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Work & Skills for 100 000 Programme Evaluation Report

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EVALUATION OF THE WORK AND SKILLS PROGRAMME

EVALUATION REPORT

EXECUTIVE SUMMARY

Introduction

The Work and Skills for 100 000 Programme is an initiative of the Western Cape Department of Economic Development and Tourism (DEDT) to skill the citizens of the province, reduce unemployment, improve the prospects for future employment or self-employment and eventually eradicate poverty. Developmentnomics (Pty) Ltd (hereinafter referred to as Devnomics) was engaged to conduct an evaluation of the Programme and has consequently completed the assignment. This report presents the findings, conclusions and recommendations arising from the evaluation, conducted between December 2010 and March 2011.

This summary offers the synopsis of the report of the evaluation.

The Work and Skills Programme

The Work and Skills for 100 000 Programme is managed by the DEDT and targets the unemployed of the Western Cape. It is designed to be a vehicle through which to secure poverty and unemployment reduction, and improve the future employment and self-employment prospects of beneficiaries. Participants are drawn from all needy communities in the Western Cape and ought to be 19 years or older.

 According to Alan Winde, the Finance MEC in the Western Cape, youth unemployment between the ages of 15 and 34, in the Western Cape is 70%. "We invest R10-million in this Work and Skills for 100 000 programme every year. More than 1000 interns have come through the programme, many of whom have since been offered full-time employment" he said. This perhaps sums up the result of our evaluation of the programme.

The Evaluation Study

The main objective of the evaluation was to assess to what extent this programme has been able to achieve the desired outcome i.e. increase the employability of the youth by affording them with on the job work experience.

The objective was consequently evaluated in two broad parts from the perspectives of the beneficiaries and other stakeholders groups.

From the beneficiaries perspective, we sought to track the unemployed youth that participated in the programme to evaluate the following:

- Success rate of the programme i.e. number of beneficiaries who completed the programme versus those who dropped out;
- Identify factors that contribute to both success and failure rate of the programme;
- Ascertain skills acquired and their relevance to other sectors of the economy;
- Ascertain career guidance offered upon completion of the programme;
- Ascertain the employability of the beneficiaries upon completing the programme;
- Gauge the entrepreneurial skills that may have been acquired during the programme.

The objective of evaluating the stakeholders was to assess the sustainability of the programme by;

- Soliciting the views of the stakeholders about the programme;
- Identifying areas where there is a need for improvement to make the programme impactful;
- Gauging the sustainability of the programme in view of decreasing government resources;

- Ascertaining the willingness of stakeholders to up-scale the project by increasing the in-take of unemployed youths to participate in the programme.

This evaluation concentrated on the work and skills project. The nature of this evaluation was mainly formative, with the aim of learning from this project and to identify areas for future performance improvement.

Methodology Applied

The evaluation process took the form of the following phases;

- Phase I: Document Analysis and Review;
- Phase II: Tracking of 1000 beneficiaries from a database of 1717
- Phase III: Conduct of telephonic interviews with 240 beneficiaries out of the 1 000 who were tracked in Phase II
- Phase IV: Facilitation of a focus group with 9 key stakeholder groups
- Phase V: Telephone interviews with a random selection of 11 hosts and key stakeholders

Data Management and Analysis

Data which was collected was hosted in Microsoft Access and exported to Microsoft Excel for analysis.

Major Findings and Conclusions

Success rate of the programme

- There is a high success rate of the Work and Skills Programme. An aggregate of 76 % of those tracked is a significant success rate given that 30% of the beneficiaries tracked completed the New Enterprise Development Programme, and 1% are now self employed and 26% completed the programme and got employment and 19% are still under the programme. The aggregate programme failure rate is 24% of drop-outs (8% dropped off and got employment somewhere and 16% dropped off and still unemployed.

Training applicability

- Most of the beneficiaries ((80%) indicated that they agree that their training needs were adequately determined prior to placement, 7% were indifferent and an aggregate of 13% said the training needs were not adequately determined. This therefore can be translated to mean the training was applicable and relevant in terms in terms in preparing the youth for work experience.

- An aggregate of 80% of the beneficiaries agreed that their expectations in terms of the training applicability were met and an aggregate of 10% indicated that their expectations were not being met. 10% of the beneficiaries were indifferent. This serves a strong pointer or indicator that the programme is preparing the youth for work experience as deduced from their expectations.

Contributing factors to success and or failure

- Most beneficiaries (64%) were able to identify the Skills Programme they were recruited for by name. 34% of the respondents were not able to identify the programme by name. Otherwise they thought the skills programme they were recruited for is called "Workforce Group Programme". Those who came through Social Development thought the programme was called Social Development. This finding is also consistent with the fact that most respondents came to know about the programme through friends, family and or colleagues.
- Most of the beneficiaries (70%) had come to know about the Work and Skills Programme through friends or family members or colleagues, 17% through the newspaper/magazines, 5% through the Internet, 0.5% through the TV and a further 0.5% through the radio. 17% of the respondents said they had known about the

Work and Skills Programme through other means such as pamphlets and brochures and through "word of mouth" at Social Development Offices.

The medium in which one came to know about the programme is important as there is a chance that affects the formation of   the initial mindset and attitudes within the beneficiary's minds of the programme depending on the quality and quantity of information and thus affecting whether one would want to stay or drop from the programme.

Most beneficiaries (70%) came to know about the programme through friends or family members or colleagues. There is a high chance that one trust word of mouth and then would see value of the programme leading to high propensity of staying and wanting to complete the programme.

- Most of the beneficiaries (80%) of the indicated that they agree that the induction process was well organized. 10% of the respondents said they disagree that the induction process was well organized. 7% of the respondents were indifferent. 2% of respondents indicated that they strongly agree with the statement that the induction process was well organized and a further 2% indicated that the induction process was not well organized.

A well organized and informative induction process acts as a contributing factor for the success rate of the programme in terms of the completion rate and propensity to stay on the programme.

- A significant proportion (85%) of the beneficiaries agreed with the statement that the stipend they received was adequate and 8% disagreed. 6% were neutral and 1% strongly felt that they stipend they received was inadequate.

Therefore most beneficiaries (85%) indicated that the stipend was adequate as they understood that the programme was not a full time job but a training platform, 6% were neutral and an aggregate of 9% said the stipend was not adequate. In other words the stipend is acting a motivator and therefore a contributing factor to the success of the programme.

- Most of the beneficiaries (76%) indicated they had been allocated a mentor at their placement company. 13% said they had not been allocated a mentor and 11% were not sure.

Appointment of a mentor for the participant is a contributing factor to the success rate of the programme.

Host employers provided the following as contributing factors to the success of the programme

- It was also indicated that training in life skills at entry level and the matching of learners' interest has positively contributed to increasing the retention rates of learners in the programme;

- The provision of a supportive work environment for both training and skills development was also considered vital in reducing the drop-out rates of learners. Where learners had been exposed to a supportive and caring environment and availability of mentors, evidence of much higher success rates have been identified;

On the other hand the host employers elucidated the reasons for the observed drop out as follows;

- Some learners in the programme were more interested in the programme as it provided the only source of income relief or 'sheltered employment'. Due to this motivation, learners would more easily drop off the programme as soon as other more attractive offers might come their way;

- The challenge to retain learners in the programme was higher in rural areas, where there are insufficient numbers of host employers and/or skills development opportunities for learners. It was also indicated that

the trainee profiles for learners in the rural areas were different to those in the urban areas (e.g. the age profile of learners in rural areas was higher than the age profile of learners in urban areas);

Skills acquired

▪ Most of the beneficiaries (30%) indicated that they had acquired administrative assistant skills, followed by 20% of the beneficiaries who indicated they obtained "other skills". On being asked what these other skills were, the respondents indicated that these were general office skills and packing skills. 8% of the respondents indicated that they acquired computer facilitation skills, 7% acquired call centre skills and a further 7% acquired warehousing skills. 6% acquired barmanship/waitronship skills, 5% Housekeeping skills, 4% entrepreneurship skills, 3% clothes making skills and a further 3% receptionist skill and a further 3% Tourism and Hospitality skills. 1% acquired security services skills, a further 1% acquired architecture and draughtmanship skills, another 1% forklifting skills and a further 1% acquired salesmanship skills.

Most of the skills acquired by the beneficiaries are "soft skills' as opposed to other technical skills.

Career guidance

▪ 82% of the beneficiaries indicated that the exit strategies were clearly communicated at induction or during the work placement. 8% were neutral and a further 8% indicated that they disagreed with the statement that the exit strategies of the programme were communicated clearly. 1% indicated that they strongly agreed with the statement that the exit strategy was well communicated and a further 1% strongly disagreed.

The exit strategies upon completion of the programme are well structured and as such there a built-in career guidance mechanism in the programme.

Employability of beneficiaries

▪ Most of the respondents (80%) indicated that they had benefited from the programme, 4% were indifferent (neutral) and 16% indicated that they feel they did not benefit at all from the programme. The 16% can be explained by the fact that Phase One of the programme was characterized by   high rates of drop out. This factor is evidenced (16%) who attest that the programme did not benefit them. It could also be closely linked to the fact that individual's needs were not matched correctly at the start of the programme, also it could attest to the fact that trainees were not taken through the life skills programme to prepare them for the world of work.

▪ 30% of the beneficiaries said they completed the New Enterprise Development Programme. 1 % indicated that they are self -employed. 26 % respondents said they completed the work placement and training programme and got employment. 16 % indicated that they dropped from the programme and still unemployed. 8 %(24 out 314) showed that they dropped from the programme and got employment elsewhere. The other proportion is 19 % who indicated respondents are still under the work placement and training programme.

A proportion of 26% who got employment upon completion of the programme is a significant considering that the other proportion of the interviewed beneficiaries is still under training.

Views of stakeholders about the programme

Motivational factors to accept beneficiaries (host employers)

Host employers identified the following as motivating factors to accept leaners for placement and training;

▪ The programme brings mutual benefits: capacity building and employment of skilled work force;
▪ integration more youth in the work place to allow for creativity and innovations;

- corporate social responsibility to try to give something back to the communities;
- intrinsic commitment to empower youth in self -employment and skills development;

Employability of beneficiaries upon completion (host employers)

The general consensus of the host employers was that a programme like Work and Skills depended a lot on personal motivation of the beneficiaries themselves among and other factors.

