KwaZulu Natal, and consortia based in KwaZulu Natal received a

[17] Business Trust. (2010). Business Processing Outsourcing (BPO) Roll-out of the Monyetla Work Readiness Programme: Request for Proposals, Johannesburg

[18] Business Trust. (2010). Note for the Record of the Monyetla Adjudication Committee Meeting Held on Thursday, 5th August 2010, Johannesburg

disproportionately high number of learners (see Table 2 and Table 3). The final uptake of learners by consortia sites was slightly less (22 learners); the consortia sites based in Gauteng agreed to take-up 99% of its allocated learners.

Table 2: Monyetla Work Readiness ProgrammeTM - Phase 2 Final Learner Allocation and Take-up by Province

Province	Number of Consortia Sites	% of Consortia Sites	Learner Allocation	Actual Contracted	% Uptake	% Learner Allocation
Gauteng	19	61%	1608	1586	99%	48%
KZN	6	19%	1207	1207	100%	36%
Limpopo	1	3%	230	230	100%	7%
WC	5	16%	305	305	100%	9%
TOTAL	**31**	**100%**	**3350**	**3328**	**99%**	**100%**

Table 3: Monyetla Work Readiness ProgrammeTM - Phase 2 Final Learner Allocation by Province and Consortia

Province	Number of Consortia Contracted	Number of Learner Allocated / Contracted	Number of Learners Uptake	% Uptake of Allocation	% of Uptake
	C02	230	230	100%	7%
	C04	30	30	100%	1%
	C05	11	10	91%	0%
	C08	30	30	100%	1%
	C10	80	80	100%	2%
	C11	125	125	100%	4%
	C13	100	100	100%	3%
	C14	130	130	100%	4%
	C15	100	97	97%	3%
	C16	152	152	100%	5%
	C17	60	47	78%	1%
	C19	60	59	98%	2%
	C21	15	15	100%	0%
	C25	60	60	100%	2%
	C26	125	125	100%	4%
	C27	100	100	100%	3%
	C28	60	60	100%	2%
	C30	60	60	100%	2%
Gauteng	C31	80	76	95%	2%
	C06	177	177	100%	5%
	C07	90	90	100%	3%
	C08	30	30	100%	1%
	C18	550	550	100%	17%
	C22	300	300	100%	9%
KZN	C24	60	60	100%	2%
Limpopo	C29	230	230	100%	7%
	C01	60	60	100%	2%
	C04	60	60	100%	2%
	C05	60	60	100%	2%
	C09	80	80	100%	2%
Western Cape	C21	45	45	100%	1%
TOTAL	**27**	**3350**	**3328**	**99%**	**100%**
AVERAGE		**108**	**107**		
Median		**80**	**76**		

The advantages of using employer-led consortia to implement training are to ensure that the learners receive appropriate workplace experience during their learning phase and are employed at the end of the learning process. However, the risk of the model is that in most cases, employer-led consortia are demand-driven and as such their training occurs as per demand, which may not be aligned to project

timeframes and requires more resources to quality assure. In the case of the Monyetla Work Readiness Programme™ - Phase 2, recruitment, learning, assessment, and placing learners based on demand is referred to as waves. The Monyetla Work Readiness Programme™ - Phase 2 has a total of eleven waves (see Table 4). While waves may overlap, generally it is extremely difficult to quality assure each wave because each wave requires 3 monitor visits in terms of the Quality Management System; the resource allocation does not allow for increased number of visits required by the increased number of waves. Only one consortium used eleven waves to complete the implementation of the Monyetla Work Readiness Programme™ - Phase 2 because of the large number of learners allocated to it. In the main, consortia managed to complete the programme in four waves (77%). Each wave lasts at least 80 days (the minimum duration of the programme) and waves can run in parallel if the consortium has the facilities and training capacity for this. Consortia with multiple waves tend to stagger their waves as they attempt to match supply of learners to the demand for their capacity in the operational environment.

Table 4: Number of Implementation Waves per Consortia

NUMBER OF WAVES	NUMBER OF CONSORTIA	NUMBER OF WAVES	NUMBER OF CONSORTIA
Wave 1	7	Wave 7	0
Wave 2	2	Wave 8	1
Wave 3	3	Wave 9	0
Wave 4	10	Wave 10	0
Wave 5	3	Wave 11	1
Wave 6	0		
TOTAL	27		

The programme was extended by one month to thirteen months due to the summer holiday affecting recruitment and training. Table 5 presents the timeframes for implementation and Appendix 1 contains a detailed flowchart for the Monyetla Work Readiness Programme™ - Phase 2 implementation model.

Table 5: Monyetla Work Readiness ProgrammeTM – Phase 2 Implementation Timeframes (Official Start Date 1 June 2010)

OUTPUTS	PLANNED DATE OF START	ACTUAL DATE OF START	DATE OF COMPLETION
Request for Proposal	9th June 2010	10th June 2010	21st July 2010
Contracts with Consortia	22nd July 2010	16th August 2010	31st August 2010
Learner Contracts	1st September 2010	1st September 2010	30th September 2010
Training and Placement Complete	1st October 2010	1st September 2010	31st July 2011
External Evaluation	18th May 2011	18th April 2011	31st July 2011
Project Complete	1st July 2011	1st June 2010	31st August 2011

7.4. Curriculum

The Monyetla Work Readiness Programme™ - Phase 2 curriculum for learners is drawn from the National Certificate in Contact Centre Support – Level 2 which was accredited by the South African Qualifications Authority (SAQA) in 2002. Level 2 on the NQF is equivalent to grade 10, which is lower than the recruitment level of qualification, i.e. matric (grade 12 / level 4 on NQF). The purpose of the certificate is[19] "to enhance the provision of entry level service within the Contact Centre Industry". The qualification comprises two fundamental, ten core, and three elective unit standards totalling one hundred and twenty three credits. A graduate of the Monyetla Work Readiness Programme™ - Phase 2 has to complete a minimum of 60 credits; special allowance is made for learners for a maximum of 10% of the allocated learners to complete 54 credits, however their employment contracts must then be extended by three months to nine months. The bias towards foundational unit standards in the Monyetla Work Readiness Programme™ - Phase 2 curriculum is to align it with the notion of work readiness (see Table 6). Thus learners will be given the opportunity to revise prior knowledge or hone their foundational capabilities. At the end of completing the programme, graduates are expected to be able to:

- Identify Contact Centre customers and their needs;
- Respond to customers with factual and accurate information;
- Gather and process data specifically related to Contact Centres;
- Operate as a team member in a diverse working environment;
- Perform to the required standards and requirements; and
- Implement and articulate operational activities in a Contact Centre.

[19]South African Qualifications Authority. (2002).*National Certificate in Contact Centre Support – NQF 2*, Notice No. 310, Vol. 441, No. 23221, (p2) (downloaded from http://www.saqa.org.za/docs/legislation/notices/2002/not0310.pdf on the 21st April 2011)

Table 6: National Certificate in Contact Centre Support – Level 2 and the Monyetla Work Readiness ProgrammeTM – Phase 2 Curriculum

UNIT STANDARDS	UNIT STANDARDS	CREDITS	LEVEL	MONYETLA WORK READINESS PROGRAMME™ - PHASE 2
Fundamental	Communication Studies and Language	20	2	
	Use language and communication in occupational learning programme		2	5
	Maintain and adapt oral / sign communication		2	5
	Access and use information from texts		2	5
	Write/present/sign for a range of contexts		4	5
	Mathematical, Physical, Computer and Life Sciences	16	2	
	Work with a range of patterns and functions and solve problems		2	5
	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems		2	3
	Demonstrate understanding of rational and irrational numbers and number systems		2	3
	Use mathematics to investigate and monitor the financial aspects of personal and community life		2	2
Core	Identify and respond to customer needs in Contact Centres	12	2	12
	Input data received into Contact Centres, onto appropriate computer packages.	12	2	
	Collect and record customers information, queries and requests	8	2	
	Provide information to customers in Contact Centres	12	2	
	Meet performance standards within Contact Centres	6	2	6
	Contribute to a diverse working environment in a Contact Centre	8	2	
	Gather and provide information to contribute to Contact Centre problem solving	5	3	
	Handle a range of customer complaints in Contact Centre	4	4	
	Work as a member of a Contact Centre	5	4	5

UNIT STANDARDS	UNIT STANDARDS	CREDITS	LEVEL	MONYETLA WORK READINESS PROGRAMME™ - PHASE 2
	team			
	Instill in myself, a personal Contact Centre Culture.	4	4	4
Elective	Apply in-bound Contact Centre Operations within a commercial Environment	8	2	
	And Apply out-bound Contact Centre operations within a commercial environment	8	2	
	Or Apply in-bound and out-bound Contact Centre operations within an emergency environment	16	2	
TOTAL		128		60

The delivery of the training programme is through eighty days of face-to-face training of which one hundred and sixty hours are for workplace experience (one month). All the trainers and assessors selected are accredited with the related education and training quality assurance, which would imply that their learning and teaching resources and methodology meets the requirements of SAQA.

The evaluation of the Monyetla Work Readiness Programme™ pilot described the curriculum content as; "generic to the world of administration and customer service and prepares learners for work in a range of service industries"[20]. It concluded that the curriculum is more suitable for the inbound call centres than outbound, and that outbound centres require "higher degree of skill" hence requiring an adjustment in both the curriculum offering and recruitment criteria.

Learners who are keen to continue their learning to receive the full qualification can obtain bursaries from the Services SETA, similarly companies can apply for bursaries for the training of their team leaders/supervisors from the Services SETA. However, consortia members have to be registered with the Services SETA and with BPeSA to be eligible for this funding. There is an agreement between the Monyetla Work Readiness Programme™ - Phase 2 and the Services SETA to make available approximately R 10 million for entry level agents and supervisors.

7.5. Quality Management System

The Monyetla Work Readiness Programme™ - Phase 2 Quality Management System (QMS) is aligned to SAQA requirements, namely, circulars and three site visits. The QMS approach is founded on the principles of being developmental, supportive, and challenging. Hence it serves to build capacity amongst consortia members through on-going support and upholding high standards for recruitment and training

[20] G'Lab (Pty) Ltd. (2008). An Evaluation of the Monyetla Work Readiness Programme using a Case Study Approach, Johannesburg (p17)

of learners. A Quality Management Manual is available which articulates the QMS for the Monyetla Work Readiness Programme™ - Phase 2 to all stakeholders, especially consortia in order to "ensure quality, consistency and uniformity"[21]. The system employs six instruments to uphold the standards for implementation required by the Monyetla Work Readiness Programme™ - Phase 2, these are:

- Contract between the lead consortia member (which is the employer) and the Business Trust – ensuring performance targets and roles and responsibilities are clearly defined;
- Service Level Agreements between the consortia members (recruiter and employer, and the trainer and employer) – ensuring internal agreements are comprehensive and are aligned to the Monyetla Work Readiness Programme™ - Phase 2 implementation model including budget allocation;
- Learner agreements for the duration of training;
- Learner agreements (employment contracts) for the duration of their employment;
- Monitor reports; and
- Payment checklists and monitor signoff.

Thus the monitors' are at the heart of the QMS, the Monyetla Work Readiness Programme™ - Phase 2 employs two monitors and the project manager also serves as a monitor for one consortium, to alleviate the workload of the Gauteng monitor. While circular 1 to consortia describes the monitor's role as[22]:

- providing the consortium with a problem-solving, supportive service;
- processing and approving learner agreements;
- checking, approving and submitting first tax invoice for payment;
- on-site monitoring within 4 to 6 weeks of the start of training;
- on-site monitoring during training;
- reporting on site visits and provision of recommendations;
- conducting a final evaluation visit;
- receiving final reports, including relevant information on work placement issues; and
- checking, approving and submitting final tax invoice for payment.

The QMS Manual underscores the monitors' role to provide on-going communication with learners, recruiters, trainers, and employers to oversee the quality of all stages of implementation. In practice, the monitors are fundamentally responsible for populating the QMS with verified data and ultimately oversight of implementation. The QuickR system, a Lotus Notes project and document management suite is used to manage all the documentary evidence on implementation of the Monyetla Work Readiness Programme™ - Phase 2 including contracts, learner data (both entry level and supervisors), and supporting documentation and on-going reports.

[21] Business Trust. (2010). Sector Support Programme for BPO in South Africa: Monyetla Work Readiness Programme – Quality Management Manual, Johannesburg (p5)

[22] Ibid

The communication is done formally through three circulars (two to date, 13th September 2010 and 21st January 2011) and through site visits, while informal on-going communication is done through the monitors. In extraordinary circumstances, consortia have the recourse to address issues directly with the project manager or project owner.

7.6. Current Policy Environment

Since the design of the Monyetla Work Readiness Programme™ - Phase 2, two critical policies were launched in the first quarter of 2011 which has a direct impact on the programme's rollout, namely the National Skills Development Strategy III (NSDS III) and the second iteration of the Industrial Policy Action Plan 2011/12-2013/14 (IPAP2 2011/13-2013/14). Because the Monyetla Work Readiness Programme™ addresses both industrial policy and skills development, a brief description of these policies in relation to the programme is presented below.

In January 2011, the Department of Higher Education and Training (DHET) launched NSDS III that addresses the following challenges[23]:

- The inadequate skills levels and poor work readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time. This is compounded by inadequate linkages between institutional and workplace learning, thus reducing the employability and work readiness of the successful graduates from FET and HET institutions, not to mention the many who enter the world of work without a formal qualification.
- The desperate plight of so many of the longer term unemployed who lack basic numeracy and literacy, do not possess entry-level skills, and do not have the work experience and work-based training needed to enable them to seek and obtain work.
- Continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy.
- An over-emphasis on NQF level 1-3 learnerships, with insufficient progression towards more appropriate (intermediate and higher) skills required for growth sectors in a knowledge economy. There is a need for much more substantial programmes that improve qualifications, support career-pathing, enable greater flexibility and mobility and increase productivity.
- The failure of businesses in many sectors of the economy to equip their workforce to adapt to change as the economy becomes more knowledge-based. When structural change occurs, too often the outcome is retrenchments rather than retraining and redeployment of working people.
- Systemic blockages such as: a lack of synergy between the various post-school sub-systems (e.g. universities, FET colleges, SETAs); a lack of clarity in relation to the role expected of the various parts of the skills development system; inefficiency and waste; and the silo mentality which prevents the partnerships and alignments needed to improve effectiveness.
- The absence of coherent strategies within economic and industrial sectors, compounded by the lack of systematic skills development to support and sustain growth and development.

[23] Department of Higher Education and Training. (2011). *National Skills Development Strategy III*, Pretoria (p7)

- The urban bias of our economic development and therefore the urban bias in our skills development initiatives, resulting in skills for rural development being neglected.

In addition, NSDS III has seven key developmental and transformation imperatives, i.e. addressing issues related to race, class, gender, geography, age, disability, and the HIV and AIDS pandemic. Furthermore, NSDS III is underscored by long term career pathing, intermediate and high level skills, and growing public institutions. More importantly, NSDS III makes IPAP projects amongst others as priorities for NSF. The goals and outcomes of NSDS III are presented in Table 7[24]:

[24] Ibid. (p12)

Table 7: National Skills Development III Goals by Outcomes

Goals of NSDS III	Outcomes
Establishing a credible institutional mechanism for skills planning	National need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors.
Increasing access to occupationally-directed programmes	Middle level skills needs are identified and addressed in all sectors. 10,000 artisans per year qualify with relevant skills and find employment. High level national scarce skills needs are being addressed by work ready graduates from higher education institutions. Relevant research and development and innovation capacity is developed and innovative research projects established.
Promoting the growth of a public FET college system that is responsive to sector, local, regional, and national skills needs and priorities.	The National Certificate (Vocational) and N-courses are recognized by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment. Partnership between DHET, SETAs, employers, private providers and public FET colleges are resulting in increased capacity to meet industry needs throughout the country. The academic staff at colleges is able to offer relevant education and training of the required quality.
Addressing the low level of youth and adult language and numeracy skills to enable additional training.	A national strategy is in place to provide all young people leaving school with an opportunity to engage in training or work experience, and improve their employability.
Encouraging better use of workplace-based skills development.	Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the work force to adapt to change in the labour market.
Encouraging and supporting cooperatives, small enterprises, worker initiated, NGO and community training initiatives.	Cooperatives, supported with skills training and development, expand and contribute to sector economic and employment growth Partnership projects to provide training and development support to small businesses are established in all sectors and their impact reported on. Worker, NGO and community-based education programmes are supported and their impact measured and reported on.
Increasing public sector capacity for improved service delivery and supporting the building of a developmental state	A thorough analysis and reflection is conducted on provision of education and training within the public sector and the contribution of the various role players. Education and training plans for the public sector are revised and programmes are implemented to build capacity.

Goals of NSDS III	Outcomes
Building career and vocational guidance.	Career paths are mapped to qualifications in all sectors and sub-sectors and communicated effectively, contributing to improved relevance of training and greater mobility and progression.

The dti launched the second iteration IPAP2 2011/13-2013/14 in February 2011 which is informed by the New Growth Path (NGP) launched in 2010. The NGP set a target of 5 million new jobs by 2020[25]; as such IPAP2 2011/13-2013/14 is a "scaled up industrial policy" that focuses "on manufacturing and other value-added sectors, with a combination of high employment and growth multipliers". This iteration of IPAP2 2011/13-2013/14 will contribute to 43,000 direct jobs and 86,000 indirect jobs. Hence IPAP2 2011/13-2013/14 identified the following seven sets of policies "towards strengthening the productive side of the economy:

1. Stronger articulation between macro- and micro-economic policies;
2. Industrial financing channeled to real economy sectors;
3. Promotion of public and private procurement, to raise domestic production and employment in a range of sectors, including the alignment of B-BBEE and industrial development objectives, and influence over private procurement;
4. Developmental trade policies that deploy trade measures in a selected and strategic manner, including tariffs, enforcement, and SQAM or Standards, Quality Assurance, Accreditation and Metrology measures;
5. Competition and regulation policies that lower costs for productive investments, and for poor and working-class households;
6. Skills and innovation policies that are aligned to sectoral priorities; and
7. Deployment of these policies in general and in relation to more ambitious sector strategies, building on work already done."[26]

3)

Policies six and seven are directly related to the Monyetla Work Readiness Programme™ - Phase 2. IPAP2 2011/13-2013/14 Policy 6 promotes demand-driven, sector-specific skills strategies and programmes and hence has the following three key action programmes to enhance delivery of skills particularly intermediate and high levels in priority sectors:

1. Strengthen demand-side skills planning through the development of a dedicated IPAP National Artisan Development Programme (NADP) for priority sectors;
2. Streamline the skills delivery system through state owned enterprises-Skills Delivery for a dedicated Industry-Skills Partnership for artisans, technicians and engineers in growth and new or 'emerging' sectors; and
3. Support of the National Centres of Excellence to integrate sector competitiveness and skills needs.

[25] Department of Trade and Industry. (2011). Industrial Policy Action Plan 2011/12-2013/14 – Economic Sectors and Employment Cluster, Pretoria, p16

[26] Ibid., p38

While Policy 7 has grouped priority sectors into three clusters, namely new area of focus, scaled-up and broadened interventions in existing IPAP sectors; and sectors with potential for long-term advanced capabilities covering sixteen sectors. BPO&O is part of cluster two and is now referred to as Business Process Services (BPS). IPAP2 2011/13-2013/14 sees opportunity for government to grow the sector and sees the potential of the sector creating 56 000 sustainable jobs over 10 years, as such it will continue to support the following two key action programmes:

1. Roll-out of BPS incentive programme; and
2. Skills development and training for the BPS sector.

4)

Monyetla Work Readiness Programme™ remains a strategic intervention to create work ready entry level agents, and in addition the following milestones have been articulated for the sector:

- 2011/12 Q1: Training of 5 000 learners takes place.
- 2011/12 Q2: the dti to agree on appropriate funding mechanism with DoHE&T and the Services SETA.
- 2011/12 Q4: DoHE&T and the Services SETA to identify and contract middle management trainers.
- 2011/12 Q4: DoHE&T and the Services SETA to contract middle-management trainers.
- 2012/13 Q1: the dti to roll out middle-management training (training of 1 000 supervisors).
- 2012/13 Q2: the dti to agree on appropriate funding mechanisms with DoHE&T and the Services SETA.
- 2012/13 Q4: DoHE&T and the Services SETA to contract trainers for Dutch language.
- 2013/14 Q1: Dutch language training takes place.

7.7. Sustainability / Institutionalisation

In late 2010, the Business Trust contracted Contact Industry Hub to conduct a study on the interest in the Monyetla Work Readiness Programme™ amongst the BPO&O sector and to assess their demand for graduates of the programme[27]. The findings of the survey revealed that the majority of companies sampled (54%) are aware of the Monyetla Work Readiness Programme™; those who have experienced the programme were overwhelmingly positive about it; and the vast majority (85%) agreed that they would consider using the programme in the future. The companies keen on employing Monyetla Work Readiness Programme™ graduates were biased towards[28] "outsourcing and Johannesburg based". However the report noted that it was difficult for companies to offer three year projections on labour demand, but cautiously concluded that the demand for entry-level agents will be mainly amongst the[29] "outsourcers and financial services organisations". The report suggests that the Monyetla Work

[27] Contact Industry Hub. (2010). *Monyetla Survey Report*, Johannesburg

[28] Ibid. (p14)

[29] Ibid. (p16)

Readiness Programme™ should continue to aggressively market the programme; and to provide on-going communication on the programme to the sector.

To facilitate institutionalisation of the Monyetla Work Readiness Programme™ the dti, has submitted a request for funding proposal to the NSF to continue the programme for another three years beginning 1st October 2011 to 30th September 2014 targeting 3,000 learners per year, based on "the proven success of the programme in preparing unemployed young people to be ready for work in the BPO&O sector and coupled with the growing domestic and international demand for services in this sector" (dti, 2011, p9). Recognising that the tenure of the Business Trust ends in 2011, the proposal for funding to the NSF recommends that the Monyetla Work Readiness Programme™ managed by the dti and that the management of contracts for implementation (employer-led consortia and external evaluation) and the budget be outsourced to an external agency. The funding proposal further recommends that such an agency be identified before the Business Trust closes offices in 2011 to facilitate handover.

The funding proposal centres on continuing the Monyetla Work Readiness Programme™ in its current form. The next phase of the programme will be managed internally by the dti, where the programme will have a home and dedicated resources.

8. External Evaluation of the Monyetla Work Readiness Programme™ – Phase 2

8.1. Aims and Objectives for the External Evaluation

The external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 is contracted to Infusion Knowledge Hub and took place between the 18th April 2011 and 31st July 2011. The overall goals of the external evaluation are threefold, namely to:

1. ensure that the programme continues to meet its goals and objectives;
2. ensure continuous improvement; and
3. provide insightful feedback to those responsible for the planning and rollout out of the programme to the broader BPO&O sector over the next three years, and possibly to other sectors in the South African economy.

The specific objectives for the external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 are to:

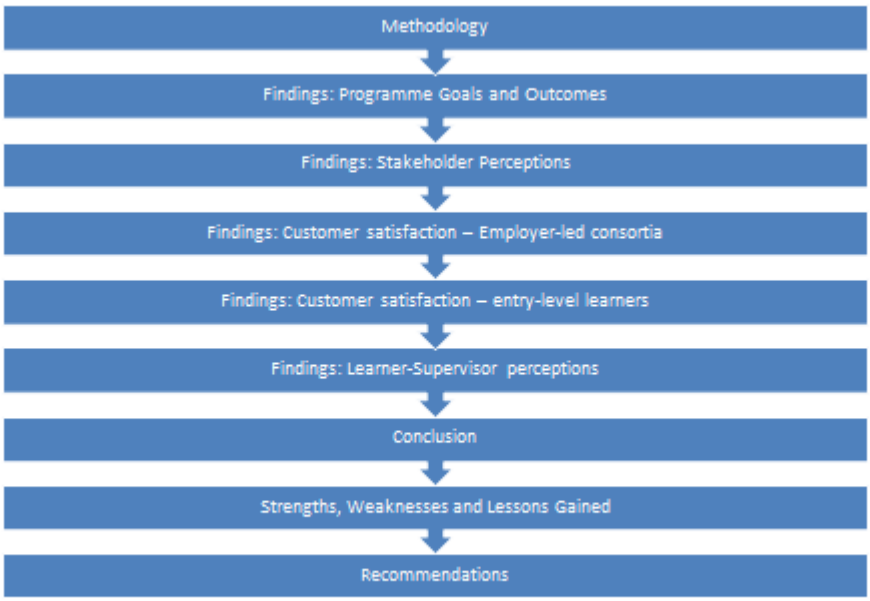
1. assess performance against programme goals and outcomes;
2. gauge participant satisfaction;
3. determine the overall relevance of the programme to industry requirements with specific focus on its content, implementation methodology, and benefits to stakeholders;
4. ascertain the value of the programme to stakeholders; and
5. identify strengths and weakness of the programme and make recommendations for changes / enhancements.

The goals and specific objectives for the external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 were finalised through a consultative process between the Business Trust and Infusion Knowledge Hub, namely through a briefing meeting on the 18th April 2011 and a methodology workshop held on the 13th May. Both processes were held at the Business Trust.

8.2. Report Structure of the External Evaluation

This report is structured to relate the findings of the external evaluation to the specific objectives. The conclusion and analysis will offer an assessment of the performance of Monyetla Work Readiness Programme™ – Phase 2 with the intention to facilitate programme improvement in the next phase.

Figure 4: Document map



9. Review of Literature

It is widely recognized that youth unemployment is extremely high in South Africa, approximately double the national unemployment rate. Altman and Marock (2008) point out that while this is not uncommon internationally, it poses a special problem in South Africa where at least half of young school leavers are unlikely to find work before the age of 24.

The focus on interventions to address youth unemployment has grown in the context of policy initiatives designed to reduce unemployment more generally and to increase international competitiveness in a globalizing world. Interest in BPO&O to South Africa is increasing. A related focus has been on strategies and initiatives for developing a more skilled workforce in the context of rapid industrial and technological change. Examples of these policies in South Africa include the development of the National Industrial Policy Framework (NIPF), Industrial Policy Action Plan now in its second phase and the Skills Development Act. A recurring theme in these policies is the need to ensure that skills development should be demand-led and more closely aligned to sector development strategies.

This section reviews relevant literature on the issue of work readiness with particular reference to the BPO&O sector in South Africa. The section is structured to deal sequentially with the following issues:

- The emergence of BPO&O and call centres as a global phenomenon
- South Africa as a preferred location for off-shored BPO&O
- Profile of the industry in South Africa
- The nature of skills in the BPO&O sector
- Skills Signalling
- Youth unemployment and Work readiness training

9.1. The emergence of BPO&O and call centres as a global phenomenon

A key feature in the transformation of work in contemporary society is the increasing flows of information, finance, services, commodities and people between countries, facilitated by the development of information and communication technologies and globally integrated production and distribution systems. These movements have occurred in a spatially uneven process and have involved cities, regions and countries in efforts to improve their position in the changing global division of labour. Those parts of the world aspiring to some sort of global role are pursuing strategies for the development of specialised niche functions to expand the international orientation of their economic bases and secure a profitable niche in the global economy. One of these specialised niche functions is business process outsourcing and offshoring (BPO&O) and international call centres.

The emergence of BPO&O and international call centres has been prompted mainly by business strategies of companies which aimed to “reorganize some of their work processes to achieve significant cost savings

by moving what tend to be a firm's most labour-intensive and therefore space-using office activities out of high-cost central city locations, where most firms locate their head offices"[30].

The growing tendency towards the spatial separation of front office activities from back office activities has been facilitated by the combination/integration of information and communication technologies. The development of high speed and high volume telecommunications networks have facilitated the integration of back offices in remote locations with front offices or other parts of the organization in different parts of the world. Computer technologies have facilitated a high degree of automation of information processing. In combination, these developments have created the technical capacity for the spatial separation of front and back office activities.

A defining development was the Automatic Call Distribution (ACD) system "which route calls to available operators within or between networked centres. It was no longer necessary to have interactive servicing located in geographical proximity to customers and economies of scale could now be realized through the drawing together of functions which had been or would be dispersed" (Taylor and Bain, 1999: 2).

Through the use of these "distance-shrinking" technologies, BPO&O and international call centre operations have emerged as centralised locations from which services are provided to a customer base dispersed across distant locations. These developments have enabled firms to overcome the barriers of distance and time formerly experienced in multi-national production processes.

Initially the relocation of back offices occurred within countries from the main metropolitan centres to suburban locations where skilled clerical workers, usually women, were available and were willing to work for lower wages. More recently, back office work has been "off-shored" to overseas locations, to places with cost advantages and generous investment incentives[31]. Off-shore destinations of back office work from the UK and USA include countries in the Caribbean (such as Jamaica and Barbados) as well as Ireland, the Philippines, India, China, and South Africa.

BPO&O and international call centres have thus emerged in developing countries as part of a process of relocation and off-shoring of back office activities such as payroll, accounting, subscriptions, billing, credit card services, claims processing, remote sales and reservations and technical support for personal computer users. The use of telecommunications and computer technologies remove the need for face to face contact with customers and create the possibility for services to be provided from any location.[32] They allow BPO&O and international call centres located in developing countries such as India, Philippines and South Africa to serve customers in real time in advanced industrial countries. The location of BPO&O and international call centres in South Africa and other developing countries can therefore be seen as part of a new phase of relocation of both front and back office activities.

These movements illustrate a spatial dimension to the strategies adopted by firms and organizations seeking to relocate their operations as part of a cost reduction strategy – whether by clustering of call centres in particular regions of advanced industrial countries or by relocating to developing countries.

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[30] Casteless, 1989, p480 in Breathnach, P, (2000). "Globalisation, information technology and the emergence of niche transnational cities: the growth of the call centre sector in Dublin". *Geoforum*, Volume 31, Issue 4, November 2000, p 477-485

Taylor, P. and P. Bain (1999), '"An assembly line in the head": Work and employee relations in the call centre', *Industrial Relations Journal*, 30, 2, pp. 101-117.

[31] Breathnach, P. (2000). "Globalisation, information technology and the emergence of niche transnational cities: the growth of the call centre sector in Dublin". Geoforum, Volume 31, Issue 4, November 2000, pp477-485

[32] Burgess, J. and Connell, J. (2004) 'Emerging Developments in Call Centre Research', *Labour and Industry* 14(3), pp1–14.

This capacity to reach customers in distant locations and in different time zones suggests that BPO&O and international call centres are emerging as a global phenomenon.

9.2. South Africa as a preferred location for off-shored BPO&O

According to Offshoring South Africa (a website created by the partnership for the purpose of creating a single entry point for information on the offshoring sector), the offshoring of global services has grown dramatically. The portfolio of services delivered from offshore locations is expanding to include complex process locations and over 30 countries are positioning themselves to serve as offshore locations. In 2009 over £55 billion of BPO&O and IT services were provided by 4 million people across offshore. The bulk of the global BPO&O market (70%) is driven by about 400 mega companies (more than $10-billion in annual revenues). The USA and UK account for 80% of global BPO&O expenditure[33].

Developing countries like India and the Philippines have positioned themselves to attract investment from off-shored BPO&O activities and to create jobs. It is reported that India created 1,172,000 new jobs in the sector between 2005 and 2008 and the Philippines 271,465 during the same period[34].

A number of factors contributed to the possibility of becoming a recognized BPO&O market - including rising costs in countries like India and the Philippines, the need to diversify, and limited English language capability in some of the new regions in Eastern Europe and South America. It is argued that "in this context, South Africa is able to compete on the basis of its strengths in its English language skills, cultural proximity to key source geographies, as well as domain knowledge in banking, financial services, insurance (BFSI) and telecommunications"[35].

Policy initiatives such as the 2006 AsgiSA, the Joint Initiative for Priority Skills Acquisition (Jipsa), National Industrial Policy Framework of 2007 and Industrial Policy Action Plan identified BPO&O for special priority attention. BPO&O is seen as a sector which can create sustainable employment, increase export earnings from services and attract foreign investors.

The vision was that South Africa should become a recognized BPO&O market, attract $175-millikon in direct foreign investment, create 100 000 new jobs in South Africa (25 000 direct and 75 000 indirect)[i] and contribute up to R16-billion to GDP over four years.

The strategy for marketing South Africa as a preferred location for off-shored BPO&O highlighted South Africa's strengths, including its domain knowledge in banking, financial services, insurance (BFSI) and telecommunications" and its "linguistic, cultural and product affinity with the USA, UK and Europe" which would enable it "to deliver distinctive quality across service lines"[36].

A sector support programme for BPO&O was developed which included a range of incentives for attracting foreign investment. A substantial Government Assistance and Support (GAS) Programme for BPO&O was launched in 2007 offering incentives for both local and foreign investors establishing projects that aim primarily to serve offshore clients. An investment programme of R2.8-billion over five years was developed which included just over R1-billion for investment support and R532-million for

[33] www.offshoringsouthafrica.com

[34] Nasscom. (2008). Nasscom Strategic Review; Business Process Association of Philippines (2008)

[35] Business Trust, 2009. "Developing the BPO Sector: Report to Stakeholders, 2009" Available at www.btrust.org.za/fileadmin/pdf/BPO_Stakeholder_Report_2009_Final.pdf

[36] Business Trust, 2009. "Developing the BPO Sector: Report to Stakeholders, 2009" Available at www.btrust.org.za/fileadmin/pdf/BPO_Stakeholder_Report_2009_Final.pdf

training support. The investment grant translated to between R37, 000 and R60, 000 per seat and a training grant to contribute to the cost of company-specific training was up to a maximum of R12, 000 per agent. In addition R1.3-billion was also contemplated for telecommunications infrastructure in designated areas.

The BPO&O Sector Support Programme has enabled the public and private sectors to work together to implement the BPO&O sector development strategy. A public private partnership consisting of government (dti), Business Trust, and the industry body (BPeSA) have worked together to develop and execute a strategy that would make South Africa a preferred location for offshored business processes. The Support Programme is governed by a co-operation agreement between the Business Trust and the dti. Each party has clearly defined roles and functions. The dti carries out functions (such as providing incentives, infrastructure and support for the second economy while BPeSA is responsible for building the industry and assuring quality. The parties are reinforced by a support facility which also carries out certain functions directly as agreed with the partners (such as marketing and talent development).

By 2009 20 new investments had been attracted through the government incentive scheme, including those from some of the world's largest BPO&O operators. Investments worth R1, 5-billion have been contracted (as compared to R1, 75-billion targeted). 87,000 of the estimated 100,000 jobs have been created in the domestic industry and 8,000 in the offshore environment[37]. In addition 35,000 people have been trained for the sector as a whole[38].

South Africa's BPO&O industry has attracted several leading multinational clients, such as Genpact, Aegis, eTelecare Stream and Amazon. It is emerging as a hub for the UK market which is the largest market served from South Africa followed by the US and Benelux countries in Europe. South Africa also serves Australia and sub-Saharan Africa. South Africa is a leader among offshore locations in serving the UK market. A total of 25,000 new offshore-focused BPO&O jobs have been committed to by leading players. The offshore BPO&O industry in South Africa stands at 10,000 jobs contributing to £155 million in exports as of 2009–10. The industry has witnessed dramatic growth of over 85% during 2007–2010 and is expected to grow at 30% each year going forward[39].

Moreover, South Africa is seen as a "regional powerhouse and serves as a 'gateway' to much of the Continent. The country has the Continent's largest economy and is the most stable and best regulated business environment in the region. Additionally South Africa is home to nearly half of the top 40 African-owned companies with established global operations (e.g. SABMiller, Old Mutual, Bidvest Group, Aspen Pharmacare, Standard Bank)"[40].

In addition, the BPO&O sector strategy was to include elements addressing development goals in the Second Economy with youth and women as the targeted beneficiaries. By 2009 designated areas were identified by the dti for special attention on the basis of their potential. High level profiles were developed for 11 of the 24 designated areas and value propositions were developed for 4 of these. In addition two other value propositions were developed – one for Amathole and one for Kgalagadi.

Other potential benefits were identified as:

- social benefits as a result of the improved quality of life due to development and increased employment within the local economy;

[37] Offshoring SA: Delivering world class customer experience
[38] Ibid.

[39] www.offshoringsouthafrica.com.

[40] www.offshoringsouthafrica.com "We speak your language: South Africa's proposition for business process offshoring"

- knowledge enhancement as a result of the increase in the pool of highly skilled labour and the capacity of public and private training providers to service the industry;
- the enhanced image of the "South Africa brand" by promoting the country as a leading player in the knowledge economy; and
- infrastructure improvement arising from improvements in information technology and related services and utilities[41].

The dti in its Industrial Policy Action Plan 2010/11 – 2012/13 recognised the role of BPO&O activities in attracting investment and contributing to job creation. IPAP 2010/11 – 2012/13[42] highlighted BPO&O as one of the existing IPAP sectors where interventions are to be scaled up and broadened to "help in creation of a 'demonstration effect' of South Africa as an attractive BPS destination competitive with offerings of key competitor countries"[43].

In order to further strengthen South Africa's presence in the global BPO&O industry, the dti announced that the incentives system has been revised to attract increased foreign investment and to reduce the cost of BPO&O operations in South Africa and ease administrative arrangements. The revised incentives will be paid for a period of three years for every new offshore full-time job created and maintained. A base incentive is available as from April 2011 as a tax exempt grant paid over three years for each offshore job created and maintained. This incentive of R112, 000 per seat is almost double what GAS was able to offer, making South Africa far more competitive from a global cost perspective. In addition a graduated bonus incentive is available in the form of a bonus paid once off in the year in which the bonus level is reached - a 20% bonus will be paid for more than 400 but less than 800 offshore jobs and a 30% bonus for more than 800 offshore jobs[44]. According to the Everest Global Research Institute, South Africa currently offers BPO&O source destinations a 50 -60 percent saving.

Another important advantage is that South Africa is one of the few offshore locations that can provide English language skills at scale since it has the largest "English speaking talent pool outside of India and the Philippines"[45]. A survey of UK companies conducted by Everest Global Research Institute showed that 90% of UK companies believed that the English accent in South Africa was better suited to serve the UK than other low-cost destinations. Moreover South Africa's similarities with the UK in its services industry (e.g. retail, financial services, and entertainment) facilitate "a natural familiarisation with British culture and products among South Africa's talent pool. This helps agents establish a strong cultural connection with customers"[46]

Building on these advantages, a number of key initiatives have been introduced to increase the supply of qualified people to the sector. These include initiatives to increase the pool of entry-level employable people and accelerate the development of home-grown supervisors and managers through the Sector Education and Training Authority levy grant and tax incentives system.

[41] Business Trust, 2009. "Developing the BPO Sector: Report to Stakeholders, 2009" Available at www.btrust.org.za/fileadmin/pdf/BPO_Stakeholder_Report_2009_Final.pdf

[42] Department of Trade and Industry. (2011). Industrial Policy Action Plan 2011/12-2013/14 – Economic Sectors and Employment Cluster, Pretoria, p87

[43] Ibid.

[44] www.offshoringsouthafrica.com

[45] Ibid.

[46] Ibid.

9.3. The nature of skills in the BPO&O sector

Academic and media attention has focused on this sector because it is seen as epitomizing many of the key characteristics of work in the contemporary economy. Accounts in both academic and more popular literature confirm the existence of widely divergent views about the nature of work and skills in this sector.

For some, changes in the economy and in the nature of work have encouraged a trend towards the 'up-skilling' of work[47]. The growth of service industries has also been closely linked with a move towards a so-called 'knowledge-based' economy, and the expansion of information-rich, professional, intellectual, technical and scientific occupations.

Other accounts compare work environments in this sector to factories and draw attention to the "industrialized" nature of work in the sector. These accounts highlight the routine, scripted and standardised nature of the work, the close monitoring and surveillance of workers and the lack of autonomy in execution of work tasks[48] .

However, these accounts have been criticized on the grounds that industrial metaphors do not adequately represent the specific nature of work and skills in the sector. It is argued that work in the BPO&O and call centres sector is very different from industrial/manual work in several respects. It involves a form of interactive service work in which the quality of interactions between employees and customers is often the critical variable in the struggle for economic dominance between businesses[49]. Furthermore, it is argued that developments taking place in call centres and in other forms of interactive service work challenge traditional conceptions of skill[50] .

In the context of interactive service work, employees working in 'front-line' service jobs are required to perform "emotional labour", to carefully manage their personalities whilst at work, and often to invest aspects of their own identities and emotions into their jobs[51]. Others have argued that there has been an increase in demand for so-called 'person-to-person' skills in the workplace, with employers placing more and more emphasis on the importance of employees 'looking good' and 'sounding right'. With the spread of a customer service culture, employees themselves are increasingly regarded as 'marketable assets'[52]. Still others highlight employers' emphasis on finding people with 'bubbly personalities' who are

[47]Felstead, A., et al. (2002) 'Work skills in Britain 1986-2001'.

[48]Fernie, S. and D. Metcalf (1997) '(Not) hanging on the telephone: Payment systems in the new sweatshops' Working Paper 891, London School of Economics.

Taylor, P. and P. Bain (1999), '"An assembly line in the head": Work and employee relations in the call centre', *Industrial Relations Journal*, 30, 2, pp. 101- 117.

49 Macdonald, C.L. and C. Sirianni (1996) 'The service society and the changing experience of work', in C.L. Macdonald and C. Sirianni (eds.) Working in the Service Society, Philadelphia, Temple University Press.

50Thompson, P., C. et al. (2000) 'Human capital or capitalising on humanity? Knowledge, skills and competencies in interactive service work', in C. Prichard et al (eds.) Managing Knowledge: Critical Investigations of Work and Learning, Basingstoke, Macmillan.

51 Hochschild, A. 2003. The Managed Heart: Commercialization of Human Feeling, Twentieth Anniversary Edition, With a New Afterword. Berkeley: University of California Press.

52 Warhurst, C. and Nickson, D. (2001) Looking Good, Sounding Right: Style Counselling in the New Economy, the Industrial Society, London.

'customer focused' and who will 'fit in' within the work environment, valuing these characteristics over and above the possession of formal academic qualifications or technical skills[53].

In this context, greater emphasis has emerged amongst employers on recruitment, selection and training procedures to ensure that the right kinds of people are employed – that is to identify people who possess the required combination of good interpersonal skills and attractive personality characteristics for the job i.e. Expenditure on recruitment and training is said to have increased).

In addition, new *pre*-employment training programmes have been developed to ensure that workers are equipped with the types of social skills required to give good customer service. These pre-employment training schemes are seen as having particular importance for policy makers in areas of high unemployment, particularly youth unemployment.

One example is that of a pre-employment training programme in the North East of England which had the aim of providing training that would give people the skills and competencies to enable them to initially find, and then hold down a job in a call centre.

A case study on this programme concluded that[54]:

"The trainees involved in the study were aware of the changing economic conditions in which they were living, and of the need to acquire new skills in order to gain entry to employment. In embarking on the training courses, individuals were looking towards the future, and many saw the growth of call centres in their local area as an opportunity to move up in terms of social status. There was evidence that by moving into call centre work, trainees had seen a way of distinguishing themselves from the manual working class, and particularly from unskilled factory workers. By the end of their training, trainees were aware of the centrality of social labour in call centres, and by and large accepted that they would need to change the way in which they presented themselves verbally, visually and in written form, in order to get a job. There was evidence of a sense of pride in the fact that call centres had located in large numbers in the North East of England, and trainers and trainees alike asserted that this was largely due to the strength of the social skills and work ethic possessed by local people".

9.4. Skills Signalling

A key issue which has emerged in the literature is the importance of systems for signalling or communicating information about a person's employability. The most common signals are formal qualifications or evidence of previous work experience. Both of these present challenges for disadvantaged youth who may have neither. Certification systems for example are important mechanisms for measuring the skills and knowledge of youth against nationally recognized standards. Similarly, systems for accrediting training providers have been identified as mechanisms to provide information to young people about which institutions to attend and to employers about the skills that graduates of a particular institution should have.

In South Africa, these issues have been addressed partially through the National Qualifications Framework and the national skills development system developed in the late 1990s. The levy-grant system introduced through the Skills Development Act (1998) and Skills Levies Act (1999) was designed to

53 Belt, V. et al. (2002) 'Women, Social Skill and Interactive Service Work in Telephone Call Centres', New Technology, Work and Employment, Vol. 17, 2 ,pp. 20-34, (p5).

54 Ibid.

incentivize employers' investment in skills development and to create a pool of funds for the public sector to promote skills development in targeted sectors and for targeted groups in the population. Sector Education and Training Authorities (SETAs) are responsible for promoting skills development in their sectors in a manner which is more strategic and promotes industry development.

However, a number of problems have been identified with these systems that are particularly exacerbated in the call centre industry. Benner[55] (2006) points out that skills development in call centres has been handled under the Services SETA, yet call centres exist throughout many different industry sectors, making it difficult to develop training that is relevant across many industries and adding a level of bureaucracy for firms not in the Services SETA. Whether this has presented problems in the implementation of the Monyetla Work Readiness Programme™ will be explored in the course of this evaluation.

Finally, a number of issues relating to skills planning for the sector have emerged. The activities in the BPO&O & O sector form part of a broad spectrum of activities ranging from back-office transaction processing at the low end, through call centres, to much higher value-added work, such as medical transcriptions and radiology, software development, portfolio analysis and risk management, and even complex research and design functions[56]. In the long-term for BPO&O to provide a positive economic benefit for the country, the industry must expand into the provision of higher value-added services[57]. Such a strategy has implications for skills development in the sector. A report prepared for the Services SETA identified types of skills needed in different segments of the sector, as shown in the table below:

Table 8: Skills Required by Segment

SEGMENTS	SKILLS
Call centre	Good communication and language skills, accent, understanding team leadership, basic computing skills
Remote customer interaction	Language and accent understanding
Date search, Integration	Computing, language and analytical skills
Human Resource Services	Country specific HR policies, rules and regulations
Remote education	Subject knowledge, computing and language skills
Engineering and design	Technical and engineering design and computing skills
Translation, medical transcription and Localisation	Language understanding, basic computing (word processing knowledge) and understanding of various medical terminologies
Animation	Drawing and creative skills, computer graphic skills
Finance and accounting	International/ country specific accounting rules
Market Research	Understanding statistical sales and marketing concepts
Network Consultancy and management	Understanding different network configurations and support equipment, technical/ computing skills

55 Benner, C. 2006. 'South Africa On-call': Information Technology and Labour Market Restructuring in South African Call Centres. In Regional Studies, Vol. 40.9, pp. 1025–1040, December 2006

56 McKinsey Global Institute, 2003.

57 Tscang, F.T. (2011). A Comparison of the Industrialisation Paths for Asian Services Outsourcing Industries, and Implications for Poverty Alleviation, Singapore Management University.
NASSCOM (2010) The IT-BPO Sector in India, Executive Summary of the Report, NASSCOM.
Kumar, N and Joseph, K. J. (2005). Export of Software and Business Process Outsourcing from Developing Countries: Lessons from the Indian Experience, Asia-Pacific and Investment Review, Volume 1, Number 1.

9.5. Youth unemployment and Work readiness training

Internationally interventions to address youth unemployment have also received attention. Various studies have been conducted to improve the evidence base for making policy choices on issues of youth employment. For example, an ILO study suggests that there has been a shift towards comprehensive programmes combining training, work experience and additional services for youth[58].

A World Bank study of international experiences on youth employment interventions led to the creation of "The Youth Employment Inventory" (YEI). The YEI considered a comprehensive sample of interventions for youth which aimed to "(i) increase the demand for labour in general in relation to supply as well as (ii) those that improve the employability profile of youth, so when the demand for labour increases, they can take advantage of the greater scope for improving the quality and quantity of their employment"[59]. The inventory has evidence on seven categories, as displayed in Appendix 3.

The category which is of interest to this evaluation of the Monyetla Work Readiness Programme™ is one about "Making the labour market work better for young people". This category includes interventions such as counselling, job search skills, wage subsidies, public works programs and anti-discrimination legislation.

[60]According to the World Bank report, programmes in this category include those which "seek to facilitate new employment by temporarily subsidizing employers wage costs. Subsidies are provided upon hiring an entitled unemployed worker during a specified period of time. Subsidies last from six months in transition countries to two years in developed countries. The amount of subsidies to employers and allowance payments to beneficiaries (whenever applicable) are usually set and provided directly by the Employment Offices. Some programs offer additional incentives for employers to permanently retain workers.

Wage subsidies have positive outcomes for youth, increasing employment rates, duration and earnings.

Successful examples:

*U.S. YIEPP (*Youth Incentive Entitlement Pilot Projects (YIEPP) *and the* Belgian Employment Plan.

Wage subsidies have improved employment outcomes with net employment effects from 12 to 15.6 %. Young women and low educated participants tend to benefit the most. The impact on monthly earnings is slightly negative.

Successful examples:

Czech Republic's Wage Subsidy Program and Poland's Intervention Works Program."

58 Fares, J and Puerto Gonzalez, S. 2009. "Towards comprehensive training", Social Protection Discussion Paper Series 0924, World Bank.

ILO, 2010. "Global Employment Trends for Youth: Special issue on the impact of the global economic crisis on youth". (Retrieve at http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_143349.pdf)

59 Puerto, Olga Susana 2007. "International Experience on Youth Employment Interventions: The Youth Employment Inventory". World Bank (p1).

60 Extract on p31 from: Puerto, Olga Susana 2007. "International Experience on Youth Employment Interventions: The Youth Employment Inventory", World Bank.

However, the report highlights the paucity of impact evaluations which use treatment and control groups to measure the net gains of the programs on employability and/or earnings. The report also points out that few net impact evaluations (10 percent in the whole inventory) calculated costs and provided estimates on cost-effectiveness. The report therefore draws attention to the difficulty of drawing conclusions given these limitations.

Despite these caveats the report draws attention to the fact that those evaluations which were conducted have generated considerable data and information "to assess the quality of interventions and draw lessons from what seems to be working when approaching young workers"[61].

[61] Ibid. (p.6)

10. Methodology

The external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 employed a combination of documentary review, quantitative, and qualitative methodologies in gathering primary and secondary data.

10.1. Documentary Review

The documentary review centred on examining local and international literature on the BPO&O sector as well as programme specific documentation. A complete list of documentation including published articles, policies, strategies, reports, and project specific documents is presented in the references section. The purpose of the review of local and international literature was to locate the Monyetla Work Readiness Programme™ – Phase 2 within the current discourse on the BPO&O/PBS sector as a growth sector that can be leveraged for job creation, particularly for unemployed young people. It also helps to situate the Monyetla Work Readiness Programme™ – Phase 2 within the discussions about youth unemployment and supply side versus demand side training.

The review of programme documents aimed both to provide background information on the Monyetla Work Readiness Programme™ – Phase 2 and to inform the design of quantitative and qualitative data gathering instruments. The following dimensions were identified for exploration during the external evaluation; that is the Monyetla Work Readiness Programme™ – Phase 2 in the context of:

- Business Processing Outsourcing and Offshoring;
- Work Readiness Model;
- Implementation Model;
- Implementation Factors;
- Learner Performance and Attitudes;
- Value; and
- Sustainability

10.2. Quantitative Data Gathering Techniques and Analysis

The quantitative part of the external evaluation of the Monyetla Work Readiness Programme™ – Phase 2 examined the reach of the programme and the perceived satisfaction with the programme with specific reference to consortia members and learners.

The reach of the Monyetla Work Readiness Programme™ – Phase 2 offers an analysis of the profile of learners who benefited directly and indirectly from the programme. The QuickR database on consortia provided by the Business Trust was used for this analysis.

A customer satisfaction survey was used to gather primary data from a sample of learners and members of consortia (including principals from the employer, recruitment agencies, and training organisations that form a consortium). The sample frame and related criteria for selection is detailed in sub-section 4.4.

The customer satisfaction survey explored the agreed upon dimensions of the external evaluation within the framework of customer satisfaction, namely reliability, responsiveness, assurance, empathy, and tangibility (See Table).

The concept "client/customer satisfaction" is made up out of five constructs – tangibility, reliability, assurance, responsiveness, and empathy. All the dimensions are valid when attempting to influence people's satisfaction level with a given product or service however each is not equally important. Research has proven that reliability, then responsiveness and assurance have the strongest influence on client perceptions.

Table 9: Dimension of service quality

Dimensions	Definition	Examples of questions that clients may raise
Tangibility	Appearance of physical facilities, equipment, personnel and communication material.	Does the organisation offer tangible evidence of the quality of the service provided? Does the organisation make use of modern equipment? Are the organisation's facilities, personnel and communication materials attractive to the client?
Reliability	The ability to deliver the promised service dependably and accurately.	How dependable is the organisation? Does the organisation perform its services right the first time? Does the organisation deliver on time? Does the organisation maintain accurate records pertaining to its transactions with clients?
Responsive-ness	Willingness to help clients and provide prompt service.	How responsive is the organisation to clients' service requests? Does the organisation inform the client exactly when the service will be performed? How willing are employees to assist clients?
Assurance	Knowledge and courtesy of employees and their ability to convey trust and confidence.	Does the organisation instil a feeling of confidence and security in clients? Are the organisation's employees courteous and are they knowledgeable as to the organisation's offerings and possible problems?
Empathy	Caring, individualised attention provided by the organisation to its clients.	Can the organisation be regarded as sensitive towards the unique needs of their clients? Does the organisation serve its clients' best interests?

The customer satisfaction instrument uses a seven point Likert scale ranging from 1 reflecting "don't agree at all" to 7 representing "absolutely agree". Where statements are irrelevant, respondents could tick "not applicable". However, to ensure process-specific, valuable insights all respondents had the opportunity to provide reasons for all their answers.

The consortia customer satisfaction survey was administered face-to-face. The evaluation team visited fifteen consortia and interviewed the principals (from the perspective of the employer, the recruiter and the trainer) amongst the consortia.

As for the learner satisfaction survey, on-site group interviews with learners were conducted (see Appendix 3 for final sample frame). To ensure continuous learning, learners from the pilot programme were also contacted for a telephone interview. This approach provides a representative sample of the

learners spread over the 27 consortia. The battery of primary data-gathering instruments is available in Appendix 2.

10.2.1. Using and interpreting Customer Satisfaction Measurements

Customer satisfaction measurements benefit managers who need to know how to improve their company or program's current performance by allocating scarce resources to critical areas in order to maximize the strength of their stakeholder / customer relationships.

When used as part of an industry index it can be used for competitive and cross-industry benchmarking. However, when such measurements are done in isolation one cannot compare the results with other customer satisfaction indexes (e.g. Ask Africa's Orange Index or the South African Satisfaction Index) as the measurement criteria differ between the different indexes.

It is therefore important to review these results only by paying attention to what people rate higher, average and lower and not to compare the actual score to other industry measures.

10.3. Qualitative Data Gathering Techniques and Analysis

The qualitative part of the external evaluation of the Monyetla Work Readiness Programme™ - Phase 2 investigates the performance and the perceived relevance, value, and benefits of the programme to beneficiaries, employer-led consortia, partners, and stakeholders of the programme. Three tools were used - namely the learner and consortia members customer satisfaction survey, which allows for probing reasons for each response, an in-depth interview with stakeholders and partners, and an in-depth interview with supervisors who were trained to meet the Monyetla Work Readiness Programme™ – Phase 2 criteria for employer led-consortia (see Appendix 2 for full set of instruments and Appendix 3 for a complete list of stakeholders and partners interviewed and consortia visited).

10.4. Sample Frame

The methodology workshop on the external evaluation of the Monyetla Work Readiness Programme™ – Phase 2, held on the 13th of May 2011, agreed on criteria for selection of consortia for the evaluation; consortia had to be representative of:

1. Core Functions (namely marketing, sales, service, and collections);
2. Geographical location of the lead-employers;
3. Type of call centre (namely in-house call centre or outsourced);
4. Size of the lead employers, namely size of the enterprise and number of learners allocated by the programme; and
5. Level of maturity of the lead employer.

The final sample of consortia is biased towards employer-led consortia where the organisation offering services is in-house, is large and more mature. Tables 11 to 12 describe the sample frame for consortia according to the selection criteria.

Table 10: Sample Frame for Consortia by Province and Functions

PROVINCE	MARKETING	SALES	SERVICES	COLLECTIONS
Gauteng	1	2	3	1
KwaZulu Natal		1	3	
Limpopo			1	
Western Cape		2	1	
TOTAL	1	5	8	1

Table 11: Sample Frame for Consortia by Province and Size

PROVINCE	SMALL	MEDIUM	LARGE
Gauteng	2	2	4
KwaZulu Natal			3
Limpopo		1	
Western Cape	2		1
TOTAL	4	3	8

Table 12: Sample Frame for Consortia by Province and Type

PROVINCE	IN-HOUSE	OUTSOURCED
Gauteng	4	3
KwaZulu Natal	3	1
Limpopo		1
Western Cape	2	1
TOTAL	9	6

Table 13: Sample Frame for Consortia by Province and Maturity

PROVINCE	START-UP	GROWTH PHASE	MATURE
Gauteng	1	1	5
KwaZulu Natal		1	3
Limpopo	1		
Western Cape	1		2
TOTAL	3	2	10

It was also agreed at the workshop of the 13th of May 2011 between Business Trust/Paladin and Infusion Knowledge Hub that the sample frame principals from consortia should include human resource managers, trainers, recruiters, executives, and direct line managers of learners in the programme. In addition it was agreed that the sample for learners must be representative of learners who have completed the pilot programme, and the current programme. Furthermore the learner sample frame should encompass gender, geography, and disability. A total of 5% of learners participating in the project were sampled. Tables 15 to 16 present the sample frame according to gender, disability, qualification, and geographic location.

Table 14: Sample Frame for Learners Participating in the Monyetla Work Readiness ProgrammeTM Pilot by Gender and Geography

LEARNERS	GAUTENG		KWAZULU NATAL		LIMPOPO		WESTERN CAPE	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Pilot	49	68	15	31	18	26	25	44
Phase 2	19	30	6	3	0	0	4	4
Phase 2 Supervisors	3	4	3	3				
TOTAL	68	98	21	34	18	26	29	49

Table 15: Sample Frame for Principals from Sample Consortia Participating in the Monyetla Work Readiness ProgrammeTM Phase 2 by Designation and Geography

PRINCIPALS	GAUTENG	KWAZULU NATAL	LIMPOPO	WESTERN CAPE
Recruiter	5	4	0	3
Trainer	11	1	1	7
HR	3	4	1	4
Line manager	6	5	1	5
Executive	2	1	2	1
Supervisor	2	3	0	1
Dedicated Project Manager	2	1	0	1
Share Project Manager	4	2	0	2
TOTAL	35	21	5	24

10.5. Reliability and Validity

Reliability refers to the consistency of measurement as to whether the study and the instruments will measure the same way if used again under similar conditions. Validity is about whether the data reflects the reality and similarly whether the conclusions drawn are correct in relation to causality.

This external evaluation is reliable for two reasons. Firstly, the criteria for selection of the sample of respondents are explicit and secondly traditional data-gathering techniques were employed, which can be easily replicated. Furthermore, the use of interviews, group interviews and detailed notes assisted in reducing subjectivity as it prevented the evaluators from being selective of the data.

In terms of validity, multiple respondents were employed and multiple sites were explored, while triangulation through employing multiple methods or mixed methods is promoted as a means of maximising validity. In this study triangulation is achieved through capturing the voices of three levels of respondents namely learners, implementing agents, and partners/stakeholders.

10.6. Data Analysis

An inductive and iterative process was used in analysing the data. The inductive approach allowed for authentic dimensions or themes to emerge from the data, while the iterative process enabled further refinement of the dimensions through combining themes or removing themes. Furthermore the inductive approach permitted the combination of findings derived from both the evaluation objectives and findings coming out of the primary and secondary data.

10.7. Limitations and Challenges

There were no real challenges faced during fieldwork that impacted on the quality of primary data. However, the limitation of only one consortium working in marketing and collections respectively makes it impossible to offer generalisations in this function of employer-led consortia.

Learners cannot distinguish the in-consortia personnel from the monitors, making it difficult for them to make comments around programme personnel.

11. Findings: Programme Outputs and Programme Performance

11.1. Introduction to analysis

This section of the report presents the analysis of the Monyetla Work Readiness ProgrammeTM – Phase 2 in terms of planned outputs and performance.

Firstly, planned outputs refer to programme activities implemented to attain the programme goals. The outputs of the programme were grouped into five categories referred to as project management outcomes, namely:

1) Project Management
2) Stakeholders Briefed and Consortia Contracted
3) Learners recruited and selected; learner training contracts and details verified; training curriculum, assessment tools, learning materials, and certification process agreed; and QMS communicated
4) Training delivery completed & Learners placed in employment and
5) External evaluation and audit completed.

Secondly, programme performance looks at the extent to which the Monyetla Work Readiness Programme^{TM} – Phase 2 reached its goals using its internal success indicators. These indicators are:

1) project timeously delivered within budget
2) 3,000 entry level BPO&O agents trained on the Monyetla Work Readiness ProgrammeTM– Phase 2 by 30th June 2011
3) at least 5% of learners trained in provinces other than Gauteng, KwaZulu Natal and the Western Cape
4) learners meet the NSDS target group criteria;
5) 70% (minimum) employment of competent learners;
6) 500 team leaders or supervisors (1 for every 6 Monyetla Work Readiness ProgrammeTM learners) trained at the expense of the employer, using the levy-grant system where possible; and
7) 10% (minimum) of competent learners complete the full qualification – Contact Centre Support at Level 2.

11.2. Programme Outputs

The Monyetla Work Readiness Programme™ – Phase 2 project management is guided by two documents, the Project Charter (4th July 2010) and the Quality Management Manual (13th September 2010). The Project Charter articulates the following roles for project management to achieve the five objectives of the Monyetla Work Readiness Programme™ – Phase 2[62]:

- Monyetla consortia selection process
- Provide overall project management
- Monitor the implementation of the training, employment of learners and provide support for consortia
- Process payment submissions from consortia
- Project manage evaluation and
- Consultation.

To enable efficient reporting these roles have been translated into five project management outcomes with lists of activities that will enable the achievement of programme objectives (see Table 16).

Note: The Monyetla Work Readiness Programme™ – Phase 2 was efficiently implemented (within budget and timeously delivered). The programme was oversubscribed in terms of both learner numbers and the number of consortia interested in implementing the programme. All the planned activities were executed according to programme schedule.

[62] Business Trust. (2010). *Project Charter: Monyetla Work Readiness Programme*, Johannesburg, p.11

Table 16: Project Management Outcomes by Activities and Achievement

Outcome	Activities	Deliverables	Achievement	Comment
1. Project Management	1.1. Write project charter / Terms of Reference for the project Steering committee	Project Charter	Version 1 of the Project Charter was produced	**The Project Charter was not updated once the consortia were contracted, which changed the risk assumptions in version 1.**
		Terms of Reference for the Project Steering Committee	Two terms of reference were produced: Project Steering Committee and Project Adjudication Committee	**Both the Project Steering Committee and the Project Adjudication Committee are comprised of the programme partners. The Project Steering Committee served to monitor progress, address issues, and oversight, while the Project Adjudication Committee served to adjudicate proposals based on the recommendations of the project team. These committees were amalgamated and renamed the Monyetla Steering and Adjudication Committee.**
	1.2. Schedule and hold Project steering committee meetings	Meetings held every three months and upon special requests.	All planned meetings were held.	**The meetings enabled robust discussions on key decisions and facilitated transparency.**

Outcome	Activities	Deliverables	Achievement	Comment
	1.3. Report on project status	Weekly reports	Approximately 58 reports	**Provided a dashboard view of progress on project management outcomes and programme objectives. It allowed for a quick overview of budget spend and progress towards achieving the five programme objectives and risks to attainment.**
	1.4. Report progress to the dti and NSF	Quarterly reports	Four quarterly reports	**Detailed progress reports that outlined progress towards programme objectives. These were well received by both the NSF and dti.**
	1.5. Monitor and support training; Identify problems, propose solutions and act as a development consultant	Three site visits to each consortia	Monitors made more visits than stipulated.	**The number of waves requires more site visits, especially during the start-up and exit-phases.**
	1.6. Produce a mid-contract progress report	Mid-term Progress Report	Not available	
2. Stakeholders Briefed and Consortia Contracted	2.1. Prepare for and facilitate stakeholder briefing sessions	Briefing sessions in provinces with higher density of BPO&O operations.	Three briefing sessions were held.	**Attendance registers were unavailable.**
	2.2. Finalise list of target			

Outcome	Activities	Deliverables	Achievement	Comment
	RFP participants			
	2.3. Draft and disseminate Requests for Proposals	Request for Proposals	A detailed request for proposal was produced and disseminated via multiple media platforms including email, and national newspapers.	**The programme was oversubscribed by 5,372 learners. A total of 59 consortia applied for 8,772 entry-learners.**
	2.4. Market to employers, recruiters , and training providers to participate in programme			
	2.5. Participate in the consultation process	Short list of potential employer-led consortia for consideration.	A bid-point allocation was produced.	**The risk analysis on potential employer-led consortia allowed for robust discussion on selecting consortia and learner allocation.**
	2.6. Agree to learner recruitment and selection processes (includes curriculum, assessment tools and learning materials)			
	2.7. Review proposals submitted and make recommendations to the adjudication panel			
	2.8. Make recommendations to the adjudication panel regarding the allocation of learners to each consortium			
	2.9. Issue letters to successful bidders (consortia)	Identify at least 20 consortia	31 consortia were appointed	**The consortia identification and learner allocation process resulted in further refining the model, especially in relation to companies that are GAS**

Outcome	Activities	Deliverables	Achievement	Comment
				recipients and government agencies. This process further enhanced the model.
	2.10. Tailor Contracts with consortia	31 Consortia contracts	27 consortia contracts	**Four consortia withdrew their participation**
	2.11. Submit consortia contracts to Business Trust for review and sign off	27 consortia contracts	27 consortia contracts signed and filed	**The contracting process was rigorous and can withstand any external audit process.**
	2.12. Ensure that all consortia contracts are signed with copies returned to the consortia employers and copies filed with the Business Trust			
3. Learners recruited and selected; learner training contracts and details verified; training curriculum, assessment tools, learning materials, and certification process agreed; and QMS	3.1. Recruit and select learners (complete agreements between learners, employers & providers)	**This process was implemented according to the programme schedule.**		
	3.2. Conduct QMS site visits and communicate QMS to all consortia			
	3.3. Process learner contracts			
	3.4. Ensure that Business Trust makes payment 1 to consortia once all criteria have been met			

Outcome	Activities	Deliverables	Achievement	Comment
communicated				
4. Training delivery completed & Learners placed in employment	4.1. Issue circulars to consortia	Six circulars	To date, only three circulars were disseminated.	
	4.2. Process final payment submission for consortia	**This process has not been completed at the time of writing the report.**		
	4.3. Ensure that Business Trust makes payment 2 to consortia once all criteria have been met			
5. External evaluation and audit completed	5.1. Write and submit RFP for external evaluation	An RFP for the External Evaluation	The RFP was produced and advertised on the Business Trust website and in national newspapers such as the Mail and Guardian.	**The RFP received 16 responses.**
	5.2. Evaluate proposals and appoint external provider	Short list proposals Contract an evaluator	Six companies were short listed. These companies presented to the MSAC.	**The process was fair and rigorous.**
	5.3. Monitor evaluation process	Briefing session Receive weekly reports	Briefing session held on the 18th April 2011. Weekly reports by the evaluators were integrated into the weekly project reports.	**The weekly reports submitted by the evaluators were the main monitoring tool. In addition the project team participated in a methodology workshop, vetted all primary data-gathering instruments, and scrutinised the analysis presented in the form of a draft report.**
	5.4. Publish evaluation report to Business Trust	**This process has not been completed at the time of writing the report.**		

11.3. Programme Performance

This section offers an analysis of the performance status of the Monyetla Work Readiness Programme™ – Phase 2 based on the QuickR data base as at 2nd August 2011. The QuickR database was maintained by Paladin Consulting. The content of the database was not verified by the authors of this report and has been taken as an authentic representation of the programme.

Performance indictors: The programme aims to train 3350 entry-level learners and aims to ensure that at least 70% of these successful learners (competent learners) are employed, that 85% of learners are Black, 54% are women, at least 4% disabled, and 5% of learners are from provinces other than Gauteng, KwaZulu Natal, and Western Cape. In addition at least 10% of entry level learners should go on to complete the full qualification (Certificate in Contact Centre Support at Level 2), and 500 supervisors/team leaders are trained by employers participating in the programme. These performance indicators are discussed under the respective subheadings below.

11.3.1. Recruitment

Over half (55%) of the learners recruited for the Monyetla Work Readiness Programme™ – Phase 2 were from Gauteng, followed by KwaZulu Natal (39%), Western Cape (9%), and Limpopo (8%). The bias towards Gauteng and KwaZulu Natal (discussed in chapter 2) is a result of four consortia withdrawing, especially Teletech in the Western Cape that originally received a large allocation of learners.

The majority of learners recruited were female (64.6%). Three in four learners recruited were African (76.1%), while White learners were under represented in this phase of the programme. The Monyetla Work Readiness Programme™ – Phase 2 has met the NSDS targets in terms of both gender and race. However, the number of Indian learners recruited far exceeds both national demographics as well as provincial demographics. The Indian population is estimated to be 2.5% of the national population, and 8.1% of KwaZulu Natal[63]. This distortion is a result of one consortium that was allocated 17% (550) of the target learners, and favoured recruitment of Indian learners. Over eight in ten (83%) learners recruited by this consortium were Indian (See Table 17).

The programme recruited 323 (10%) more learners than contractually required to accommodate for attrition. Just under a third (27%) of learners dropped out of the programme, representing a 27% drop-off rate. The drop-off rate during the pilot phase was estimated to be 13%. The attrition rate since then has doubled for the current phase of the Monyetla Work Readiness Programme™ (see Table xxx). The profile of learners dropped show that more Indian and Coloured female learners dropped out than their male counterparts. While the drop-out rates for African and White were generally lower than for Coloured and Indian learners.

[63] Statistics South Africa .(2011). *Mid-Year Population Estimates,* Pretoria

Table 17: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Race, and Gender

Province	Consortia Sites	Learner Allocation	Contract / Actual Target	Recruitment	% of Total Recruitment	% of Contract / Actual Target	African		Coloured		Indian		White	
							%M	%F	%M	%F	%M	%F	%M	%F
Gauteng	19	1608	1586	1735	47%	109%	29.9%	64.5%	2.7%	2.4%	0.2%	0.1%	0.2%	0.1%
KZN	6	1207	1207	1382	38%	114%	17.9%	33.4%	1.3%	3.5%	19.9%	23.5%	0.2%	0.2%
Limpopo	1	230	230	250	7%	109%	34.0%	66.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WC	5	305	305	290	8%	95%	16.3%	34.9%	17.0%	29.1%	0.0%	0.3%	1.0%	1.4%
TOTAL	**31**	**3350**	**3328**	**3657**	**100%**	**110%**	**24.8%**	**51.2%**	**3.1%**	**4.7%**	**7.2%**	**8.4%**	**0.2%**	**0.2%**

Table 18: Drop-Off Rate for the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Race, and Gender

Province	TOTAL	%	African		Coloured		Indian		White	
			%M	%F	%M	%F	%M	%F	%M	%F
Gauteng	510	51.1%	27.5%	66.2%	2.8%	3.3%	0.0%	0.2%	0.0%	0.0%
KZN	395	38.8%	15.3%	25.1%	3.0%	5.7%	22.1%	28.7%	0.0%	0.0%
Limpopo	25	2.5%	28.0%	72.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WC	88	8.6%	21.6%	37.5%	21.6%	18.2%	0.0%	0.0%	0.0%	1.1%
TOTAL	**1018**	**100.0%**	**22.5%**	**48.6%**	**4.5%**	**5.5%**	**8.2%**	**10.7%**	**0.0%**	**0.1%**

Table 19: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Consortia, Race, and Gender

				Male	Female	Male	Female	Male	Female	Male	Female	
	C02	230	230	39%	58%	0%	2%	0%	0%	0%	0%	100%
	C04	30	30	25%	39%	25%	11%	0%	0%	0%	0%	100%
	C05	11	10	20%	43%	18%	13%	0%	0%	5%	3%	100%
	C08	30	30									0%
	C10	80	80	24%	73%	1%	1%	0%	0%	0%	0%	100%
	C11	125	125	28%	72%	1%	0%	0%	0%	0%	0%	100%
	C13	100	100	47%	53%	0%	0%	0%	0%	0%	0%	100%
	C14	130	130	26%	74%	0%	0%	0%	0%	0%	0%	100%
	C15	100	97	32%	56%	8%	2%	0%	1%	1%	0%	100%
	C16	152	152	32%	62%	3%	3%	1%	0%	0%	0%	100%
	C17	60	47	42%	46%	6%	4%	2%	0%	0%	0%	100%
	C19	60	59	40%	60%	0%	0%	0%	0%	0%	0%	100%
	C21	15	15	31%	69%	0%	0%	0%	0%	0%	0%	100%
	C25	60	60	36%	59%	3%	0%	2%	0%	0%	0%	100%
	C26	125	125	32%	60%	3%	4%	0%	0%	0%	0%	100%
	C27	100	100	17%	74%	4%	6%	0%	0%	0%	0%	100%
	C28	60	60	27%	70%	3%	0%	0%	0%	0%	0%	100%
	C30	60	60	25%	59%	3%	13%	0%	0%	0%	0%	100%
Gauteng	C31	80	76	29%	65%	1%	3%	0%	1%	0%	0%	100%
	C06	177	177	31%	61%	2%	4%	2%	1%	0%	0%	100%
	C07	90	90	5%	17%	2%	8%	27%	40%	1%	0%	100%
	C08	30	30	48%	47%	0%	5%	0%	0%	0%	0%	100%
	C18	550	550	3%	7%	2%	4%	38%	44%	0%	0%	100%
	C22	300	300	32%	61%	0%	1%	3%	3%	0%	0%	100%
KZN	C24	60	60	32%	68%	0%	0%	0%	0%	0%	0%	100%
Limpopo	C29	230	230	34%	66%	0%	0%	0%	0%	0%	0%	100%
	C01	60	60	5%	15%	23%	48%	0%	2%	3%	5%	100%
	C04	60	60	10%	32%	26%	26%	0%	1%	0%	4%	100%
	C05	60	60	47%	53%	0%	0%	0%	0%	0%	0%	100%
Western Cape	C09	80	80	18%	32%	14%	33%	0%	0%	1%	1%	100%

				Male	Female	Male	Female	Male	Female	Male	Female	
	C21	45	45	15%	54%	10%	21%	0%	0%	0%	0%	100%
TOTAL	**31**	**3350**	**3328**	**25%**	**50%**	**3%**	**5%**	**7%**	**9%**	**0%**	**0%**	**100%**

The majority (44%) of learners were recruited for sales work, followed by services (37%). Almost half (47%) of the learners were working in outbound centres compared to 14% who were recruited for inbound centres. While three out of five (59.5%) learners were recruited by consortia that is based on the outsource model. Less than two in five (15.7%) learners worked in consortia that focused on the international market.

Only two consortia were working in collections and only one consortium focused on marketing, hence the recruitment in terms of function is skewed towards sales and services.

Table 20: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Function, Race, and Gender

		African		Coloured		Indian		White	
Function	**Recruitment**	**% Male**	**% Female**	**% Male**	**% Female**	**% Male**	**% Female**	**% Male**	**% Female**
Collections	5%	1%	3%	1%	1%	0%	0%	0%	0%
Marketing	2%	1%	1%	0%	0%	0%	0%	0%	0%
Sales	44%	8%	16%	2%	3%	7%	8%	0%	0%
Sales and Services	12%	4%	7%	0%	0%	0%	0%	0%	0%
Services	37%	12%	22%	1%	1%	0%	0%	0%	0%
TOTAL	**100%**	**26%**	**50%**	**3%**	**5%**	**7%**	**9%**	**0%**	**0%**

Table 21: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Interaction, Race, and Gender

	%	African		Coloured		Indian		White	
Interaction	**Recruitment**	% Male	Female	% Male	% Female	%	% Female	% Male	% Female
Inbound	14.0%	4.4%	8.5%	0.6%	0.3%	0.1%	0.0%	0.1%	0.0%
Inbound and Outbound	38.6%	13.1%	22.8%	0.6%	1.4%	0.4%	0.3%	0.1%	0.1%
Outbound	47.4%	6.2%	22.3%	1.8%	2.8%	6.4%	7.7%	0.1%	0.1%
TOTAL	**100.0%**	**23.7%**	**53.6%**	**3.0%**	**4.5%**	**6.8%**	**8.1%**	**0.2%**	**0.2%**

Table 22: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Domestic vs. International, Race, and Gender

Domestic vs. International	% Recruitment	African		Coloured		Indian		White	
		% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
Domestic	77.9%	23.0%	44.7%	2.8%	4.0%	1.3%	1.7%	0.2%	0.2%
Domestic and International	6.5%	2.0%	4.1%	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%
International	15.7%	0.5%	1.1%	0.3%	0.7%	6.0%	7.0%	0.0%	0.1%
TOTAL	**100.0%**	**25.5%**	**49.9%**	**3.2%**	**4.9%**	**7.4%**	**8.7%**	**0.2%**	**0.2%**

Table 23: Recruitment for the Monyetla Work Readiness Programme ™ – Phase 2 by Model, Race, and Gender

Model	% Recruitment	African		Coloured		Indian		White	
		% Male	% Female	Male	% Female	% Male	% Female	% Male	% Female
Captive	40.5%	12.8%	23.9%	1.1%	1.5%	0.4%	0.4%	0.1%	0.1%
Outsource	59.5%	12.7%	26.0%	1.6%	3.9%	6.9%	8.3%	0.1%	0.1%
TOTAL	**100%**	**26%**	**50%**	**3%**	**5%**	**7%**	**9%**	**0%**	**0.2%**

11.3.2. Performance and Attrition Rate

The performance of the Monyetla Work Readiness Programme ™ – Phase 2 in terms of competent learners[64] (learners with a minimum of 60 credits) and employment of learners is dependent on the attrition rate used to calculate percentage of learners competent and the percentage of learners employed. Hence the performance of Monyetla Work Readiness Programme ™ – Phase 2 in terms of competent learners and employed learners is calculated using three attrition rates to show the differences:

[64] The programme makes special allowance for a few learners to be considered competent with 54 credits – see Chapter 2 of report.

1. **Attrition is Expected:** Attrition is built into the model between recruitment and competent and recruitment and employment, i.e. more learners are recruited by individual consortia than required in their contract target on the assumption of learner drop-off (calculated as a percentage of contracted learners).
2. **Attrition of 13%:** Attrition rate of 13%, i.e. 87% of learners should be competent drawing from the pilot phase experience. Hence the target for competent learners is 2,904 learners of the contracted learners.
3. **Attrition of 0%:** The assumption is that no learners will drop-off during implementation (calculated as a percentage of recruited learners).

Using the 13% attrition rate than the Monyetla Work Readiness Programme™ – Phase 2 has met its competence target (99%) and exceeded its employment target by 22%.