- Those who were well oriented and given good induction came well prepared and their expectation were met.
- In certain instances trainees performed so well that they were offered permanent positions in the company.
- Other good trainees left for better opportunities elsewhere

Stakeholders' views on areas needing improvement

Areas of the programme needing improvement

The majority of stakeholders were of the views that;
- more career development career path for each person should designed ;
- more funds be channelled for training ;
- improvement to content be made;
- assessments, and uniform standards be introduced to some of the programme;

Sustainability of the programme

Contribution to make programme sustainable (host employers)

- Host employers indicated they were still prepared to up-scale the programme;
- Increase uptake of the participants

Recommendations

- More concerted efforts are needed to create awareness among the various communities. Existing grassroots community structures could be utilised in addition to the conventional electronic and print media to create awareness of the existence of the Work and Skills Programme;

- The programme could also be extended to host employers who offer other technical skills such as engineering, financial management and the like as opposed to concentrate the programme to host employers offering only "soft skills";

- A holistic integrated approach to actively drive both public and private participation to reduce the prevailing fragmentation of programmes of similar objectives and goals;

- Workshops could be conducted with potential host employers to promote the programme;

- There is a need to demystify the perception in some circles that the programme has a political agenda through focussing in marketing its benefits in developing a skilled workforce;

- Mechanisms could be put in place to attract and select the right calibre of trainees who will be successful in the programme;

- Matching of the skills to the interests of the learners is necessary for the success of the programme, in addition to a good orientation of the learners;

- There is need to motivate the participants by other means apart from the monthly stipend. More specifically "tangible employment" upon completion of the programme could be utilised as a better motivating factor than the stipend itself

Table of Contents

1. BACKGROUND

1.1 Introduction

Developmentnomics (Pty) Ltd hereinafter referred to as Devnomics has been engaged by the Department of Economic Development & Tourism (DEDT) to undertake an evaluation of the Work and Skills Programme. The Work and Skills for 100 000 Programme is an initiative of Western Cape Department of Economic Development & Tourism to skill the citizens of this province, reduce unemployment, improve the prospects for future employment or self-employment and eventually eradicate poverty. The programme is intended to establish 100 000 jobs with learning opportunities delivered over a period of five years to all citizens in the Western Cape's economic and social sectors. Opportunities were intended to be matched to the distribution of the poor and jobless throughout the province, rural and urban. Participants are drawn from all needy communities in the Western Cape, and must be 19 years or older.

1.2 The Work and Skills Programme Context

1.2.1 Initiative of the DEDT

According to the Casidra March 2010 Quartely Report on the Work and Skills 100 000 Programme, the Work & Skills for 100 000 Programme (W&S100KP) is an initiatives by the Department of Economic Development and Tourism to skill the citizens of this Province and eventually eradicate poverty.

This programme will eventually establishe 100 000 jobs with learning opportunities delivered over a period of five years to all   South Africans in the Western Cape's economic and social sectors. The programme targets the unemployed of the Western Cape so as to reduce and / or eradicate poverty, reduce unemployment and improve the future employment and self-employment prospects of participants. Opportunities therefore will be matched to the distribution of the poor and jobless throughout the Province.

1.2.2 Objective of the programme

The underpinning rationale of the Programme is to improve the future employment & self-employment prospects of participants. Through this initiative the following objectives will be achieved:

- Support the development of social and human capital;
- Contribute to reducing unemployment over a three year period;
- Improve the quality of life of beneficiary households;
- Develop workplace readiness skills through dedicated accredited education & training interventions;
- Enhance work readiness through enterprise placements;
- Develop existing entrepreneurs as well as assist to establish new enterprises in the up-and down-stream value chains of the priority economic & social sectors; and
- Identify mentors, preferably from workplaces (placement Companies), to provide support/skills transfer and assessment of participants

1.2.3 Development path of the project

1.2.3.1 Goal

To increase the skills levels of the Western Cape citizens, ensuring an increase in the active participants in the economy. This is aimed at eventually reducing unemployment and dependency on government welfare.

1.2.3.2 Purpose

Utilize R10. Million per year for three years, allocated by the Department of Economic Development and Tourism and indicated in the Business plan attached to the signed Memorandum of Agreement (MoA), and the first R10 Million deposited into the Work & Skills for 100 000 programme account of Casidra for the purpose of recruiting unemployed youth who have achieved Matric or equivalent qualification. The majority of the participants are placed as employees in training at a workplace and will be contracted for a 12-month cycle. A small number are entrepreneurs and supported to establish an enterprise of their choice.

1.2.4 Programme Participants

The following describes the participants in terms of who they are, how they are recruited and what they can expect from the programme;

- Beneficiary target groups are drawn from no and no/or low-income households, youth and indigent adults, particularly women, with a gender bias for female: male as 55%:45%;
- The beneficiary unit is the individual within the household within social/locational and economic communities;
- The primary participants are to be unemployed youth who have achieved a Matric or equivalent qualification and ideally at least one year out of school;
- The geographic spread should be two thirds rural and peri-urban and one third Cape Metro;
- Most participants are placed as employees at a workplace but a smaller number are likely to be entrepreneurial and so be supported to establish an enterprise;
- Participants are able to join the programme at different times during the year and contracted for a 12-month cycle;
- Participants are to receive a monthly stipend of a minimum of R1000 from Provincial Government for their full time work commitment;
- Work opportunities are drawn from the following areas;

  - Community structures and NGOs;
  - Trade unions;
  - The three tiers of government particularly local government;
  - Training providers and the training intermediaries;
  - The Sector Education & Training Authorities;
  - The SETAs and commercial businesses;

1.2.5   Programme Management Design

The diagram below shows how authority and responsibility is devolved through the levels of organization of the Work and Skills Programme.

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DEDT
Conceptualise, negotiate & plan
Enterprise development
Monitor & evaluate
- Achieve buy-in to design from social partners;
- Source co-funding & hosting partners, public and private;
- Source co-funding partners from workforce development &HRD constituencies
- Develop demand for enterprises via procurement, public and private
- Initiate & manage the MOA with implementing agent

CASIDRA (Implementing Agent)
Implement, supervise & administer;
Establish & manage systems
Through the appointed service provider;
- Negotiate province-wide opportunities & training providers
- Establish & manage a database;
- Develop recruitment protocols for participants, workplaces & training providers
- Communicate to stakeholders & role players

CASIDRA will further
- Manage entrepreneurial establishment
- Manage finances

STEERING COMMITTEE
(Two each from DEDT and CASIDRA)
Oversight & monitoring
- Meet regularly;
- Monitor progress;
- Assess quality;
- Unblock blockages and identify early warning signs
- Get monthly feedback from service providers;
- Suggest changes and improvements to overall programme

SERVICE PROVIDER
Implement and Operationalise
- Recruit host employers
- Recruit selection of participants
- Determine skills needed by the applicants;
- Coordinate training programmes;
- Manage full HR component
- Collect learner & workplace data as per database requirements
- Assess participants in the programme;
- Suggest exit strategies
- Monthly reporting to CASIDRA

Adapted from: Phase 2 of the Pilot Programme

2. THE EVALUATION

2.1 Introduction

The key areas of evaluation were clarified in the project kick-off meeting and further reiterated in several meetings and presentations held by the DEDT M&E Unit and Devnomics evaluation team

2.2 Evaluation purpose and key areas of evaluation

The main objective of the evaluation was to assess the extent to which the programme has achieved the desired outcome i.e. increase the employability of youth by affording them on-the-job work experience.

The objectives are therefore presented in two dimensions in terms of beneficiaries (unemployed youth) and stakeholders i.e. partners that are key to the success of this programme.

2.2.1 First Dimension: Beneficiaries

To track the unemployed youth that participated in the programme to evaluate the following:

- Success rate of the programme i.e. number of beneficiaries who completed the programme versus those who dropped out;
- Identify factors that contribute to both success and failure in the programme;
- Ascertain skills acquired in the programme and their relevance to other sectors of the economy;
- Career guidance upon completion of the programme;
- Gauge employability of the beneficiaries upon the completion of the programme;
- Determine the entrepreneurial skills that may have been acquired during the programme.

2.2.2 Objectives on Stakeholders

To assess the sustainability of the programme:

- Solicit the views of the stakeholders about the programme;
- Identify areas where there is a need for improvement to make the programme impactful;
- Sustainability of the programme in view of decreasing government resources;
- Willingness to up-scale the project by increasing the in-take of unemployed youth to participate in the programme.

To establish linkages of this programme with other government initiatives on skills in other spheres of government.

2.3 Project Scope

2.3.1 Project Tasks

This evaluation will concentrate on the work and skills project. The nature of the evaluation is formative, with the aim of learning from this project and identify areas for future performance improvement. Whilst this evaluation can make reference to other similar programmes elsewhere it was not the intention to give detailed information on those projects. The scope of work was informed by the goals that the study wishes to achieve, these goals are listed below:

1. Track 1000 beneficiaries through telephonic interviews
2. Conduct approximately 260 face to face interviews across the Western Cape Province
3. Identification of clear conclusions regarding the assessment;
4. A final report with executive summary in a mutually agreed format and presentation

2.3.2   Project Deliverables

The deliverables of the Work and Skills Programme are as shown in the following Table.