If the assumption is that the Monyetla Work Readiness Programme™ – Phase 2 is implemented in a sector with high turnover levels, and the model accommodates for high levels of attrition during recruitment by individual consortium than the programme has underperformed in terms of learner competence (86%). In terms of all three rates, the Monyetla Work Readiness Programme™ – Phase 2 has performed exceptionally well in terms of employment for young unemployed South Africans.

If one uses 0% attrition rate than the model has underperformed by approximately the current attrition rate. In terms of the performance indicator of 70% of competent learners employed, the Monyetla Work Readiness Programme™ – Phase 2 has outperformed its indicators by 1.22 times with Limpopo outperforming the other provinces at 156%.

Table 24: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Attrition Rate, Competent, Employment

Province	Allocation / Target	Contract / Actual Target	Recruitment	Competent (60 Credits)	% Competent (Attrition is Expected)	% Competent (Attrition of 13%)	% Competent Recruitment (Attrition of 0%)	Employed	% Employed (Attrition is Expected)	% Employed (Attrition of 13%	% Employed on 70% Competence (with 13% attrition)	% Employed (Attrition of 0%)
Gauteng	1608	1586	1735	1370	86%	99%	79%	1164	73%	84%	121%	67%
KZN	1207	1207	1382	1063	88%	101%	77%	898	74%	86%	122%	65%
Limpopo	230	230	250	219	95%	109%	88%	219	95%	109%	156%	88%
WC	305	305	290	213	70%	80%	73%	186	61%	70%	100%	64%
TOTAL	**3350**	**3328**	**3657**	**2865**	**86%**	**99%**	**78%**	**2467**	**74%**	**85%**	**122%**	**67%**

Learners (96) from two provinces completed the full qualification (128 credits), representing 3% of the total number who are competent. This is significantly less than the target of 10% of competent learners set for the Monyetla Work Readiness Programme ™ – Phase 2. Three quarters (72%) of the learners who completed the full qualification were female.

Table 25: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Full Qualification, Race, and Gender

Province	Allocation Target	Contractual / Actual Target	Competence (60 Credits)	Full Qualification (128 Credit)	% Full Qualification	African		Coloured		Indian		White	
						%M	%F	%M	%F	%M	%F	%M	%F
Gauteng (C28)	1608	1586	1370	62	5%	29%	68%	3%	0%	0%	0%	0%	0%
KZN	1207	1207	1063	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limpopo	230	230	219	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WC (C01)	305	305	213	34	16%	3%	15%	15%	62%	0%	3%	3%	0%
TOTAL	**3350**	**3328**	**2865**	**96**	**3%**	**20%**	**49%**	**7%**	**22%**	**0%**	**1%**	**1%**	**0%**

11.3.3. Gender, Race and Performance

The percentages of competent learners for race and gender are similar to the recruitment profile, revealing no effect of these variables on learners completing the required number of credits (60 credits). Similarly looking at only employment than gender and race has no effect. For example the percentages of African males who are competent and who are employed are the same as the percentage originally recruited. However, more male competent learners than female competent learners are employed across race.

Table 26: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Competent, Race, and Gender

Province	Allocation	Contract / Actual Target	Competent (60 Credits)	African		Coloured		Indian		White	
				%M	%F	%M	%F	%M	%F	%M	%F
Gauteng	1608	1586	1370	31.6%	62.7%	2.7%	2.4%	0.2%	0.1%	0.2%	0.1%
KZN	1207	1207	1063	17.9%	35.4%	0.7%	3.0%	19.9%	22.7%	0.2%	0.3%
Limpopo	230	230	219	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Western Cape	305	305	213	12.7%	33.0%	15.6%	34.9%	0.0%	0.5%	1.4%	1.9%
TOTAL	**3350**	**3328**	**2865**	**25.3%**	**50.9%**	**2.7%**	**4.9%**	**7.3%**	**8.2%**	**0.3%**	**0.3%**

Table 27: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Employment, Race, and Gender

Province	Allocation	Contract / Actual Target	Employed	African		Coloured		Indian		White	
				%M	%F	%M	%F	%M	%F	%M	%F
Gauteng	1608	1586	1164	33.0%	61.2%	2.8%	2.4%	0.2%	0.0%	0.3%	0.1%
KZN	1207	1207	898	17.7%	34.0%	0.7%	2.9%	20.7%	23.4%	0.2%	0.2%
Limpopo	230	230	219	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WC	305	305	186	15.1%	31.4%	15.7%	35.1%	0.0%	0.5%	1.1%	1.1%
TOTAL	**3350**	**3328**	**2467**	**26.3%**	**49.9%**	**2.8%**	**4.9%**	**7.4%**	**8.3%**	**0.3%**	**0.2%**

Table 28: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Province, Competent vs. Employment, Race, and Gender

Province	Allocation	Contract / Actual Target	Competent (60 Credits)	Employed	African		Coloured		Indian		White	
					Male	Female	Male	Female	Male	Female	Male	Female
Gauteng	1608	1586	1370	1164	89%	83%	89%	85%	67%	0%	100%	100%
KZN	1207	1207	1063	898	83%	81%	86%	83%	87%	87%	100%	67%
Limpopo	230	230	219	219	100%	100%	N/A	N/A	N/A	N/A	N/A	N/A
WC	305	305	213	186	104%	83%	88%	88%	N/A	100%	67%	50%
TOTAL	**3350**	**3328**	**2865**	**2467**	**89%**	**84%**	**88%**	**86%**	**87%**	**86%**	**88%**	**63%**

11.3.4. Performance and Function, Interaction, Model, and International vs. Domestic

Consortia whose function is services and hence the interaction with clients is defined as inbound have performed better in terms of both competent learners and their employment rate. Similarly consortia that are defined as captive (in-house call centre) have also performed better than those whose core business is providing an outsourced service. Whether a consortium is responsible for domestic clients or international clients had no impact on their performance in terms of competent and employment rates.

Table 29: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Function

Function	% Recruitment	% Competent	% Employed
Collections	5.3%	3.8%	3.7%
Marketing	2.2%	2.1%	1.9%
Sales	44.1%	42.2%	41.6%
Sales and Services	11.9%	13.3%	13.6%
Services	36.5%	38.6%	39.2%
TOTAL	**100%**	**100%**	**100%**

Table 30: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Interaction

Interaction	% Recruitment	% Competent	% Employed
Inbound	14.00%	16.10%	16.70%
Inbound and Outbound	38.60%	43.90%	46.10%
Outbound	47.40%	40.10%	37.20%
TOTAL	**100%**	**100%**	**100%**

Table 31: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Model

Model	% Recruitment	% Competent	% Employed
Captive	40.5%	41.5%	43.10%
Outsource	59.5%	58.5%	56.90%
TOTAL	**100.0%**	**100.0%**	**100.00%**

Table 32: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Domestic vs. International

Domestic vs. International	% Recruitment	% Competent	% Employed
Domestic	77.90%	77.80%	77.30%
Domestic and International	6.50%	6.70%	7.20%
International	15.70%	15.50%	15.60%
TOTAL	**100.10%**	**100.00%**	**100.10%**

11.3.5. Disabled Learners

The majority of disabled learners (43%) recruited had sight disability, followed by physical disability (31%), unspecified disability (13%), emotional disability (12%), and hearing disability (1%). Two thirds (70%) of disabled learners recruited were African and approximately a third (26%) were Indian learners. Few disabled learners from the Coloured and White population groups were recruited for the Monyetla Work Readiness Programme™ – Phase 2.

Only 16 of the 27 consortia sites recruited disabled learners. Generally consortia recruited less than the 4% target, with Limpopo performing the worst (11% of the target), while Western Cape recruited 99% of its target. Four out of the five consortia in the Western Cape recruited disabled learners. Consortia from Gauteng generally did not attempt to meet the disability target. The drop-off rate for disabled learners is similar to the overall programme rate at 27%. More (42%) physically disabled learners dropped out followed by learners with sight disability (37%).

Fifty disabled learners completed the required number of credits (60 credits) and only one completed the full qualification (128 credits). She is from Gauteng. The employment rate for disabled learners is high, 92% of competent learners were employed.

Table 33: Recruitment of the Monyetla Work Readiness Programme ™ – Phase 2 by Disability, Gender, and Race

		African		Coloured		Indian		White	
Disability Category	**% Total**	**%M**	**%F**	**%M**	**%F**	**%M**	**%F**	**%M**	**%F**
1 – Sight (blind / partially blind even with glasses)	43%	7%	7%	0%	0%	10%	18%	0%	0%
2 – Hearing (deaf / partially deaf even with hearing aid)	1%	1%	0%	0%	0%	0%	0%	0%	0%
3 - Communication (talking, listening)	0%	0%	0%	0%	0%	0%	0%	0%	0%
4 – Physical (moving / standing / grasping)	31%	16%	13%	0%	0%	0%	1%	0%	0%
5 – Intellectual (learning difficulties; retardation)	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Emotional (behavioural / psychological)	12%	6%	3%	1%	0%	0%	0%	0%	1%
7 – Multiple disabilities	0%	0%	0%	0%	0%	0%	0%	0%	0%
8 – Disabled but unspecified	13%	7%	6%	0%	0%	0%	0%	0%	0%
TOTAL	**100%**	**38%**	**29%**	**1%**	**0%**	**10%**	**19%**	**0%**	**1%**

Table 34:Recruitment of the Monyetla Work Readiness Programme ™ – Phase 2 by Disability, Province, Target, Gender, and Race

Province	Allocation	Contract / Actual Target	Disability Target (4%)	Recruitment	% Recruited	African				Coloured				Indian				White			
						M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
Gauteng	1608	1586	63	26	41%	15	58%	10	16%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
KZN	1207	1207	48	29	60%	3	10%	6	12%	0	0%	0	0%	7	24%	13	45%	0	0%	0	0%
Limpopo	230	230	9	1	11%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
WC	305	305	12	12	98%	7	58%	4	33%	0	0%	0	0%	0	0%	0	0%	0	0%	1	8%
TOTAL	**3350**	**3328**	**133**	**68**	**51%**	**26**	**38%**	**23**	**33%**	**1**	**1%**	**0**	**0%**	**7**	**10%**	**13**	**19%**	**0**	**0%**	**1**	**3%**

Table 35: Drop-off of Disabled Learners of the Monyetla Work Readiness Programme ™ – Phase 2 by Disability, Gender, and Race

Disability Category	%	Total	African				Coloured				Indian				White			
			M		F		M	%	F	%	M	%	F	%	M	%	F	%
1 – Sight (blind / partially blind even with glasses)	37%	7	2	11%	0	0%	0	0%	0	0%	2	11%	3	16%	0	0%	0	0%
2 – Hearing (deaf / partially deaf even with hearing aid)	0%	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3 - Communication (talking, listening)	0%	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4 – Physical (moving / standing / grasping)	42%	8	3	16%	4	21%	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%
5 – Intellectual (learning difficulties; retardation)	0%	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6 - Emotional (behavioural / psychological)	11%	2	1	5%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7 – Multiple disabilities	0%	0	0	0%	0	0%	0	0%	0	0%	0	0%		0%		0%		0%
8 – Disabled but unspecified	11%	2	2	11%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	**100%**	**19**	**8**	**26%**	**5**	**26%**	**0**	**0%**	**0**	**0%**	**2**	**11%**	**4**	**21%**	**0**	**0%**	**0**	**0%**

Table 36: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Disability, Province, Competence, Gender, and Race

Province	Allocation	Contract / Actual Target	4% Target	Competent	% Competent	African				Coloured				Indian				White			
						M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
Gauteng	1608	1586	63	19	38%	12	63%	7	37 %	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KZN	1207	1207	48	23	46%	2	9%	5	22 %	0	0%	0	0%	5	22%	11	48 %	0	0%	0	0%
Limpopo	230	230	9	1	2%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
WC	305	305	12	7	14%	3	43%	3	43 %	0	0%	0	0%	0	0%	0	0%	0	0%	1	14 %
TOTAL	**3350**	**3328**	**133**	**50**	**100%**	**18**	36%	**15**	30 %	**0**	0%	**0**	**0%**	**5**	10%	**11**	22 %	**0**	0%	**1**	2%

Table 37: Performance of the Monyetla Work Readiness Programme ™ – Phase 2 by Disability, Province, Employment, Gender, and Race

Province	Allocation	Contract / Actual Target	Disability Target (4%)	Employed	% Competent Employed	African				Coloured				Indian				White			
						M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
Gauteng	1608	1586	63	18	95%	11	61%	6	33%	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%
KZN	1207	1207	48	20	87%	2	10%	4	20%	0	0%	0	0%	5	25%	9	45%	0	0%	0	0%
Limpopo	230	230	9	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
WC	305	305	12	7	100%	3	43%	3	43%	0	0%	0	0%	0	0%	0	0%	0	0%	1	14%
TOTAL	**3350**	**3328**	**133**	**46**	**92%**	**17**	37%	**13**	28%	**1**	2%	**0**	**0%**	**5**	11%	**9**	20%	**0**	0%	**1**	2%

11.3.6. Supervisor Training

The training of supervisors exceeded the target (555 learners) by 9%, a total of 607 supervisors were trained. Western Cape surpassed its target. While Limpopo exceeded the required number of supervisor trained, the supervisors were drawn from the entry-level learners and the supervisor training again was limited to simulations.

In terms of gender analysis, an even number of African and White superviors were trained, however more coloured female supervisors than their male counterparts were trained. In the case of Indian supervisors trained the gender profile was opposite, more male supervisors than female supervisors were trained.

While the majority (62%) of supervisors trained were African, over one in five (23%) supervisors trained were Indian, again a result of one consortium that prefers recruiting Indian employees.

Table 38: Supervisor Training by Province, Gender and Race

Province	Learner Allocation	Contract / Actual Target	Supervisor Target	Supervisors Trained	% of Target	African		Coloured		Indian		White	
						M	F	M	F	M	F	M	F
Gauteng	1608	1586	264	283	107%	43%	40%	5%	4%	2%	0%	2%	3%
KZN	1207	1207	201	224	111%	15%	23%	0%	4%	34%	21%	1%	1%
Limpopo	230	230	38	40	104%	43%	58%	0%	0%	0%	0%	0%	0%
WC	305	305	51	60	118%	17%	14%	17%	42%	0%	2%	2%	7%
TOTAL	**3350**	**3328**	**555**	**607**	**109%**	**30%**	**32%**	**4%**	**8%**	**14%**	**9%**	**1%**	**3%**

11.4. Conclusion

The Monyetla Work Readiness Programme™ – Phase 2 has performed exceptionally well in terms of both training young unemployed in a part qualification and facilitating employment for these young people in a growth sector. The programme has been extremely successful in getting participating employers to train their supervisors / team leaders.

There are only two key areas of under-performance identified in the analysis. Firstly, the programme did not recruit the necessary quota of disabled learners, as such was unable to meet its performance targets of 4%. Secondly, only 3% of competent learners were able to complete the full qualification.

12. Findings: Stakeholder / Partner Perceptions

This section of the report presents the findings on stakeholder / partner perceptions in terms of relevance and value, oversight, and the key dimensions of the programme model including work readiness and employer-led consortia. The partners represented all the members of the MSAC, while the stakeholders identified[65] were individuals and organisations who contributed to the growth and development of the BPO&O sector (see Appendix 3). In the main, in-depth face-to-face interviews were conducted (each interview lasted approximately two to two and half hours).

12.1. Programme Relevance and Value to Stakeholders and Partners

There is overwhelming support for the Monyetla Work Readiness Programme™– Phase 2 amongst stakeholders and partners interviewed because it "speaks to" multiple policies and national goals. The Monyetla Work Readiness Programme™– Phase 2 addresses the skills demands in a priority sector, i.e. increasing the number of work ready agents and middle managers in the BPO&O sector that has huge potential for foreign direct investment that will create new jobs. In addition it addresses youth unemployment with emphasis on redress in terms of gender, race, and disability. Furthermore, it is evidence-based – founded on a successful pilot and encourages multi-sectoral partnerships. While recognising that the Monyetla Work Readiness Programme™ is not unique, in that it draws on the learnership approach to skills training; respondents agreed that offering part of a qualification with a bias towards fundamental competences, and using government funding sends a positive signal to future investors, and making employers responsible for both implementation and employment i.e. "high levels of post-training employment" are distinctive features of the programme. Thus stakeholders and partners see the Monyetla Work Readiness Programme™ as an innovative route for moving unemployed youth into employment for a minimum of six months in a growth industry.

While support for the programme is tremendous, stakeholders and partners interviewed acknowledged that the major challenges facing the programme are securing funding timeously; extending the reach to outlying areas; and ensuring that employers fulfil the disability criteria in recruiting potential learners. Establishing whether sustainability of employment has been secured is an on-going challenge, i.e. whether graduates from the Monyetla Work Readiness Programme™– Phase 2 are offered suitable work contracts and whether companies fulfil their obligation of six months employment. The absence of monitoring of the employment phase in the current QMS is a concern for stakeholders interviewed. Other challenges identified by stakeholders include:

- building institutional memory and capacity amongst partners and stakeholders;
- facilitating career pathing for learners in the broader BPO&O sector – especially in terms of extending the sector from cost arbitrage of call centres to offering higher value services; and
- ensuring that employers adopt the developmental goals of the programme.

The relevance and value of key elements of the Monyetla Work Readiness Programme™– Phase 2 model is discussed below.

[65] Agreed to at the Methodology Workshop held at the Business Trust on the 13th May 2011

12.1.1. Programme Awareness / Branding

There is low awareness of the Monyetla Work Readiness Programme™ – Phase 2 amongst the stakeholders interviewed.

12.1.2. Programme Funding

Timeous and guaranteed funding of the Monyetla Work Readiness Programme™ is considered a major risk to the programme. The NSF has an annual funding cycle, which requires that the dti submit a request for funding proposal annually and there is no guarantee that the funding will be secured. This may be a consequence of the modus operandi of the NSDS system. While the NSDS III considers industrial policy, it is also underscored by sectoral skills plans, strengthening public institutions such as FET colleges, and programmes that provide full occupationally-directed qualifications. The BPO&O is a sector in IPAP2 2011/12 – 2013/14; however, in terms of skills planning, it straddles multiple sectors including public, finance, services, transport, retail, etc. each of which has its own sector skills plan. BPO&O therefore does not have a specific sector skills plan. Furthermore, the Monyetla Work Readiness Programme™ relies on private training institutions and offers a part qualification. It may be more advantageous for the Monyetla Work Readiness Programme™ to extend its model to partnering with and strengthening FET colleges as well as partnering with multiple SETAs.

12.1.3. Project Management and Oversight

Locating the Monyetla Work Readiness Programme™– Phase 2 at the Business Trust was considered advantageous because of its reputation in the private sector for quality delivery of programmes and projects, which contributes to strengthening the partnership between business and government. At a practical level, respondents emphasised that Business Trust is efficient, especially in dispersing funds to employer-led consortia and has dedicated resources to oversee implementation which are considered critical success factors for delivering the Monyetla Work Readiness Programme™– Phase 2.

Similarly outsourcing project management was considered beneficial to delivering the Monyetla Work Readiness Programme™– Phase 2, as it enabled quality skills to be brought in and solely dedicated to the programme. Paladin Consulting has brought excellent project management skills to the programme; especially the information technology to track implementation and its on-going reporting schedule. Nonetheless stakeholders and partners highlighted an inherent risk of outsourcing project management, i.e. ensuring that the contracted project management company will dedicate high quality resources to the programme. Other concerns of outsourcing project management are the loss of institutional memory as well as capacity building within the dti, and a means of long term tracking of graduates.

In terms of the MSAC, there was consensus that the structure/s played a significant role in facilitating the implementation of the Monyetla Work Readiness Programme™– Phase 2. It brought together key government and industry players to both oversee implementation and contribute to implementation. The selection process of identifying suitable employer-led consortia was considered invaluable as it encouraged “robust” discussion on implementation. Additional benefits of the MSAC are it enabled reporting, and greater accountability and transparency.

12.1.4. Work Readiness

The focus on work readiness as a means of increasing the “talent pool” in the BPO&O sector was espoused by all respondents. There is consensus that work readiness enables young people to gain the experience needed for future employment and exposes them to the demands of the world of work; it addresses the weaknesses in the education system, especially in producing graduates who are competent in English, communication, and numeracy. The credits they gain through the training component

contribute to a full qualification. It provides employers with work ready employees who have an understanding of their sector and organisation. The latter is considered highly beneficial as it lowers the company's cost of induction for new employees. In addition the programme markets the industry to potential employees and allows them an opportunity to consider a career in the BPO&O sector. Finally a work readiness programme offers an alternative route to employment and further training.

Stakeholders and partners pointed out that locating a work readiness programme in the call centre segment of the BPO&O sector is both bold and insightful of the Monyetla Work Readiness Programme™, because it is a growth sector that is creating new jobs and not replacing an older workforce with young cheap labour. Furthermore it is a sector that requires language, communication, and computer skills as well as confidence to engage the public, thus exposing learners to high degree of skills and nurturing their confidence.

12.1.5. Employer-Led Consortia

The employer-led consortia model used to implement the demand-driven Monyetla Work Readiness Programme™– Phase 2 is considered invaluable to the growth and development of the BPO&O sector by partners and stakeholders. Furthermore, the model facilitates implementation and improves the prospects of realising the objectives, particularly through guaranteeing employment. The model is supported by stakeholders for the following reasons:

- It offers employers an additional incentive to train;
- It builds training capacity in the sector as drawing on accredited training providers is a requirement of the programme;
- It facilitates workplace training experience;
- It increases the probability of employment for young people;
- Employers are given funding to expose potential employees to their workplace and its requirements;
- Employers will ensure rigorous recruitment and training and hence increase the likelihood of success amongst learners; and
- It enables companies to grow as a result of better skilled agents and supervisors / team leaders and hence will contribute to attracting foreign direct investment.

However, they noted that demand-led training that directly uses employers to conduct recruitment, training, and assessment has a major limitation, which is inability to accommodate "geographic equity", and hence inability to addressing the issue of integration of the second economy. Furthermore, the project management does not allow for engaging with small, micro, and medium enterprises (economies of scale). Furthermore, the model is premised on growing the private sector, which does not accommodate widespread participation by employers in the public sector. Finally, it is difficult to oversee private companies' ethics in relation to issues such as participating in the programme as a means to gain additional revenue at the expense of quality workplace experience.

12.1.6. Suggested Recommendations

Stakeholders and partners suggested that the Monyetla Work Readiness Programme™ consider the following recommendations in enhancing the programme and its model:

- Expose learners to career opportunities in the broader BPO&O sector;

- Enhance the monitoring process to include the employment phase and long term tracking of graduates;
- Partner with multiple SETAs;
- Offer employers additional incentives to recruit disabled learners;
- Contract employers with a focus on inbound call centres as it may be a more conducive environment for a work readiness programme;
- Intensify the induction programme for contracted employer-led consortia;
- Increase geographic equity;
- Include small, micro, medium enterprises;
- Start implementation in the beginning of a calendar year;
- Create conditions for learners to complete the qualification; and
- Include dedicated dti personnel working jointly on project management to facilitate skills development and capacity building.

12.2. Conclusion

The Monyetla Work Readiness Programme™- Phase 2 has tremendous support amongst all the stakeholders and partners interviewed. Stakeholders and partners interviewed are sensitive to matters relating to programme implementation with its multiple dimensions (recruitment, classroom training, workplace experience, and employment), dependence on annual funding from NSF, and reliance on employer-led consortia to operationalise the programme. As such they have highlighted the strengths, weaknesses, and challenges facing the Monyetla Work Readiness Programme™ - Phase 2 with the purpose of enhancing the model and its implementation process.

13. Findings: Customer Satisfaction – Consortia

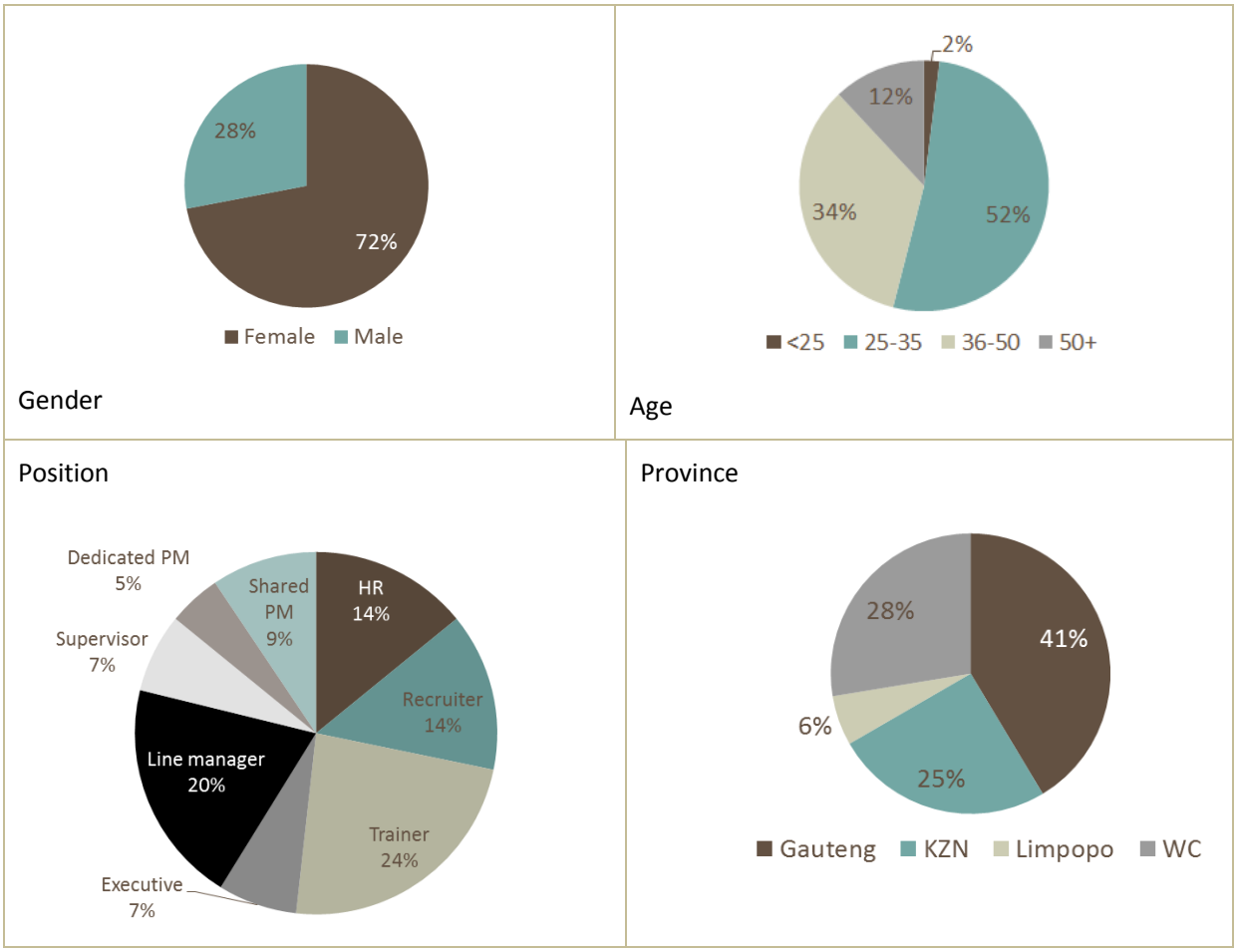
The following section shares results from the consortia client satisfaction survey. The survey has two components: quantitative (questionnaire) and qualitative (personal in-depth interview). Both components are included in the following analysis.

Important note: Since the study cannot be benchmarked against an external study one has to take care when interpreting the results. The word AVERAGE does NOT refer to 50% but refers to the average for this study. **The average for this study is above 80%.** HIGH therefor means above 90% and LOW means below 80%. Therefor one has to take care not to read the results of a low score as a failure but rather read the low scores are areas where a really successful programme can be made even better.

13.1. Consortia: Respondent profile

The largest proportion of interviews was conducted in Gauteng (41%), then in the Western Cape (28%) and KZN (25%) and the smallest number in Limpopo (6%). The sample also provides a variety of views from trainers (24%), line managers (20%), human resources (HR) personnel (14%), recruiters (14%), project managers (14%), supervisors (7%), and executives (7%). The majority of interviews were conducted with female respondents (72%) of which half are between 25 and 35 years of age and a third (34%) are between 36 and 50 years old.

Figure 5: Respondent profile

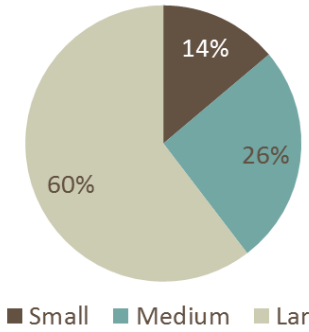


During the methodology workshop selection criteria were identified to ensure that a representative sample of consortia is part of the study. These criteria include the size of the players, their level of maturity, their core function as well as whether they focus on in-house or outsourced services.

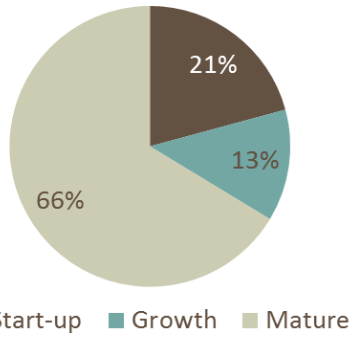
IMPORTANT NOTE: It is important to note that these criteria do ensure that the overall sample reflects the population of consortia that are participating in the Monyetla Work Readiness Programme™ - Phase 2 but that it does not necessarily provide an industry-wide view capable of generalising findings. For example, only one consortia's core function is marketing and another is collections. Regardless of multiple interviews conducted in both the marketing as well as the collection environments the background remains confined to ONE consortium and should therefore not be generalised.

Towards the end of the analysis comment will be made in cases where differences in satisfaction exist based on the size of the company, the maturity of the company, their core function as well as whether they are an in-house or an outsourced service provider. Do however keep the above warning against generalisation in mind.

Figure 6: Sample of Consortia according to selection criteria

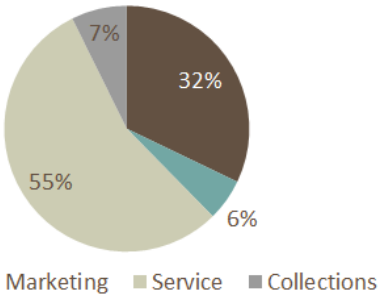


Size

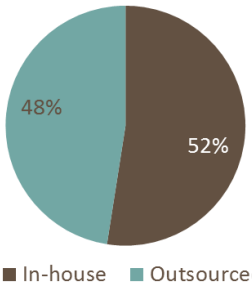


Maturity

Core function



In-house / Outsourced



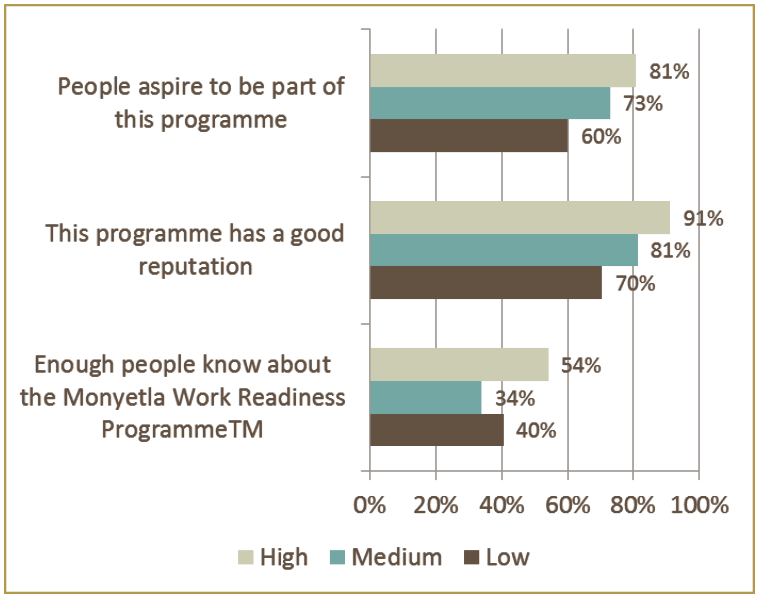
The following section of this report will go through the different aspects evaluated in this study:

- Firstly, the brand's aspirational value and reputation results will be shared where after attention will be paid to the client satisfaction scores (client satisfaction dimensions and thereafter work dimensions).
- Differences between the different company / consortia types will then be highlighted.
- Lastly, consortia viewpoints on the highlights and challenges will be shared together with the recommendations from consortia members.

13.2. Overview of the brand and reputation results

A brand's aspirational value as well as a programme's reputation can have a significant impact on clients' satisfaction levels. For this reason, relating statements were included in the questionnaire to measure the possible impact of these variables.

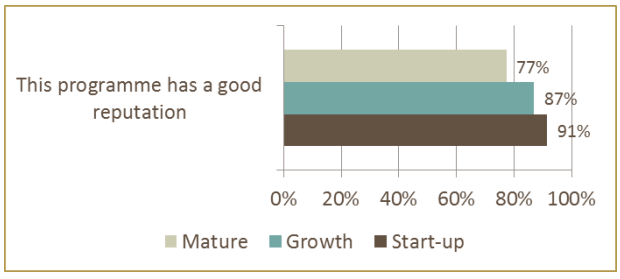
Figure 7: Brand and Reputation - Client Satisfaction Level



As the graph clearly depicts there exists a positive relationship between high client satisfaction scores and positive scores attained on the reputation and aspiration measures. Therefore, clients who are highly satisfied are significantly more positive about the brand and its aspirational qualities compared to consortia with both average and lower satisfaction scores.

In the interviews the vast majority of the respondents felt positive about the Monyetla Work Readiness Programme™ – Phase 2 as they believe that it contributes to the upliftment of South Africa through training and workplace experience, through job opportunities and, especially through its focus on creating opportunities for the youth of South Africa.

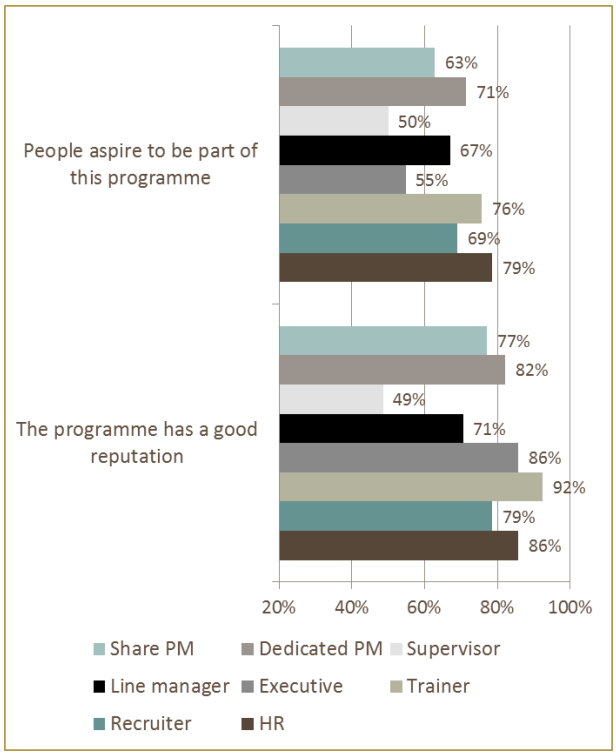
A small group of consortia members, who are also more negative about the programme, believe that the programme negatively affects their own brands since the programme is associated with young, inexperienced people who are unable to cope with workplace demands. Most of these more negative opinions are from more competitive and performance-led industries / consortia (sales and marketing) or from consortia who are not working in the BPO&O sector and therefore do not enjoy the same value from the program (e.g. retail).



When paying attention to maturity level of the consortia, more mature players are unfortunately more negative about the reputation of the programme compared to start-ups and companies in the growth phase while companies with outsourced call centres are significantly more positive about the reputation of the programme compared to in-house call centres. Medium sized companies also rate the programme significantly more positive compared to large and small operators.

Lastly, it is important to take note that the different role players in the consortia rate the reputation and aspirational value of the programme very differently. HR and trainers are more positive compared to the line managers and supervisors. This is a definite risk as the latter influences the sustainability / institutionalisation of the programme to a greater extent than the former. Line managers and supervisors ultimately determine whether a learner is indeed 'work ready' and more so, the learners are working

with these people who are more negative about the programme. This can influence the drop-off rate as inexperienced learners need a nurturing environment to hone their skills and build confidence.



People, however, do not believe that enough (of the right) people know about the Monyetla Work Readiness Programme™. Low awareness may be problematic on two levels. Firstly, companies who may be able to benefit from the programme and /or strengthen the programme are not included and secondly, learners who may be suitable for the programme are excluded. The latter is however challenging, as too many learners are already applying for the programme yet larger pools of applicants allow recruitment to be more successful at selecting the most suitable candidates. Improved selection, through robust selection criteria and larger pools of appropriately briefed applicants, may improve some of the problems experienced with learner attrition.

The following section will pay attention to the overall results depicting the client satisfaction dimensions used for this study.

13.3. Overview of the client satisfaction results

Of the 15 consortia visited (out of a population of 27 consortia) 4 rated the programme below average, 6 average and 5 scored the programme very high in the client satisfaction measurement. It is important to note that, in general, the client satisfaction scores achieved in this study are high, with high scores being above 90% and all average scores being above 80% (and low scores are below 80%).

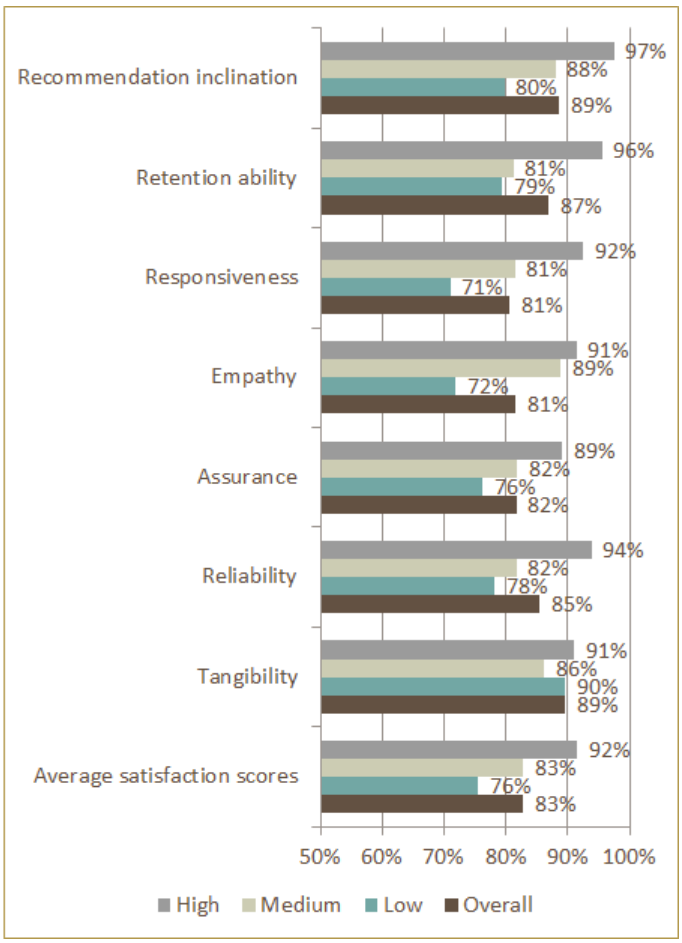
When reading through these results do bear in mind the argument stated in the methodology of this report, that this measurement cannot be compared to standard customer satisfaction indices (used in the broader market) as program specific dimensions were used to ensure custom insights rather than broad customer satisfaction concepts as used in industry measures.

It is interesting to note that high, average and low scoring consortia do not show a clear pattern based on the selection criteria (size of company, maturity level of company, core function, in-house / outsourced) used to determine the research sample. Each satisfaction level includes a spread of companies from each variable of the selection criteria. Only on the lowest satisfaction level can we comment that the majority is from mature industries and larger players.

The following subsections unpack the detail of these scores to enable the Monyetla Work Readiness Programme™ to celebrate the successes achieved as well as address the challenges identified.

13.3.1. Client satisfaction results per dimension

Figure 8: Client Satisfaction Results per Dimension



The adjacent graph provides insight into clients' satisfaction scores when evaluating the Monyetla Work Readiness Programme™ - Phase 2. It is important to note that 11 out of the 15 consortia included in the study report average (at a high of +80%) and high satisfaction scores (+90%). **From a client satisfaction point of view the programme is therefore performing very well.** As the following analysis will clearly demonstrate, the programme is not suffering from debilitating problems that may limit the sustainability of the programme but the analysis rather pinpoints aspects where an already successful programme can be optimised.

The most significant concern when paying attention to the results is the inconsistency in satisfaction scores relating to service delivery in general. Different consortia members perceive very different levels of service with significant gaps existing between high and average scoring clients as well as between average and low scoring clients. Such inconsistencies negatively affect the reputation of a programme as the meaning attached to the experience differs widely. Word-of-mouth promotion of the programme is also negatively affected by such inconsistencies as people receive conflicting information and lastly, project managers' efforts may be diluted as inconsistency often leads to fighting fires rather than holistically managing a program.

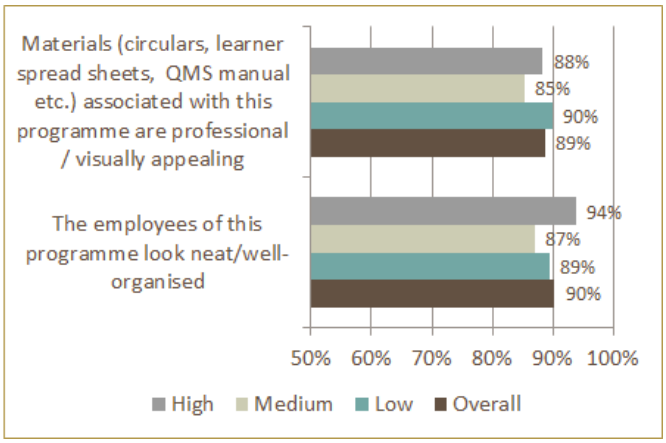
It should however be noted that the different consortia members differ vastly from one another and that this will be a significant contributor to their inconsistent service experience. Part of the variability will therefore be addressed if the programme applies more stringent criteria for the selection on consortia members. Recommendations regarding criteria of more 'ideal' consortia members are addressed later in this document.

The only dimension not reflecting the significant difference between low, average and high client satisfaction scores is tangibility. All the other dimensions indicate significant differences between the three levels of satisfaction, as will be demonstrated in the following analysis.

13.3.1.1. Dimension: Tangibility (1st out of 5)

The tangibility dimension measures the appearance of physical facilities, equipment, personnel and communication material of the Monyetla Work Readiness Programme™.

Figure 9: Client Satisfaction: Tangibility results

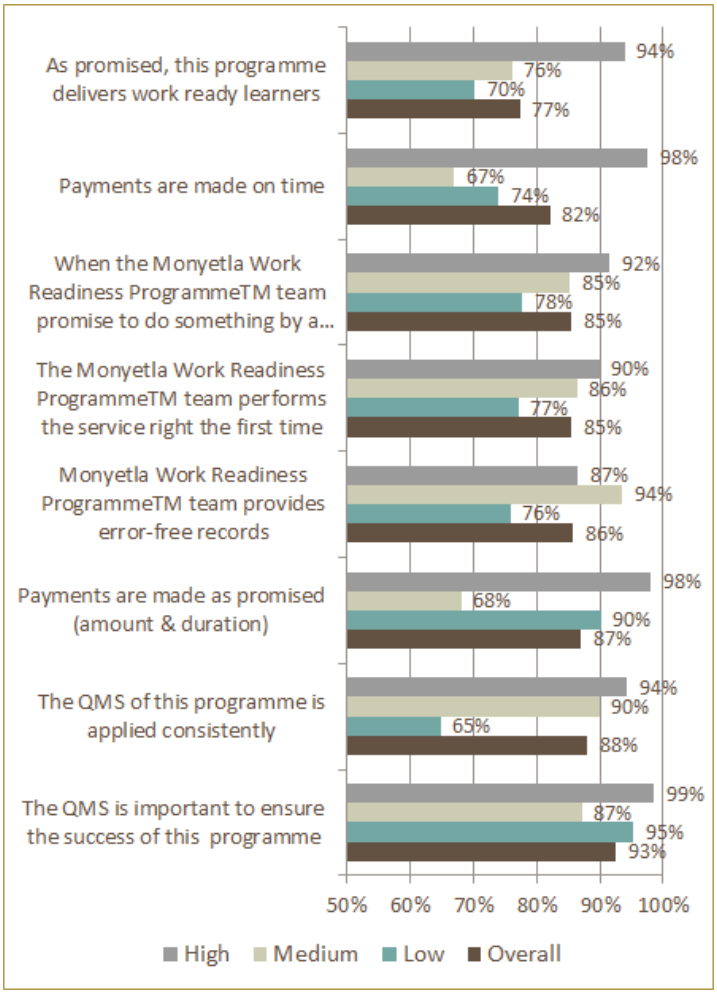


On average tangibility scores the highest of all the client service dimensions indicating that consortia members are very satisfied with the tangible aspects of the service provided. These elements convey messages of professionalism and often, when neglected, detract value from good service. This is not the case for the project management team who is performing very well on this dimension. Another positive aspect is the consistency of the measure with all consortia members reporting similar views.

13.3.1.2. Dimension: Reliability (2nd out of 5)

The reliability dimension measures the Monyetla Work Readiness Programme™– Phase 2 ability to deliver the promised service dependably and accurately. It is positive to note that reliability scored the second highest of the client satisfaction dimensions since reliability is one of the most significant contributors to overall client satisfaction. The highest performing variable in the reliability dimension is the QMS. Respondents report that the system is indeed important to the success of the programme and that it is consistently applied. This offers a backbone against which further development of the QMS can be built with the assurance that people will be supportive. As the graph indicates people with lower satisfaction scores do not perceive the QMS to be as consistently applied although they do realise that it is important for the success of the programme. This suggests that the client is open, or at least not resistant, to use the QMS but that, in some cases, inconsistencies in its application causes challenges. Spending more time to develop the already well-performing QMS is therefore important - a well-developed, user-friendly system can provide ample security to the end-users while adding significant value to the programme.

Figure 10: Client Satisfaction: Reliability results



The project management team's performance on delivering the service right the first time, their ability to provide error-free records and performing according to their promises all score around 85%. These positive aspects strengthen client relationships by building an image of a highly competent and reliable team. Research in the field of satisfaction indicates that this type of reliability adds more value than any of the other dimensions of client service.

The lowest performing variables are on-time payments and the ability of the programme to deliver the promised 'work-ready' learners.

- Payments: In general people's zone of tolerance is less on financial issues than on other issues causing even small deviations to result in very negative evaluations. Respondents shared concerns about late payment, the impact of that on their own budgets (in cases where they subsidised the programme from other budgets) and on learner motivation (in cases where they waited for the money to pay the learners). Respondents also shared their confusion regarding the reason for late payments – in some cases they were not sure whether the consortia did not comply with the requirements for payments or whether the problem was on the side of Business Trust (e.g. contact people being on leave when the submission was done). It is important to note that companies who are in the growth phase of their business life cycle are more dissatisfied with payment-related issues compared to start-up companies and mature companies. In general cash flow problems are characteristic of growing companies. Lastly, companies focussing on collections are least satisfied with payment-related issues.
- Work-readiness: The work-readiness of the learners plays a significant role in the evaluation of the programme. In most cases consortia members request that the programme duration be extended as they see this as the only possibility to deliver more work-ready learners. The majority of consortia members believe that training the full qualification is the only way to address this challenge and also give the learners the optimum chance for success. Do bear in mind that this finding does not imply that people are unable to keep to the set timelines but that it implies that more time spent on the programme can, according to a significant number of consortia members, ensure more work-ready learners at the end of the programme.

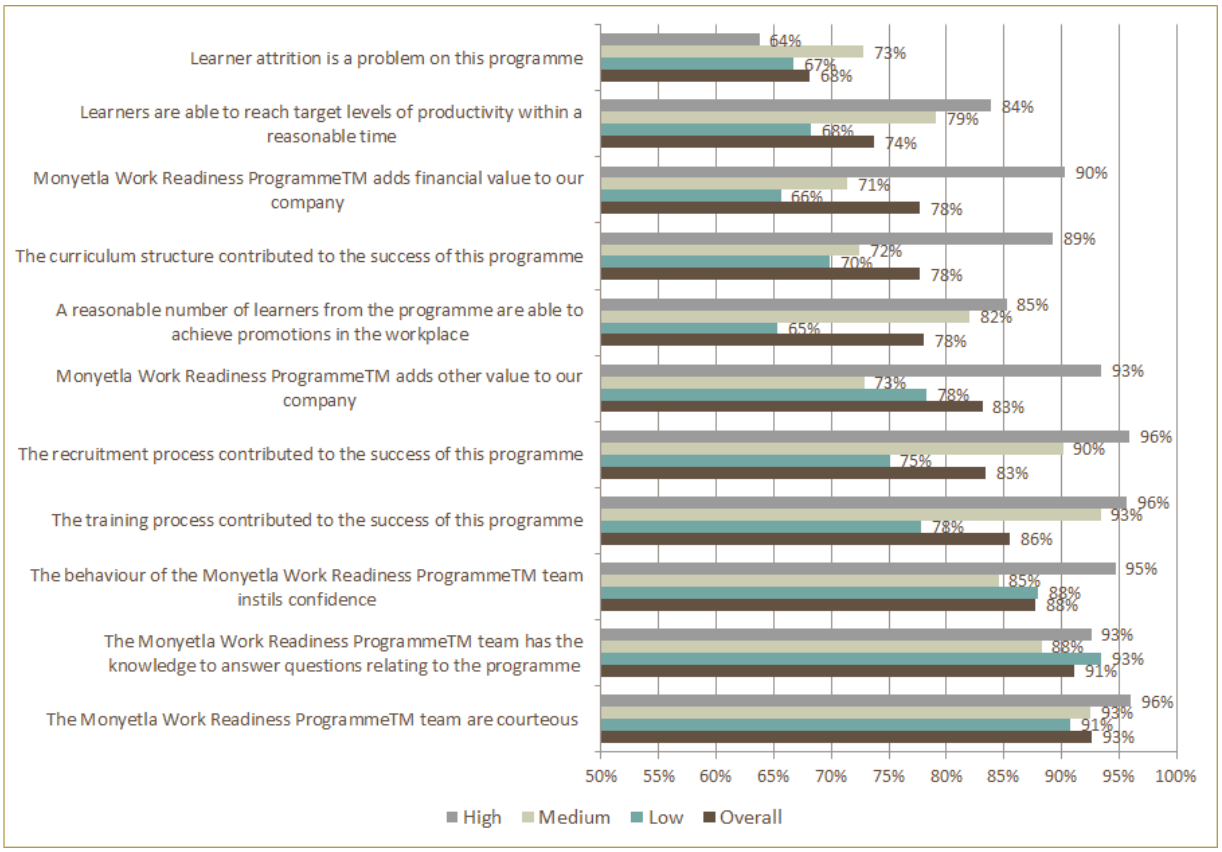
- The most favourable cases investigated are where the consortia, at their own cost, train the full qualification, have project management dedicated to the learners, offer personal support to learners, are able to offer choices to match learners' talents with job requirements and keep the learners in a tight group. This latter description details the ideal environment for delivering a 'work-ready' learner. Not all consortia are able or willing to go this extra mile.

Unfortunately, the reliability constructs show very inconsistent experiences with different consortia reporting very different experiences. When paying attention to the project management specific results it is clear that the project management team knows how to deliver reliable services but are unable to consistently deliver such reliable services in an environment where the consortia have significantly different requirements and levels of development. The project management team will have to be highly flexible to accommodate this diverse group of consortia OR alternatively the programme should add consortia-based criteria that limit this variability.

13.3.1.3. Dimension: Assurance (3rd out of 5)

The assurance dimension measures the level of knowledge and courtesy of the project management team and their ability to convey trust and confidence to the consortia members. Clients who feel secure about the different parts of a programme / service tend to place less pressure on the actual services delivered and therefore tend to be more cost effective to serve.

Figure 11: Client Satisfaction: Assurance results



The project management team is performing very well on being courteous, having the knowledge to answer programme-related questions and instilling confidence. These positive scores are related to aspects that keep communication channels open between the project management team and the clients they are serving while providing a safe environment for the client to operate in. This is especially important in complex project management environments where clients should feel free to ask questions and that the information provided should address their problems.

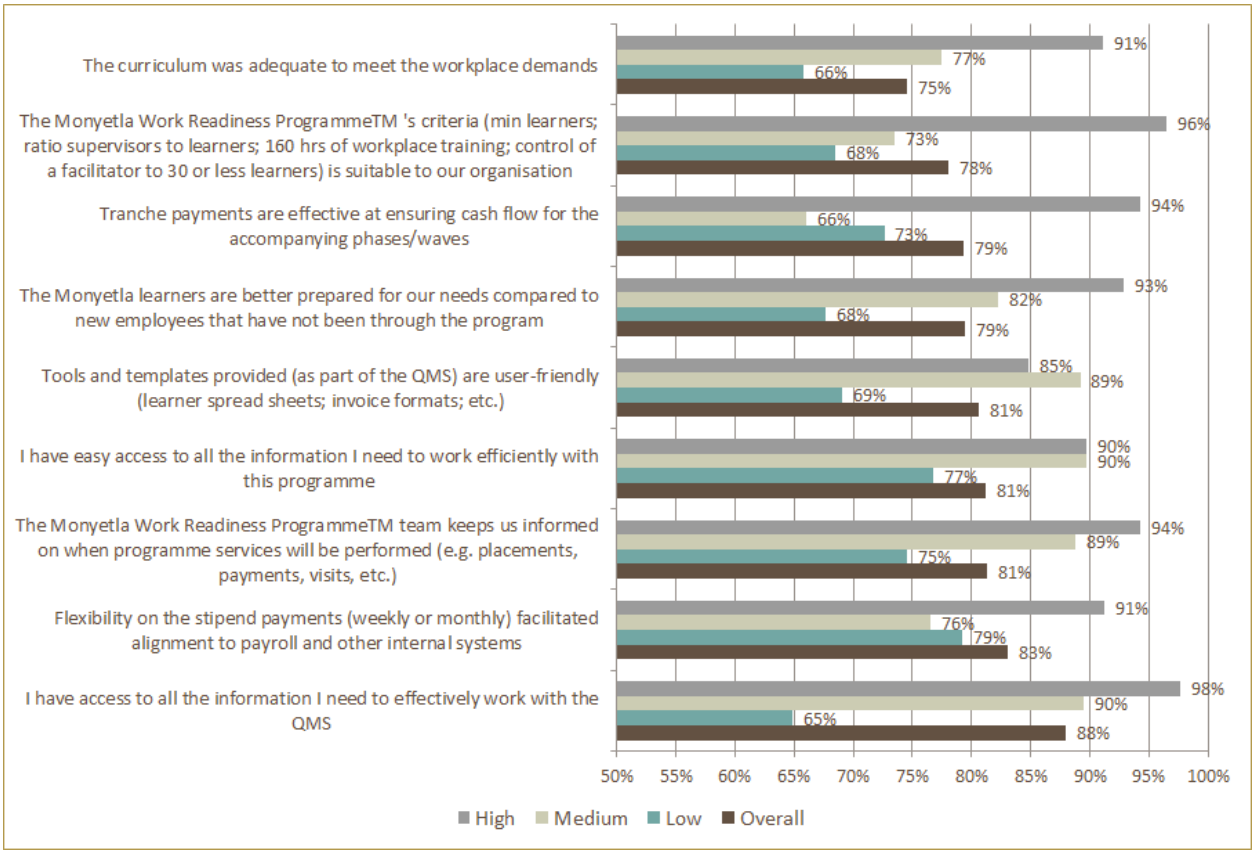
The worse performing variables focus on learner-centred insecurities including learner attrition, the belief that learners do not reach optimum productivity fast enough and are not able to achieve promotion at work. People are also unsure about the contribution of the curriculum to the success of the students. Several of these problems can be related to the fact that Monyetla Work Readiness Programme™ – Phase 2 does not support a full qualification and that 60 credits may be insufficient to create confidence for and/or in the learner and therefore in the programme. Another contributor to this challenge is the inclusion of consortia that are not part of the BPO&O sector, in a strict sense (e.g. the inclusion of a retail consortium that requires sales expertise on the floor). The latter causes misalignment between the curriculum, the learners' interest/ability and the companies' actual needs leading to several layers of dissatisfaction and even disillusionment of the learner and the line managers that they have to report to. Aspects identified in this section will have a dire impact on learner drop-out as it will be highly unlikely that young learners can persist in environments that are more negatively inclined towards them. These elements also detract from the client satisfaction and yet it cannot be assigned to project management as it is part of the selection and allocation challenges of the programme.

Do take note of the rather serious inconsistencies experienced between the different satisfaction levels. More dissatisfied clients are more critical of learner performance and believe that the curriculum is not in line with their needs. In some cases these dissatisfied clients did not assign dedicated resources / project management to the Monyetla Work Readiness Programme™ – Phase 2 OR tend to be in organisations where the original person, who was briefed on the Monyetla Work Readiness Programme™ – Phase 2, left.

13.3.1.4. Dimension: Responsiveness (4th out of 5) (same rating as Empathy)

Responsiveness focuses on measuring the Monyetla Work Readiness Programme™ – Phase 2 willingness to help clients, provide prompt service and ability to align with client needs. Responsiveness and Empathy had the same result and therefore score as the dimensions with which consortia members are least satisfied (although all scores are not necessarily low).

Figure 12: Client Satisfaction: Responsiveness results



When considering the statements measuring the responsiveness of the service provided, having access to information to effectively work with the QMS and the project management team's ability to keep clients informed on when programme services will be performed are rated most positively in this section. These positive scores ensure us that the flow of information that enables efficient processes is indeed in place. In cases where information is not accessible barriers are created. This is not a problem on this program. Another positive score was received for flexibility on the stipend payments (allowing alignment with internal processes / payroll systems). This is truly important as some of the larger players, who have very inflexible internal systems, find it difficult to align with programs that cannot comply with their systems.

As in other dimensions, high and average satisfied clients get the information they need to perform according to Monyetla Work Readiness Programme™ – Phase 2's requirements and they perceive the tools provided to be user-friendly. More dissatisfied clients do not feel that they are getting this information they need to work effectively on the QMS and they do not feel that the tools are that user-friendly.

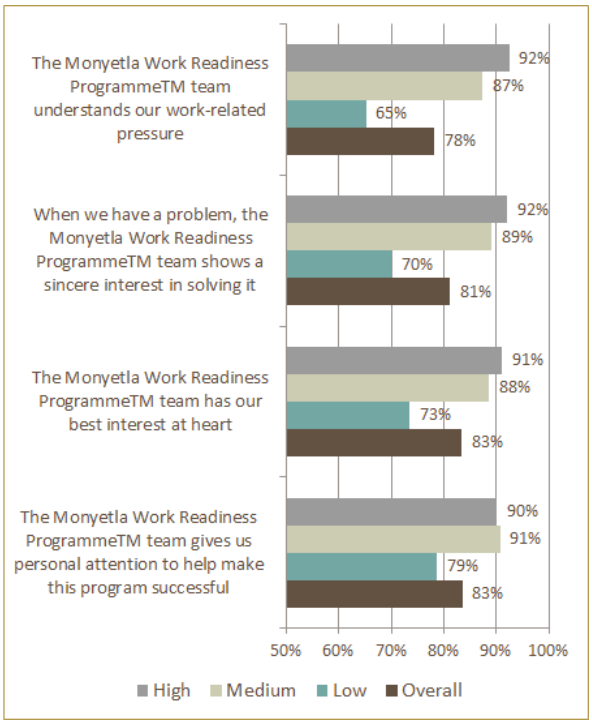
One of the significant inconsistencies identified is whether people perceive the programme criteria to be suitable for their organisation. This aspect was also highlighted during the in-depth interviews where the majority of the respondents felt that the criteria (referring to minimum numbers of learners and supervisors and work hours, etc.) per se is not the problem but the fact that their business needs to work around the timeframes of the Monyetla Work Readiness Programme^{TM} – Phase 2 is a serious problem. Respondents report that call centre work is seasonal and that they would appreciate the opportunity to engage with the Monyetla Work Readiness Programme^{TM} – Phase 2 in a more flexible manner. According to them this will affect the time and other resources they will be able to allocate to the programme but more than that, it will positively affect their potential for learner uptake into permanent positions – thereby ensuring greater impact of the programme. This finding therefor underlines the importance of looking into on-demand training models in future programme roll-outs.

Currently the Monyetla Work Readiness Programme^{TM} – Phase 2 operates similar to the school system – everyone starts and finishes simultaneously. The consortia requirement is that Monyetla Work Readiness Programme^{TM} – Phase 2 has no set waves where all learners across the country are following a similar programme and timelines. The programme should be fluid and on-going in order for companies to match their recruitment needs to the program. Such a programme will have greater possibilities for institutionalisation. This change will however require significant adjustments to the Monyetla Work Readiness Programme^{TM} funding and management process and style. Hence, these are important factors to consider in institutionalising the Monyetla Work Readiness Programme^{TM}.

13.3.1.5. Dimension: Empathy (4th out of 5) (same rating as Responsiveness)

Empathy denotes the caring part of the service where clients perceive receiving individualised attention and where they believe that their best interest is kept at heart by the project management team.

Figure 13: Client Satisfaction: Empathy results



The empathy variables report limited inconsistency between the experiences of highly satisfied clients and averagely satisfied clients. The gap between these mentioned groups and the clients reporting low satisfaction levels are however significant. The results show that highly and averagely satisfied clients believe the project management team gives personalised attention, have their best interest at heart, shows sincere interest in solving problems and understands work-related pressure. This will foster closer working relationships between the project management team and their clients acting as a significant risk mitigator on complex projects.

The same variables mentioned above are however scored significantly lower in the case of dissatisfied clients. One has to note that some of these dissatisfied clients work on various projects within their organisation as there is no dedicated person looking after the Monyetla Work Readiness Programme™ and they report problems/tension within the actual consortia. Due to these factors, one can assume that they may be working under more intense pressure and would need the project management team to be more sensitive to their specific situation.

13.3.2. Programme Dimensions

The following section presents the satisfaction data from the angle of the work dimensions rather than the client satisfaction dimensions. This allows us to investigate whether specific aspects of the programme are more successful than others in ensuring more satisfied clients.

Note: Results already discussed in the first part of the section will not be repeated in this section.

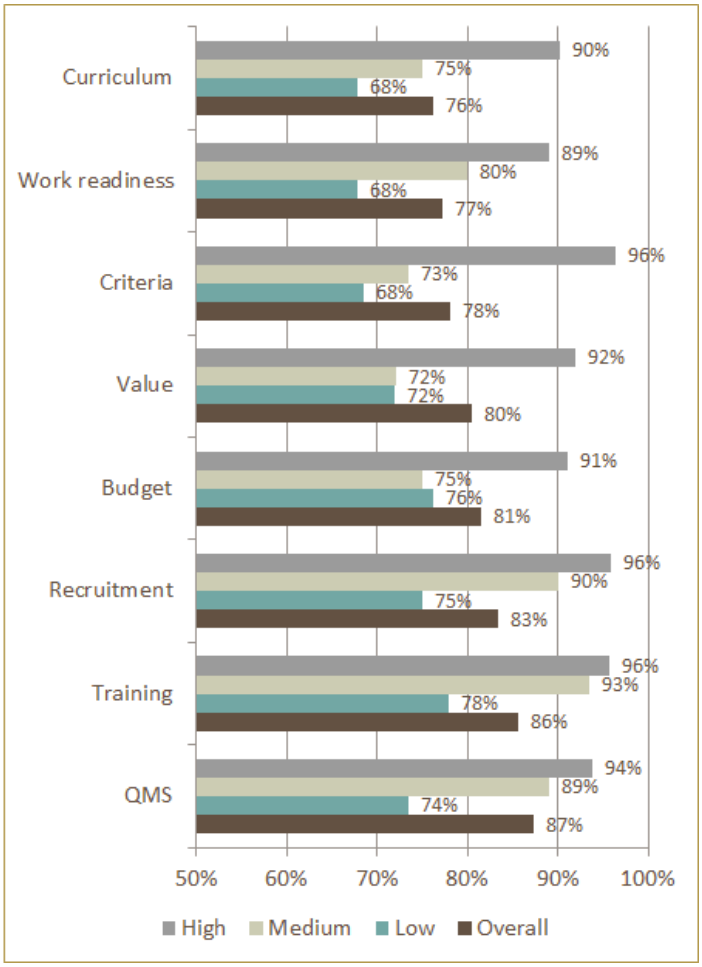


Figure 14: Client Satisfaction via Work dimension

The adjacent graph depicts the work dimensions that were investigated.

The data shows that clients are most satisfied with the QMS, with the training and with the recruitment. The training and recruitment are however handled within consortia while the QMS is a critical part of the service delivery of the programme management. The positive evaluation of the QMS is a true compliment to the team as such 'external' systems often attracts negative comments due to additional pressure that it places on in-house systems.

Clients are however least satisfied with the curriculum, the work-readiness of the learners and criteria used for participation.

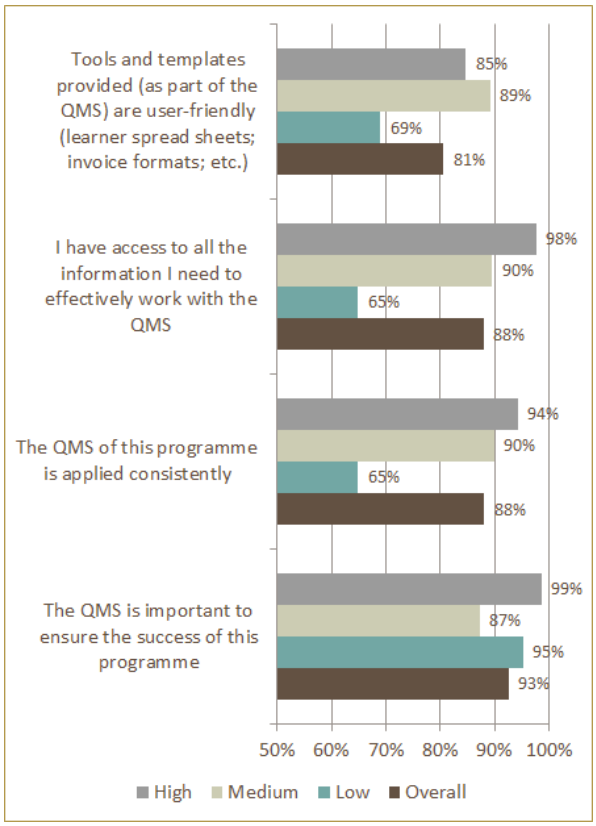
Do take note how dissatisfied and averagely satisfied clients both rate value and budget related items significantly lower than satisfied clients do.

The following section will provide insight into each of these work dimensions.

13.3.2.1. Work dimension: QMS

A QMS and the buy-in of the clients to such a system are crucial in creating sustainable and positive client relationships. It is therefore noteworthy that clients do perceive the QMS to be an important contributor to the success of the program. This offers an important foundation for the implementation of the system.

Figure 15: Client Satisfaction: Quality management system



When zooming in on the QMS we see that the highest scoring variables are the consistency of the application and having access to the information needed to effectively work with the QMS. Both these elements are crucial in ensuring the success of the QMS.

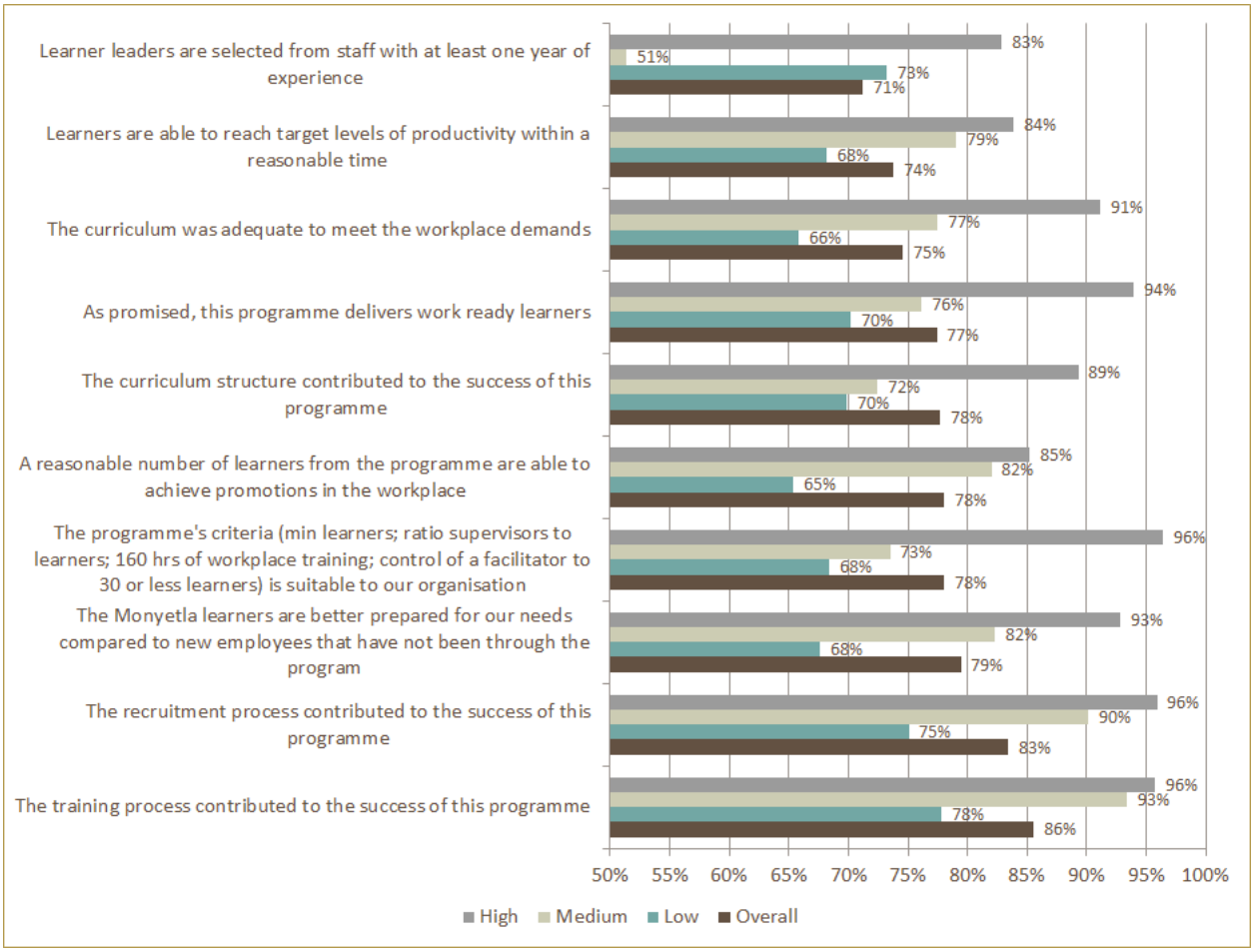
The user-friendliness of tools and templates provided are scored slightly lower and efforts made to continuously improve these will yield results. Respondents are already commenting on (and appreciating) the improvements on templates and tools between the pilot and the current phase of the program.

Do however note that, although more dissatisfied clients agree on the importance of the QMS their actual experience is significantly more negative. This negative experience arises from their perceived inconsistency in application, not having access to the information needed to work effectively with the QMS and tools perceived as being not that user-friendly.

Some of these dissatisfied clients do however have too much on their plates. Monyetla Work Readiness Programme™ will have to find a way to work with these over-burdened people OR alternatively add criteria to the programme dictating dedicated resources.

13.3.2.2. Work dimension: Training, Recruitment, Curriculum and Work-readiness

Figure 16: Client Satisfaction: Training, Recruitment, Curriculum and Work-readiness



Although training and recruitment are not the responsibility of the project management team of the Monyetla Work Readiness Programme™- Phase 2, it is important to determine whether these aspects detract from the overall experience of working with Monyetla Work Readiness Programme™. As the graph indicates training and recruitment are very positively scored - with even higher than usual scores from more dissatisfied clients as well.

Do take note that several consortia members report that the graduates of the Monyetla Work Readiness Programme™ – Phase 2 do perform better than other 'new recruits' who have not been through the programme. During the interviews some consortia members indicated that they are considering making the programme mandatory for people joining their organisation. They feel this may address some of the high employee turn-over rates in the industry. It is however important to mention that these consortia members train the FULL qualification and not the minimum required 60 credits. Although this last paragraph is not reflective of all the consortia members, it is reflective of those who are more ideally suited to the programme – offering dedicated resources, adding more training modules, teaching the full qualification and offering a nurturing environment to these learners. One may therefore argue that, given the right environment, the right learner can and will excel!

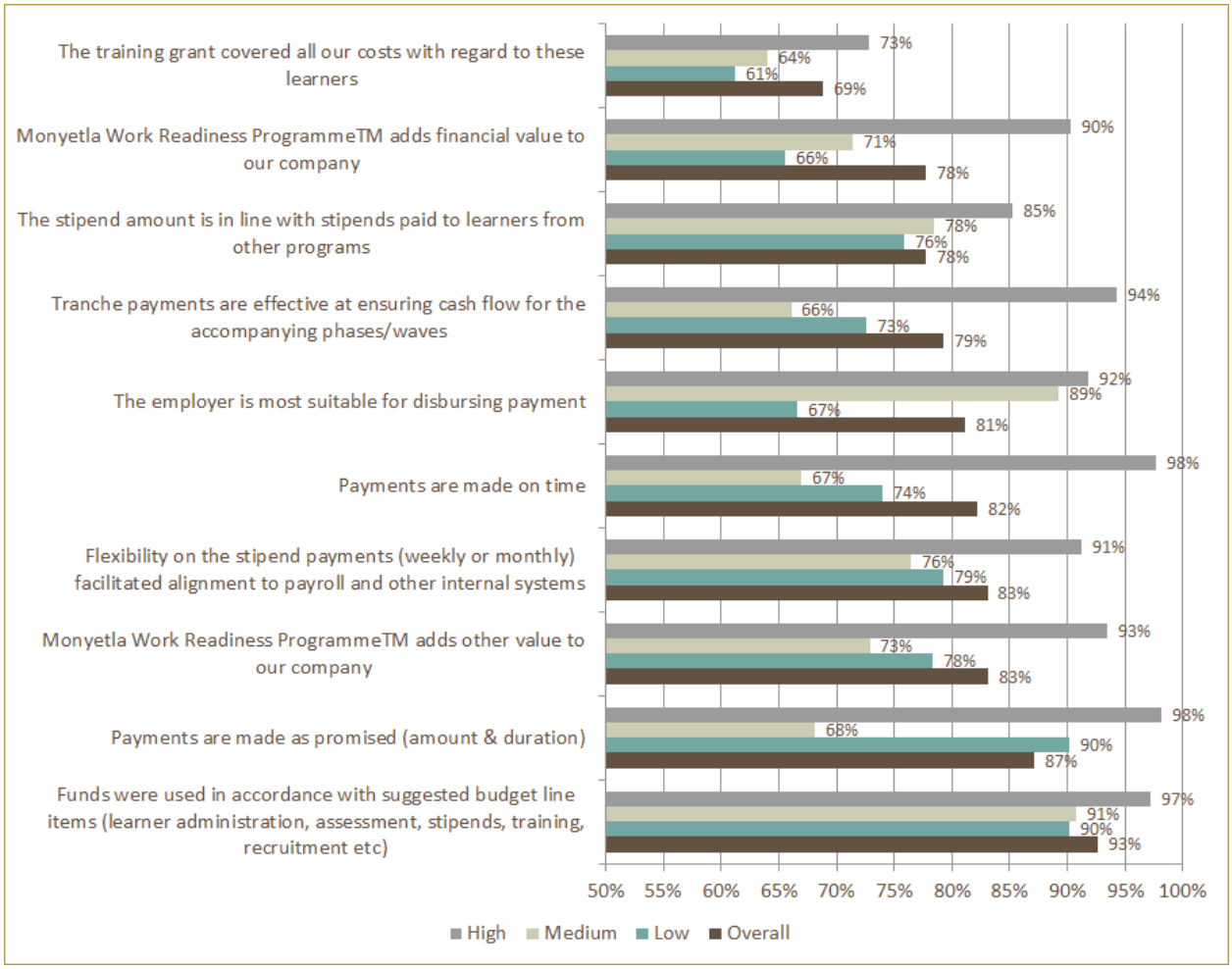
The most negative scores were received for aspects relating to work readiness. According to the interviews this is caused by taking too little time to properly work through the curriculum in a way that instils confidence in the learner and by training only 60 credits. Respondents agree that this does not give a learner a fair chance to perform at the right level of productivity and/or to get promotions in these competitive environments. Furthermore the inadequacy of the curriculum can in some cases be assigned to consortia that are part of the Monyetla Work Readiness Programme^{TM} – Phase 2 even though they do not have suitably aligned job opportunities for the learners. In several interviews people were surprised that the curricula focussed on the BPO&O sector with a strong slant towards call centres as they were of the opinion that the Monyetla Work Readiness Programme^{TM} – Phase 2 is far more general in design. These misaligned consortia result in extremely dissatisfied (and even disillusioned) learners who feel that their expectations have not been met and that their training and actual job experiences were completely misaligned. The latter challenge, found among several interviews in different consortia, may have a very negative impact on the reputation of the programme for future learners as well as consortia and will definitely affect the drop-off rate of the learners involved.

Do also take note of the highly inconsistent results where highly satisfied clients report very different results from less satisfied clients – indicating that the programme is more suitable for some than others and programme criteria may be used to more rigorously select appropriate consortia members for the program.

13.3.2.3. Work dimension: Budget and Value

The results focussing on budget and value show the most extreme inconsistencies of all the aspects tested. In several cases averagely satisfied clients report lower scores than the most dissatisfied clients. Addressing these matters ought to ensure that several of the averagely satisfied clients move into the highly satisfied segment.

Figure 17: Client Satisfaction: Budget and Value



When paying attention to the results, clients report that they are using the funds in accordance with suggested budget line items, that payments are made as promised (amount and duration) and that the flexibility on the stipend payments facilitate alignment to payroll / internal systems.

More negative scores were received on on-time payment and whether the tranche payment system is effective to ensure cash flow. These two items are however related and delayed payments will affect cash flow regardless of the tranche payments.

Respondents also report that the grant does not cover all their costs and that the programme does not really add financial value to the firm. The data on this matter is however cluttered as some consortia are training the full qualification (reporting that they need to add very little extra to complete the credits)

while others are using excess money for office expenses and salaries (small, start-up players). This finding supports the often stated recommendation for more stringent consortia criteria.

Consortia reporting that the programme is truly valuable have however not calculated their return on investment or even their costs directly related to this programme. Such information can be invaluable and one may consider selecting some of these truly dedicated consortia for case studies around value, cost and the calculation of the true ROI of the programme during the next roll-out of the project. This will however need to be driven by the Monyetla project managers as these consortia do not currently feel the urge to calculate this value/cost/ROI for this specific programme.