No.	DELIVERABLE	ACTIVITY	TIME FRAME/DUE DATE
1.	Signing of the Service Level Agreement (SLA)	Signing of SLA and initial briefing meeting	December 2010
2.	Report on the document analysis review, stakeholder identification and measuring tool	Conduct document analysis review, stakeholder identification and engagement method, developing of measuring tool (including pilot run) and progress report	22 December, 2010
3.	Report on the tracking of 1000 beneficiaries through telephonic interviews	Tracking of 1000 beneficiaries through telephonic interviews and submission of a report	24 January 2011
4.	In-depth interviews of the agreed upon representative sample	Conduct interviews and site visits with a representative sample of successful beneficiaries	21 February 2011
5.	Final Report	Submission of final report	25 March 2011

2.4   Programme Log Frame

In order to properly evaluate the programme, the programme logframe was developed as shown below:

Programme Log Frame

Project Objectives Work and Skills for 10000	Indicators	Means of Verification	Assumptions
Goal ▪ To create and promote an enabling business environment through coordinating and directing Human Resources Development activities in the Western Cape	**Impact Indicator** ▪ Enhanced cohesion between all provincial and national stakeholders ensuring an environment conducive to skills development and job creation ▪ Improved alignment of FET activities with the Department's priority sectors ▪ Evidence of Improved collaboration between SETAs and the Department ▪ The Department's enhanced reputation as "unlocker/unblocker" of skills funding.	**Means of verification** ▪ Minutes, policy statements and documents attesting to collaboration between national and provincial departments, The Provincial Skills Development Forum and The Premiers' Skills task force team ▪ Minutes, policy statements and directives as evidence of collaboration between FET's and HEI's. ▪ Documented evidence through joint programmes, workshops or events where collaboration on work and skills programme are discussed and input made to curriculum development ▪ Minutes or policy statements and directives of collaboration between SETAs. ▪ Records of learners in priority	**Assumptions** ▪ The Work Force Development Programme remains in the directorate and in pursuit of these strategic goal ▪ Various government departments and agencies have a common vision on work development initiatives

Project Objectives Work and Skills for 10000	Indicators	Means of Verification	Assumptions
		skills sectors ■ Minutes or policy statements and directives of collaboration and facilitation for business e.g. Oil and Gas, tourism, call centres, BPO's and records of participating learners in skills programmes	
Outcomes ■ 500 unemployed youths per year are participating in Work and Skills Programme	**Outcome Indicator** ■ 500 have been selected for the programme. ■ Are currently undergoing Work and Skills programme with participant service providers and host employers	**Means of Verification** ■ Monthly submission of training records with institutions ■ Records of trainees with host companies/ organisations ■ Spot checks to participating companies/organisations; ■ Auditing Payroll for verification of trainees	**Assumptions** ■ More Host employers become partners in the programme ■ More institutions and SETAs are partners in the Programme ■ More associations are partners in the programme
Outputs ■ Youths completing or completed programmes and skilled youths placed in careers or work opportunities	**Output Indicator** ■ Number of trainees in selected skills sectors representative of the programme objectives as regards geography spread, gender age and equity	**Means of Verification** ■ Monthly training records submitted by service providers	**Assumptions** ■ Work and Skills programs lead to sustainable careers with progression to trades or profession

Project Objectives Work and Skills for 10000	Indicators	Means of Verification	Assumptions
▪ Completing or completed and skilled youths ready to be placed in further training and or work opportunities		▪ Status reports on skills development progressions ▪ Monthly training records submitted by service providers ▪ Status reports on skills development progressions	
Activities ▪ Recruitment and matching and placing of participant trainees as per SLA with CASIDRA	**Process Indicator** ▪ Number of trainees placed with training Institutions ▪ Number of trainees placed with host employers and organisations	**Means of Verification** ▪ Monthly progress reports ▪ Monthly Status reports ▪ Minutes of meetings between Casidra	**Assumptions** ▪ More Host Employers become partners in the programme ▪ More institutions and SETA's become partners in the programme ▪ More associations become partners in the programme
Inputs ▪ Programme Manager has adequately capacitated Directorate having resources to track and monitor ongoing performance of service providers ▪ Programme Manager has	**Input Indicator** ▪ Directorate organisation Structure is capacitated with appropriately competent resources ▪ Clearly defined roles and	**Means of Verification** ▪ Directorate approved Operation plan Directorate performance management agreements	**Assumptions** ▪ Funding will remain in the project ▪ More Host employers become partners in the programme

Project Objectives Work and Skills for 10000	Indicators	Means of Verification	Assumptions
implemented and HRIS that tracks and reports on status of trainees progression - Programme Manager conducts Payroll verifications and conducts unplanned audits	performance contracts are documented - RACI charts developed indicating lines of communications and stakeholder management - HRIS SYSTEM in place to track and report on training - Personnel and payroll administration - All learners are accounted - Payroll reconciliations have been verified	- Monthly financial management reports and attendance of meetings - M&E reports and actions tracking - Monthly update to Provincial Dashboard - Personnel records - Payroll records - Learners payroll audits - Learners attendance records audit	- More institutions and SETA become partners in the programme - More associations become partners in the programme

3. METHODOLOGY

3.1 Introduction

The evaluation process was carried out in the following phases;

- Phase I: Document Analysis and Review;
- Phase II: Tracking of 1000 beneficiaries;
- Phase III: Conduct of telephonic interviews with beneficiaries who were tracked in phase II
- Phase IV: Facilitation of a focus group with key stakeholder groups
- Phase V: Telephone interviews with a random selection of eleven host employers.

3.2 Phase I: Document review and analysis

This phase consisted of a document review and analysis process, stakeholder identification, measuring the evaluation tool and piloting. The following documents were reviewed;

- DEDT's Annual Performance Plan
- DEDT Operational Plan
- Works and Skills for 100 000 Programme - Phase II of the Pilot Programme
- PGWC – Executive Projects Dashboard
- South African Oil and Gas Alliance –SAOGA placements Update – December 2010
- Business Plan Work and Skills Programme 2010-2011 Phase III
- Memorandum of Agreement –Workforce Group Holding (Pty) Ltd
- Memorandum of Agreement between PGWC and CASIDRA
- Casidra Quarterly reports – March 2010
- Casidra Quarterly reports - June 2010
- Casidra Quartely reports-September 2010

The following stakeholders were identified as being of special interest to the evaluation process;

- DEDT;
- CASIDRA;
- Workforce Group;
- Western Cape Education Department;
- Social Development;
- Host Employers;
- W&RSETA;
- Others
    - SETAs;
    - Cape Town International Convention Centre;
    - Business and Tourism Academy;
    - FET Colleges;
    - Funders

The following evaluation tools were developed and piloted;

- Beneficiary Tracking Questionnaire;
- Beneficiary In-depth Interview Questionnaire;
- Stakeholder Questionnaire;
- Focus Group Discussion Questions

3.3   Phase II: Tracking of 1000 beneficiaries

As part of the initiating activities of the W&SPE Project, Devnomics tracked 1 000 beneficiaries that have participated in the programme. The project team interfaced with a database containing 1 717 names of beneficiaries and it is the result of this task was reported in the Tracking Of Beneficiaries Report.

The objectives of tracking the beneficiaries were to confirm the following:
- The personal details of the beneficiaries;
- Whether they participated in the programme;
- Whether the programme benefited them;
- What their status with regard to the programme is, whether they dropped out or finished the programme;
- Their understanding of the type of programme they were recruited for; and
- What their current employment status is.

It was also through tracking of the beneficiaries that we were able to identify the beneficiaries that were eventually interviewed in the next phase of the project (i.e. In depth Interviews) as part of the sample size of 260.

Three telephone interviewers systematically went through each name in the beneficiaries' database provided. Beneficiaries with telephone contact details were contacted. Those without contact details were noted down for collation and analysis purposes. On average each telephonic interview was completed in approximately five minutes.

Telephonic responses were captured unto our custom database designed for the project and exported to Excel for analysis. This afforded us the benefit of capturing responses into the database by clicking and selecting appropriate pre-populated responses. This provided us with a control environment minimizing data capture errors.

The following steps were taken during the tracking exercise:

1. Excel lists of beneficiaries were obtained from DEDT;
2. The lists were cleansed and consolidated;
3. A custom database was thereafter built to warehouse the lists;
4. The list was then migrated to the database;
5. We then constituted a team of three telephone interviewers and trained them on the use of the database;
6. The team of telephone interviewers were then set up at DEDT offices to commence interviews;
7. Telephone interviews were conducted and results captured on real time basis into the database, results were thereafter analysed and a report rendered.

3.4   Phase III: In-depth interviews

3.4.1   Telephonic interviews with beneficiaries

Conduct of telephonic interviews with beneficiaries who were tracked in Phase II of the evaluation was done. A total of **240** beneficiaries were telephoned for in-depth interviews to assess the following;
- Success rate of the programme i.e. number of beneficiaries who completed the programme versus those who dropped out;
- Identify factors that contribute to both success and failure on the programme;
- Ascertain skills acquired and their relevance to other sectors of the economy;
- Ascertain career guidance obtained upon completion of the programme;

3.4.2 Telephonic interviews with host employers

Eleven (11) host employers were randomly selected for in-depth interview to further obtain their views about the programme impact and its sustainability .Casidra as implementors and Work force as service providers were asked to respond further to questions about the service they provide with respect to the programme. The Host Employer Questionnaire was used.

3.4.3 Focus Group Session

A focus group was facilitated on the 15th February 2011 to obtain views and suggestions about the W&S 100 K Programme. Specifically the group was directed to four main questions and their responses were recorded. Essentially this involved soliciting the views of the stakeholders about the programme to identify areas where there may be need for improvement to make the programme impactful as well as their willingness to up-scale the project by increasing the in-take of unemployed youth to participate in the programme.

The following main questions were formulated and used as a basis for the focus group discussion.

- What in your view can be done to make the programme more impactful and sustainable;
- What should be done to get more enrolment by the private and non-governmental sectors to participate in the programme
- What factors can contribute to the success or failure of the programme.
- What skills should the programme develop to improve the employability of the beneficiaries

The following stakeholder formed the focus group;

- Melissa Wicomb   Tourism
- Adrian Strydom   Oil and Gas
- Luyanda Qomfo   DEDT Monitoring & Evaluation Unit
- Elizabeth Walters   Work Force Development DEDT
- Elize van Deventer   CASIDRA
- Sharnel Carstens   Work Force Group
- Candice Burger   Work Force Group
- Byron Jacobs   Work Force Development DEDT
- Mark Apollis   Programme Manager DEDT
- Lisle Svenson   Devnomics
- Harry Dladla   Devnomics (Facilitator)

4. DATA MANAGEMENT

4.1 Data capturing and analysis

Data for the beneficiaries was captured on Microsoft Excel and then exported to Microsoft Access and later analysed using Microsoft Excel.