This final quantitative section of the consortia satisfaction analysis offers insight into differences between consortia members based on their size, maturity, core function and whether they offer outsourced or in-house services.

13.3.3. Selection Variables: Client Satisfaction Results

Selection criteria were used to ensure a representative sample. These include the size of the company, the maturity level, the core function as well as whether the company offers in-house or outsourced services. **Due to sample size as well as the limited number of consortia per segment these findings cannot be generalised beyond the scope of this study.**

When analysing the results via these lenses the following insights become evident.

- Start-ups are most satisfied with the program, followed by companies in their growth phase and thereafter mature companies.
    - Start-ups are especially satisfied with the empathy of the project management team as well as their responsiveness to client requests. It seems evident that the team nurtures start-ups to a greater extent than they do consortia members who are either in the growth or maturity phase of their business life cycle.
    - On the negative side start-up operators (as well as small companies) experience more problems with learners that are not work-ready. The more mature and larger companies are able to provide learners with options to match their interests and skills to the job they will be performing. This flexibility increases the utility value for both the learners and the company and may positively affect the sustainability of the programme.
    - Companies in their growth phase are more dissatisfied with late payments compared to start-ups and mature companies. This may be caused by their growth that puts pressure on their cash flow.
    - Although not extremely negative, mature companies experience lower levels of responsiveness, empathy and assurance from the project management team. This may arise from a perception on the side of the project management team that these players are more experienced and therefore need less attention. Yet the individuals working with the Monyetla Work Readiness Programme^{TM}– Phase 2 are not necessarily familiar with such a programme, are working on multiple projects and report that they are working under too much pressure in an environment that is not flexible towards any program. Mature companies mostly complain about the tools and templates that are not perceived as being that user-friendly; do not feel that the criteria are that suitable to their organisation; do not feel that they have sufficient

access to the required information to work with the QMS and do not feel that the project management team truly understands the pressure they are working under.

- On an overall level medium sized companies are the most satisfied with the programme.
    - Small companies do experience greater empathy from the project management team.
    - Small companies are more critical of learners actually being work-ready after completing the programme. This will partly be caused by small players only training the required 60 credits but it is also caused by the performance pressure on small companies where individual resources are relied on to a greater extent – one person who is unable to perform has a greater impact on a smaller organisation than on a larger organisation.
- Sales companies are more satisfied while marketing companies are least satisfied.
    - Although sales companies are most satisfied, sales and service companies are performing more or less similarly.
    - Marketing companies rate the majority of aspects tested as significantly lower than consortia focussing on sales, service and collections. Marketing companies are least satisfied of all with learner attrition. (Only one company interviewed)
    - Collection companies report a significantly higher likelihood to recommend the Monyetla Work Readiness Programme™ coupled with very high retention results. Although they are more negative on tangibility, reporting that employees do not appear that professional or organised and dissatisfaction with payments lead to lower reliability levels, they are very satisfied with the responsiveness of the project management team and the assurance levels of the service provided. Mostly they are very impressed with the value provided – both financial and other. (Only one company interviewed)
- Trainers and HR personnel are most satisfied with the programme while supervisors and line managers are least satisfied with the program. This result highlights issues identified around work-readiness of the learners as well as organisational buy-in that is essential for the sustainability of the program. Furthermore several learners shared experiences of feeling unwelcome and having to work in hostile environments. The dissatisfaction of supervisors and line managers may lie at the root of problems relating to learner drop-off. Although on-site induction programme from the side of the project management team may be helpful a more integrated approach may be required where line managers and supervisors are part of the programme design and roll-out rather than being 'reluctant recipients' of these learners once their classroom training is completed.
- Outsourced operations are more satisfied than their in-house counterparts.

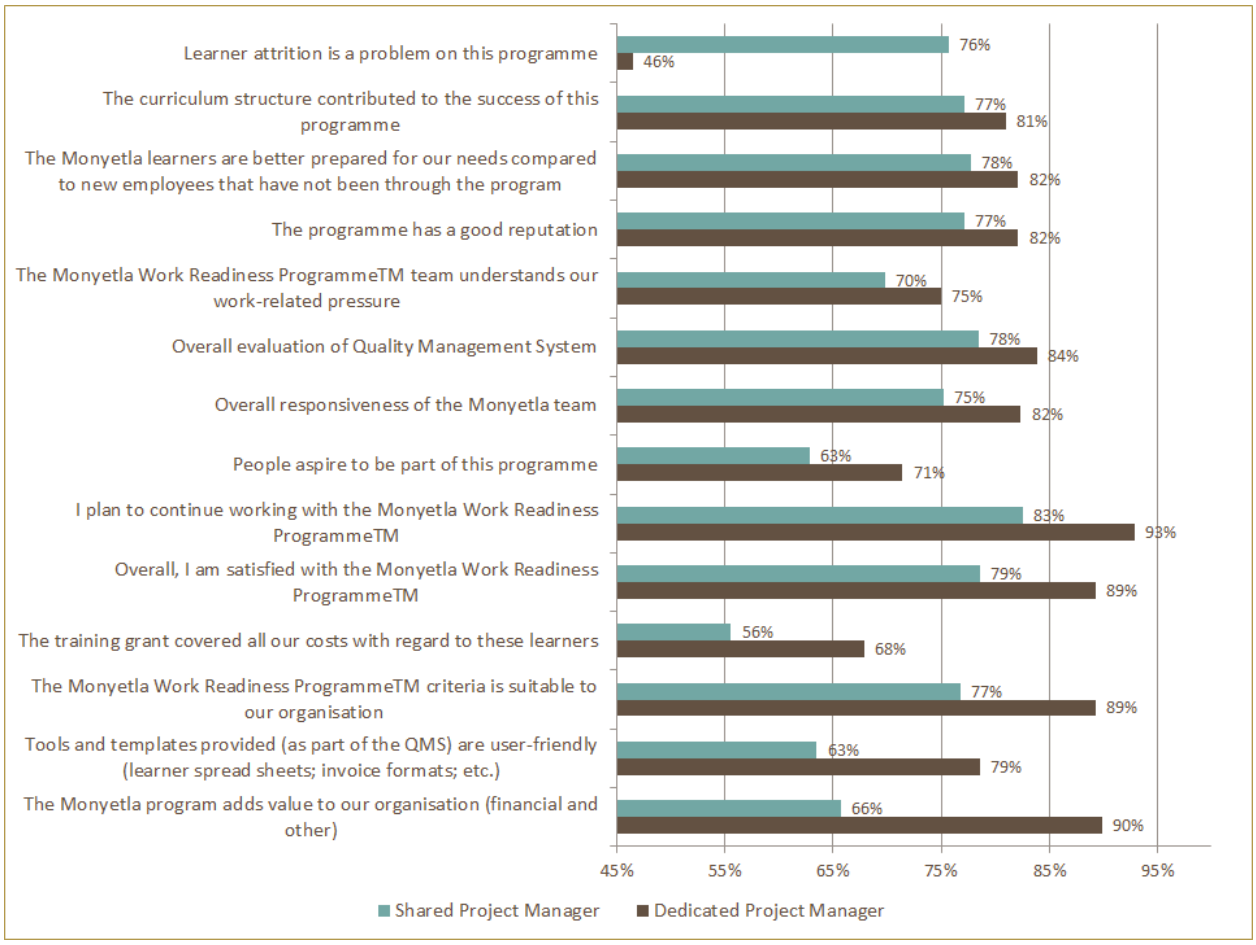
13.3.3.1. Difference between working with a Dedicated Project Manager and with a Shared Project Manager

The data show significant differences in the satisfaction levels of clients who are dedicating project managers to the Monyetla Work Readiness Programme™ – Phase 2 and others who have shared project managers (having many different programmes to manage or different responsibilities within the

organisation).The data in the graph below is ranked based on the size of the GAP between the satisfaction score of a dedicated project manager (brown) and that of a shared project manager (teal). All the gaps demonstrate the more positive experience of dedicated versus shared project managers. On the one hand, this finding makes a case for the programme to investigate the reallocation of budget to cover project management in the consortium yet on the other hand this is a good selection criterion that indicates consortia who are truly dedicated to optimising the chances of these students.

Much research has indicated the cost efficiencies of working with more satisfied clients - how return on investment increases and programme efficiencies multiply. It therefore makes sense to match the programme sustainability factors with criteria on clients who are able to and have reason to be satisfied with a service. The combination of these two elements offers solid criteria for programme success.

Figure 18: Client Satisfaction: Shared project managers versus Dedicated project managers



The most significant gap (24%) between dedicated and shared project managers is in value perception of the Monyetla Work Readiness Programme™ – Phase 2. Thereafter shared project managers find tools and templates less user-friendly, generally have problems with the QMS, do not believe the programme criteria are suitable to their organisation and even report that the programme grant covers less of the actual cost. These aspects may be due to incorrect information or due to a lack of efficiency on the programme caused by too much pressure on this project manager. Also take note of the difference in reported learner attrition! Shared project management report the extent of their problems with learner attrition at 76% while dedicated project managers, who are able to support the learner to a greater extent, rate the same problem at 46%. Several dedicated project managers shared detail about the entry-

level learners' need for personal support and guidance. These respondents believe that their getting involved in the learners' lives is crucial for the sustainability of the programme.

The project management team may consider flagging consortia with shared project managers to either support them to a greater extent or, exclude them altogether from participating in the program.

13.4. Highlights and Challenges of working with the Monyetla Work Readiness Programme™

The following section sheds light on consortia's most positive and negative views of the Monyetla Work Readiness Programme™ – Phase 2.

Although several factors do overlap between highly satisfied, average and less satisfied clients the highlights and challenges will be shared separately as it does add value to the above, segmented analysis. As the reader will find, clients do agree on the macro advantages of this value-adding programme.

13.4.1. Highly satisfied clients

13.4.1.1. Highly satisfied clients: Highlights

Consortium members who rated the Monyetla Work Readiness Programme™ - Phase 2 most positively placed a very strong emphasis on the benefits derived from the development of a pool of well-trained, available learners. Many of those interviewed said that being part of the programme provided them with skilled, work-ready talent from which to recruit agents for new campaigns or address attrition in existing teams. In some cases the learners were described as very desirable employees who are motivated, eager and committed with a desire to excel. Some also mentioned that the learners add greater diversity to the workplace which was seen as beneficial.

Amongst these respondents the programme's contribution to skills development in South Africa was repeatedly mentioned. The programme was frequently described as providing a significant opportunity for young people in need of work, and the respondents generally felt the programme was having a very positive impact on job creation and reducing unemployment.

> ***"We are empowering people that need it." (Trainer)***

The training programme was seen as advantageous, in particular combining theory and practice, and respondents said it was wonderful to be able to give people an opportunity to get accredited training and a certificate through the programme. The sense that the Monyetla Work Readiness Programme™ - Phase 2 gives people in need a real opportunity for a better life came across strongly. Some of the respondents explained that being part of the Monyetla Work Readiness Programme ™ – Phase 2 had been a good learning experience for their companies (existing staff) and that some of the lessons learnt as part of the programme were now being implemented on an on-going basis in the company. Others described positives on a personal level, saying it was rewarding to be part of the implementation, to interact with the learners or that they felt their skills or knowledge had been enhanced through their work with the programme.

> ***"My passion is youth development. So to see someone grow is meaningful. It is rewarding to participate in a programme that develops the economy of the country - especially areas***

like Limpopo that are under developed. I enjoy seeing people become economically active and I enjoy being part of a large programme that makes an impact" (Trainer)

13.4.1.2. Highly satisfied clients: Challenges

A number of consortia principals that gave the Monyetla Work Readiness Programme ™ – Phase2 a positive rating highlighted challenges around the management of the administration requirements. Respondents feel the process should be streamlined and made more simple, and list activities such as scanning, copying, signing, verifying and updating databases as very time consuming and difficult to keep up with. While there is recognition that it is necessary and important, some feel that there is a duplication that wastes time as a number of these activities are executed internally as well, but these records are not admissible.

Criteria for learner selection proved challenging for some, and respondents described the age limit as restrictive because it favours very young people who do not always appreciate the opportunity and lack commitment (in the context of South Africa's high unemployment rate it may be worthwhile to extend the age range to include older, more decisive people which could in turn impact positively on attrition). The need for learners to have matric/Grade 12 was also considered a challenge. This aspect was raised several times and some consortia have even successfully included learners (at their own cost) without a matric/Grade 12 qualification, but with the right attitude. As this criterion is in line with requirements from the dti and NSF, dropping the matric certificate requirement will require further discussion before it can be implemented.

Training proved problematic at times, with logistical issues and occasional differences between the employer and training provider emerging as challenges. Employers describe external training providers as lacking insight into the realities of the business environment, and trainers indicate that once learners "go live" assessment, feedback and remediation become very difficult; this could be addressed at RFP stage when the consortium form through an induction. Do however keep in mind that respondents in training positions are significantly more satisfied with the Monyetla Work Readiness Programme™ – Phase 2 compared with respondents other positions (especially supervisors and line managers). In a similar vein accessing funds from the SETA to provide additional training was in general unsuccessful.

Learner attrition was mentioned as a challenge, particularly due to the financial implications thereof, but closer vigilance from trainers and HR and monthly rather than weekly stipend payments mitigated the drop off rate.

13.4.2. Average satisfied clients

13.4.2.1. Averagely satisfied clients: Highlights

The majority of consortia principals that gave the Monyetla Work Readiness Programme ™ – Phase 2 an average client satisfaction rating describe the principal advantage of the programme to be the contribution it makes to the country – through skills development, the provision of training and work experience for unemployed youth and through the "job creation" possibilities they believe the programme presents. There is a strong sense that this makes the programme unique and worth participating in, with one respondent describing the programme as "a vehicle for development".

"It (the programme) is about giving young people an opportunity. Helping people solve serious challenges, finding solutions… overall I am happy with the programme" (Project Manager)

Some respondents indicated that the most significant advantage of the programme was that it enabled direct access to funding for training, which some explained made for better equipped candidates that in turn benefited the workplace.

A large number indicated that the programme's most significant advantages were for the learners, who were given the opportunity to gain skills as well as workplace experience and were exposed to an opportunity in a growing industry.

13.4.2.2. Average satisfied clients: Challenges

A number of consortia principals that gave the Monyetla Work Readiness Programme ™ – Phase 2 an average rating point to funding and stipend related issues as the major challenge in the programme. A number mentioned that the stipend was just too low and should be increased, especially in terms of the needs and expenses of disabled learners; this should be taken up in discussions with stakeholders for the programme's next roll-out. Travel expenses were seen as a significant problem for the learners and when the stipend was too little or paid late, it impacted directly on absenteeism and eventually drop offs from learners who could not afford to reach training venues or work sites.

Criteria for learner selection came up as a challenge for some of the consortia principals interviewed, who feel that the criteria should be revised and there should be 'Recognition of Prior learning'. Several mentioned that it was very difficult to integrate the learners into the workplace, and get them functioning and productive in line with what was required by the role; several felt that a longer training period that included more practical exercises and some computer literacy would be very beneficial.

Some respondents felt that the implementation was more time and resource intensive than anticipated and this presented significant challenges.

"I have exhausted a lot of options to get to this point. There is no capacity to do this again. It is far too resource intensive." (Project Manager)

Respondents involved in government departments or municipalities indicated that implementation within this strict context presented challenges unique to the setting, mentioning the 'red tape' of governmental processes and protocols, as well as the demands of unions as making programme implementation more challenging. These government-based respondents believe that the Monyetla Work Readiness Programme™ should be communicated and agreed upon on the highest level in government before the process on the ground will be able to run smoothly; this may argue for focussing the programme in the private sector.

13.4.3. Least satisfied clients

13.4.3.1. Least satisfied clients: Highlights

The majority of consortia principals that rated the Monyetla Work Readiness Programme ™ – Phase 2 on the lower side of the scale indicate that programme's most significant advantage is the contribution it

makes to South Africa through building the economy, developing the BPO&O sector and combating unemployment. They believe the programme makes a significant contribution to the development of skills in populations that need it most (unemployed, unskilled youth) and in so doing it bridges the gap between unemployment and work that benefits both the individual learner and the workplace. Respondents repeatedly mentioned the wonderful opportunity that the programme offers young people in need as well as their communities and families – who all derive benefit from the "stepping stone" that the Monyetla Work readiness Programme [TM] offers. Many comment on the advantages of the programme's lengthy training period and how beneficial it is that the training is combined with a period of workplace experience and then the full 6 month phase of formal employment.

> ***"Monyetla offers a longer training period – so they do have a better chance to get into it - compared to the very short induction period experienced by other recruits. The Monyetla learners benefit from more mentoring, coaching, buddying up etc" (Executive)***

Some of the consortia members interviewed indicated that their association with the programme has been "good for business", whether from a financial gain or exposure perspective, enhanced public profile or the opportunity to expand their service offering. There was some (limited) recognition that the funding and support the programme channels from government and the SETA is advantageous, but far more regularly people shared experiences of an individual nature - expressing how rewarding their association with the learners of the Monyetla Work Readiness Programme [TM] – Phase 2 had been on a personal level.

Very few respondents offered comment on the actual programme itself, but a few indicated that the model was good (specifically, forming consortia and standardising implementation) while others thought the training process adopted (combining theory and practice) was advantageous.

13.4.3.2. Least satisfied clients: Challenges

The challenges shared by consortia principals that rated the Monyetla Work Readiness Programme [TM]– Phase 2 on the lower side of the scale fall broadly into three themes: model, funding and learner issues.

Challenges associated with the model hinged mostly around the consortium-based approach, with inter-consortium problems being at the crux, summed up well by one respondent's comment "…you must be careful who you marry". Some indicated that the model placed excessive risk on the training partner, while others felt that consortium members were not adequately vetted – in terms of what was presented and promised, as well as in terms of judging the motives behind people's involvement.

> ***"Being part of Monyetla costs more than you think – it is very resource intensive for trainers. You carry all the risk because if people don't enter employment you lose" (Trainer)***

Criteria on the number of learners to be employed, as well as the programme's requirement to absorb 70% into the workplace were seen as challenges and some felt that the criteria imposed by the programme were at odds with the industry itself (such as the criteria for learners – who were not seen by some as a natural call centre fit e.g. language skills and accent). A number of those interviewed indicated that the timing of the project was problematic – in terms of their internal business cycle, the needs of the learners or external issues (such as 'peak' season or 'slow' season).

Funding was seen as a significant challenge by many who felt the programme was resource-intensive and suggested that alternate models for schedule of payment should be considered. The 2-tranche system was considered inadequate for cash flow by many, and stipend payments were seen as a problematic area that carried a great deal of risk for employers, which in turn impacted negatively on learners when non-payment occurred.

Challenges around learners were cited frequently, the most common being learner attrition and the resultant impacts on resources, planning and timelines. Several indicated that finding disabled learners was very difficult and in a similar vein, that the recruitment criteria stipulated for learners was challenging (some felt the matric/Grade 12 requirement should be done away with, others felt the age range should be expanded, and there should be RPL, etc.). Placing the learners was very difficult for consortia that had to find additional / alternate placements for the learners. Several mentioned learners finding the transition into the workplace for the employment phase difficult, describing the challenge that the need for additional training, mentoring and coaching presented.

13.5. Conclusion

The developmental nature of the Monyetla Work Readiness Programme™ – Phase 2 is supported by employer-led consortia, both at corporate / organisational and personal levels. While satisfaction is generally high across the consortia sampled in the external evaluation, the diverse nature of the employer-led consortia contracted to implement the Monyetla Work Readiness Programme™ – Phase 2 has highlighted the need for greater flexibility in both the model design and implementation demands. Recognising that each employer-led consortium is unique is a step towards supporting them in meeting the developmental goals of the Monyetla Work Readiness Programme™. Consortia that were least satisfied seem to be those that experienced difficulties of working effectively within a consortium structure, as such internal consortium SLA are not necessarily sufficient to facilitate effective and efficient working relationships.

14. Findings: Customer Satisfaction - Entry-Level Learners

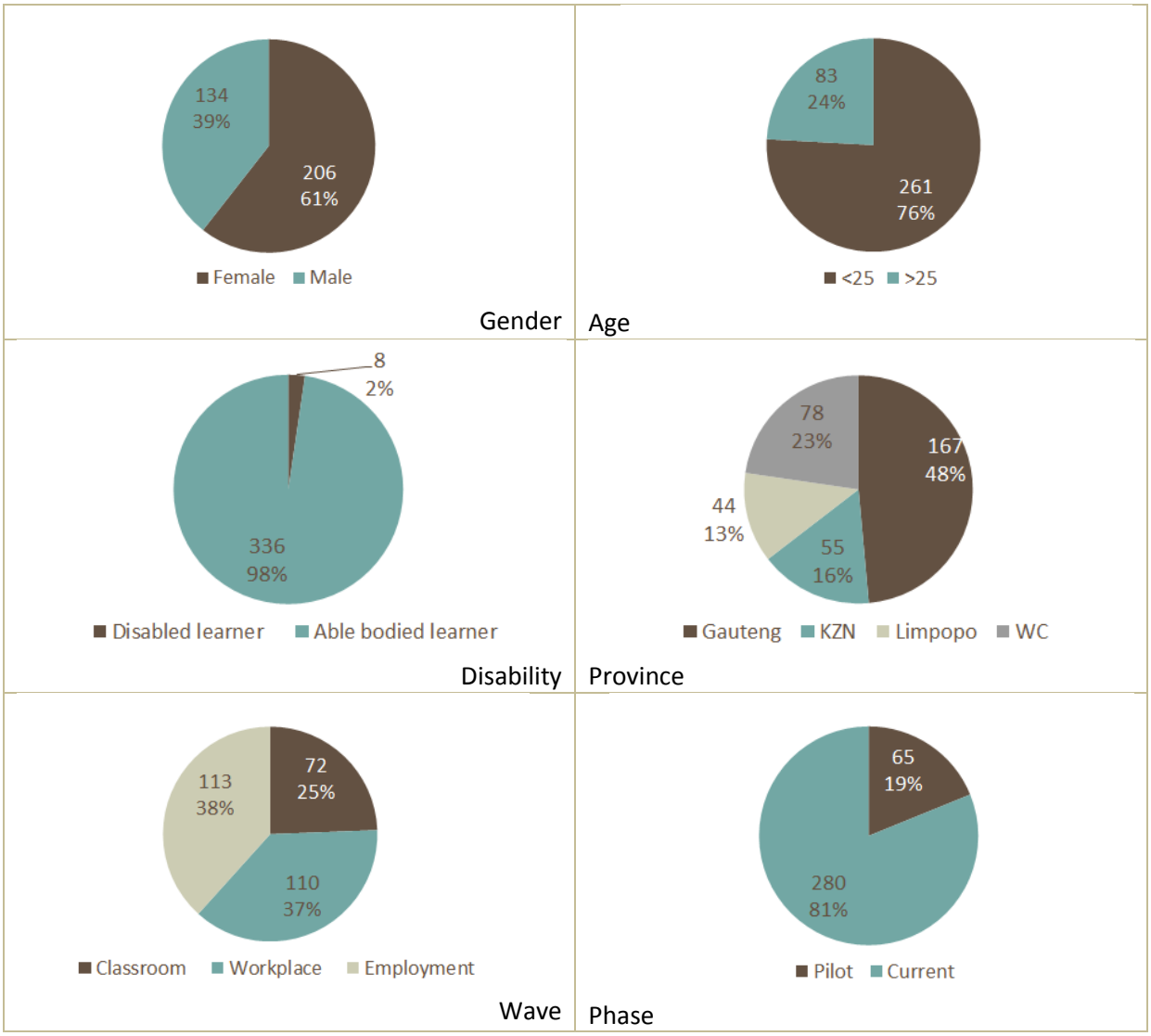
This section shares results from the learner satisfaction survey. The survey has two components: quantitative (self-completion questionnaires in the case of on-site visits or telephone interviews in the case of pilot phase learners) and qualitative (group interviews in the case of on-site interviews). Both components are included in the analysis.

Important note: Since the study cannot be benchmarked against an external study one has to take care when interpreting the results. The word AVERAGE does NOT refer to 50% but refers to the average for this study. **The average for this study is above 70%.** HIGH therefor means above 90% and LOW means below 70%. Therefor one has to take care not to read the results of a low score as a failure but rather read the low scores are areas where a really successful programme can be made even better.

14.1. Learner: Respondent profile

In total 345 learners participating in the pilot as well as current roll-out of the Monyetla Work Readiness Programme™ – Phase 2 participated in this survey. Do take note when paying attention to the following respondent profile that all graphs will not add up to 345 respondents as respondents sometimes refuse to give personal information. In some cases it is a personality factor and in others the fear of being identified. For this reason the team does not force people to provide this information.

Figure 19: Learner respondent profile



The profile of survey respondents is as follows:

- 61% of the learners are female and 39% male, 76% are younger than 25 years of age and almost half the sample is from Gauteng while 23% is from Western Cape, 16% from KZN and 13% from Limpopo.
- 19% of the learners surveyed are from the pilot phase of the project and 81% are part of the current roll-out. Regardless of these learners passing through two different stages of the programme they do not report significantly different experiences. In cases where differences exist comment will be made.
- 25% of the learners are in classroom training, 37% in the workplace experience phase and 38% are in employment – providing insight of learner satisfaction in each of these phases.
- Although the field and telephone interview team did prioritise disabled learners only 2% of the sample is disabled. In several cases it was found that the learner information provided by the Monyetla team lists a learner as disabled yet the learner does not report that they are disabled.

In cases such as this the interviewer is unable to determine whether this is a problem with the database or with non-disclosure on the side of the learner.

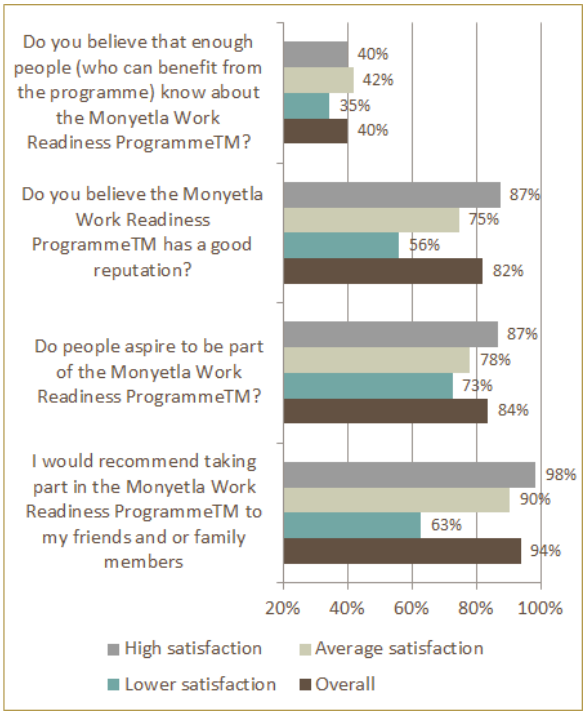
- In addition to the traditional respondent profile provided above, consortia selection criteria (that were identified during the research planning workshop) used to ensure a representative sample of consortia will also be used in this learner satisfaction analysis. These include the size of the players, their level of maturity, their core function as well as whether they focus on in-house or outsourced services. These criteria also provide insight when paying attention to learner satisfaction; therefore comment will be made when this relates to significantly higher or lower levels of learner satisfaction. Do however take into account that the profile only ensures a representative sample of consortia and the sub-segments are mostly too small to make generalisations. In some cases, such as for marketing and collections, only ONE consortium was surveyed in each case and therefore the results inform us of the effectiveness of that single company rather than of marketing or collections per se.
- It is interesting to mention at this early stage in the report that age, gender and phase (pilot or current) of the programme does not significantly influence the learners' satisfaction scores.

The next subsection of this report will go through the different aspects evaluated in this study. Firstly, the brand's awareness, aspirational value and reputation results will be shared where after attention will be paid to the learner satisfaction scores (learner satisfaction dimensions and thereafter process dimensions). Attention will then shift to the career path findings and the likelihood that learners will remain in the industry. Lastly, specific problems learners have highlighted will be discussed where after learner viewpoints on the highlights and challenges will be shared.

14.2. Overview of the brand awareness, aspiration and reputation results

A brand's aspirational value as well as a programme's reputation can have a significant impact on learners' satisfaction levels. For this reason, statements relating to these aspects were included in the questionnaire to measure the possible impact of these variables.

Figure 20: Brand awareness, aspiration and reputation - Learner Satisfaction Level



The vast majority of the learners will recommend the Monyetla Work Readiness Programme^{TM} to friends and family members. Recommendation inclination is one of the best indicators of satisfaction as people are willing to add their endorsement to a specific brand or programme. Disabled learners are even more likely to recommend the programme. Learners also believe that people aspire to be part of the programme and that the programme has a good reputation.

Do however take note that learners, who are less satisfied with the overall programme, rate all the above aspects significantly lower – especially the reputation of the programme. Regardless of the fact

that the 'less satisfied' learners make up a small proportion of the sample, it is important/crucial to take note how satisfaction relates to all elements of the programme.

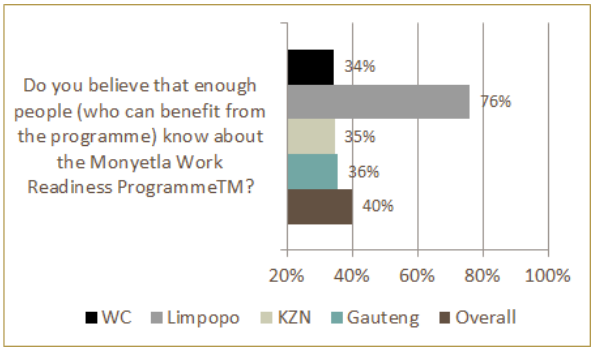
Learners who are part of less satisfied consortia are less likely to recommend the programme and they rate the reputational value of the programme lower compared to learners who are part of more satisfied consortia. This indicates the usual chain reaction found in satisfaction where one dissatisfied stakeholder connects to and influences other stakeholders. This study is not causative and the direction of the influence is open for debate.

Learners from small companies are also less positive about these brand-related measures and so are learners from KwaZulu Natal. Some consortia in this province are however experiencing conflict within their consortia, are unable to provide the learners with appropriate/programme-fit opportunities and are in general more dissatisfied with the Monyetla Work Readiness Programme™.

In general learners do not believe that enough of the right people know about the programme. This may be referring to other young people or to potential employers not knowing of the programme. It is interesting to note that learners in the employment phase score this measure significantly lower (34%) compared to learners in other phases (up to 46%). Building reputational value for the programme in the eyes of potential employers can significantly assist with learners finding long-term employment after completing the programme. This in turn may increase the commitment of the learner to the programme as the learner interviews highlighted learners' insecurity about future employment. Regardless of the positive criteria of the Monyetla Work Readiness Programme™ that consortia have to employ 70% of competent learners, this causes significant insecurity for these learners who are often preoccupied with the question "Will I be one of them?"

Several of the aspects mentioned above can be partly addressed via a marketing strategy that can be developed to reach the target learner group for the next three years.

Figure 21: Brand awareness – per province



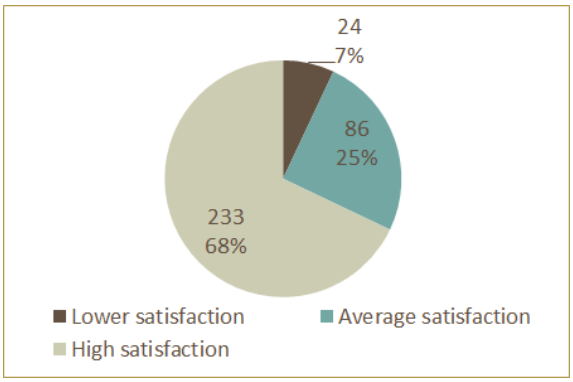
The only learners who believe that enough of the right people are knowledgeable about the programme are those in Limpopo (76%). These learners are however part of a consortium that is not operational yet and all their workplace experience was provided via a simulation programme. Even their trainers are not from a training company but are in-house people (who do not have experience in call centres) who have been trained by the training company to conduct the training. These students have therefore not experienced the realities of the BPO&O sector, explaining their different responses in the survey. Another aspect that may influence this result is the community-based marketing conducted around this programme. This is however only focussing on the learner awareness and can obviously not account for the employer awareness.

The following section of the report will offer insight into the learner satisfaction results.

14.3. Overview of the learner satisfaction results

This subsection will firstly provide insight to the overall satisfaction of the learners, then of their satisfaction per dimension and lastly their satisfaction with different programme elements. The different views enable learning that can be useful in refining this already successful programme.

Figure 22: Learner Satisfaction Results per Dimension



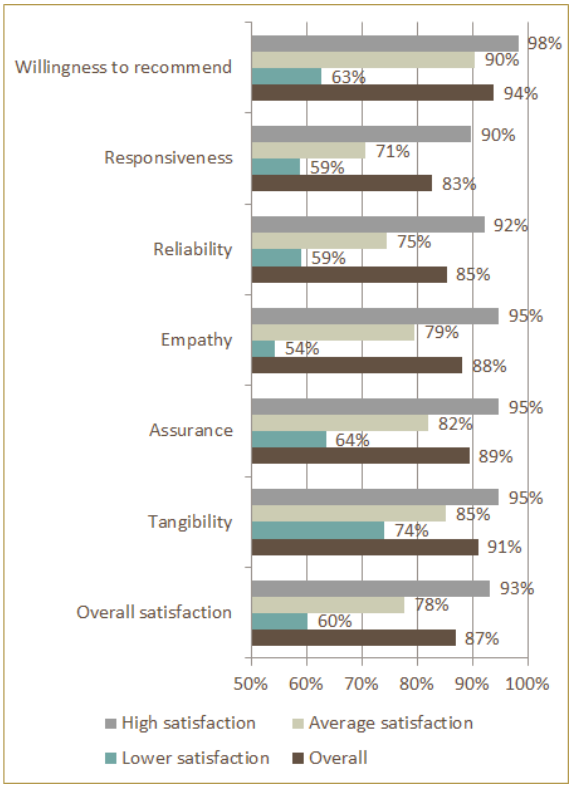
As this graph depicts, learner satisfaction with the Monyetla Work Readiness Programme™ is generally very high, with 68% of learners reporting very high satisfaction scores and only 7% reporting lower satisfaction scores and 25% average satisfaction scores. This ratio needs to be kept in mind during the following analysis to ensure that unfair generalisations are not made.

14.3.1. Learner satisfaction results per dimension

Customer satisfaction is measured by paying attention to five dimensions – assurance; empathy; reliability; responsiveness and tangibility. This subsection will share the overall results and thereafter each of the dimensions will be discussed in detail.

It is important to note that learners are unable to distinguish between the project management team and their in-consortia experience. In several cases factors that are not in control of the project management team negatively affects their overall programme evaluation. These cases will be highlighted in the analysis to assign responsibility to the right elements of the programme. Do however keep in mind that, regardless of the different stakeholders involved, the learners' overall experience is most important for the reputation and sustainability of the programme.

Figure 23: Learner Satisfaction Results per Dimension



As the majority of the learners (68%) fall into the 'highly satisfied' category the conclusion can be made that, in general the learners are truly satisfied with the programme with all results being 90% and above.

The highest scoring dimension is tangibility, then assurance, empathy, reliability and lastly responsiveness. Do however take note that less satisfied learners rate empathy as the lowest ranking dimension.

Although people in different waves more or less rate their satisfaction per dimension similarly, learners who are in the classroom, experience expressed lower satisfaction with tangibility and higher satisfaction with empathy (the feeling of being taken care of) – the latter should have a positive impact on learner attrition. As will be discussed later, the lower tangibility score mostly relates to training materials.

Other important differences in overall satisfaction are listed below:

- Learners in KZN are less satisfied with the programme.
- Learners from less satisfied consortia are significantly more negative about the Monyetla Work Readiness Programme™ compared to learners for satisfied consortia.
- Disabled learners rate the programme more positively compared to their able bodied counterparts.
- Learners in consortia whose core function is marketing are least satisfied while learners from sales and collections are most satisfied. Do remember that we only surveyed ONE marketing and ONE collections company.
- Learners are more satisfied in companies that are in their growth phase rather than maturity and start-up phase.
- Learners from the pilot phase (86%) do not rate the programme significantly differently from learners in the current phase (87%) when paying attention to the dimensions guiding this analysis. However, when paying attention to the individual scores the current phase received higher scores on learners planning to further their studies in the sector as well as a higher tendency to keep working in a call centre (although these scores remain lower). Current phase learners also believed to a greater extent that their best interest was kept at heart, that the programme prepared them to a greater extent for the workplace experience, have a more positive perception around the reputation of the programme and that promises made in the recruitment phase regarding the workplace experience was kept to a larger extent. Pilot phase

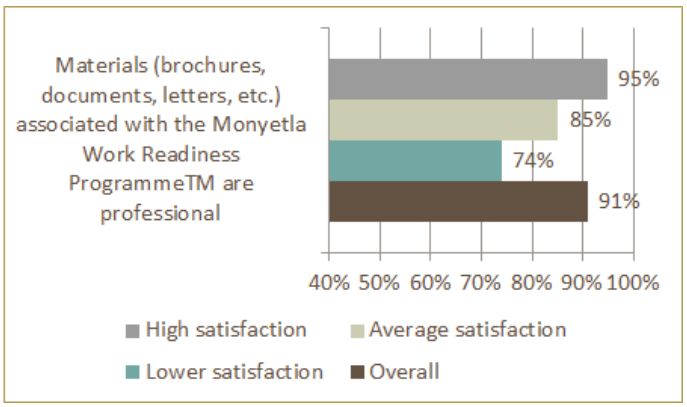
learners on the other hand report higher satisfaction with payments in general, report higher aspiration to be part of the programme and are more satisfied with the actual training received.

The inconsistency between high, average and less satisfied learners is a problem that emerges from data throughout the study and ways should be sought to provide a more consistent experience. One has to take note, however, that consortia members' own satisfaction is in line with their learners' satisfaction.

14.3.1.1. Dimension: Tangibility (1st out of 5)

The tangibility dimension measures the appearance of physical facilities, equipment, personnel and communication material of the Monyetla Work Readiness Programme™. Tangibility measured the most positive of all the satisfaction dimensions.

Figure 24: Learner Satisfaction: Tangibility results



It is important to note that, regardless of explanations around evaluating the Monyetla Work Readiness Programme™ rather than consortia members, learners were unable to distinguish between different stakeholders. This is especially apparent in the tangibility measure where several learners made notes regarding the professionalism of the training materials. During group interviews learners did share some frustrations with the actual training material that is in some cases not part of a book or file but rather given as loose hand-outs. Learners also mentioned their frustration with grammar mistakes and poor instructions in the material. Tangibility relates to the tangible elements of an intangible service as people assign a lot of value to tangible evidence when evaluating overall quality. These findings can be taken up with the training providers and the SETA as the programme can request a review of the material before implementation. It may also be key to add more specific criteria to the programme relating to the tangible side of the training material in an attempt to standardise the 'packaging' of training materials.

The results for the tangibility measure are consistent throughout all types of consortia, waves of the programme, phases as well as general demographics.

In retrospect questions relating to receiving a certificate of some sort should have been included in the survey. This matter came up as a bone of contention throughout learner group interviews and the absence of such a certificate and the uncertainty as to when and how they will receive this influence the learners' satisfaction tremendously. This problem is however currently being addressed by the Business Trust who has introduced a certificate of completion as an interim acknowledgement.

14.3.1.2. Dimension: Assurance (2nd out of 5)

The assurance dimension measures the level of knowledge and courtesy of the Monyetla employees[66] and their ability to convey trust and confidence to the learners. Learners who feel secure about the different parts of a programme may persist with the programme to a greater extent than learners who lose confidence.

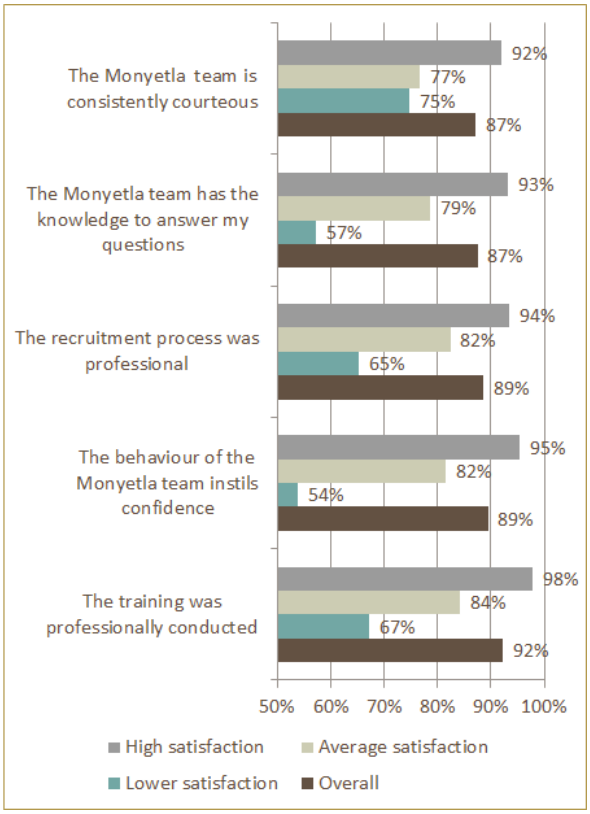


Figure 25: Learner Satisfaction: Assurance results

Assurance is the 2nd highest ranking service dimension when paying attention to learner experiences. On an overall level the different measures received similar high ratings and differences are more apparent between the satisfaction levels. More satisfied learners are most satisfied with the training and recruitment process and they report that the Monyetla team instils confidence.

Less satisfied learners do not feel that the Monyetla team instils confidence (54%) and report that they do not have the knowledge to answer their questions (57%).

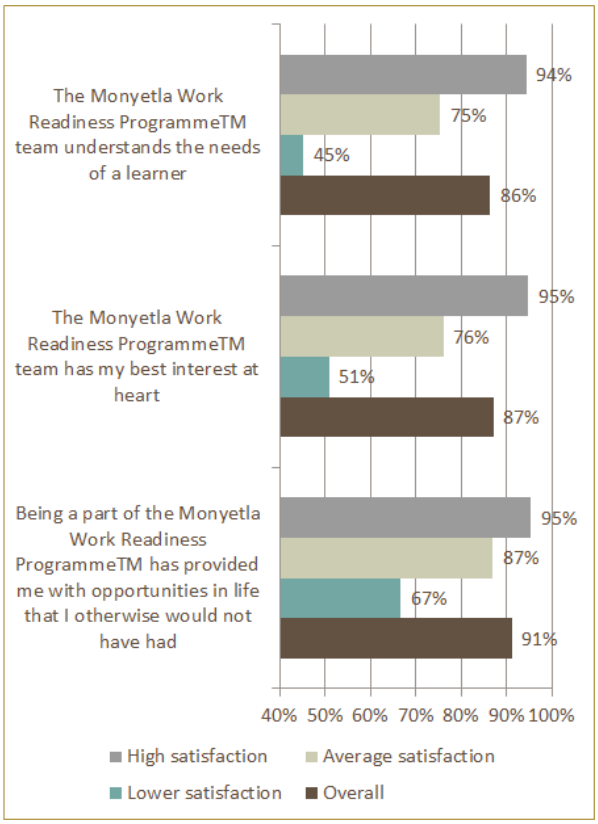
The assurance dimension is the only dimension where more satisfied consortia members' learners as well as learners from companies in their growth phase and larger companies' learners rate the Monyetla team more negatively in terms of their ability to instil confidence, answer questions and being courteous.

[66] The Monyetla Work Readiness Programme™ - Phase 2 is implemented by employer-led consortia; hence learners' experience of the programme implementation is via the employer-led consortia employees, which for analytical purposes are referred to as the "Monyetla Team".

14.3.1.3. Dimension: Empathy (3rd out of 5)

Empathy denotes the caring part of the service where learners perceive to get individualised attention and where they believe the Monyetla team has their best interest at heart.

Figure 26: Learner Satisfaction: Empathy results



As the graph shows empathy is rated very positively by more satisfied learners and very negatively by less satisfied learners. Due to the age of these learners, their school background and their family backgrounds, they ought to have a higher need for empathy.

Most learners do believe that the Monyetla Work Readiness Programme™ provided them with opportunities that they would otherwise not have had.

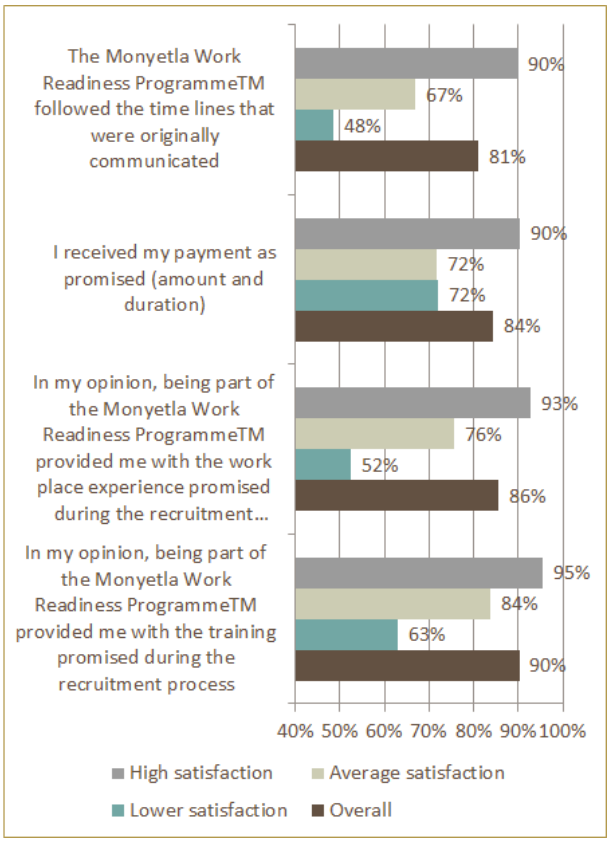
The measure is more inconsistent when rating the extent to which the Monyetla team has the learners' best interest at heart and whether the Monyetla team understands the needs of the learners.

It is very important to note that these results relate to whether consortia have dedicated or shared project management. Dedicated project managers explained during the interviews that they are involved in the learners' lives and that they believe this to be part of their success as these learners tend to come from difficult family / school backgrounds and they need additional support to cope with the training but even more so with the workplace experience.

14.3.1.4. Dimension: Reliability (4th out of 5)

The reliability dimensions measures the Monyetla Work Readiness Programme™ ability to deliver the promised service dependably and accurately.

Figure 27: Learner Satisfaction: Reliability results



The highest reliability scores were reported for receiving the training and workplace experience as promised at recruitment. It is important to note that this is not the case for the less satisfied learners who tend to be part of consortia who are unable to provide related experience and where the training and the workplace experience misaligns.

The lowest ratings were received for the programme keeping to the timelines that were initially communicated and for payment being made as promised. Keeping in mind the financial vulnerability of many of these learners one can understand more harsh ratings on financial matters.

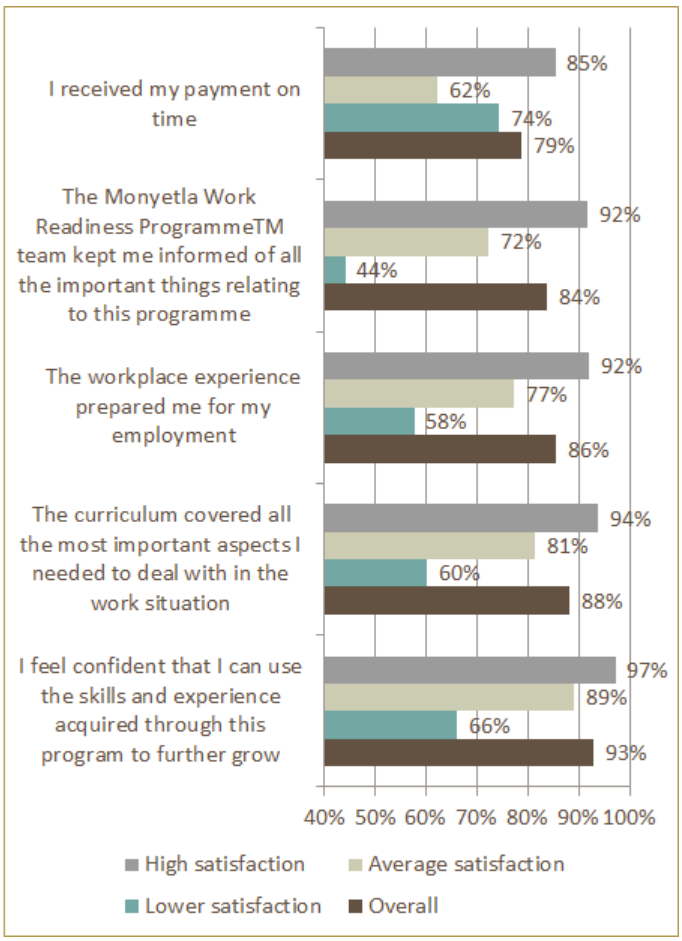
Do take note of the vastly different experiences between the different satisfaction levels.

When paying attention to the reliability scores each of the measures correlate to the matching consortia satisfaction levels – meaning that less satisfied learners are working for less satisfied consortia members and vice versa.

14.3.1.5. Dimension: Responsiveness (5th out of 5)

Responsiveness focuses on measuring the Monyetla Work Readiness Programme™ willingness to help learners, provide prompt service and its ability to align with learner needs.

Figure 28: Learner Satisfaction: Responsiveness results



More satisfied learners feel most confident that the skills they have acquired will help them grow in future. They also report that the curriculum covered the most important aspects they needed to deal with the in work situation. This latter perception may be problematic as learners are often unaware of what they actually need to know to be effective. The line managers and supervisors' generally determine the required workplace skills, their doubt about the adequacy of the curriculum may reduce the likelihood that these learners will find a place to grow within the work situation.

The lowest rating in the responsiveness category is for timely payments and for the extent to which learners feel they were kept informed of the most important things relating to the programme. One of the lowest ratings in the satisfaction study is less satisfied learners' feeling that they were not kept informed of all the important things relating to this programme (44%). Although disabled learners are in general more satisfied than their able bodied counterparts they do report lower satisfaction with receiving important information relating to the programme.

The inconsistency between highly, average and less satisfied learners is once again a problem with learners reporting vastly different experiences.

14.3.2. Process dimensions

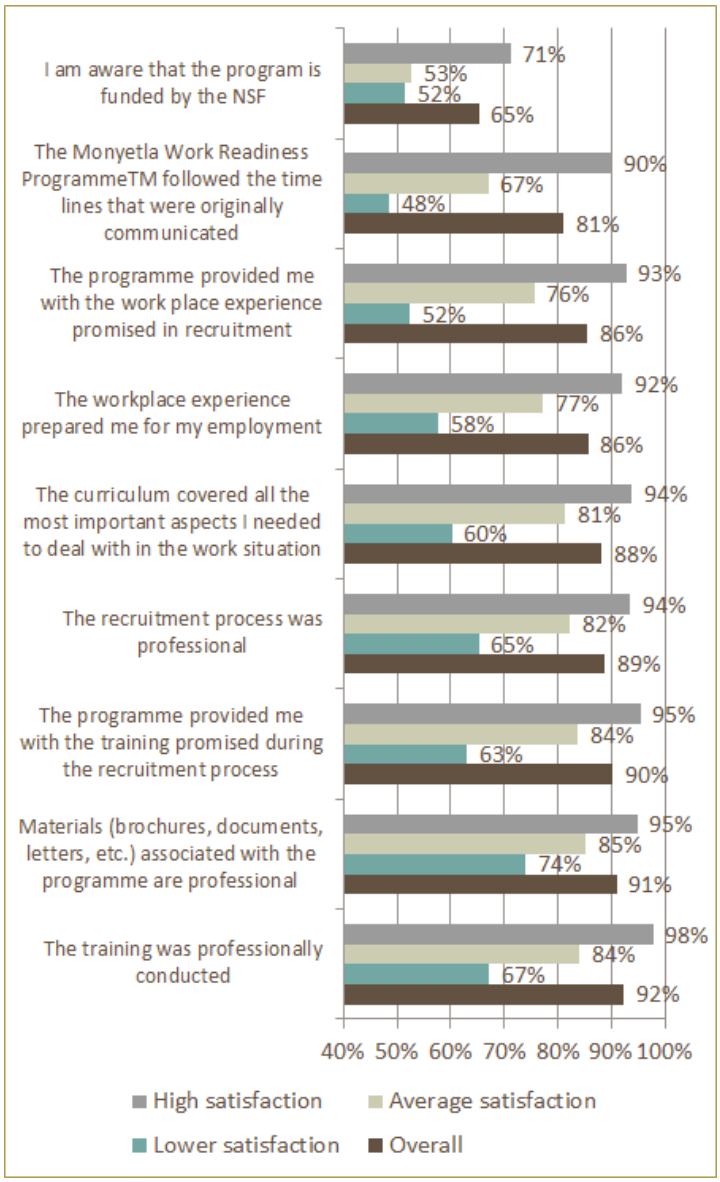
The following subsection presents the satisfaction data from the angle of the process dimension rather than the learner satisfaction dimension. This allows us to investigate whether specific aspects of the programme are more successful than others in ensuring more satisfied learners.

Note: Results already discussed in the first part of the report will not be repeated in this section.

The following subsection will provide insight into each of these process dimensions.

14.3.2.1. Process dimension: Programme

Figure 29: Process dimension: Programme



As mentioned earlier in this report, learners are mostly incapable of distinguishing between the project management team and their in-consortia experience. This is underlined by the result indicating that people do not know that the NSF is funding the programme. The Monyetla Work Readiness Programme™ will have to decide whether this is a problem and if it is, it will be important to strengthen the brand and it's positioning in the minds of these learners.

Learners mostly agree that the training and materials are professional, the programme did provide the promised training and the recruitment was professional.

Learners rate the ability of Monyetla Work Readiness Programme™ - Phase 2 to follow the original timelines communicated as most negative and thereafter the ability of the programme to deliver the promised workplace experience.

Do take note of the less satisfied learners' low rating of whether promises made during recruitment were kept and whether the curriculum did prepare them for the employment. Some of these learners are however part of consortia that are unable to provide relevant job experience and therefore the curricula cannot assist the learner to deal with work situations arising from working as shop assistants and office staff.

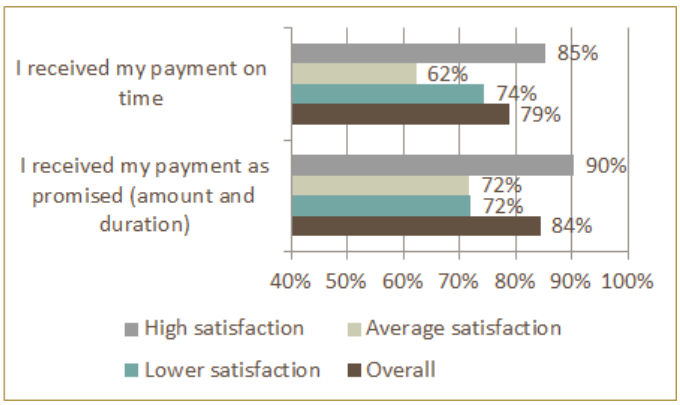
Each of the statements included in this measure are rated more positively by learners who are part of more satisfied consortia.

Learners who are up-taken by companies in their growth phase (compared to start-ups and mature companies) tend to be less satisfied with the degree to which the curricula prepared them for the workplace experience as well as the extent that the workplace experience prepared them for employment. These learners also report the lowest rating for the recruitment on their programmes. All aspects relating to growing companies are not negative and only the aspects that are linked to the pressure the growth is bringing to their business are highlighted in these results.

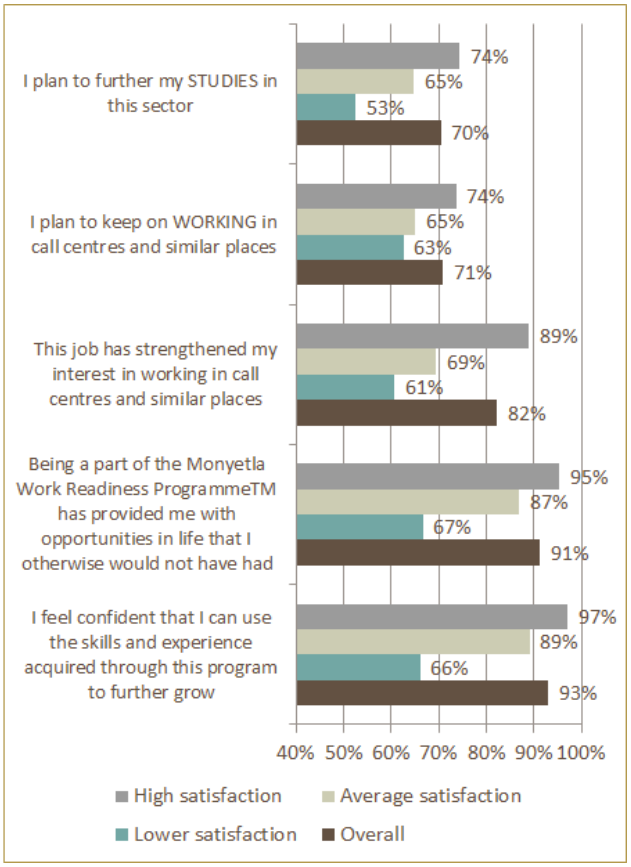
14.3.2.2. Process dimension: Payments

Scores measuring variables around payments received some of the most negative responses in the survey. Firstly, one should again note that finances are usually more strictly evaluated compared to other dimensions in this type of survey. Due to this fact one has to put measures in place to ensure seamless experiences in processes concerning financial matters as the absence of this 'financial sensitivity' significantly decreases stakeholders' satisfaction with the experience.

Figure 30: Process dimension: Payments



Furthermore, one has to bear in mind that the learners are financially vulnerable (often from families where they receive little or no financial support) and have no influence over the consortia and Monyetla Work Readiness Programme™ internal requirements and processes around payment – yet they are directly affected when payment is late. Late payments lead to decreased motivation and higher potential learner attrition as learners lose trust and experience increased pressure.



14.4. Career path of the entry-level learners

Regardless of the opportunities in the sector, the BPO&O sector and more specifically the call centre environment is known for very high rates of employee turn-over.

Figure 31: Career path

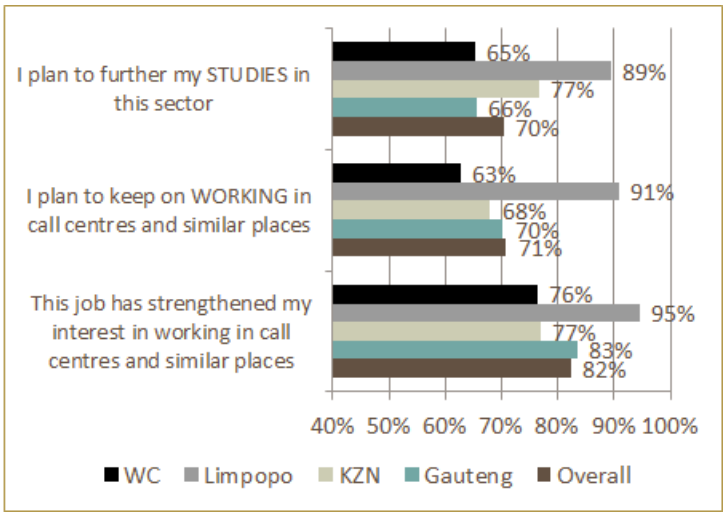
The adjacent graph reports on the career path aspects measured in this study. Both highly satisfied and averagely satisfied learners feel confident that they can use the skills and experience they have acquired through the programme to grow and that the Monyetla Work Readiness Programme™ provided them with opportunities they would otherwise not have had.

Learners who are more satisfied with the programme report to a significantly greater extent that this job has strengthened their interest in working in call centres and similar environments (89%).

Do take note however that learners rate their likelihood to work in the sector at 71% with even the most satisfied learners only rating this important aspect at 74%. Plans to further studies in the sector also rate at a low of 70%. This may indicate a need to further refine recruitment criteria for programmes serving this very challenging sector or even to ensure consistency and rigour.

It is important to note how learners in the classroom phase are significantly keener on working in this sector and enjoying a possible future in the industry. The different experience gained through theory and practice is usually vast and care should be taken in these transition phases. Do take into account that trainers and HR people within the consortia are significantly more positive about the programme compared to line managers and supervisors. This may lead to more caring training situations and harsher in-work situations – these two aspects cannot be separated as the workplace experience is a natural outflow from the classroom phase. Processes facilitating this transition may be useful in assisting the learners to make this transition without being completely disillusioned. The importance of supervisor / line manager buy-in cannot be over-emphasised and the lack thereof remains to be a threat to any similar programme.

Figure 32: Process dimension: Career path per province



Again referring to the group of learners' whose workplace experience was substituted with a simulation programme (Limpopo) provides us with a control group for actual work place experience with these students being significantly more positive about their future in the industry. It is also important to note that these students, during the group interview, shared their view that they don't think it is that important to complete the rest of the qualification since they are already 'doing so well'. Mention should also be made that these learners' trainers were the only ones who were able to get through the curricula with 'time to spare'. These trainers have no appropriate work-related (BPO&O) experience (start-up phase) and were trained by the actual training company to act as facilitators.

The evaluation did not include the reasons for learner attrition in the questionnaires; however anecdotal examples shared in the group interviews with learners, when asked about peers who had opted out of the programme, were multiple. These included loss of interest on the part of the learner, geographic re-location, finding a permanent job, pregnancy or switching to higher paying learnerships. Occasionally there was mention of learners not being able to attend training due to a lack of available funds (e.g. late stipend payments) and one group mentioned the long wait between training and employment as a reason for non-continuance into the next phase of the programme.

Lastly, it is important to mention that learners in marketing functions report the lowest likelihood to remain in the industry.

14.5. Learner problems experienced

In addition to the topics covered in the survey, learners were asked to highlight other problems they may have experienced while being part of the Monyetla Work Readiness Programme™.

14.5.1. Highly satisfied learners: Problems experienced

Learners who rated the Monyetla Work Readiness Programme™ positively do not report many specific problems. Typically, issues revolving around money are identified e.g. correct and timely payments – and for the most part these appear to have been resolved.

Some learners in this group cite IT-related problems such as availability of sufficient workstations and seating for all, server crashes, simulation software problems and 'slow' or 'jammed' systems as causes for concern. In most instances, learners do however acknowledge that these problems were addressed by available technicians.

14.5.2. Averagely satisfied learners: Problems experienced

Learners who gave the programme an average rating raised a number of workplace-related problems. Learners point to issues around shift work as a problem, and difficult interactions with management (supervisors / team leaders) were mentioned. Some learners indicate that problems stem from the type of employment (they end up doing work that is not what they expected or were told during recruitment – e.g. receptionist, admin clerk, retail casual, stock taking, and more) but none of these are described as resolved.

Money-related problems receive frequent mention – but these are generally resolved (mostly issues such as late payment or problems with payroll that are seemingly remedied quite easily).

14.5.3. Least satisfied learners: Problems experienced

Problems shared by the learners that rated the Monyetla Work Readiness Programme ™ on the lower end of the scale were mostly training-related. Respondents in this group shared problems including facilitators not being prepared for the commencement of training, facilitators who were not knowledgeable and facilitators who did not arrive for scheduled training or remediation sessions. There was limited indication that these problems were satisfactorily resolved, and could perhaps be prevented in the RFP stage.

Workplace-related problems mentioned included employers not having any work for the learners to do, and some issues related to late payment. These problems appear to have been remedied.

14.6. Highlights and challenges being part of the Monyetla Work Readiness Programme™

The following section sheds light on learners' most positive and negative views of the Monyetla Work Readiness Programme™.

Although several factors do overlap between highly satisfied, average and less satisfied learners the highlights and challenges will be shared separately as it does add value to the above, segmented analysis. As the reader will find, learners do agree on the macro advantages of this value-adding program.

14.6.1. Highly satisfied learners

14.6.1.1. Highly satisfied learners: Highlights

Learners who rated the Monyetla Work Readiness Programme™ most positively placed a very strong emphasis on the positive impact they believe the programme has had on their lives. Many respondents believe that the programme has given them an opportunity to build a brighter future and describe how much they value the training provided and describe the facilitators, course content and materials in glowing terms. Repeatedly learners mention how valuable they believe the training to have been and how much they have learnt. The respondents articulate clearly the many skills they have acquired as a result of the training and express how they have benefited personally from the programme (many describing themselves as more confident, assertive and self-assured as a result).

> ***"For me, attending this programme is like I was given a chance or a fishing rod and taught how to fish!" (Female learner)***

> ***"It (the programme) had a lot of impact in my life; hence they instilled confidence in my life." (Female learner)***

The learners in this category recognise the work experience as tremendously valuable as well, and repeatedly mention how the programme exposed them to the call-centre industry (that they did not previously have much knowledge of), and how they now feel confident and well-equipped for work in the sector. It is significant that this group describe the workplace experience very positively and express how much they have enjoyed the work placement and employment phases of the programme.

A significant benefit for learners who rated the programme positively is the people aspect – learners describe how many new friends they have made, how they are enjoying team work as part of employment (and in the training phase - how much they enjoyed the group work), and even how much satisfaction they derive from interacting with clients and customers.

In this group, as is true of the others, learners indicate that the provision of a stipend is a big plus allowing them to cover basic expenses while participating in the programme. It should be noted that these respondents frequently mention that the payments were made on time and as promised – consistently. Learners also indicate that the fact that the programme gives them the opportunity to gain a certificate is a definite benefit.

Overall, learners in this group are extremely positive about the entire experience of the programme valuing their involvement on a work and personal level.

14.6.1.2. Highly satisfied learners: Challenges

Learners that gave the Monyetla Work Readiness Programme™ a positive rating highlighted various challenges around training and work placement – and balancing the two. There were some negatives around communication between different consortia members and examples were cited of trainers and employers being at opposite ends and providing conflicting information to learners. It appears that a number of learners in this category were doing training and work experience concurrently and struggled to balance the demands of the coursework, assignments and presentations with lengthy work schedules.

Several learners complained about the Portfolio of Evidence, mentioning difficulty to get the information required on the one hand and actual mistakes in the assignments that cause confusion and hence requiring their portfolio of evidence to be revised as the other, more frustrating and unfair problem.

Other negatives associated with the work experience and employment phase included managerial and motivational issues with supervisors / team leaders / store managers while some learners felt that the targets set were unrealistic and not attainable. Specifically learners who were employed on a commission only basis (with no basic salary) found it very difficult to cover travel expenses with such a limited income. Doing shift work, dealing with difficult customers and being employed inconsistently (some learners say they were at home for months or worked short hours) were other negatives associated with employment. Some learners did struggle to integrate into the workplace due to a lack of specific skills (e.g. computers) and some described the difficulty of employers only offering a limited number of learners employment. A definite negative from the learners was being placed in employment that they feel was significantly different to the work they thought they were being trained for – such as working in retail or as a messenger in an office environment.

"I am glad that I got the opportunity - but I do wish that in the workplace things were different; like the way we were told they would be" (Female learner)

Many learners felt that the stipend could be increased to be more in line with the cost of living – in particular transport. Learners who live far from the work place or site of training and those who worked shifts were especially vocal about this.

The issuing of results and certificates to learners who have successfully completed the programme is a definite bone of contention, and learners are eagerly awaiting the certification that they believe will equip them for better job opportunities down the road.

14.6.2. Average satisfied learners

14.6.2.1. Averagely satisfied learners: Highlights

The majority of learners that gave the Monyetla Work Readiness Programme™ an average rating describe the principal positive aspect of the programme as the opportunity it provides to acquire training and gain experience in the workplace. The training was described in a very positive light and the facilitators, course content, materials and style of teaching were frequently mentioned as being good.

> ***"It (the programme) has provided me with a lifetime opportunity - it gave me a stepping stone" (Female learner)***

Many learners said that the teamwork involved in both the training and the work environment was a great positive and a number said they enjoyed this aspect in particular. Learners indicated that that the Monyetla Work Readiness Programme™ afforded them a valuable opportunity to gain new skills (and a wide variety of skills were mentioned). A number of the respondents in this group specifically mentioned that the programme exposed them to the contact centre environment that they would otherwise not have known about – and many felt being skilled to work in this sector was a big positive.

A significant number of learners in this grouping highlighted the provision of a stipend through the programme to be a significant benefit that allowed them to cover essential costs. Some pointed to the promise of a qualification and a certificate as a noteworthy benefit of the programme.

Learners in this group frequently stated how participating in this programme exposed them to new learning (on a work-related and personal level). Many mentioned the people they have met through the programme are a great positive – be they fellow learners, trainers, assessors and new colleagues.

14.6.2.2. Average satisfied learners: Challenges

A number of learners that gave the Monyetla Work Readiness Programme ™ an average rating point to money-related issues as the major negative in the programme. Repeatedly learners explain that the stipend provided is too little, citing high transport costs for those who have to work shifts or are living far from the training or work locales. A large number complain about late payments as well as payments not being made as promised.

> ***"We received our stipend late and we were so disappointed! Because we ended up borrowing money from people it was stressing!" (Female learner)***

Communication came up as a challenge for some of these learners, who felt that this aspect was lacking. Examples include being given the wrong information, not being kept up to date and a lack of follow up. Some of the learners felt that they were not placed in the type of jobs they were promised.

Some aspects of the training were negative for learners in this group, but there is no real consistency here – some feel the training was too long, some too short, some wanted more theory, some more practical, etc. There were some concerns around the competence of facilitators.

A significant number of the respondents pointed out that they have not received their certificates as promised and this was a definite negative for them.

For some of the respondents moving into the workplace phase provided a negative experience for a variety of reasons – such as being required to work shifts or feeling unwelcome, while a few mentioned that the training they had received through the programme was not related to what they were expected to do at work.

> ***"When we were placed in our workplace no one knew about the programme, the supervisor was asking who we were and why did we come here, for how long are we going to be here…" (Female learner)***

> ***"It is a pity that everything we learn in the Monyetla programme we cannot always use - even though it is the right thing. The workplace was so different from the training" (Female learner)***

Some learners feel that the selection criteria should be revised and there should be 'Recognition of Prior Learning'. Several mentioned that it was very difficult to integrate the learners into the workplace, and get them functioning and productive in line with what was required by the role; some felt that a longer training period that included more practical exercises and some computer literacy would be very beneficial.

14.6.3. Least satisfied learners

14.6.3.1. Least satisfied learners: Highlights

The majority of learners that rated the Monyetla Work Readiness Programme™ on the lower side of the scale describe the many opportunities presented by the programme as the biggest positive. They indicate that the programme offers a valuable opportunity for training and for acquiring workplace experience – vitally important to improve their employability and thus their futures. Many highlighted the exposure to the workplace environment as a significant advantage, and some explained how they enjoyed the exposure, the pressure, the client interactions and the actual work. A few cite examples of personal growth and individual development as the most important opportunity the programme provided.

A number of the learners felt the training was extremely valuable and enjoyed the content, facilitators and the style of teaching and learning – very interactive with lots of teamwork. Some mentioned that the resources provided (files, notes, pens etc.) were a big positive.

For some, the Monyetla Work Readiness Programme™ provided a space in which to meet new people, forge new friendships and learn together, and a number of respondents indicated that this was a significant positive of the programme.

> ***"Most people in my team had a lack of confidence - but if you can see them now - there is a lot of change" (female learner)***

14.6.3.2. Least satisfied learners: Challenges

The negative aspects shared by learners that rated the Monyetla Work Readiness Programme™ on the lower side of the scale are predominantly workplace-related. Some described the difficulty experienced when entering the work environment, some indicating that they felt under-prepared, while others indicated that they did not like the type of work they were expected to do. A significant number of the learners indicated problems with their immediate managers in the workplace (team leaders, supervisors, managers) – ranging from open hostility to being ignored. A few said that when they arrived for the workplace phase they were not expected, there was nothing for them to do, and the supervisors did not seem to want them.

> ***"I didn't like the way people treat us in this working place. When we first came in here we were not welcomed in a good way…" (Female learner)***

> ***"At the workplace I see that people can be rude if they want to be - I Think they have to listen more on what we have to say. At the workplace I feel like I am useless" (Female learner)***

Training-related challenges came up several times, notably around facilitators who were not confident with the material they were teaching, did not communicate well and seemed under-prepared. Some mentioned the volume of work and the course structure being problematic, and there was some indication that a few of learners felt the training did not prepare them adequately for the work they were expected to do while others suggested more practical work be included in the future.

Stipends, payments and money-related issues were often cited as negative aspects of the programme. A number of learners felt the money provided was inadequate and some complained of late payments or of receiving less than was promised.

Learners that rated the programme lower mention communication issues as a real problem and feel that they were often misinformed or not informed. Some respondents pointed out that things would change and they would not be informed while others felt that trainers and employers were often giving very different information to the learners and this was, in some cases exacerbated by information from the monitors.

A number of the learners in this group indicated that a significant negative aspect of the programme is the fact that they have not received any certification for the training or their participation in the programme.

> ***"I am finished and I am STILL waiting for final remediation and certificate" (female learner)***

14.7. Conclusion

The Monyetla Work Readiness Programme™ (both the pilot and phase 2) was well received by target beneficiaries, because it offered them an opportunity to learn new skills, experience the BPO&O sector that many were unaware off, gain workplace experience, and meet new people amongst others. All these have contributed to learners' sense of well-being especially confidence, and hope about future career opportunities. The programme from a learners' perspective can be dramatically improved though increasing the stipend amount; ensuring on-time payment; improving on-going communication; ensuring better alignment between theory, workplace experience and employment and facilitating the transition from the one phase to the other; ensuring more support from line managers; ensuring professional trainers / facilitators; and providing certification sooner.

15. Findings: Learner-Supervisor Perceptions

Generally the training offered to supervisors / team leaders by the employers as part of the Monyetla Work Readiness Programme™– Phase 2 was directly related to enhancing their work performance. In the main training was geared towards helping supervisors / team leaders understand the demands of leading a team. Hence, all the respondents reported that the training impacted positively on their work performance. An interesting finding is that those respondents currently studying are reading for qualifications that are not directly linked to their work or the broader BPO&O sector.

15.1. Awareness

Supervisors / Team leaders trained as part of the Monyetla Work Readiness Programme™– Phase 2 got to know of the programme through their direct line managers, who nominated them for training. Only in one consortium in the evaluation sample did the supervisors / team leaders come from the entry-level learners being trained by the Monyetla Work Readiness Programme™– Phase 2. However, this consortium is unique in that there is no established employer with a functional call centre (Limpopo).

15.2. Training

Generally the training offered to supervisors / team leaders as part of the Monyetla Work Readiness Programme™– Phase 2 consisted of short courses that ran for a couple of days and were not linked to a formal qualification. The training was linked to a level 4 qualification in a minority of cases. The courses offered skills in enhancing supervisor's / team leader's performance in the following areas:

- Coaching;
- Mentoring;
- Management;
- Leadership;
- Effective communication;
- Conflict resolution; and
- Cultural diversity in the workplace.

The majority of respondents agreed that the training received through the Monyetla Work Readiness Programme™– Phase 2 helped them directly in their work, especially in engaging with their team members. They now are more sensitive to leading by example, responsive to cultural diversity amongst their team members (gender, race, age, etc.), aware of the demands of mentoring and coaching, and listening to their team members.

> ***"I actually use some of the material and I am currently top leader in the company." (Male)***
> ***"Like, to listen to the agent instead of telling them what I want." (Female)***
> ***"Stress management – how to cope with stress by prioritising." (Male)***

At a personal level participating in the Monyetla Work Readiness Programme™– Phase 2 training has motivated them, given them more confidence in their own abilities; underscored the value of patience; improved their communication skills; and helped with personal goal setting especially with regards to continuing learning.

> ***"Sometimes we take people for granted; it has helped me become a better communicator." (Male)***

All the respondents emphasised that training should be accompanied by certificates because certificates add tremendous value to their resumes/CVs. They requested that they receive their certificates as soon as possible. While it is not the responsibility of the Monyetla Work Readiness Programme™– Phase 2 to provide certification for supervisor / team leader training, the evaluation has revealed that certification is important to young South Africans.

15.3. Working in Call Centres

The overwhelming majority of respondents enjoy their work in the call centre; they like the collegiality and atmosphere of the workplace, the benefits of constantly learning as they have to quickly respond to the diverse needs of existing and potential customers, and that they gain tremendous customer relations management skills. More importantly for a significant number of respondents; working in a call centre is a "stepping stone" to their future careers.

> ***"The vibe of the call centre, it's an exciting environment, it challenges you." (Male)***
> ***"You interact closely with your colleagues on a daily basis as opposed to closed office spaces." (Male)***

An interesting finding is that all the respondents prefaced their responses with, "I love people", "I love helping people", "I l enjoy speaking", it confirms literature that underscored the importance of people orientation as one of the criteria during recruitment processes in this sector.

Older respondents, while acknowledging the positive work environment of call centres, feel that call centres do not offer them social benefits such as pension, medical aid, etc., which are more important to them at this stage of their lives.

> ***"I like it, I feel it's for younger people, it's not permanent, it's like waitressing where there are no benefits." (Female, 35 years old)***

15.4. Current Studying

The majority of respondents were engaged in distance learning towards a qualification. Unfortunately none of these respondents were reading for a degree/diploma directly related to call centres. The kinds of qualifications these supervisors / team leaders were registered can be grouped into the following:

- Human resources;
- Bachelor of Science;
- Social work;
- Management;
- Financial accounting; and

- Law.

As such these supervisors / team leaders would like to work in the respective fields of their studies.

15.5. Career Opportunities in Call Centres

The majority of respondents see very little opportunity in terms of climbing the "career ladder" in the call centre as it is a very flat structure, however, they do see opportunities in working in other business areas in their respective companies, such as human resource management and training (only in the case of large companies).

> ***"People don't choose call centres as careers, it's because having a job." (Female)***
> ***"I'd like to grow in the call centre industry although it's very limited." (Male)***

15.6. Future Work

One in four supervisors / team leaders interviewed reported that they would like to continue to work for their current employers. Over half of the respondents would like to work in the public sector – as it offers better social benefits and job security. A significant number of respondents see themselves running their own business in the future, a few would like to own a call centre.

> ***"[I would like to work] in government; because there is a lot of benefits." (Male)***

15.7. Conclusion

The training offered to team leaders / supervisors as part of the Monyetla Work Readiness Programme™ - Phase 2 contributed to their work performance. However, only a quarter see their future in the call centre environment; the majority are hoping to either move to work environments that offer greater security and better social benefits or to become entrepreneurs.

16. Strengths, Weaknesses, Opportunities, Threats and Lessons Gained

This section distils the strengths, weaknesses, and lessons gained from the perspectives of multiple categories of respondents (namely, learners, stakeholders, partners, recruiters, trainers, employers, project managers, monitors).