4.2 Data Quality & Integrity Checks

The Data Quality Assurance and Analysis framework was deployed to perform integrity checks on the data collected and ensuring data quality. This framework is shown in the diagram below:
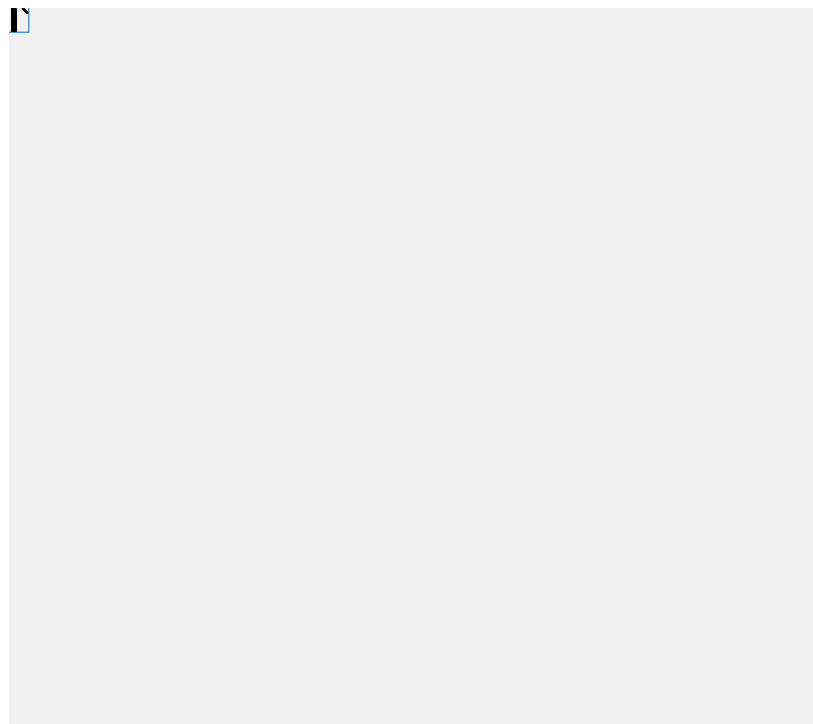
5. CATALOGUE OF FINDINGS
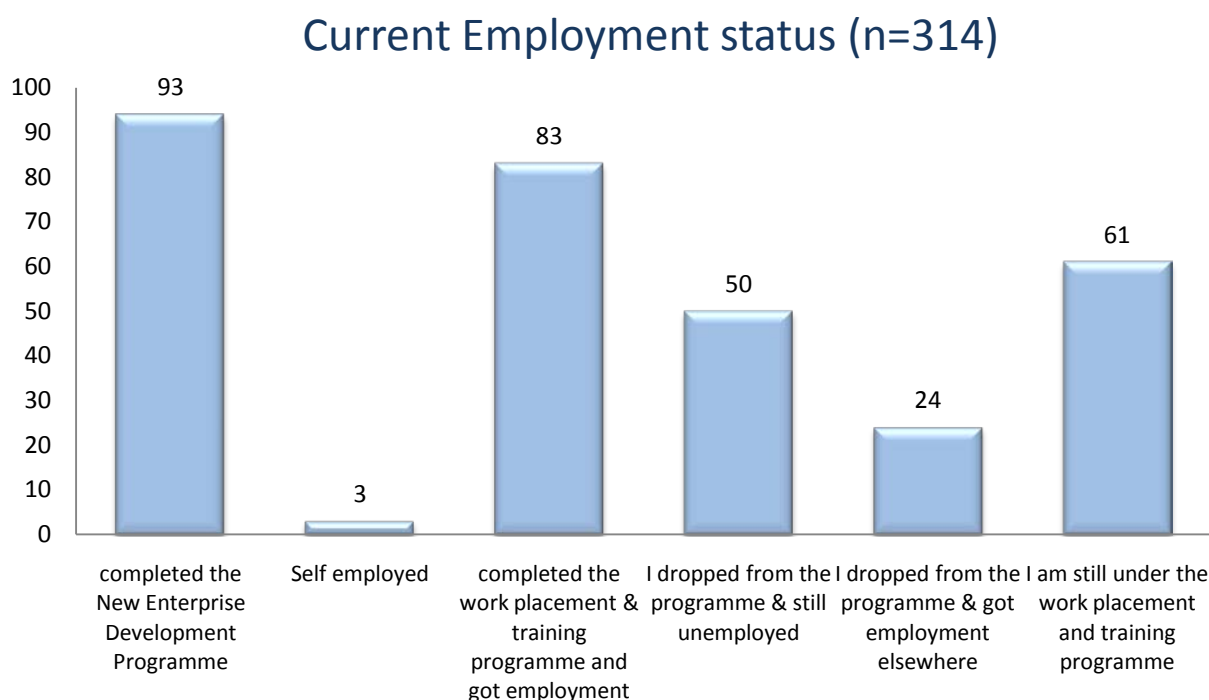
5.1   Introduction

This section presents the findings with respect to the main objectives and sub-objectives of the.

5.2   Success rate of the programme

In a bid to determine the success rate of the Programme beneficiaries were asked a series of questions. The results are shown below.

5.2.1   Completion of programme vs dropping out

During Phase II of the project (tracking of beneficiaries) it was important to determine the success rate of the programme. This was done by determing of the number of beneficiaries who completed the programme versus those who dropped out. It was also important to determine the current level of employment of the beneficiaries. The results are shown in the figure below.

Current Employment status (n=314)

30% (93 out 314) said they completed the New Enterprise Development Programme. 1 %(3 out 314) indicated that they are self -employed. 26 %(83 out of the 314) respondents said they completed the work placement and training programme and got employment. 16 %(50 out 314) indicated that they dropped from the programme and still unemployed. 8 %(24 out 314) showed that they dropped from the programme and got employment elsewhere. 19 %(61 out of 314) respondents are still under the work placement and training programme.

An aggregate of 76 % of those tracked is a significant success rate given that 30% of the beneficiaries tracked completed the New Enterprise Development Programme, and 1% are now self employed and 26% completed the

programme and got employment and 19% are still under the programme. The aggregate programme failure rate is 24% of drop-outs (8% dropped off and got employment somewhere and 16% dropped off and still unemployed).

Indeed we may wish to accurately say that the programme has 84% success rate as 8% of the beneficiaries who "dropped off" achieved the end result of the programme which is to gain employment earlier and as a result dropped out of the programme.

5.2.2   Participation in the programme

In Phase III of the project, the question whether the respondents had participated in the programme was posed again. The results are shown in the figure below.

Participation in W&S Program
(Responses = 240)
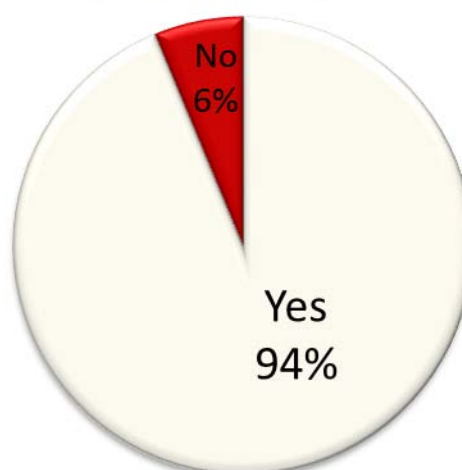
The figure above shows that 94% responded positively to this question, i.e. they indicated that they had actually participated in the Work and Skills Programme. Those who responded in the negative stated that they had only attended the life skills training and never receive any stipend and did not go on to participate in the programme.

94% is a significant proportion of beneficiaries who had actually participated in the programme and also confirmed that they have been on the programme. This points to the fact that the programme had name recognition amongst its beneficiaries.

5.3   Training applicability

The training applicability to prepare the youth for job work placement was evaluated by asking the beneficiaries the extent to which they felt their training needs were determined prior to placement and whether their training expectations were met.

5.3.1   Determination of training needs prior to placement (training applicability)

Respondents were asked if they felt their training needs were adequately determined prior to placement. The results are shown in the figure below.
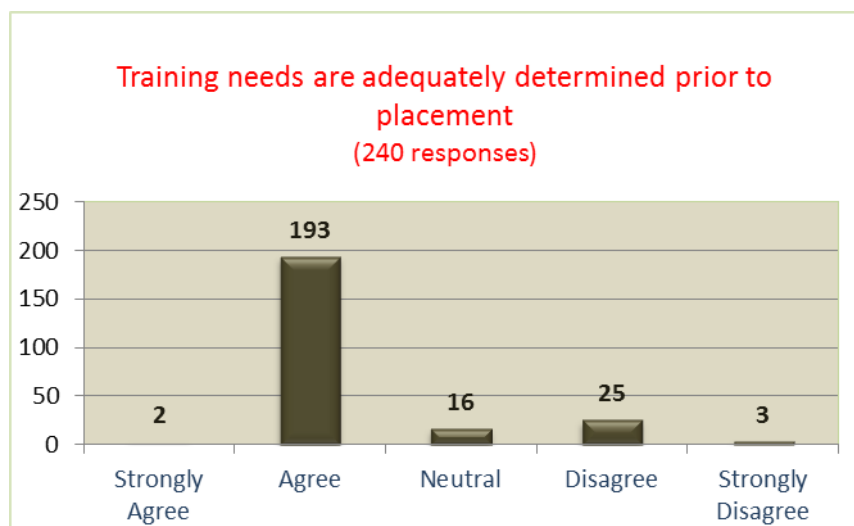
Training needs are adequately determined prior to placement
(240 responses)

From the figure above, it can be observed that 80% of the beneficiaries indicated that they agree that their training needs were adequately determined prior to placement. 10% of the respondents said they disagree that their training needs were adequately determined prior to placement. 7% of the respondents were indifferent. 2% of respondents indicated that they strongly disagree with the statement that their training needs were adequately determined and 1% strongly agree with the statement that their training was adequately determined.

Most beneficiaries (80%) indicated that their training needs were adequately determined prior to placement. This therefore can be translated to mean the training was applicable and relevant in terms of preparing the youth for work.

5.3.2   Expectations about the program (training applicability)

Beneficiaries were asked if their expectations about the programme were met. The responses are shown in the figure below.