11.1 Strengths, Weaknesses, Opportunities and Threats

Table 39: Strength, Weaknesses, Opportunities and Threats of the Monyetla Work Readiness Programme™

Strengths	Weaknesses
• The developmental nature of the programme genuinely talks to corporate social investment. As such principals within consortia are committed to contributing to youth development. • Targeting unemployed youth resonates with both industrial and skills policies. Furthermore principals in consortia see the intrinsic value of contributing to youth development employment. • The combination of classroom training with workplace experience increases the pool of talent, and reduces the cost of recruitment. • Public funding induces companies to train young people. • Offering a stipend motivated young people to continue to participate in the programme. • Employment helped young people enter the workplace and gain real work experience and a deeper understanding of the culture of work. • Workplace experience provided young people with experience of working with people from diverse backgrounds (race, religion, culture, age, gender). • Consortia able to offer alternatives that better suit aptitude specific learners tend to add value. • The group identity fostered by the programme helped to create more social cohesion and inclusivity amongst learners.	• Insufficient resources allocated to ensure participation of disabled youth. • Stipend insufficient to cover travel costs in cases where learners live far from the work place. • Criteria for selection of learners are too limiting (matriculation) and do not address industry demands sufficiently. • Some employers are unable to offer employment or suitable workplace experiences. • The QMS system is labour intensive and not responsive to this sector with smart back office processes. • Limited internal and external communication on the programme. • The risk of exploitative employment contracts. • Transition from classroom to workplace experience to employment is not well mediated in some consortia. • Limited buy-in by line managers /team leaders /supervisors in several consortia. • Risk of tensions within consortia. • Support to manage internal consortia tensions was limited. • Absence of long term monitoring of learners who have participated in the programme.

Strengths	Weaknesses
• Oversight by multi-sectoral partners that encourage robust debates and transparent decision making. • Project management resourced with dedicated experts in the field of training and BPO&O. • Clear outputs and performance indicators. • QMS that is developmental in nature. • QMS that offers quantitative data on learners.	• Curriculum that is not multi-sectoral
Opportunities	**Threats**
• Located in a growth sector • Work readiness targeting a large base of unemployed people • Wide age range of potential recruits • Publicly funded (employers are incentivised) • The demand for work ready learners is high • Current policy framework e.g. the programme located within IPAP • Skills development high on the national agenda • Youth unemployment in South Africa • Enormous resources have been put into FET colleges	• Attrition of Learners • Line Managers and Services within consortia not supporting the programme • Employee turnover within consortia • Fragmentation of the SETAs • Variability of the quality of trainers • Recruitment agencies understanding of the needs and demands of the sector • Competing learnerships with higher stipends • Realities of call centre work (e.g. shifts, pressure, turnover etc.)

11.2 Lessons Gained

Three important lessons can be extracted from the external evaluation of the Monyetla Work Readiness Programme™ - Phase 2. These are:

1) Project management technology should be at the service of enhancing implementation and offering information on demand rather than be the centre of the implementation.
2) Employer-led consortia that cannot guarantee relevant workplace experience, and cannot offer a six month employment contract with a basic salary should not be considered.
3) Ideally, the Monyetla Work Readiness Programme™ should be implemented by employers who have in-house capacity for recruitment, training, and workplace training. These companies generally have a culture of training and employee well-being, thus offering the ideal environment for young unemployed people to gain workplace experience and to consider future work opportunities. In the absence of getting such employers, the following success indicators for constructing employer-led consortia emerged from the findings:

- **Employers with capacity to employ learners for six months without antagonising their existing employees:** workplaces that are built on casualisation of workforce are generally insecure work environments, and adding young inexperienced learners further fuels tensions and is not conducive to the ethos of the programme;
- **Employers with a culture of coaching and mentoring:** workplace training is core to the Monyetla Work Readiness Programme™, as such employers who have the capacity for and are committed to mentoring and coaching should ensure that learners genuinely gain insight to work readiness and gain new knowledge and skills;
- **Employers with own product training:** this further enhances learners' knowledge and skills on working in the BPO&O industry as well as gives them a glimpse of industry standards and requirements;
- **Employers with both inbound and outbound services:** the study results indicate that inbound services offers a better learning environment for learners still building their skills and confidence;
- **Employers with multiple departments:** to enable learners to gain a deeper understanding of career opportunities in the BPO&O sector and to be able to move learners between different departments to find suitable opportunities that optimises the learners chances of staying in the industry and using their newly acquired skills**;**
- **Buy-in from supervisors / call centre floor managers / team leaders:** to genuinely facilitate work place learning rather than project premature expectations on the learners;
- **Trainers / facilitators who are experienced both in the industry and in working with young people:** sensitive to the challenges facing young people and hence more responsive to their needs who are able to guide learners into such a high-pressure / competitive workplace and industry;
- **Dedicated project manager within consortium:** a dedicated resource to facilitate shared understanding amongst and within consortium members and also act as a champion for the programme.

17. Recommendations

This section presents the recommendations that emerged from the findings, and are presented in relation to key dimensions of the Monyetla Work Readiness Programme™ model, such as communication, target beneficiaries, skills development, etc. In addition, the recommendations are categorised according to ease of implementation.

- Recommendations that can be accommodated immediately during the next phase are referred to as short term recommendations.
- Recommendations which require at least a year of preparation are referred to as medium term recommendations.
- Finally long term recommendations that will take at least three years of review to build into the programme.

Table 40: Recommendations by Term and Dimensions

Terms	Dimensions	Recommendations
Short Term	Communication and Information Sharing	The findings clearly indicated that Monyetla Work Readiness Programme™ has overall a positive brand identity and aspirational and reputational value amongst young learners participating in the programme, however, general awareness of the programme appears to be low. Stakeholders interviewed knew little about the programme, and learners confirmed that 'not enough of the right people know about the programme'. **This report recommends that the communication around the programme be intensified, especially within the BPO&O sector**. For example on-going routine communication to the industry players on the programme through well-designed and well-targeted email initiatives, a dedicated website to access updates and address frequently asked questions, the use of contracted consortia's websites, adding industry bodies' and partners' links to programme websites, etc.
	Target Beneficiaries	The Monyetla Work Readiness Programme™- Phase 2 has not met its target of including at least 4% of disabled youth in the programme. The current model allocates the same resources to both disabled and abled youth; however disabled young people face more constraints in transforming given resources. Furthermore, the cost of recruiting disabled youth are higher and disabled youth may require additional support during training, workplace experience, as well as in their employment phase. **Hence this report recommends that a differential resource allocation model be considered that will contribute to enhancing both effectiveness and efficiency in meeting the NSF targets as well as incentivising employers to consider attracting more disabled youth.** For example, a sliding scale

Terms	Dimensions	Recommendations
		based on disability categories can be used to allocate stipends. In the short term a feasibility study should be considered on determining this sliding scale.
		The requirement of matriculation is contradictory to the level of qualification on offer by the Monyetla Work Readiness Programme™ as well as the employers' experiences. Employers are keener to recruit 'the right attitude' and nurture potential employees on the demands of their respective workplaces. **Hence this report recommends that the programme reviews its criteria for selecting entry-level learners, and consider young people without matric or that the level of the qualification be raised.**
	Skills Development	The current curriculum offered by the Monyetla Work Readiness Programme™ received mixed support. While there is tremendous support for the curriculum's bias towards improving entry-level learners' numeracy and literacy competency, it remains insufficient to meet the needs of an information technology enabled services sector such as BPO&O that requires computer skills, conversational skills, working in teams, and analytical skills. Furthermore, NSD III is underscored by full qualifications and supporting middle level skills. This coupled with the South African BPO&O sector aiming to offer higher value services, necessitates a review of the curriculum. **Hence this report recommends a review of the current curriculum in terms of content (with special focus on computer literacy, analytical skills, and career counselling).** For example, basic computer literacy and career pathing unit standards can be included.
		In light of the small number of learners who attained a full qualification, **this report recommends a review to unpack the different routes through which learners will be able to attain the full qualification** and ensure that this is well communicated.
		Generally the training and in particular the facilitators were considered exceptional by learners (both entry-level learners and supervisor learners). Nonetheless there are a significant number of learners who reported disappointment with the lack of professionalism amongst some trainers / facilitators and cases are reported where trainers have no work or training experience in the BPO&O sector and were merely trained via 'train-the-trainer' programmes to relate the material to the learners. **Hence this report recommends that the facilitators / trainers employed should be people with industry experience, broader knowledge of the content, who are sensitive to the needs of young unemployed learners.** For example, trainers should have some working experience in call centres and should

Terms	Dimensions	Recommendations
		be individually (in-person) accredited.
		The training experiences were overwhelmingly positive, however, the tangible aspects, especially the learning and teaching support material were considered inadequate. Learners drew attention to loose papers handed out. It is generally acknowledged in learning and teaching that resources such as textbooks should be of high standards as learners can refer to it with confidence. **This report recommends that learning and teaching support material be vetted by monitors, especially content accurateness (including grammar, etc.) and durability of packaging.** For example, where loose worksheets are used, a folder should be made available to all learners to help them store and retrieve these worksheets.
		The value of certificates in the eyes of these learners cannot be over-stated! These learners perceive the certificates as one of the most vital aspects of the programme to ensure their personal growth and provide career opportunities. We recognise that the certification process is long and learners may not receive this tangible evidence of the successful completion of the programme timeously. **This report makes two recommendations with regard to certification. Firstly, learners must be made aware of the process of certification and be provided with the contact information of the respective SETA that will be awarding the certificate of competence. Secondly, in the interim a generic certificate of participation should be given to all successful learners.** For example, a certificate with logos of the dti and NSF would serve two purposes, further branding the programme and helping learners with future employment opportunities.
		The NSDIII is underscored by strengthening public institutions. Furthermore public institutions can contribute significantly to institutionalising the Monyetla Work Readiness Programme™. Logistically public institutions, such as FET colleges, are within communities and may alleviate the high travel costs. **Hence, this report recommends that employer-led consortia be encouraged to partner with FET colleges.** For example, FET colleges can offer a venue, and selected unit standards such as computer literacy.
	Employer-Led Consortia	Consortia that focus on services, and have inbound and outbound call centres perform better in implementing the programme. Similarly consortia that are captive perform better than those who are offering outsourced services. **Hence this report recommends that the criteria for selecting employer-led consortia be reviewed. For example create selection criteria that are in favour of environments that are suitable for**

Terms	Dimensions	Recommendations
		nurturing young talent.
		Currently there is a requirement for a service level agreement between the consortium members. This quality assurance mechanism is however insufficient to govern the actual working relationships and need to be more closely monitored and supported. **Hence, this report recommends that monitors offer support to employer-led consortia in establishing a mutually beneficial working relationship.** For example, monitors should routinely explore the relationship between consortia members before it becomes an impeding factor to implementation. Otherwise the QMS should include random, on-line assessments able to flag fragmenting relationships within consortiums posing a risk to the successful implementation of the programme. Similarly, monitors need to work closely to the line managers of learners to gain a deeper understanding.
		Currently the QMS does not allow for a 360 degree peer evaluation such as post training evaluation from learners, inter-consortia feedback and learner performance. **Hence this report recommends that routine 360 peer evaluations are integrated into the QMS** e.g. an online satisfaction/climate survey to be completed at regular intervals, in line with project implementation milestones.
	Funding	The current QMS excludes the monitoring of the employment phase of the Monyetla Work Readiness Programme™. Once-off annual external evaluations, does not allow for long-term monitoring of the Monyetla Work Readiness Programme™ graduates and more generally the programme's impact on employer-led consortia. **Hence this report recommends a longitudinal approach to monitoring, coupled with formative and summative evaluation.** For example, a small scale tracking system such as Birth-to-Twenty study which is a longitudinal study tracking babies born in 1991 to age 20.
		In light of recommendations to provide greater resources for disabled young participants, to offer a full qualification, to look into the increasing cost of transport and acknowledge the legacy of apartheid of working and living spaces at a distance, a review of the budget is a necessity. **This report recommends an annual review of the budget, especially the stipend, and training.**
	Project Management	**Induction Process** There appears to be information asymmetry amongst employer-led consortia about the Monyetla Work Readiness Programme™, especially the requirements, and process compliance. **Hence this report recommends that all contracted**

Terms	Dimensions	Recommendations
		employer-led consortia go through an induction period before implementation. For example, in addition to briefing sessions, monitors should spend a longer time at the beginning with consortia members to get them ready to begin implementation and in cases, where the original champion of the project within the consortium resigns special measures should be put in place to bring the replacement up to speed.
		Dedicated project managers in employer-led consortia that have three independent organisations working to implement the Monyetla Work Readiness Programme™ has aided to alleviate stress and facilitated on-going communication. **Hence, this report recommends that employers identify and allocate a dedicated person to oversee implementation and to act as a champion with internal stakeholders, especially line managers on the 'floor'.** For example, an employee from HR who has experience in recruitment, training, and employee well-being prove to be suitable for managing the Monyetla Work Readiness Programme™.
Medium Term	Communication and Information Sharing	Principals from consortia as well as learners interviewed were dissatisfied with the information lacunae, or contradictory information on critical elements of the programme, such as workplace experience, stipend payments, QMS templates (in some cases), etc. Currently formal communication is done through circulars (to date two circulars have been sent out to principals in the consortia) and through monitor site visits. **This report recommends that communication should target learners as well and that the frequency of communication should be increased or platforms should be created where learners and or consortia can partake in programme communication through social media concepts and the creation of online communities.** For example bulk sms's can be used, or email, or even facebook where learners can form communities supporting one another, etc. Regular internal consortia meetings can also enhance information sharing.
	Target Beneficiaries	The Monyetla Work Readiness Programme™ - Phase 2 has not met its target of including at least 4% of disabled youth in the programme. The current model allocates the same resources to both disabled and abled youth; however disabled young people face more constraints in transforming given resources. Furthermore, the cost of recruiting disabled youth are higher and disabled youth may require additional support during training, workplace experience, as well as in their employment phase. **Hence this report recommends that a differential resource allocation model be implemented to NSF targets for disabled learners.**

Terms	Dimensions	Recommendations
	Skills Development	The Monyetla Work Readiness Programme™ - Phase 2 has a memorandum of understanding with the Services SETA, however, the BPO&O sector spans almost all sectors, including retail, public, financial, insurance, transport, health, amongst others. Each of these sectors has submitted sectoral plans to the NSF, which may highlight its skills development contribution to business processing services. Moreover, the Services SETA has only 29 companies (a minority) working in the BPO&O sector registered with it. **Hence this report recommends a review of sectoral skills plans with the intention to identify partnering with SETA's that are aligned to the developmental goals of the Monyetla Work Readiness Programme™.** For example, the real growth in the BPO&O sector is expected in financial and public services. Thus it is important to use the sectoral skills plans to generate labour demand histograms of the BPO&O sector to inform training and implementation cycles to optimise the opportunities in the industry.
	Funding and Budget	The Monyetla Work Readiness Programme™ is dependent on NSF funding that has an annual cycle. This limits the flexibility of the programme to satisfy the needs of many employers who have seasonal employment demands. **Hence this report recommends a longer term agreement (at least three years) for core funding from the NSF, and on-going funding from the multiple SETAs that support the BPO&O sector in order to run a more continuous programme based on the labour histograms of the employers.** For example the Monyetla Work Readiness Programme™ can be a vehicle for SETAs to contribute on an on-going basis to business process services in their respective sectors.
Long Term	Quality Management System	The current strength the Monyetla Work Readiness Programme™ - Phase 2 management is the information technology system used to store and retrieve information for monitoring purposes. While employer-led consortia are generally aware of the requirements of systems and processes for efficiency and transparency purposes, the current QMS appears labour intensive (especially for larger players) and is implemented inconsistently. Furthermore, it appears that monitors are used to collate and upload the information and hence have less time for their developmental role. Considering that the programme is located in a sector that thrives on harnessing information technology to improve efficiencies, it seems appropriate to draw on industry standards to create a more user-friendly online QMS. **Hence, this report recommends a review of the QMS with particular attention to the labour requirements for maintenance, the developmental use of the system, and on-**

Terms	Dimensions	Recommendations
		going monitoring. For example, SARS e-filing enables taxpayers to fulfil their tax obligations and uses auditors to verify taxpayers input. In this case, this is the role of monitors, to help consortia with both compliance and growth.

18. Conclusion

The Monyetla Work Readiness Programme™ – Phase 2 has exceeded both its training and employment targets by 6% and 43% respectively (allowing for an attrition rate of 13%). The number of learners who have successfully completed between 54 and 60 credits tallied 3,082 learners, while 2,907 learners are employed. These are significant achievements that demonstrate the effectiveness of the demand driven training model in contributing to youth employment. The Monyetla Work Readiness Programme™ – Phase 2 has ensured that employers participating in the programme train their supervisors / team leaders. Employers trained 592 supervisors/team leaders, representing 18% more than the programme's success indicators of 500.

Phase 2 of the Monyetla Work Readiness Programme™ has been less successful in meeting its target of training and employing 4% disabled learners. The programme recruited only half the required number of disabled learners. The target for disabled learners is 134 (4% of 3338 learners), only 50 disabled learners successfully completed the training and 57 disabled learners were employed.

The programme also underperformed with respect to learners completing the full qualification. Only 3% of learners who completed between 54 and 60 credits continued their training to achieve a full qualification. This is below the target of 'a minimum of 10% of competent learners complete the full qualification'.

A serious challenge facing the programme during this phase is the high attrition rate of 25% which is above the national and global average for the BPO&O sector, as it may contribute to increasing the costs of both recruitment and training. More importantly this high drop-off rate may adversely affect unemployed youth experiences of work opportunities.

The Monyetla Work Readiness Programme™ – Phase 2 has tremendous support from stakeholders, partners, and employers as it speaks to multiple government policies as well as to business social goals and commitments. Stakeholders and partners, while acknowledging the contribution of the programme to industrial policy and skills strategy, they are sensitive to the challenges facing the programme, especially the risk of on-going funding.

Similarly business via the consortia feels much rewarded by their participation in the Monyetla Work Readiness Programme™ – Phase 2. They feel that they are making a positive contribution to South Africa's developmental goals, while gaining a pool of potential employees. However, in relation to relevance and requirements to industry, the current curriculum is contested, where a significant number of consortia are would like to see higher level skills included especially computer literacy and a full qualification. In terms of the model, the budget should be reviewed to offer more resources to recruit, train, and employ disabled young people. The QMS is a valued part of project management. However, its labour-intensiveness (especially in larger consortia) and inconsistent application by monitors (in several consortia) resulted in a call for making it more user-friendly by tapping into new on-line technologies.

Similarly, the Monyetla Work Readiness Programme™ – Phase 2 has been successful in providing young unemployed people with training directly related to work opportunities. Learners found the model empowering and hence participating in the programme has given them confidence to seriously consider their future careers. Regardless of challenges identified, the programme is very positively evaluated and it offers a pool of talent to a growth industrial sector.

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20. Appendix 1: Monyetla Work Readiness Programme™ – Phase 2 Flowchart

Table 41: Monyetla Work Readiness Programme™ Flowchart

Role	Entity	Description of responsibilities	Success factors
Contracting stage			
Adjudication committee	BPO&O partnership group	Adjudicate the proposals and award allocation of learners	Industry knowledge; preparation; decisiveness.
Programme Owner	Bus Trust	Define the scope of the project, the goals, objectives, timelines and budget. Develop and publish the RFP. Hold RFP briefing sessions. Direct RFP process. Amend Agreements, with legal input. Sign contracts with consortia and project management team.	Industry and programme knowledge; detail of the RFP; adequate marketing of programme; stakeholder management.
Project Administrator	Bus Trust	Upload all consortia contract data. Support Programme owner with marketing of programme and scheduling RFP briefings. Administrate the RFP process.	Accurate and efficient project administration; system knowledge
Project Manager	Paladin	Develop project charter, project plan, resource plan, and all project mgmt documentation. Amend QMS to reflect any changes to processes and procedures. Assign resources. Hold RFP briefing sessions. Assist consortia with RFP Q&A. Evaluate proposals against scorecard. Review consortium SLAs.	Industry and programme knowledge, planning skills; Project mgmt., stakeholder mgmt., scorecard design, RFP evaluation experience, process mapping, requirements definition.

Role	Entity	Description of responsibilities	Success factors
		Discuss and advise on consortium agreements. Configure system for project processes and structure. Make recommendations to Adjudication team.	
Employer	Consortium	Draft and submit proposal. Draft and submit consortium SLA.	Proposal writing experience; SLA experience; Good collaboration of consortium members.
Trainer	Consortium	Sign consortium SLA. Develop training plan.	Comprehensive training plan (theory and work place for multiple waves).
Recruiter	Consortium	Sign consortium SLA.	
Recruitment stage			
Programme Owner	Bus Trust	Authorise payments of invoices. Address invoice queries.	Fast turnaround on authorisations. Quick resolution of queries.
Project Administrator	Bus Trust	Prepare invoice documentation. Upload all payment documents to QuickR. Liaise with bank and monitors to ensure payments are made on time (3 day turn around)	Efficient administration and good communication skills.
Project Financial Officer	Bus Trust	Instruct bank to make payment once invoices are authorised. Update mgmt. accounts and cash flow forecasts.	Tight financial management.
Project Manager	Paladin	Monitors and manages project. Provides support to monitors. Provides support to consortium. Reports to Programme manager on all matters.	Tight project management and risk and issue management.
Monitors	Paladin	Review and verify learner agreements and supporting docs. Upload learner data and documents to QuickR. Conduct site visit 1 to meet the consortium team and verify compliance to QMS. Complete payment checklists – per wave.	Programme knowledge; Assessment and report writing experience; stakeholder management.
Project auditor	Paladin	Check documents on QuickR.	Programme knowledge; and accounting

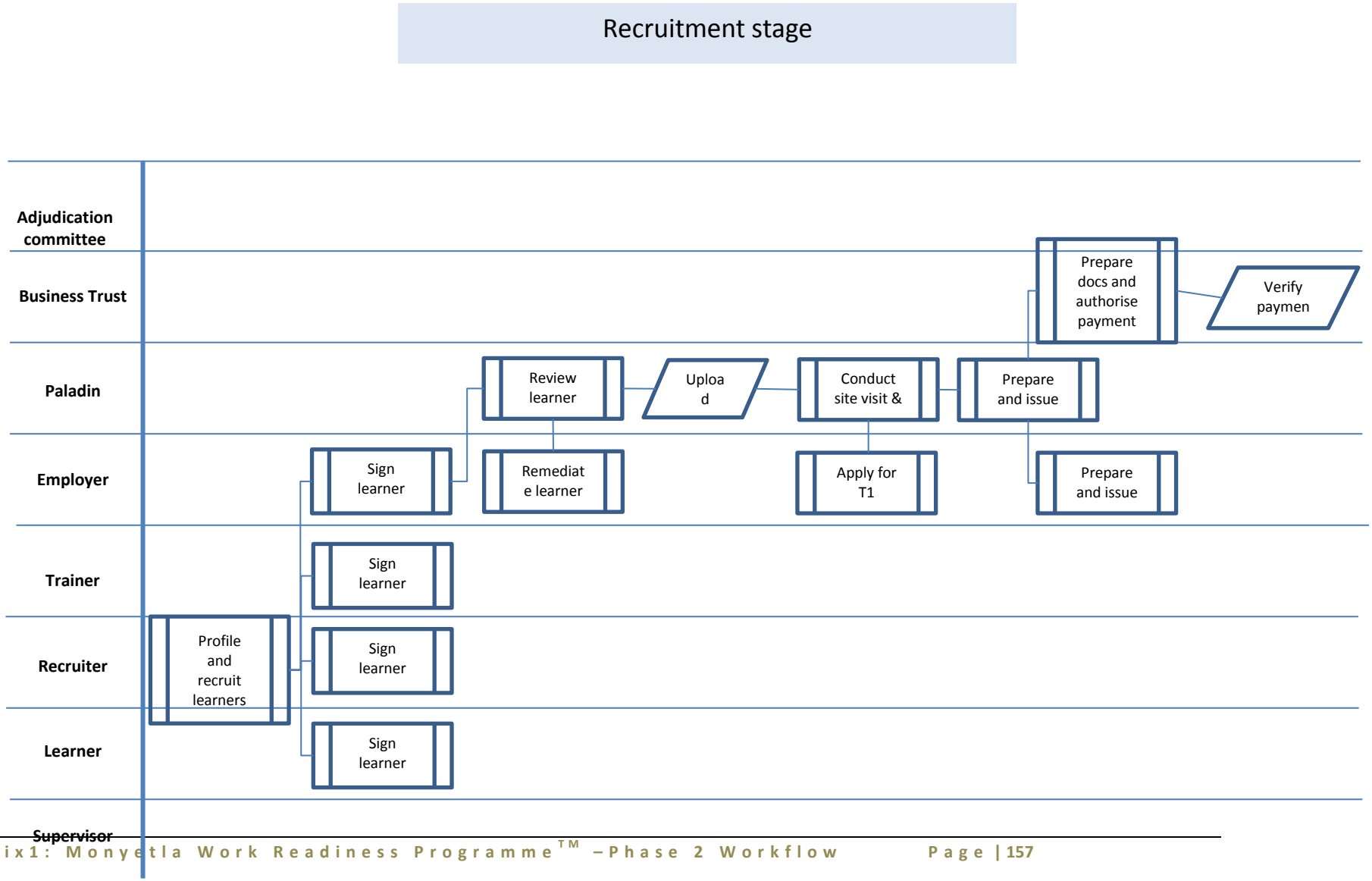
Role	Entity	Description of responsibilities	Success factors
		Prepare dummy invoice – per wave - and check against contract and monitor checklist.	expertise.
Employer	Consortium	Sign learner agreements. Apply for T1 payment – per wave. Prepares invoice for T1 payment – per wave.	Programme knowledge; learners understand what they are committing to; accurate learner data to support invoices.
Trainer	Consortium	Sign learner agreements.	Accurate administration.
Recruiter	Consortium	Profile learners based on employers requirements and NSF target profile. Select and recruit learners. Sign learner agreements.	Suitable HR Profiling tools; Selection techniques and tools; involvement of employer in selection process.
Learner	Consortium	Sign learner agreements.	Learners understand what they are committing to.
Training stage			
Adjudication committee	BPO&O partnership group	Review project progress. Make decisions on scope and budget (reallocations of learners change in timelines etc).	Accurate information; good preparation for meetings.
Programme Owner	Bus Trust	Monitors project; addressing risks and issues and making project decisions at a tactical level. Manager's stakeholders.	Good programme management; effective stakeholder management.
Project Administrator	Bus Trust	Provides administrative support to project manager and monitors.	Good administration.
Project Financial Officer	Bus Trust	Monitors and manages cash flow and reports on project finance weekly (consortium payments) and monthly (cash flow and project accounts).	Tight financial management.
Project Manager		Monitors and manages project; making project decisions at an operational level. Provides support to monitors. Provides support to consortium. Reports to Programme manager on all matters. Maintains document and data system. Visits sites to monitor progress.	Effective project management; provide consultative support to consortia; good management of monitors.

Role	Entity	Description of responsibilities	Success factors
Monitors	Paladin	Conduct at least one, but most often two, site visits per wave while learners are in training. Prepare site visit reports based on compliance with QMS. Report on progress of consortia. Manage issues with consortia.	Disciplined quality management; effective stakeholder management; quick issue management.
Project auditor	Paladin	Audits (sample checks) QMS documents including site visit reports and monitor feedback	Thorough auditing and accurate feedback for remediation.
Employer	Consortium	Provides work place training. Monitors and manages learners in the workplace. Identifies who should receive team leader training. Reports on progress to the monitor weekly and quarterly.	Provides suitable environment for learners to work in; ensure good coaching and mentoring of learners.
Trainer	Consortium	Deliver classroom training to learners to cover at least the 60 credits of the programme (can deliver more). Monitor work place training and provide coaching support to learners. Review POEs. Conduct formative assessments. Conduct Summative assessments. Conduct internal moderation of work. Apply for external moderation of work. Upload learner data to NLRD (via SETA ETQA). Issue competency certificates (via SETA ETQA). Deliver classroom training to team leaders.	Current accreditation with Service SETA for content, facilitators, moderators; knowledge of SETA requirements; industry knowledge; programme knowledge; good cash flow; adequate resources for delivery.
Recruiter	Consortium	Plays no role in the training phase; unless as a project manager for the consortium.	
Learner	Consortium	Attends training in the classroom and the workplace (minimum of 160 hours in the work place). Develops POE. Completes remediation.	Matric or higher qualification; place to stay near place of work; committed to the programme.

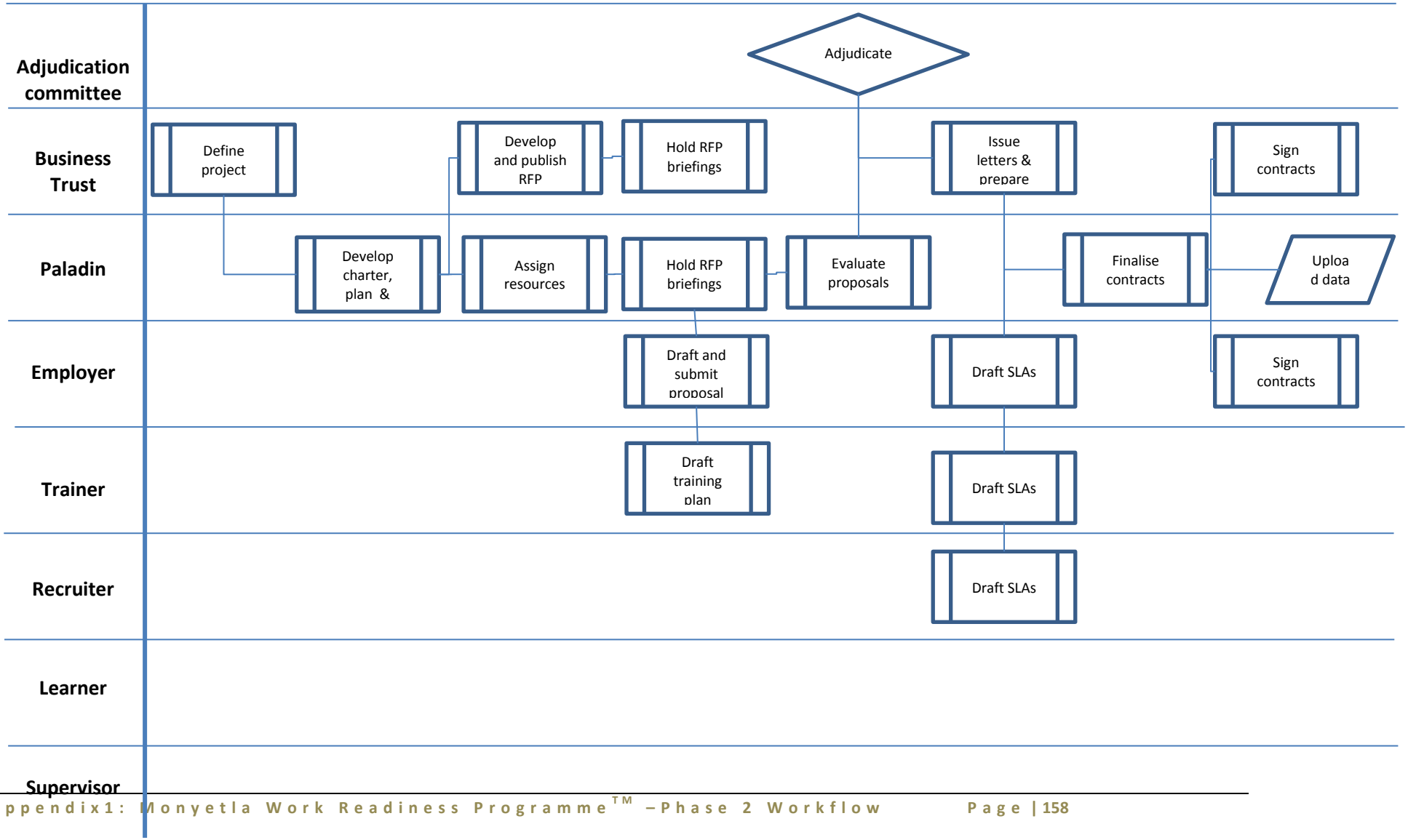
Role	Entity	Description of responsibilities	Success factors
		Must produce notes for absenteeism. Receives and manages own stipend.	
Supervisor	Consortium	Attends classroom training. Provides coaching support to learners.	Has previous experience in a call centre / back office; has suitable leadership skills.
Employment stage			
Adjudication committee	BPO&O partnership group	Review project close out report. Report back to stakeholders.	Advocacy of programme to stakeholders.
Programme Owner	Bus Trust	Authorise payments of invoices. Address invoice queries.	Quick turnaround on authorisations.
Project Financial Officer	Bus Trust	Instruct bank to make payment once invoices are authorised. Update mgmt. accounts and cash flow forecasts.	Tight financial management.
Project Administrator	Bus Trust	Prepare invoice documentation. Upload all payment documents to QuickR. Liaise with bank and monitors to ensure payments are made on time (3 day turn around)	Efficient administration; communication with role players re payments.
Project Manager	Paladin	Commission external evaluation of project. Provide support to consortia. Provide support to monitors. Review project data and documentation. Complete project closure report. Close out project.	Ability to critically review and evaluate project implementation; identify areas for improvement for subsequent phases.
Project auditor	Paladin	Check documents on QuickR. Prepare dummy invoice – per wave - and check against contract and monitor checklist.	Accurate accounting; rigorous sample auditing.
Monitors	Paladin	Conduct a site visit per wave while learners are being placed in employment. Prepare site visit reports based on compliance with QMS. Report on performance of consortia.	Good quality management; effective stakeholder management; quick issue management.

Role	Entity	Description of responsibilities	Success factors
		Manage issues with consortia.	
Employer	Consortium	Select 70% (or more) of competent learners to employ. Prepare and sign job contracts.	Structure contracts that are appealing to the learners. Take on more than 70% of competent learners.
Trainer	Consortium	Plays no role in the employment phase; unless as a project manager for the consortium.	
Recruiter	Consortium	Place competent learners who were not offered job contracts with employer.	Ability to place competent learners with other operators.
Learner	Consortium	Prepare and sign job contracts.	Commitment to stay with employer and take up job contract.

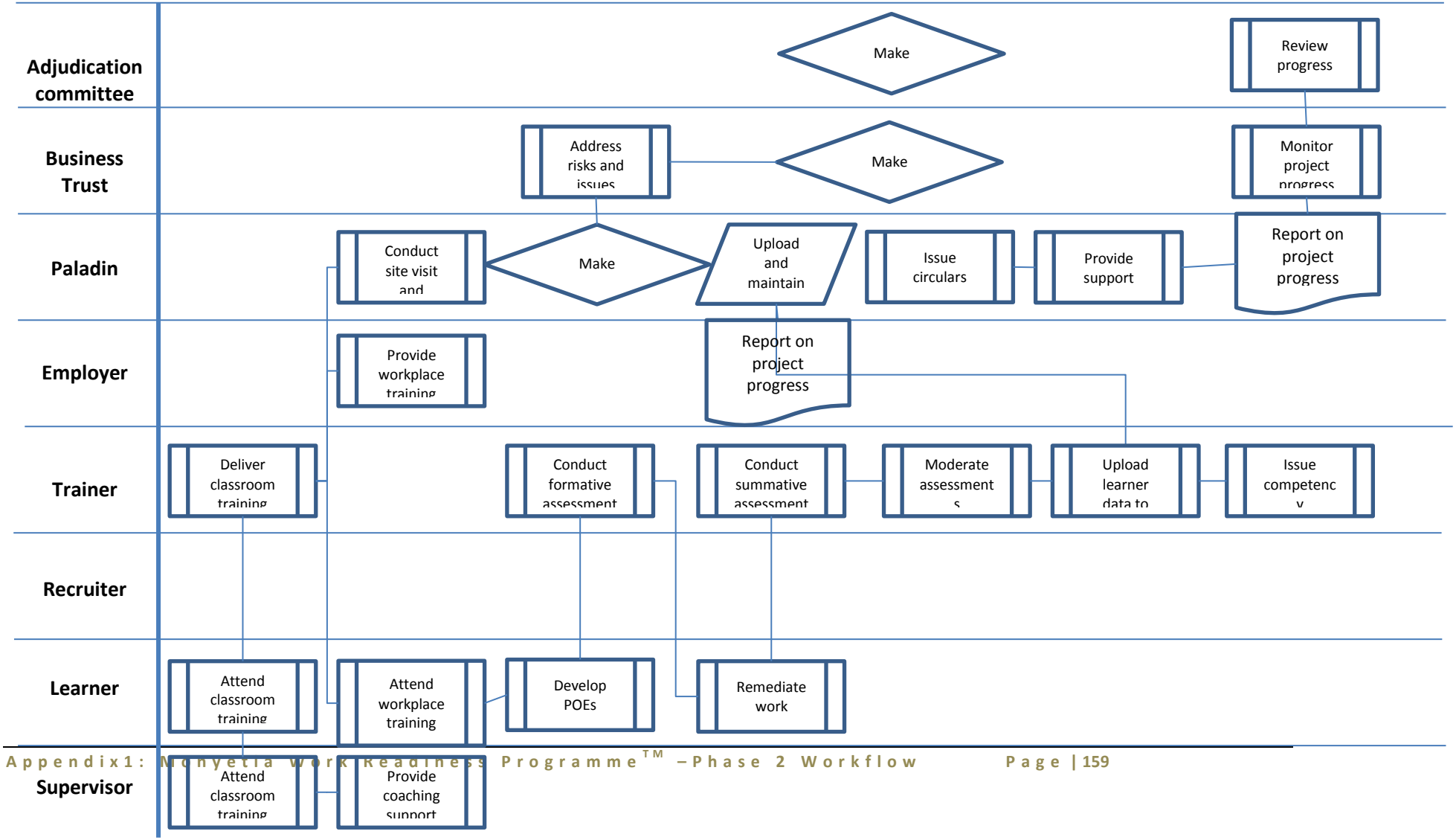
Figure 33: Monyetla Work Readiness Programme™ Flowchart



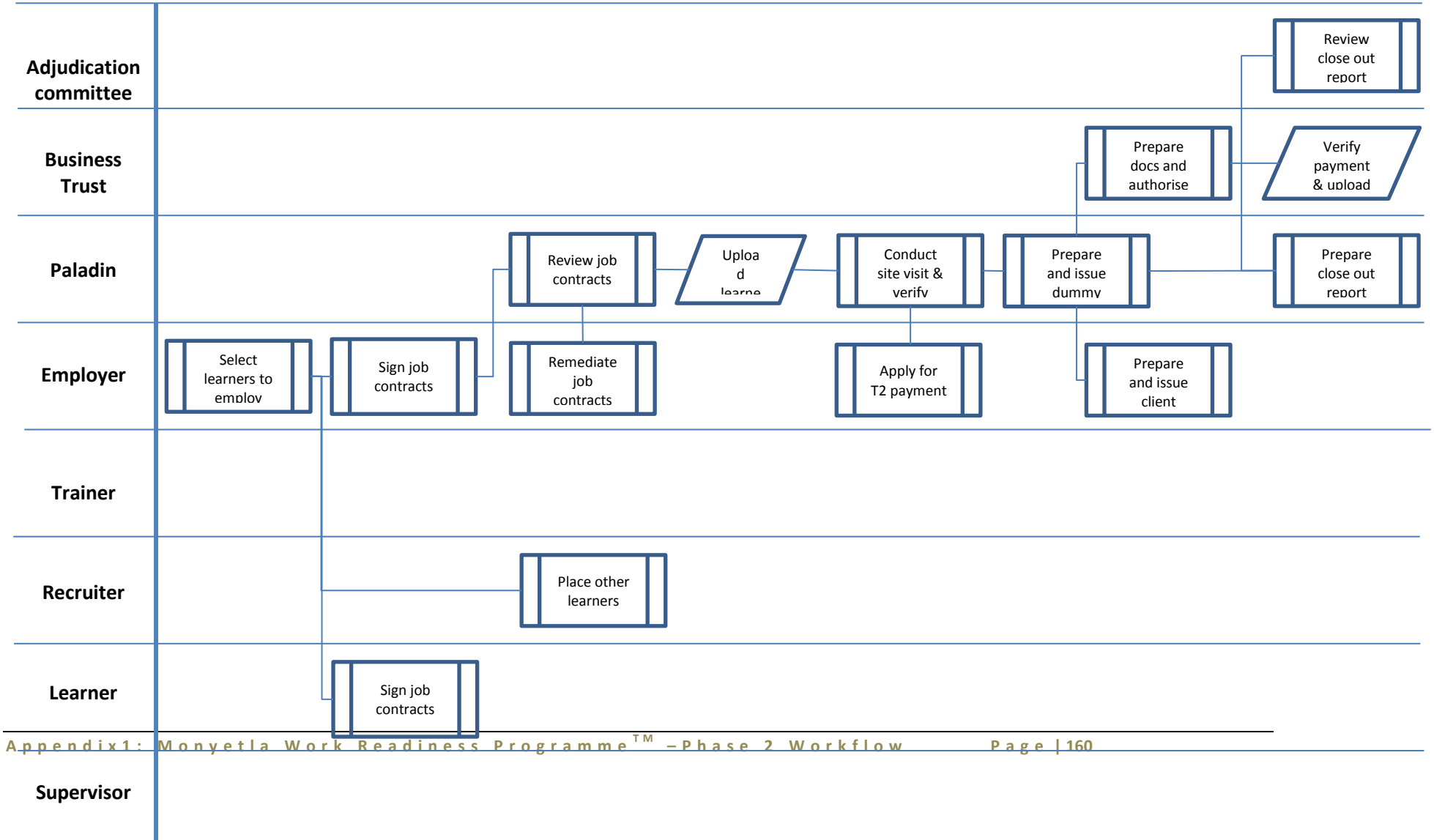
Contracting stage



Training stage



Employment stage



21. Appendix 2: Primary Data Gathering Instruments

The complete battery of primary data-gathering instruments is included.