Expectations are met about the program
(240 responses)
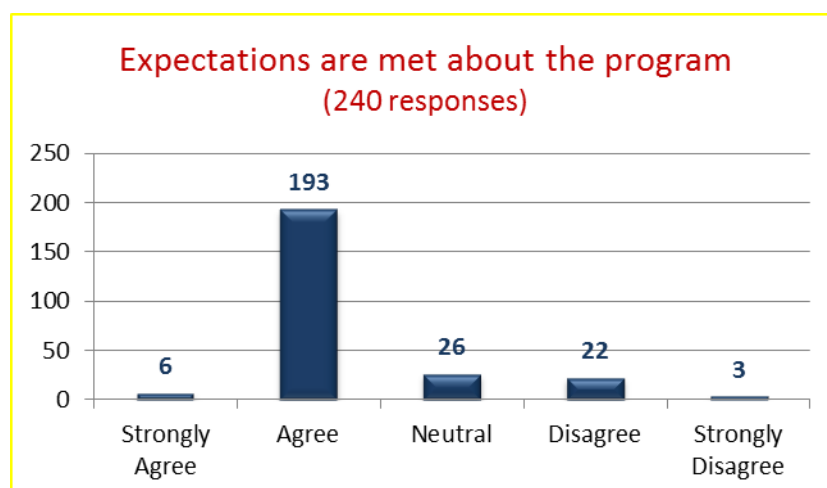
The figure shows that most of the respondents 77% said that their expectations about the Work and Skills Programme were met. 10% were indifferent and 9% disagree with the statement that their expectations about the programme were met. 3% strongly agreed with the statement that their expectations were met and 1% strongly disagreed with the statement that their expectations were met.

An aggregate of 80% agreed that their expectations in terms of the training applicability were met and an aggregate of 10% indicated that their expectations were not met. 10% of the beneficiaries were indifferent. It can therefore be observed that the programme is preparing the youth for work experience as deduced from their expectations.

5.4   Contributing factors to success and or failure

Beneficiaries were asked a series of questions based on the agreed upon questionnaire in order to identify the factors that contributed to success or failure rate of the programme. The results are shown below.

5.4.1   Awareness of the W&S 100 K P

It was important in this evaluation to determine if the beneficiaries could identify by name the identity of the programme in which they were enrolled for. Respondents were asked to identify by name the Skills Programme they were recruited for. The results are shown in the diagram below.
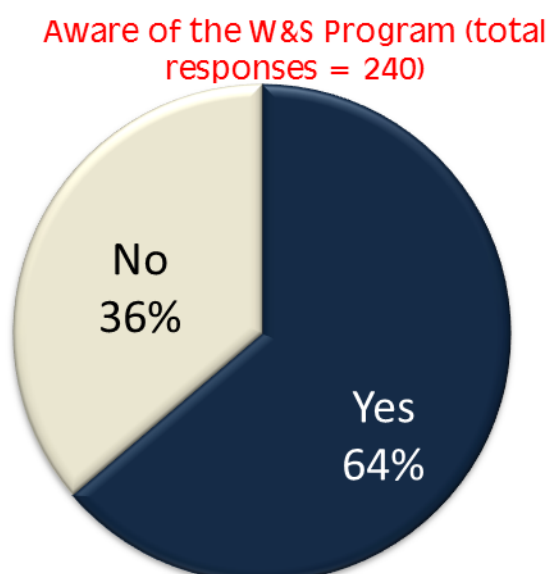
Aware of the W&S Program (total responses = 240)

No 36%

Yes 64%

Most beneficiaries (64%) were able to identify the Programme they were recruited for by name. 34% of the respondents were not able to identify the programme by name. Otherwise they thought the skills programme they were recruited for is called "Workforce Group Programme". Those who came through Social Development thought the programme was called Social Development Programme. This finding is also consistent with the fact that most respondents came to know about the programme through friends, family and or colleagues, who may not have bothered to be specific in terms of the description of the programme.

5.4.2   Medium of awareness about the programme

Beneficiaries were asked how they came to know about the Programme.

Means of Awareness about the Program
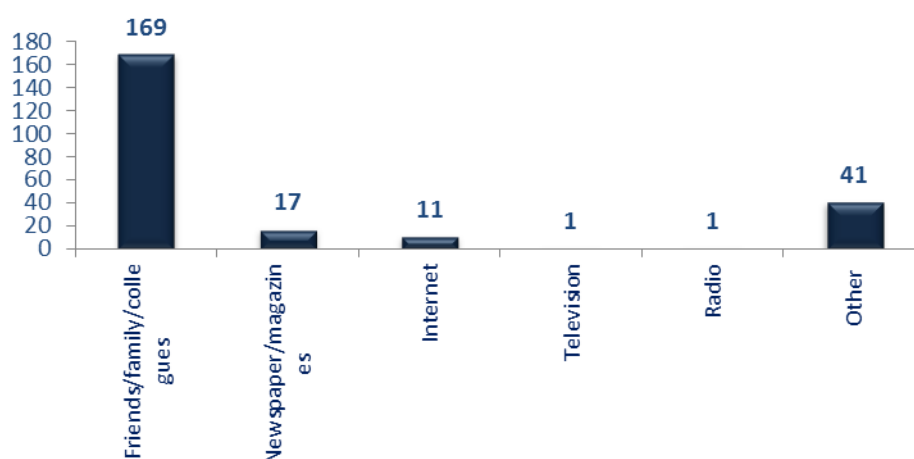
The figure above shows that the majority of the respondents (70%) came to know about the Programme through friends or family members or colleagues, 17% through the newspaper/magazines, 5% through the Internet, 0.5% through the TV and a further 0.5% through the radio. 17% of the respondents said they knew about the Programme through other means such as pamphlets and brochures and through "word of mouth" at Social Development Offices.

The medium in which one came to know about a programme is important as there is a chance that it affects the opinion that one forms about the programme. A programme that appear to have its origins from DSD may be perceived as a social grant oriented programme, while one that originates from DOE might be perceived as an educational programme.

Most beneficiaries (70%) came to know about the programme through friends or family members or colleagues. There is a high chance that one trusts word of mouth and then would see value of the programme leading to high propensity of staying and wanting to complete the programme.

5.4.3   Organisation of the induction process

Beneficiaries were asked to indicate their feelings about the organisation of the induction programme. The results are shown in the figure below.

Induction process is well organized
### (240 responses)
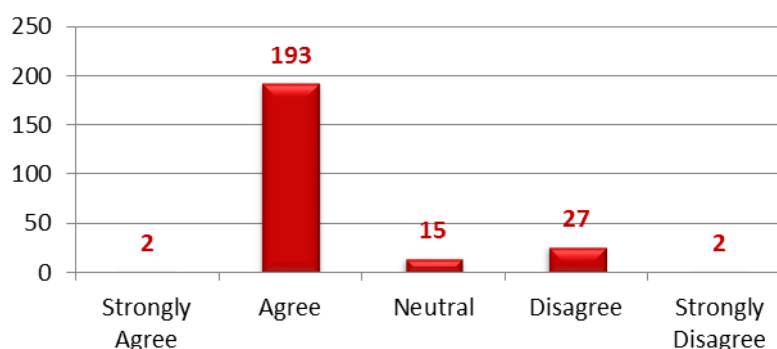
From the figure above, it can be observed that 80% of the beneficiaries indicated that they agree that the induction process was well organized. 10% of the respondents said they disagree that the induction process was well organized. 7% of the respondents were indifferent. 2% of respondents indicated that they strongly agree with the statement that the induction process was well organized and a further 2% indicated that the induction process was not well organized.

82% of the beneficiaries felt that the induction was well organized and informative thereby acting as a factor for the success rate of the programme in terms of the completion rate and propensity to stay on the programme.

5.4.4   Adequacy of received stipend

Beneficiaries were asked if the stipend they received was adequate. The responses are shown in the figure below.

The Stipend received per month is
adequate (240 responses)
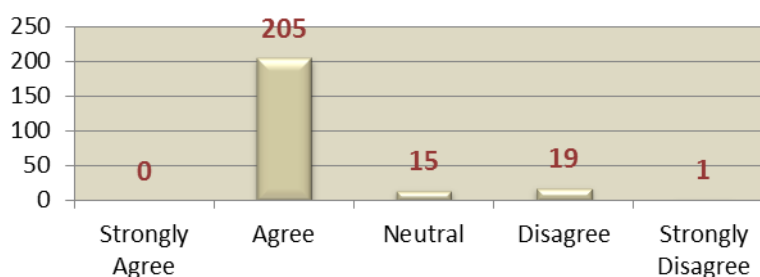
This question was asked purposely to determine if trainees were aware that   the programme was not intended to be a full time job but a training platform. 85% agreed with the statement that the stipend they received was adequate and 8% disagreed. 6% were neutral and 1% strongly felt that they stipend they received was inadequate.

Most beneficiaries (85%) indicated that the stipend was adequate as they understood that the programme was not a full time job but a training platform, 6% were neutral and an aggregate of 9% said the stipend was not adequate. This therefore means that the stipend is a motivatior contributing to the success of the programme.

5.4.5   Mentorship at the work place

Beneficiaries were asked if they were allocated a a mentor at the work place. The results are shown in the figure below.

Provision of a mentor
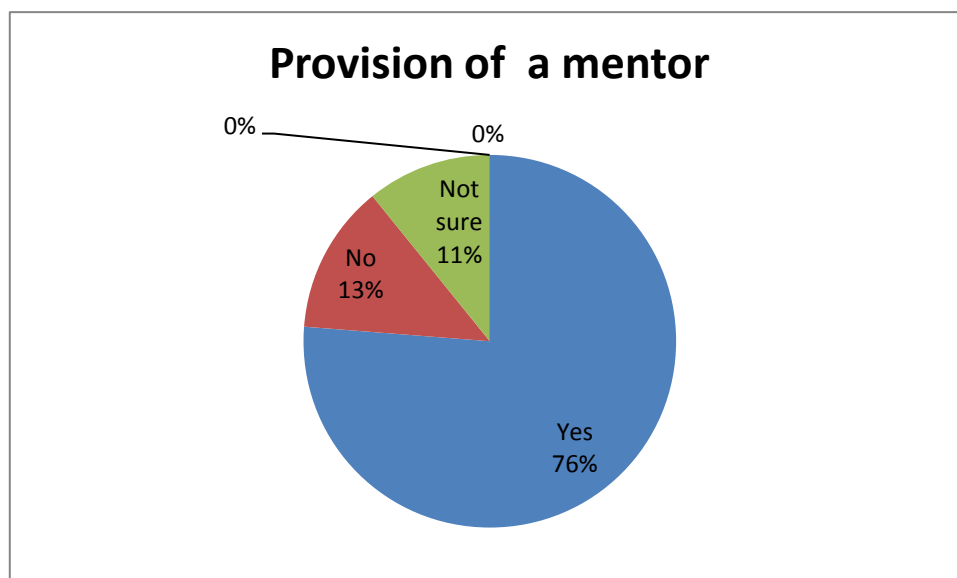
It can be observed from the figure above that 76% of the respondents said they had been allocated a mentor at their placement company. 13% said they had not been allocated a mentor and 11% were not sure.