In-depth Interview Schedule / Group Interview with Entry Level Agents

1. Name									
2. Gender	Female (1)					Male (2)			
3. Age	Less than 20 (1)		20 - 25 (2)			26 - 30 (3)		30+ (4)	
4. Disability	Yes (1)					No (2)			
5. Consortia	Number:			Name:			Site:		
6. Province	EC (1)	Free state (2)	Gauteng (3)	KZN (4)	Limpopo (5)	Mpumalanga (6)	NC (7)	NW (8)	WC (9)
7. Number of credits completed									
8. Wave	Classroom Training Phase			Workplace Experience			Employment		
9. Date of interview									
10. Moderator									
11. Which 3 things did you like MOST about being part of the Monyetla Work Readiness Programme™?									
12. Which 3 things did you like LEAST about being part of the Monyetla Work Readiness Programme™?									
13. Have you experienced any problems whilst being a part of the Monyetla Work Readiness Programme™? If YES, did the Monyetla Work Readiness Programme™ team do what they could to solve your problem?									

In the case of the statements below, read each carefully and rate your agreement on the scale provided (1=don't agree at all; 7=absolutely agree). INTERVIEWER: After each statement ask the respondent WHY he/she rates the Monyetla Work Readiness Programme™ at that level. Cumulatively the responses ought to answer other questions in the interview guide.									
Brand / Reputation (links closely to the AWARENESS section as well as the LEARNER ATTITUDE section)		–						+	NA
1	Do you believe that enough people (who can benefit from the programme) know about the Monyetla Work Readiness Programme™?	1	2	3	4	5	6	7	NA
REASON									
2	Do you believe the Monyetla Work Readiness Programme™ has a good reputation?	1	2	3	4	5	6	7	NA
REASON									
3	Do people aspire to be part of the Monyetla Work Readiness Programme™?	1	2	3	4	5	6	7	NA
REASON									
Customer satisfaction (care should be taken WHAT is being evaluated here - we are not evaluating the quality of the recruitment or training but rather the overall experience and satisfaction with the programme - while acknowledging other influences)		–						+	NA
4	In my opinion, being part of the Monyetla Work Readiness Programme™ provided me with the training promised during the recruitment process	1	2	3	4	5	6	7	NA
REASON									
5	In my opinion, being part of the Monyetla Work Readiness Programme™ provided me with the work place experience promised during the recruitment process	1	2	3	4	5	6	7	NA
REASON									
6	The Monyetla Work Readiness Programme™ team kept me informed of all the important things relating to this programme	1	2	3	4	5	6	7	NA
REASON									
7	The Monyetla Work Readiness Programme™ team has the knowledge to answer my questions	1	2	3	4	5	6	7	NA
REASON									
8	The behaviour of the Monyetla Work Readiness Programme™ team instils confidence	1	2	3	4	5	6	7	NA
REASON									
9	The Monyetla Work Readiness Programme™ is consistently courteous	1	2	3	4	5	6	7	NA

REASON									
10	The Monyetla Work Readiness Programme™ team has my best interest at heart	1	2	3	4	5	6	7	NA
REASON									
11	The Monyetla Work Readiness Programme™ team understands the needs of a learner	1	2	3	4	5	6	7	NA
REASON									
12	The Monyetla Work Readiness Programme™ followed the time lines that were originally communicated	1	2	3	4	5	6	7	NA
REASON									
13	I received my payment on time	1	2	3	4	5	6	7	NA
REASON									
14	I received my payment as promised (amount and duration)	1	2	3	4	5	6	7	NA
REASON									
15	I am aware that the programme is funded by the NSF	1	2	3	4	5	6	7	NA
REASON									
16	Materials (brochures, documents, letters, etc.) associated with the Monyetla Work Readiness Programme™ are professional	1	2	3	4	5	6	7	NA
REASON									
17	The recruitment process was professional	1	2	3	4	5	6	7	NA
REASON									
18	The training was professionally conducted	1	2	3	4	5	6	7	NA
REASON									
19	The workplace experience prepared me for my employment	1	2	3	4	5	6	7	NA
REASON									
20	The curriculum covered all the most important aspects I needed to deal with in the work situation	1	2	3	4	5	6	7	NA
REASON									
22	I feel confident that I can use the skills and experience acquired through this programme to further grow	1	2	3	4	5	6	7	NA

REASON									
23	This job has strengthened my interest in working in call centres and similar places	1	2	3	4	5	6	7	NA
REASON									
24	Being a part of the Monyetla Work Readiness Programme™ has provided me with opportunities in life that I otherwise would not have had	1	2	3	4	5	6	7	NA
REASON									
25	Overall, I am satisfied / glad that I decided to be a part of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
26	I plan to keep on WORKING in call centres and similar places	1	2	3	4	5	6	7	NA
REASON									
27	I plan to further my STUDIES in this sector	1	2	3	4	5	6	7	NA
REASON									
28	I would recommend taking part in the Monyetla Work Readiness Programme™ to my friends and or family members	1	2	3	4	5	6	7	NA
REASON									

<u>Note to the Moderator</u>: Use the following prompts to ensure all dimensions are covered, and to probe outlying issues that emerge.

1. Awareness	1. How did you get to know about the Monyetla Work Readiness Programme™? (Please explain) 2. Why did you decide to participate in the Programme? (Please explain)
2. Programme	1. Which part of the Monyetla Work Readiness Programme™ did you enjoy most? (Please explain) 2. Which part of the Monyetla Work Readiness Programme™ did you enjoy least? (Please explain) 3. What made it easy / facilitating factors for you to participate in the Monyetla Work Readiness Programme™? (Please explain) 4. What made it difficult / impeding factors for you to participate in the Monyetla Work Readiness Programme™? (Please explain)
3. Value	1. What did you find most useful of the Monyetla Work Readiness Programme™? (Please explain) 2. What did you find not useful of the Monyetla Work Readiness Programme™? (Please explain) 3. How has participating in the Monyetla Work Readiness Programme™ helped you personally / as an individual (in your life)? (Please explain) 4. How has participating in the Monyetla Work Readiness Programme™ helped you professionally (in your career/work)? (Please explain)
4. Curriculum	1. Which parts / unit standards of the Monyetla Work Readiness Programme™ curriculum did you learn most from? (Please explain) 2. Which parts / unit standards of the Monyetla Work Readiness Programme™ curriculum did you find difficult? (Please explain) 3. Which parts of the extra-curricular content (e.g. typing) did you find most beneficial? (Please explain) 4. How did the class time help you with passing the unit standards? (Please explain) 5. How did the work place experience help you with passing the unit standards? (Please explain) 6. How did the facilitator help you with passing the unit standards? (Please explain) 7. How did the learning materials help you with passing the unit standards? (Please explain) 8. What changes to the Monyetla Work Readiness Programme™ would you make? (Please explain)
5. Working	1. What do you enjoy most about working? (Please explain) 2. What do you enjoy most about the work you do? (Please explain) 3. What do you find difficult about the work you do? (Please explain) 4. What changes would you like to see in your work? (Please explain)
6. Career Pathing	1. How do you feel about the job you are doing through the Monyetla Work Readiness Programme™? 2. How do you feel about working in a call centre? (Please explain) 3. What would you like to study in the future? (Please explain) 4. Where would you like to work in the future? (Please explain)

Is there anything else that you would like to add?
Is there anything that you would like to ask us?
Thank you for allowing us this opportunity to talk to you.

In-depth Interview Schedule / Group Interview with Learner Supervisors

1.	**Name**								
2.	**Gender**	Female (1)				Male (2)			
3.	**Age**	Less than 20 (1)		20 - 25 (2)		26 - 30 (3)		30+ (4)	
4.	**Disability**	Yes (1)				No (2)			
5.	**Consortia**	Number:		Name:			Site:		
6.	**Province**	EC (1)	Free State (2)	Gauteng (3)	KZN (4)	Limpopo (5)	Mpumalanga (6)	NC (7)	NW (8)	WC (9)
7.	**Recent Training**								
8.	**Date of interview**								
9.	**Moderator**								

10. How did you get to know about the Monyetla Work Readiness Programme™? (Please explain why?)

11. How did you get involved in the Monyetla Work Readiness Programme™? (Please explain why?)

12. What training have you undergone for this role, specifically as part of the Monyetla Work Readiness Programme™? (Please explain why?)

13. How does this training help you in your work? (Please explain why?)

14. How is this training linked to a qualification?

15. What do you intend to study in the future? (Please explain why?)

16. How has participating in the Monyetla Work Readiness Programme™ helped you personally (in your life)? (Please explain why?)

17. How has participating in the Monyetla Work Readiness Programme™ helped you professionally (in your career/work)? (Please explain why?)
18. How do you feel about working in a call centre? (Please explain why?)
19. What opportunities do you see for yourself in the future in the call centre or back office environment (or in the BPO&O Sector)?
20. What kind of work would you like to do in the future? (Please explain why?)
21. Where would you like to work in the future? (Please explain why?

Is there anything else that you would like to add?
Is there anything that you would like to ask us?
Thank you for allowing us this opportunity to talk to you.

In-depth Interview Schedule with Consortia Members (HR, Recruiter, Trainer, Executive, Line Manager, Supervisor, Dedicated / Shared Project Manager)

1. Name								
2. Gender	Female (1)				Male (2)			
3. Age	Less than 25 (1)	25 - 35 (2)	36 – 50 (3)	50+ (4)				
4. Consortia	Number:	Name:	Site:					
5. Role	HR (1)	Recruiter (2)	Trainer (3)	Executive (4)	Line manager (5)	Supervisor (6)	Dedicated Project Manager (7)	Shared Project Manager (8)
6. Province	EC (1)	Free state (2)	Gauteng (3)	KZN (4)	Limpopo (5)	Mpumalanga (6)	NC (7)	NW (8)	WC (9)
7. Date of interview								
8. Moderator								

9. Which 3 things do you consider as the most significant ADVANTAGES of being part of the Monyetla Work Readiness Programme™?

10. Which 3 things do you consider as the most significant CHALLENGES of being part of the Monyetla Work Readiness Programme™?

Read each of the following statements carefully and rate your agreement on the scale provided (1=don't agree at all; 7=absolutely agree). INTERVIEWER: After each statement ask the respondent WHY he/she rates Monyetla Work Readiness Programme™ at that level. Cumulatively the responses ought to answer most other questions in the interview guide.

		_						+	
Brand / Reputation									NA
1	Enough people (who can benefit from the program) know about the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									

2	In cases where people are aware of the Monyetla Work Readiness Programme™, I believe the programme has a good reputation	1	2	3	4	5	6	7	NA
REASON										
3	I believe that people aspire to be part of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON										
Customer satisfaction		_						+	
4	The learners (employees) of the Monyetla Work Readiness Programme™ look neat/well-organised	1	2	3	4	5	6	7	NA
REASON										
5	Materials (circulars, learner spread sheets, QMS manual etc.) associated with the Monyetla Work Readiness Programme™ are professional / visually appealing	1	2	3	4	5	6	7	NA
REASON										
6	The Monyetla Work Readiness Programme™ team are courteous	1	2	3	4	5	6	7	NA
REASON										
7	The behaviour of the Monyetla Work Readiness Programme™ team instils confidence	1	2	3	4	5	6	7	NA
REASON										
8	The Monyetla Work Readiness Programme™ team has the knowledge to answer questions relating to the programme	1	2	3	4	5	6	7	NA
REASON										
9	I have easy access to all the information I need to work efficiently with the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON										
10	The Monyetla Work Readiness Programme™ team gives us personal attention to help make this programme successful	1	2	3	4	5	6	7	NA
REASON										
11	The Monyetla Work Readiness Programme™ team has our best interest at heart	1	2	3	4	5	6	7	NA
REASON										

12	The Monyetla Work Readiness Programme™ team understands our work-related pressure	1	2	3	4	5	6	7	NA
REASON									
13	When we have a problem, the Monyetla Work Readiness Programme™ team shows a sincere interest in solving it	1	2	3	4	5	6	7	NA
REASON									
14	When the Monyetla Work Readiness Programme™ team promise to do something by a certain time they do so	1	2	3	4	5	6	7	NA
REASON									
15	The Monyetla Work Readiness Programme™ team performs the service right the first time	1	2	3	4	5	6	7	NA
REASON									
16	Monyetla Work Readiness Programme™ team provides error-free records	1	2	3	4	5	6	7	NA
REASON									
17	The Monyetla Work Readiness Programme™ team keeps us informed on when programme services will be performed (e.g. placements, payments, visits, etc.)	1	2	3	4	5	6	7	NA
REASON									
18	The recruitment process contributed to the success of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
19	The training process contributed to the success of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
20	The curriculum structure contributed to the success of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
21	The curriculum was adequate to meet the workplace demands	1	2	3	4	5	6	7	NA
REASON									
22	As promised, the Monyetla Work Readiness Programme™ delivers work ready learners	1	2	3	4	5	6	7	NA
REASON									
23	Learners are able to reach target levels of productivity within a reasonable time	1	2	3	4	5	6	7	NA
REASON									
24	A reasonable number of learners from the programme are able to achieve promotions in the workplace	1	2	3	4	5	6	7	NA
REASON									
25	The Monyetla learners are better prepared for our needs compared to new employees that have not been through the program	1	2	3	4	5	6	7	NA
REASON									

26	The Monyetla Work Readiness Programme™ 's criteria (minimum learners; ratio of supervisors to learners; 160 hours of workplace training; control of a facilitator to 30 or less learners) is suitable to our organisation	1	2	3	4	5	6	7	NA
REASON									
27	Learner attrition is a problem on the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
28	Learner leaders are selected from staff with at least one year of experience	1	2	3	4	5	6	7	NA
REASON									
29	Payments are made as promised (amount & duration)	1	2	3	4	5	6	7	NA
REASON									
30	Payments are made on time	1	2	3	4	5	6	7	NA
REASON									
31	Tranche payments are effective at ensuring cash flow for the accompanying phases/waves	1	2	3	4	5	6	7	NA
REASON									
32	Funds were used in accordance with suggested budget line items (learner administration, assessment, stipends, training, recruitment etc)	1	2	3	4	5	6	7	NA
REASON									
33	The training grant covered all our costs with regard to these learners	1	2	3	4	5	6	7	NA
REASON									
34	Flexibility on the stipend payments (weekly or monthly) facilitated alignment to payroll and other internal systems	1	2	3	4	5	6	7	NA
REASON									
35	The stipend amount is in line with stipends paid to learners from other programs	1	2	3	4	5	6	7	NA
REASON									
36	I have access to all the information I need to effectively work with the Quality Management System	1	2	3	4	5	6	7	NA
REASON									
37	The Quality Management System of the Monyetla Work Readiness Programme™ is applied consistently	1	2	3	4	5	6	7	NA
REASON									
38	The Quality Management System is important to ensure the success of the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									

39	Tools and templates provided (as part of the QMS) are user-friendly (learner spread sheets; invoice formats; etc.)	1	2	3	4	5	6	7	NA
REASON									
40	Monyetla Work Readiness Programme™ adds financial value to our company	1	2	3	4	5	6	7	NA
REASON									
41	Monyetla Work Readiness Programme™ adds other value to our company	1	2	3	4	5	6	7	NA
REASON									
42	Overall, I am satisfied with the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
43	I plan to continue working with the Monyetla Work Readiness Programme™	1	2	3	4	5	6	7	NA
REASON									
44	The Employer-led Consortium is the best model for delivering work readiness programmes	1	2	3	4	5	6	7	NA
REASON									
45	The employer is most suitable for disbursing payment	1	2	3	4	5	6	7	NA
REASON									
46	I would recommend the Monyetla Work Readiness Programme to other learners/potential consortia	1	2	3	4	5	6	7	NA
REASON									
47	Recommendations for improving the Monyetla Work Readiness Programme™								

<u>Note to the Moderator</u>: Use the following prompts to ensure all dimensions are covered, and to probe outlying issues that emerge.

5. **Awareness of the Monyetla Work Readiness Programme™ (All Consortia Members)**
    1. How did your organisation become aware of the Monyetla Work Readiness Programme™? (Please explain?)
    2. Why did your organisation decide to participate in the Monyetla Work Readiness Programme™?

6. **Work Readiness (All Consortia Members)**
    1. How does the focus on work readiness contribute to skills development in the BPO&O sector? (Please explain?)
    2. What are the advantages of focusing on work readiness? (Please explain?)
    3. What are the challenges of focussing on work readiness? (Please explain?)
    4. What recommendation can you make in terms of work readiness for the next phase of the programme? (Please explain?)

7. **Participating in an Employer-Led Consortia (All Consortia Members)**
    1. Why did your organisation decide to participate in this consortium?
    2. How do using employer-led consortia, with a prescribed structure, contribute to the implementation of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain?)
    3. What worked well in delivering a work readiness programme through consortia? (Please explain?)
    4. What did not work well in delivering a work readiness programme through consortia? (Please explain?)
    5. What were the facilitating factors of working within consortia in delivering a work readiness programme? (Please explain?)
    6. What were the impeding factors of working within consortia in delivering a work readiness programme? (Please explain?)
    7. What are the lessons gained in the consortia approach to delivering a work readiness programme? (Please explain?)
    8. What were the benefits of working within consortia in delivering a work readiness programme? (Please explain?)
    9. How did the service level agreement between consortia members contribute to implementation of the programme? (Please explain?)
    10. What would you do differently the next time? (Please explain?)

8. **Criteria (All Consortia Members)**
    1. How did the criteria of a minimum of 60 learners' impact on the delivery of the Monyetla Work Readiness Programme™ – Phase 2? (Pease explain why?)
    2. What would be an ideal minimum number of learners per consortia for delivery of the Monyetla Work Readiness Programme™ – Phase 2?
    3. Was the 160 hours of work place training sufficient to implement the theoretical knowledge and to build up experience for the learners?
    4. How many supervisors did your consortia train? (Please explain?)
    5. How did the condition of training one supervisor per six entry-level agents' impact on your skills development programme? (Please explain?)
    6. Were all the team leaders trained selected from staff with at least one year's experience? If not, please explain who was selected for team leader training and what criteria were applied to this selection?
    7. What challenges did you experience in implementing the condition of training one supervisor per six entry-level agents' impact on your skills development programme? (Please explain?)

8. What benefits did you experience in implementing the condition of training one supervisor per six entry-level agents' impact on your skills development programme? (Please explain?)
9. Describe the training that your supervisors participated, i.e. the curriculum in terms of unit standards, credits, contact time, workplace time? (Please explain?)
10. What additional conditions would you recommend for future work readiness programmes that will enhance the BPO&O sector? (Please explain?)

9. Employment (Employer only - HR, Line Manager, Executive, Project Manager, Supervisor)

1. How do the graduates of the Monyetla Work Readiness Programme™ compare to other employees / agents? (Please explain?)
2. How long did it take for the learners to achieve the target levels of productivity? Were targets lowered to make them more realistic and achievable for the learners?
3. What are the challenges that the graduates of the Monyetla Work Readiness Programme™ experience in their work? (Please explain?)
4. What are the challenges that you experience in directly managing the Monyetla Work Readiness Programme™ graduates? (Please explain?)
5. What advantages do graduates of the Monyetla Work Readiness Programme™ bring to you? (Please explain?)
6. Were the learners successful in achieving promotions in the work place?
7. Were trained learners or team leaders promoted?
8. What changes would you recommend to Monyetla Work Readiness Programme™? (Please explain?)

10. Learner Attitude (All Consortia Members)

1. How would you describe the contracted learners' attitudes towards the Monyetla Work Readiness Programme™? (Please explain?)
2. How did the contracted learners understand the concept of participating in a work readiness programme? (Please explain?)
3. What challenges did you experience with the contracted learners' attitude towards the programme? (Please explain?)
4. What level of attrition have you experienced and why? How would you do things differently to reduce this attrition in the future?

11. Budget (All Consortia Members)

1. Did the training grant cover all the consortium's costs? If it did not cover all the costs, please explain where the grant fell short and by how much?
2. How did the budget line items contribute to the implementation of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain?)
3. Was the stipend amount reasonably comparable with stipends paid for other learnerships / programmes of this nature that the consortiums have experienced?
4. Did the consortia add to the budget, explain which areas of the budget were changed? (Please explain?)
5. What recommendation can you make in terms of budget for future work readiness programmes? (Please explain?)
6. How did the payment structure / schedule contribute to the implementation of the Monyetla Work Readiness Programme™? (Please explain?)
7. Were the tranche payments effective? Did the 1st tranche payment provide the consortium with sufficient funds to commence the programme and cover the consortium's cash-flow requirements prior to the 2nd and final tranche?
8. Has the flexibility bestowed upon employers to pay stipends weekly or monthly been helpful to accommodate any constraints with payroll systems and internal policies and procedures?

9. What were the challenges your consortia experienced with the payment structure / schedule? (Please explain?) What recommendations would you make to improve the payment structure / schedule? (Please explain?)
10. How do you use your budget? (Please explain?)

12. Support (All Consortia Members)

1. What kind of support did your consortia receive from the Monyetla Work Readiness Programme™ team? (Please explain?)
2. How did the support offered by the Monyetla Work Readiness Programme™ team contribute to the implementation of the Monyetla Work Readiness Programme? (Please explain?)
3. Which elements of the support offered by the Monyetla Work Readiness Programme™ team were most useful to implementing the Monyetla Work Readiness Programme™? (Please explain?)
4. What were the strengths of the support offered by the Monyetla Work Readiness Programme™ team? (Please explain?)
5. What were the weaknesses of the support offered by the Monyetla Work Readiness Programme™ team? (Please explain?)
6. What changes should the Monyetla Work Readiness Programme™ team make in the support that they currently offer? (Please explain?)
7. What kind of support have you received from the SSETA for implementing the Monyetla Work Readiness Programme™? (Please explain?)
8. What additional support would you require from the SSETA for implementing the Monyetla Work Readiness Programme™? (Please explain?)
9. What kind of support have you received from the BPeSA for implementing the Monyetla Work Readiness Programme™? (Please explain?)
10. What additional support would your require from the BPeSA for implementing the Monyetla Work Readiness Programme™? ((Please explain?)

13. Quality Management (All Consortia Members)

1. How did the Quality Management System help you with the implementation of the Monyetla Work Readiness Programme™? (Please explain?)
2. What were the facilitating factors in implementing the Quality Management System? (Please explain?)
3. What were the impeding factors in implementing the Quality Management System? (Please explain?)
4. What were the challenges of implementing the Quality Management System? (Please explain?)
5. What changes would you suggest for improving the Quality Management System? (Please explain?)
6. How did the monitors add value to implementing the QMS? (Please explain?)
7. How did the QMS manual add value to implementation of the QMS? (Please explain?)
8. How did the circulars contribute to implementation of the QMS? (Please explain?)
9. Were the various tools and templates reasonably user friendly e.g.: the learner spread sheets; the invoice formats; the reporting templates; the site visit report templates and monitor feedback forms?

14. Value of the Programme (All Consortia Members)

1. How did the Monyetla Work Readiness Programme™ add value to your organisation? (Please explain?)
2. How does the cost of training a Monyetla Learner compare with new employees who do not go through the work readiness programme?
3. Did your organisation achieve a positive return on your investment in the programme? What was the Return on Investment to the consortium, if measured?
4. How is the Monyetla Work Readiness Programme™ relevant to your organisation? (Please explain?)

5. How did your organisation benefit from participating in the Monyetla Work Readiness Programme™? (Please explain?)
6. What changes to the Monyetla Work Readiness Programme™ would you suggest for the next phase? (Please explain?)
7. Will your organisation participate in the next phase of the Monyetla Work Readiness Programme™? (Please explain?)
8. Would your organisation continue to consider work readiness as an approach to recruitment and retention? (Please explain?)

15. Recruitment (Recruiters Only)

1. Please describe the process used to recruit entry level learners for the Monyetla Work Readiness Programme? (Please explain?)
2. What were the challenges experienced using this approach? (Please explain?)
3. How did the criteria for selecting potential learners contribute to the delivery of the Monyetla Work Readiness Programme – Phase 2? (Please explain?)
4. What were the challenges your consortia experienced in implementing the criteria for selecting potential learners? (Please explain?)
5. What changes to the criteria for selecting potential learners would you recommend? (Please explain?)
6. How did the criteria for a minimum of 60 learners per consortia impact on the delivery of the Monyetla Work Readiness Programme – Phase 2? (Please explain?)
7. What would be an ideal minimum number of learners per consortia for effectively delivering a work readiness programme?
8. What special effort did you make to attract disabled learners? (Please explain?)
9. What were the challenges that you experienced in attracting disabled learners? (Please explain?)
10. What would you do differently in the next phase? (Please explain?)

16. Curriculum (Trainers Only)

1. How did the structure of the curriculum namely, selection of unit standards contribute to delivering of a work readiness programme? (Please explain?)
2. How did the structure of the curriculum namely, the contact time and work placing training contribute to delivering of a work readiness programme? (Please explain?)
3. Has the criteria to limit the span of control of a facilitator to 30 or less learners been aligned to your training philosophy or has it been restrictive?
4. Which unit standards/ part of the curriculum were most useful to delivering a work readiness programme? (Please explain?)
5. Which unit standards/ part of the curriculum were not suitable to delivering a work readiness programme? (Please explain?)
6. Which elements of the curriculum were most suitable to the nature of the work of the employer in your consortia? (Please explain?)
7. Did the consortia add new unit standards, which ones and why? (Please explain?)
8. Did the consortia add any other content, what content, and why? How did you structure your training delivery (Please explain?)
9. How did the learners respond to the curriculum? (Please explain?)
10. Which elements of the curriculum were most useful to learners in getting them ready for the world of work? (Please explain?)
11. Which elements of the curriculum were not useful to learners in getting them ready for the world of work? (Please explain?)
12. What changes would you suggest to the curriculum? (Please explain?)
13. What additions to the Curriculum have you made? (Please explain)?

14. Were the learners better prepared for the consortium's internal product, systems, and customer training than new employees who have not gone through a work readiness programme?

Is there anything else that you would like to add?
Is there anything that you would like to ask us?
Thank you for allowing us this opportunity to talk to you

In-depth Interview Schedule with Partners and Stakeholders

1. Name									
2. Organisation									
3. Portfolio									
4. Province	EC (1)	Free state (2)	Gauteng (3)	KZN (4)	Limpopo (5)	Mpumalanga (6)	NC (7)	NW (8)	WC (9)
5. Date of interview									
6. Moderator									

7. Which 3 things do you consider as the most significant ADVANTAGES of the Monyetla Work Readiness Programme™?
8. What is unique about the Monyetla Work Readiness Programme™? (Please explain why)
9. Which 3 things do you consider as the most significant CHALLENGES of the Monyetla Work Readiness Programme™?
10. How did your organisation become aware of the Monyetla Work Readiness Programme™? (Please explain) STAKEHOLDERS ONLY
11. How does the Monyetla Work Readiness Programme™ – Phase 2 contribute to the growth and development of the BPO&O sector? (Please explain)
12. How does the Monyetla Work Readiness Programme™ – Phase 2 contribute to the skills development strategy of the BPO&O sector? (Please explain)
13. How does the Monyetla Work Readiness Programme™ contribute to the goals and initiatives of the Industrial Policy Action Plan 2? (Please explain)
14. How does the Monyetla Work Readiness Programme™ contribute to the goals, outcomes and outputs of the National Skills Development Strategy 3? (Please explain)

15. How does locating the Monyetla Work Readiness Programme™ – Phase 2 at Business Trust contribute to the growth and development of the BPO&O sector? (Please explain)
16. What are the advantages of locating the Monyetla Work Readiness Programme™ – Phase 2 at the Business Trust? (Please explain)
17. What are the challenges of locating the Monyetla Work Readiness Programme™ – Phase 2 at the Business Trust? (Please explain)
18. How does the Monyetla Adjudication Committee structure contribute to the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) BUSINESS TRUST ONLY
19. What are the advantages of the Monyetla Adjudication Committee structure to the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) BUSINESS TRUST ONLY
20. What are the challenges of the Monyetla Adjudication Committee structure to the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) BUSINESS TRUST ONLY
21. How does outsourcing project management contribute to the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) PARTNERS ONLY
22. What are the advantages of outsourcing the project management of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) PARTNERS ONLY
23. What are the challenges of outsourcing the project management of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) PARTNERS ONLY
24. How has Paladin contributed to the Monyetla Work Readiness Programme™ – Phase 2? (Please explain) PARTNERS ONLY
25. How does the focus on work readiness contribute to skills development in the BPO&O sector? (Please explain)
26. What are the advantages of focusing on work readiness? (Please explain)
27. What are the challenges of focussing on work readiness? (Please explain)

28. What recommendation can you make in terms of work readiness for the next phase of the programme? (Please explain)
29. How do using employer-led consortia for the implementation of the Monyetla Work Readiness Programme™ – Phase 2 contribute to the growth and development of the BPO&O sector? (Please explain)
30. How do using employer-led consortia for the implementation of the Monyetla Work Readiness Programme™ – Phase 2 contribute to the skills development of the BPO&O sector? (Please explain)
31. What are the facilitating factors of employer-led consortia for the implementation of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain)
32. What are the impeding factors of employer-led consortia for the implementation of the Monyetla Work Readiness Programme™ – Phase 2? (Please explain)
33. What recommendation can you make to improve this approach for the next phase of the programme? (Please explain)
34. RECOMMENDATIONS for improving the Monyetla Work Readiness Programme™

Is there anything else that you would like to add?
Is there anything that you would like to ask us?
Thank you for allowing us this opportunity to talk to you

22. Appendix 3: Final Sample Frame and Fieldwork Timeframes

The Tables in this section presents a quick reference to fieldwork in terms of both the sample frame and dates of visits.

Table 42: List of Partners and Stakeholders Interviewed by Organisation

Date of Interview	Organisation	Name
25th May 2011	Services SETA	Devan Naicker
26th May 2011	CCMG	Sharon Haig
27th May 2011	Business Trust	Nigel McClure, Brian Whittaker
30th May 2011	Dti	Ntokozo Mthabela and Leonard Lamola
31st May 2011	Independent Consultant	Getti Mercorio
1st June 2011	DHET	Shaafiq Fredericks and Frans Strydom
2nd June 2011	BPeSA	Bulelwa Koyana (CEO)
3rd June 2011	Dti	Nimrod Zalk
10th June 2011	BPeSA	Gareth Pritchard
14th June 2011	Business Trust / Paladin Consulting	Fatgiyah Bardien Andy Searle

Table 43: List of Consortia Visited by Date, Province, and Respondents

Date of Visit	Consortia	Respondents
GAUTENG		
25 May 2011	C02 Boston	Learners, Consortia Principles
26 May 2011	C14 SAPS	Learners, Consortia Principles
27 May 2011	C31 Markinor	Learners, Consortia Principles
27 May 2011	C04 Nimble	Learners, Consortia Principles
30 May 2011	C13 Invincible	Learners, Consortia Principles
30 May 2011	C16 Aegis	Learners, Consortia Principles
1 June 2011	C28 Bytes	Learners, Consortia Principles
KWAZULU NATAL		
6 June 2011	C06 Ethekwini	Learners, Consortia Principles
7 June 2011	C18 CCI	Learners, Consortia Principles
8 June 2011	C22 Edcon	Learners, Consortia Principles
9 June 2011	C24 Ethekwini	Learners, Consortia Principles

WESTERN CAPE		
6 June 2011	C01 Wine of the Month Club	Learners, Consortia Principles
8 June 2011	C05 Metropolitan Health	Learners, Consortia Principles
10 June 2011	C09 Voice Contact	Learners, Consortia Principles
LIMPOPO		
2 June 2011	C29 Smart Network	Learners, Consortia Principles

23. Appendix 4: Youth Employment Inventory

Table 44: Main Characteristics and Findings from the Youth Employment Inventory

TARGET	IMPLEMENTATION DESIGN AND RISKS	IMPACTS AND OUTCOMES	
		DEVELOPED COUNTRIES	NON-DEVELOPED COUNTRIES
Making the labor market work better for young people			
• Youth 14 to 30 years of age. • Also open to workers of all ages (i.e. public works programs). • Unemployed workers in advanced and transition countries; and poor youth in developing countries. • Low levels of education are common among beneficiaries. • Rural and urban focus. • Some orientation towards women in developing and transition economies.	• Wage subsidies are provided upon hiring an entitled unemployed worker during a specified period of time. • Public works programs offer temporary employment, mainly in the public sector. They are not youth-specific in general, but can be designed to pay particular attention to young people. • It is key to target firms and sectors with potential to create human capital accumulation among the young. • There is a risk of increasing welfare dependency among beneficiaries.	• Wage subsidies have positive outcomes for youth, increasing employment rates, duration and earnings. *Successful examples: U.S. YIEPP and the Belgian Employment Plan*. • Public works present mixed results. Positive outcomes indicate greater employment probability of about 26% with respect to the control group. *Successful examples: American Conservation and Youth Service Corps*.	• Wage subsidies have improved employment outcomes with net employment effects from 12 to 15.6 %. Young women and low educated participants tend to benefit the most. The impact on monthly earnings is slightly negative. *Successful examples: Czech Republic's Wage Subsidy Program and Poland's Intervention Works Program*. • Public works present mixed results. Positive outcomes indicate greater employment probability of about 6% with respect to the control group. Cost-effectiveness remains to be tested. *Successful examples: Bulgaria's Temporary Employment Program*.
Improving chances for young entrepreneurs			
• Youth 14 to 35 years of age. • Unemployed workers in advanced and transition countries; and poor youth in developing countries. • Low levels of education are characteristic in developing countries. • Rural and urban focus. • Some orientation towards women in developing economies.	• Entrepreneurship schemes go from basic training on managerial skills and the creation of business plans, to more comprehensive programs including further training in accounting, taxes, sales, internships in local businesses and start-up loans. • Credit market failure limits entrepreneurial possibilities among the young due to lack of credit history, collateral, etc. • There is great and increasing participation of NGOs in design and implementation. • The lack of success/failure indicators (i.e. information systems and long-term evaluation evidence) may lead to budget cuts, hindering programs sustainability.	There is no evaluation evidence in OECD countries.	• Evidence from countries in transition shows positive effects on employment and cost-effectiveness. *Successful examples: Bulgaria's Self-employment Programme*. • Evidence from developing countries show an increase of 7.8 percentage points in the probability of having a business operating, and an 8%-increase in the beneficiaries' average income. *Successful examples: Peru's Formación Empresarial de la Juventud and Calificación de Jóvenes Creadores de Microempresas*.

Skills training for young people			
• Youth 14 to 30 years of age. • Unemployed and disadvantaged youth with low levels of education (i.e. school dropouts). • There is a distinct urban focus in developing countries. • Some orientation towards women in transition economies.	• Comprises non-formal vocational skills training, second chance programs and apprenticeship systems. • Training systems include public-private alliances in the design and provision of services, creating cost-sharing structures and allowing consistency between courses and skills demanded by the market. • Sanction schemes have been designed to reduce the probability of dropping out.	Cross-country evaluations in OECD countries suggest non-significant labor market impacts. There are some positive effects for adult women and educated men, but in general negligible and negative effects for youth. *Successful examples: Finland's Active labor market policy and the U.S. Summer Youth Employment and Training Program*.	There are positive impacts from training with relatively proven cost-effectiveness. Programs increased the likelihood of employment among the young between 6 and 57%. This wide range of effects on employment is mostly determined by gender and education level: women and the low-educated tend to obtain higher gains than the rest. *Successful examples: Brazil's PLANFOR and Bulgaria's-training Program (Guaranteed & Non-guaranteed Jobs)*.
Making training systems work better for young people			
• Disadvantaged and unemployed youth with low education levels. • Rural and urban focus. • Wide orientation towards women, particularly teenage mothers in developed countries.	• These programs offer information networks, vouchers and subsidies to allow young people to acquire training. • The lack of evaluation evidence in developing countries may lead to budget cuts, hindering programs sustainability. • Risk of increased welfare dependency.	Programs report positive but no lasting impacts on the labor market.	There is no solid evaluation evidence in developing countries. *Kenya's Jua Kali Pilot Voucher Program* reported net improvements in terms of job creation, productivity and business profits, but its overall effectiveness remains to be tested.
Comprehensive interventions			
• Youth 14 to 30 years of age. • Un/underemployed youth, with low income and education level. • Rural and urban areas are equally served with some focus in the main cities in developing countries. • Some orientation towards women in developing economies.	• Encompasses job and life skills training (in classroom and/or on-the-job), apprenticeship and entrepreneurship schemes, information, counseling, placement, financial incentives (to employers and beneficiaries) and other support services. • Most programs are publicly-sponsored. • Quality and relevance of training is key to ensure success and sustainability. • Very large scale programs may experience coordination problems between local and central agencies. • Excessive costs may defer the returns of positive net gains and hinder sustainability.	Evidence from OECD countries suggests mixed effects from comprehensive programs. A cross program study in the U.S. found very moderate and often negative impacts on the labor market. When impacts were positive they were surpassed by program costs. In other countries (Canada and the U.K.) programs increased annual earnings and the likelihood of getting a job after graduation. *Successful examples: Canada's Employability Improvement Program, U.K. New Deal for Young People and the U.S. Job Corps*.	Comprehensive programs reported positive outcomes on employment and earnings. Evidence from LAC shows 10 to 21% increase in the employment probabilities, and about 10 to 26% net increase in earnings. The most benefited are young youths and women. Programs are also cost-effective. *Successful examples: Jóvenes Programs*.

Puerto, Olga Susana 2007. "International Experience on Youth Employment Interventions: The Youth Employment Inventory". World Bank. Available at: http://www.youth-employment-inventory.org/downloads/8.pdf;