Most participants were aware that they had been allocated mentors and since this was meant to be an important motivator to the participants, it then must have been a contributing factor to the success of the program.

5.5   Skills set acquired in the W&S Programme

One of the sub-objectives of this evaluation was to ascertain the skills acquired and their relevance to other sectors of the economy. Beneficiaries were asked to provide the skills they had acquired in the programme. The results are shown in the figure below.

Skill set acquired through the W&S Program
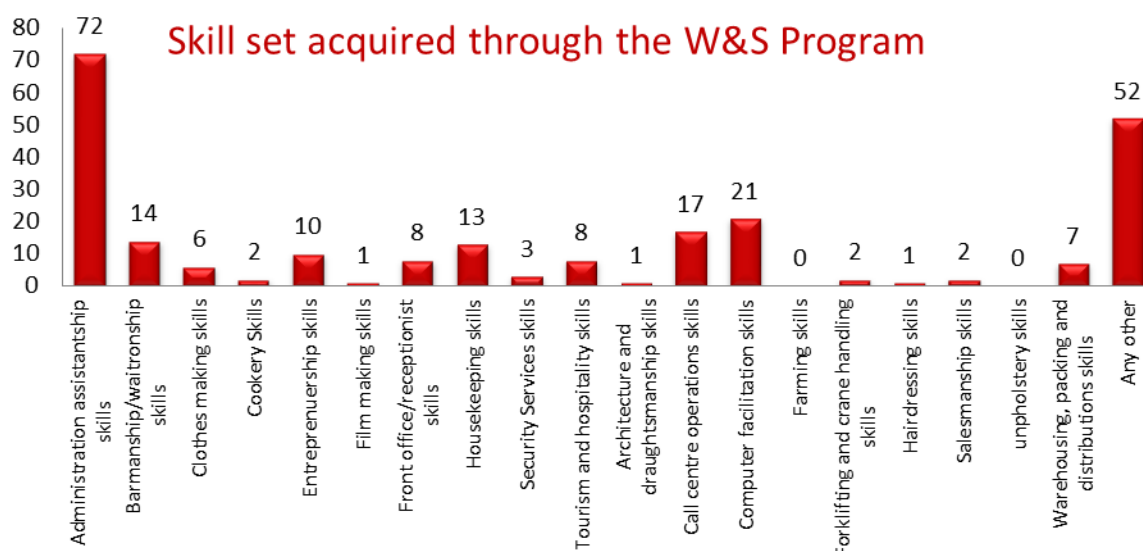
The figure above shows that most of the beneficiaries (30%) indicated they acquired administrative assistant skills, followed by 21% of the beneficiaries who indicated they obtained "other skills". On being asked what these other skills were, the respondents indicated that these were general office skills and packing skills. 9% of the respondents indicated that they acquired computer skills, 7% acquired call centre skills. The other proportions are distributed in the skills shown in the figure above. Of note is the fact that over 50% of the skills acquired are needed skills across a broad range of sectors in the economy.

5.6   Career guidance upon completion

5.6.1   Exit strategies upon completion

Beneficiaries were asked whether exit strategies upon completion of the programme   were clearly communicated. The results are shown in the figure below.

The exit strategies upon completion of the program have been communicated clearly

It can be observed from the figure above that 82% of the beneficiaries agreed that the exit strategies were clearly communicated at induction or during the work placement. 8% were neutral and a further 8% indicated that they disagreed with the statement that the exit strategies of the programme were communicated clearly. 1% indicated that they strongly agreed with the statement that the exit strategy was well communicated and a further 1% strongly disagreed.

5.7   Employability of the beneficiaries

It was also important to determine the employability of the beneficiaries upon completion of the programme. This was evaluated by asking the respondents their general assessment of the benefits that accrued to them from the programme and also further asking the current employment status of those who had indicated that they had completed the programme.

5.7.1   Benefits accrued from the programme

Beneficiaries were asked whether respondents felt they actually benefited from the programme. The results are shown in the figure below.
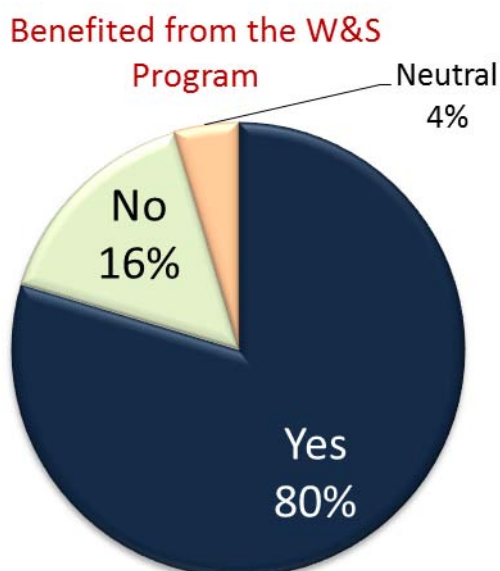
Most of the respondents (80%) indicated that they had benefited from the programme, 4% were indifferent (neutral) and 16% indicated that they feel they did not benefit at all from the programme. The 16% figure can be explained by the fact that Phase One of the programme was characterized by   high rates of drop out. This factor is evidenced by the 16% who attested that the programme did not benefit them. It could also be closely linked to the fact that individual's needs were not matched correctly at the start of the programme. It could also be as a result of the fact that trainees were not taken through the life skills programme to prepare them for the world of work.

5.7.2   Employment Status

The employment status of the beneficiaries was determined in Phase II of the evaluation. The results are shown in the figure below.
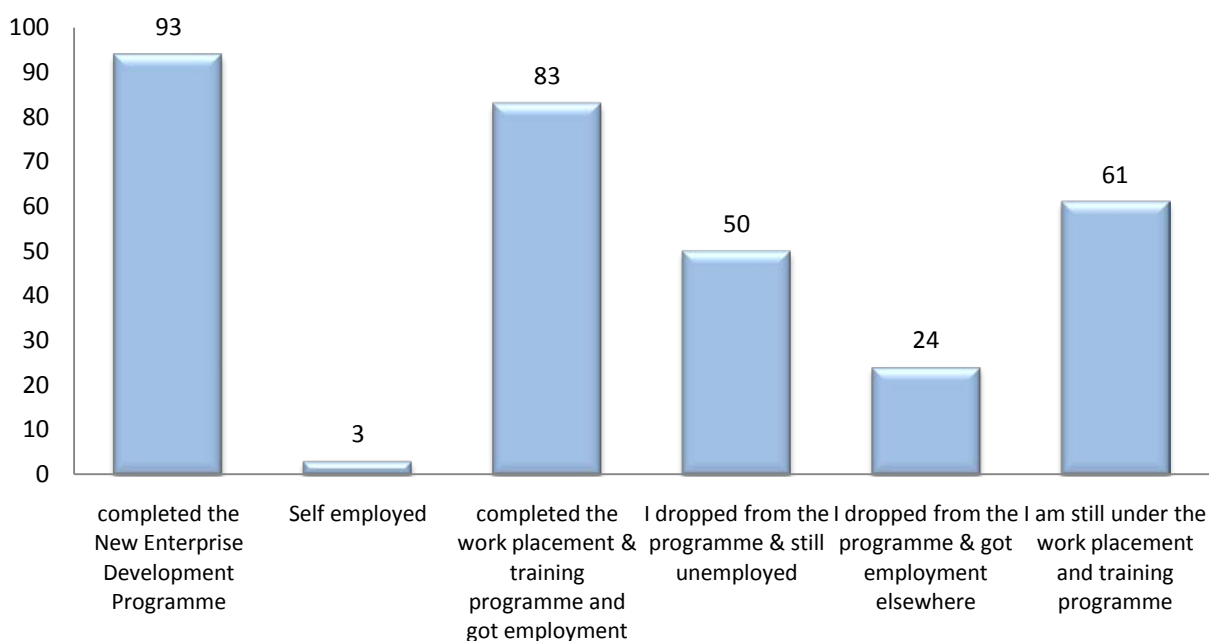
Current Employment status (n=314)

30% (93 out 314) said they completed the New Enterprise Development Programme. 1% (3 out 314) indicated that they are self -employed. 26% (83 out of the 314) respondents said they completed the work placement and training programme and got employment. 16% (50 out 314) indicated that they dropped from the programme and still unemployed. 8% (24 out 314) showed that they dropped from the programme and got employment elsewhere. 19% (61 out of 314) respondents are still under the work placement and training programme.

5.8   Host Employers and Service Providers in the Work & Skills 100 KP Findings

5.8.1   Introduction

Two intervention processes were used to secure inputs on the programme from key stakeholders, host companies and the implementing agency Casidra, the service provider Work Force Group and Host Employers.

5.8.2   Focus Group Facilitation

A focus group was facilitated on the 15th February 2011 to learn how the programme could be sustained, upscaled and made more beneficial to participants.

Four main questions were asked and responses recorded .No voting on issues raised was done as this was more a fact finding focus group facilitation (See Annexure).However; the following salient features were noted.

- That the programme need to market itself more broadly and strategically especially highlighting success stories from both trainees and hosts employers ;
- The programme needed to enhance its recruitment and selection processes to attract and place those likely to succeed and complete the programme ;
- Life skills training is to be encouraged for all new intakes to prepare them better for the world of work ;
- More lessons are to be learnt from programme pursuing similar goals

5.9 Host in-depth interviews

Further in-depth interviews were conducted with host employers, Casidra and Workforce Group to learn more about the programme impact and sustainability. It was also important to solicit the host employers' views about the Work and Skills Programme. The responses are captured below.

5.9.1 Motivational factors to accept beneficiaries

1. **What motivates your organization to accept the unemployed and youth for work placement and training?**
- the programmes help build future skilled workforce;
- it is mutually beneficial: capacity building and employment of skilled work force;
- it is about economic development;
- altruism;
- a commitment to build a skilled workforce;
- to integrate more youth in the work place, to allow for creativity and innovations;
- there is huge unemployment and the little we can do to alleviate and skill the youth;
- it is a corporate social responsibility to try do something;
- to empower youth in self employment and skills development;
- a passion for skills development to alleviate poverty;
- the programme was well marketed by Workforce;

5.9.2 Employability of beneficiaries upon completion

2. **Extent to which participants will be employable after training**

A general consensus was expressed that a good programme like Work and Skills depended a lot on the personal motivation of trainees among other factors.

- Those who were well oriented and given good induction came well prepared and their expectation were met.
- In certain instances trainees performed so well that they were offered permanent positions in the company.
- Other good trainees left for better opportunities elsewhere

5.9.3 Areas of the programme needing improvement

3. **Which areas or aspects of the programme need improvement to make the programme work well?**

The majority responded that the programme was fine as it is;
- Better career development career path for each person should designed ;
- More funds be channelled for training ;
- Improvement to content be made;
- that assessments, and uniform standards be introduced to some of the programme;
- that checklists be Introduced for learnerships;
- that since HR systems were are put in place the retention rates have improved

5.9.4 Contribution to make programme sustainable

4. **What role and contribution is your organization prepared to play in order to make the programme sustainable?**

The responses are enumerated below;
- Can upscale to some extent

- more funding was needed
- service provider to provide a more holistic view of training
- need to get more employers to come on board
- make more linkages within industry
- would be happy to help if approached again
- need to conduct industry needs assessment and tailor make programme to meet the identified needs
- could volunteer in developing assessment tools for trainees
- they have jerked up own recruitment processes and now do it internally

5.10   Findings from focus group session

Fielding of questions

Each of the four questions relating to the evaluation of the programme were written on a flipchart.   Participants were then requested to note down as many responses to each question and to present one answer at a time to give all participants an equal chance to answer a question.

Their responses were captured on the flipchart and probed for more clarity.

Once all the participants had had an opportunity to respond and the responses were captured, they were   asked if there were any ideas or issues that had been left out or might need discussion.

The questions posed and responses from the participants are presented below:

5.10.1 Means to make the programme more impactful and sustainable

Question 1: **What in your view can be done to make the programme more impactful and sustainable?**

Responses to Question 1

- Strong partnerships need to be formed with programmes that have similar objectives within the province and across the provinces;

- A common approach is needed to actively drive public/private participation and partnerships, as there is too much fragmentation between the programme and others with similar objectives;

- Business needs to be encouraged to make a meaningful contribution and participate in the programme;

- More awareness is needed in order to get more employers involved in the programme;

- Promotional material containing programme success stories would be beneficial to have when approaching industry for hosting of learners and facilitating their work experience;

- The overall marketing efforts of the programme needs to be improved, such as selling its success stories and the benefits to the industry with respect to their own work place skills development and providing for a future work force that is skilled;

- More learners/potential beneficiaries need to be made aware of the programme and its benefits;

- A structured approach to recruitment and selection is needed to attract the right calibre of beneficiaries;

- All stages of learner development should be clearly defined and more assessments from learners conducted before they exit the programme;

- Higher success rates could be achieved if the programme focused more on quality in the selection process rather than on quantity, i.e. the number of beneficiaries in the programme;
- The criteria used to select beneficiaries for the programme are not clear.

- The programme is aimed at the basic entry level skills.

- There is need to lobby organised labour as perceptions exist that programme partner organisations like Work Force are seen to be "labour brokers" in disguise;

- There is a perception that the programme has a political agenda and the challenge then was to demystify that view and focus in marketing its benefits in developing a skilled workforce;
-
- It was necessary to strengthen the tripartite relationship that should exist between labour the department (representing government) and business to make the programme more impactful;

- Synergies between other government departments like Education and Social Development, Rural and Land Reform is imperative.

5.10.2 Mechanisms to upscale the programme

Question 2: **What should be done to upscale the programme and get more enrolments from the private and non-governmental sectors to participate in the programme?**

Supply factors

This question generated other questions relating to supply factors. These together with a brief commentary are indicated below:

- Do we have a clear picture of the industry's demand and is the programme addressing that need?

- Where do shortages exist; Is it in the number of trainees that go through the development programmes or is it the shortage of host employers to provide learners with workplace learning experiences?

- Do the industry players really know what benefits accrue to them from the programme and are they aware of it?

- Is there a clearly defined marketing plan and responsibilities assigned to ensure programme delivery?

- Are the roles of Human Resources and Corporate Social Responsibility departments in big corporations aligned and supportive in delivering on the initiative?

- Are Human Resource departments in industry aware and supportive of initiatives like this one from the Department?

- Is industry committed to skills development or is training looked upon as non-core to business?

- Does the programme manager and service providers get sufficient feedback from the industry about the critical and scarce skills needed by industry?

- Are statistics compiled by the SETAs on the scarce and critical skills useful in developing a supply pipeline for skilled resources which are ready for placement?

- Is there a sufficient enough supply of keen and enthusiastic mentors and coaches in industry to mentor beneficiaries who are part of the programme?

Commentary

- Both successes and failures of the programme were highlighted by the participants.

- The SMME's and rural NGO's were keen to retain those learners that were successful and have become productive and contribute to the bottom line. The limitations of funding for the programme however, viz. R1000.00 per month for a period of not more than 12 months could be seen as a disincentive with respect to longer term skills development for business.

- Feedback received from business indicated that they could not afford to train and then lose the resources after a 12-month period, especially if they could not afford to keep the resource if they could not fund the learner's salary. Unless the host employer could carry the total cost of the salary bill, the accrued benefits to the host employer would be lost, as the programme currently cannot carry the stipend paid for longer than 12 months.

- Intake into the skills programme was influenced by the extent to which it could develop specific skills. If it took too long, host employers would not be keen to invest in basic entry level skills only.

- Most big companies have well-developed human resource development plans, workplace skills plans, succession and retention plans in place. The selection of trainees into these development programmes thus also had to meet the needs of the respective industries/businesses. The selection criteria should thus be stringent enough to ensure less drop outs from the programme and increase their uptake into the industry/business development plans.

- Certain companies (who implemented their own development plans) generally tended to place more emphasis on higher academic achievements and longer term development. As such, they may not be keen on participating in "shorter term" programmes like the Work and Skills Programme.

- The experience of participants was that working with SETAs was not proving very successful, as SETAs were more focussed on serving the larger, more established companies in the industry.

- There was also the factor that employers are interested in the bottom line and if no direct link to visible benefits to them, then there would be no commitment in the programme.

- The bottom line is that every company wants skilled workforce but few were willing to commit to training and development of such a force.

- NGO's like NARSEC were becoming successful with their programme and lessons could be learnt from them it was mentioned though that their programme had a two year funding which was seen as beneficial for both hosts and learners.

5.10.3 Contributing factors to success or failure of the programme

Question 3: What factors contributed to the success or failure of the programme?

Recruitment and Selection for the programme

- Needs to be in place and applied consistently to attract and select the right calibre of trainees who will be successful in the programme;

- If no stringent selection process is in place there would be more risks of failures and drop outs which would be more costly for the hosts and learners themselves;

- Matching of the skills to the interests of the learners is necessary for the success of the programme, in addition to a good orientation of the learners;

- Some learners in the programme were more interested in the programme as it provided the only source of income relief or 'sheltered employment'. Due to this motivation, learners would more easily drop off the programme as soon as other more attractive offers come their way;

- If learners were simply motivated by the monthly stipend and not by developing their skills, it is essential that a better profile of learners be attracted into the programme in order to reduce incidents of dropouts before completion of the programme;

- The question was therefore raised as to whether learners should be paid any stipend during training. Statistics indicated that learners who pay for their training showed more commitment to the process. It was also indicated that SETA's were against the payment of stipends to trainees;

- The challenge to retain learners in the programme was higher in rural areas, where there are insufficient numbers of host employers and/or skills development opportunities for learners. It was also indicated that the trainee profiles for learners in the rural areas were different to those in the urban areas (e.g. the age profile of learners in rural areas was higher than the age profile of learners in urban areas);

- More research would be needed to design appropriate incentives to attract the right calibre of learners who would be able to remain in the programme until completion of the training;

- It was agreed that the training provided would have to be developmental and to provide the learners with portable skills and provide them with opportunities for further life-long learning and development;

- It was also indicated that training in life skills at entry level and the matching of learners' interest has positively contributed to increasing the retention rates of learners in the programme;

- The provision of a supportive work environment for both training and skills development was also considered vital in reducing the drop-out rates of learners. Where learners had been exposed to a supportive and caring environment and availability of mentors, evidence of much higher success rates have been identified;

- Sakhisizwe and Salesians were reported as NGO's whose programmes showed positive impacts in the retention levels of learners and that lessons could be learnt from engaging with these organisations in future concerning the management and implementation of their programmes;

5.10.4 Skills to be developed to increase employability

Question 4: What skills should the programme develop to improve the employability of the beneficiaries?

Beneficiaries

More assessment of learners is required and information sourced directly from the beneficiaries in order to obtain a better picture of the required skills. The following was also noted:

- At orientation, all the new learners in the programme should go through a life skills training programme;

- The life skills programme would prepare learners in terms of work readiness;

- It should also help learners reflect on their personal interests and attitudes;

- It should assist learners in visualizing where they want to be and seeing themselves performing in the actual work roles. This would facilitate the process of self discovery;

- The management of the programme could enhance the profile and image of the participants by providing support material such as CV templates, which include a pictures of the trainees, in order to present themselves more professionally;

- The need for improved sourcing strategies for both learners and host employers;

Industry /hosts

- Programme management should constantly assess the industry needs and align the programme to meet the specific needs;

- If the needs are for more high-level scarce skills, then the Work and Skills Programme might not address those needs;

- As the current profile of learners aligns more with low-levels trade skills, more focus should be provided in terms of sourcing more hosts to provide skills development opportunities in those areas;

- The success stories of the programme should be disseminated as a targeted marketing tool to enlist more host employers;

- *Employer Associations* and organisations like the *Cape Regional Chamber of Commerce* have to be canvassed and the programme successes promoted to attract more hosts employers.

Training Institutes and Service Providers

- FET's and SETAs should be engaged for more inputs in curricula development and work place training;

- Stakeholder engagement and management with other government departments pursuing similar programmes have to be upscaled in order to improve coordination, alignment, development of relations and synergies and communicate lessons learnt.

Programme management

- The programme management could conduct more formal assessments of all exiting trainees from the programme;

- Service providers should document the learning and skills development experiences of beneficiaries;

- The sharing and dissemination of beneficiaries' success stories through electronic and hard copy brochures could be developed as promotional materials;

- The programme management should keep an active data base to track learners who went through programme and do follow ups over a period of time;

- Host employers should be enlisted to profile and document the success stories of those learners who have been permanently placed;

- More input from hosts should be obtained through the use of evaluation/feedback forms during and after workplace training of learners;

- A forum for the development of innovative ideas and sharing should be developed and factored into the recruitment, selection and management processes of the programme.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

6.1.1 Success rate of the programme

- There is a high success rate of the Work and Skills Programme. An aggregate of 76 % of those tracked is a significant success rate given that 30% of the beneficiaries tracked completed the New Enterprise Development Programme, and 1% are now self employed and 26% completed the programme and got employment and 19% are still under the programme. The aggregate programme failure rate is 24% of drop-outs (8% dropped off and got employment somewhere and 16% dropped off and still unemployed.

6.1.2 Training applicability

- Most of the beneficiaries (80%) indicated that they agree that their training needs were adequately determined prior to placement, 7% were indifferent and an aggregate of 13% said the training needs were not adequately determined. This therefore can be translated to mean the training was applicable and relevant in terms of preparing the youth for work experience.

- An aggregate of 80% of the beneficiaries agreed that their expectations in terms of the training applicability were met and an aggregate of 10% indicated that their expectations were not met. 10% of the beneficiaries were indifferent. This serves as a strong pointer or indicator that the programme is preparing the youth for work experience as deduced from their expectations.

6.1.3 Contributing factors to success and or failure

- Most beneficiaries (64%) were able to identify the Programme they were recruited for by name. 34% of the respondents were not able to identify the programme by name. They thought the skills programme they were recruited for is "Workforce Group Programme". Those who came through Social Development thought the programme was called Social Development. This finding is also consistent with the fact that most respondents came to know about the programme through friends, family and or colleagues.

- Most of the beneficiaries (70%) had come to know about the Work and Skills Programme through friends or family members or colleagues, 17% through the newspaper/magazines, 5% through the Internet, 0.5% through the TV and a further 0.5% through the radio. 17% of the respondents said they knew about the Work and Skills Programme through other means such as pamphlets and brochures and through "word of mouth" at Social Development Offices.

  The medium in which one came to know about the programme is important as there is a chance that affects the formation of the initial mindset and attitudes towards the programme depending on the quality and quantity of information and thus affecting whether one would want to stay or drop from the programme.

- Most of the beneficiaries (80%) of the indicated that they agree that the induction process was well organized. 10% of the respondents said they disagree that the induction process was well organized. 7% of the respondents were indifferent. 2% of respondents indicated that they strongly agree with the statement that the induction process was well organized and a further 2% indicated that the induction process was not well organized.

  A well organized and informative induction process acts as a contributing factor for the success rate of the programme in terms of the completion rate and propensity to stay on the programme.

- A significant proportion (85%) of the beneficiaries agreed with the statement that the stipend they received was adequate and 8% disagreed. 6% were neutral and 1% strongly felt that they stipend they received was inadequate.

  Therefore most beneficiaries (85%) indicated that the stipend was adequate as they understood that the programme was not a full time job but a training platform, 6% were neutral and an aggregate of 9% said the stipend was not adequate. In other words the stipend is acting a motivator and therefore a contributing factor to the success of the programme.

- Most of the beneficiaries (76%) indicated they had been allocated a mentor at their placement company. 13% said they had not been allocated a mentor and 11% were not sure.

  Appointment of a mentor for the participant is a contributing factor to the success rate of the programme.

- It was also indicated that training in life skills at entry level and the matching of learners' interest has positively contributed to increasing the retention rates of learners in the programme;

- The provision of a supportive work environment for both training and skills development was also considered vital in reducing the drop-out rates of learners. Where learners had been exposed to a supportive and caring environment and availability of mentors, evidence of much higher success rates have been identified;

  On the other hand the host employers elucidated the reasons for the observed drop out as follows;

- Some learners in the programme were more interested in the programme as it provided the only source of income relief or 'sheltered employment'. Due to this motivation, learners would more easily drop off the programme as soon as other more attractive offers might come their way;

- The challenge to retain learners in the programme was higher in rural areas, where there are insufficient numbers of host employers and/or skills development opportunities for learners. It was also indicated that the trainee profiles for learners in the rural areas were different to those in the urban areas (e.g. the age profile of learners in rural areas was higher than the age profile of learners in urban areas);

6.1.4 Skills acquired

- Most of the beneficiaries (30%) indicated that they had acquired administrative assistant skills, followed by 20% of the beneficiaries who indicated they obtained "other skills". On being asked what these other skills were, the respondents indicated that these were general office skills and packing skills. 8% of the respondents indicated that they acquired computer facilitation skills, 7% acquired call centre skills and a further 7% acquired warehousing skills. 6% acquired barmanship/waitronship skills, 5% Housekeeping skills, 4% entrepreneurship skills, 3% clothes making skills and a further 3% receptionist skill and a further 3% Tourism and Hospitality skills. 1% acquired security services skills, a further 1% acquired architecture and draughtmanship skills, another 1% forklifting skills and a further 1% acquired salesmanship skills.

  Most of the skills acquired by the beneficiaries are "soft skills' as opposed to other technical skills.

6.1.5 Career guidance

- 82% of the beneficiaries indicated that the exit strategies were clearly communicated at induction or during the work placement. 8% were neutral and a further 8% indicated that they disagreed with the statement that the exit strategies of the programme were communicated clearly. 1% indicated that they strongly agreed with the statement that the exit strategy was well communicated and a further 1% strongly disagreed.

  The exit strategies upon completion of the programme are well structured and as such there a built-in career guidance mechanism in the programme.

6.1.6 Employability of beneficiaries

- Most of the respondents (80%) indicated that they had benefited from the programme, 4% were indifferent (neutral) and 16% indicated that they feel they did not benefit at all from the programme. The 16% figure can be explained by the fact that Phase One of the programme was characterized by high rates of drop out. This factor is evidenced by the 16% who attest that the programme did not benefit them. It could also be closely linked to the fact that individual's needs were not matched correctly at the start of the programme. It could also attest to the fact that trainees were not taken through the life skills programme to prepare them for the world of work.

- 30% of the beneficiaries said they completed the New Enterprise Development Programme. 1 % indicated that they are self-employed. 26% said they completed the work placement and training programme and got employment. 16 % indicated that they dropped from the programme and still unemployed. 8% (24 out 314) showed that they dropped from the programme and got employment elsewhere. The other proportion is 19 % who indicated respondents are still under the work placement and training programme.

  A proportion of 26% who got employment upon completion of the programme is significant considering that the other proportion of the interviewed beneficiaries is still under training.

6.1.7 Views of stakeholders about the programme

6.1.7.1 Motivational factors to accept beneficiaries (host employers)

Host employers identified the following as motivating factors to accept leaners for placement and training;

- The programme brings mutual benefits: capacity building and employment of skilled work force;
- altruism;
- a commitment to build a skilled workforce;
- to integrate more youth in the work place to allow for creativity and innovations;
- it is a corporate social responsibility to try do something;
- intrinsic commitment to empower youth in self -employment and skills development;
- the programme is well marketed by Workforce;

6.1.7.2 Employability of beneficiaries upon completion (host employers)

The general consensus of the host employers was that a programme like Work and Skills depended a lot on personal motivation of trainees among and other factors.

- Those who were well oriented and given good induction came well prepared and their expectation were met.
- In certain instances trainees performed so well that they were offered permanent positions in the company.
- Other good trainees left for better opportunities elsewhere

6.1.8 Stakeholders' views on areas needing improvement

6.1.8.1 Areas of the programme needing improvement

The majority of stakeholders were of the view that;
- more career development career path for each person should be designed ;
- more funds be channelled for training ;
- improvement to content be made;
- assessments, and uniform standards be introduced to some aspects of the programme;

6.1.9 Sustainability of the programme

6.1.9.1 Contribution to make programme sustainable (host employers)

- Host employers indicated they were still prepared to up-scale the programme;
- Increase uptake of the participants

6.2   Recommendations

- Concerted efforts are needed to create awareness among the various communities. Existing grassroots community structures could be utilised in addition to the conventional electronic and print media to create awareness of the existence of the Work and Skills Programme;

- The programme could also be extended to host employers who offer other technical skills such as engineering, financial management and the like as opposed to the present situation which appears to be focused on employers offering only "soft skills";

- A holistic integrated approach should be formulated to actively drive both public and private participation to reduce the prevailing fragmentation of programmes of similar objectives and goals;

- Workshops could be conducted with potential host employers to promote the programme;

- There is a need to demystify the perception in some circles that the programme has a political agenda by focussing its marketing on its benefits in developing a skilled workforce;

- Mechanisms could be put in place to attract and select the right calibre of trainees who will be successful in the programme;

- Matching of the skills to the interests of the learners is necessary for the success of the programme, in addition to a good orientation of the learners;

- There is need to motivate the participants by other means apart from the monthly stipend. More specifically "tangible employment" upon completion of the programme could be utilised as a better motivating factor than the stipend itself.