



**Evaluation of Impact**

**Life Skills component**

**JOBS Programme**

Evaluation Report submitted by  
Genesis Analytics to

NYDA

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## ACRONYMS

CRM	Customer Relationship Management
EPWP	Expanded Public Works Programme
NYDA	National Youth Development Agency
JOBS Programme	Job and Opportunities Seekers Programme
MRM	Monitoring and Results Measurement
MSC Approach	Most Significant Change approach
NEET	Not in Employment, Education or Training
SETA	Sector Education and Training Authority

## EXECUTIVE SUMMARY

Genesis Analytics (hereafter “Genesis”) was contracted by the National Youth Development Agency (NYDA) to conduct an impact evaluation of the Job and Opportunities Seekers (JOBS) Programme. The NYDA is tasked with addressing youth development issues at the macro, meso and micro levels and the JOBS programme is one of the agency’s initiatives to achieve this mandate. The purpose of the evaluation was to assess whether the JOBS Programme has achieved its objectives and to determine what the impact of the programme has been on the youth beneficiaries that participated in one or more of the programme components.

The rationale for the JOBS programme is based on the National Development Plan (2008) and includes initiating, designing and coordinating programmes aimed at integrating the youth into the economy. The Jobs programme is designed and implemented to empower young people in order to access opportunities that enable them to develop, improve their lives, become productive citizens and participate in the mainstream economy<sup>1</sup>. The main aim of the Jobs programme is to recruit, train, prepare, place and sustain young people in a job or training opportunities that are available in the public and private sectors and civil society organisations in South Africa. In doing so, the programme seeks to ultimately increase youth employment in the longer-term.

This report specifically evaluates the Like Skills training component of the JOBS programme. Life Skills training provides unemployed young people with knowledge and skills that will enhance their ability to find and secure employment. The training consists of modules that support job seekers to prepare a professional CV, perform a self-assessment, prepare for an interview, and improve their professional image and behaviour in the workplace. The JOBS programme currently works in collaboration with two partners, Catalyx Consulting and Lulaway to deliver training. The work readiness training provided by Lulaway is delivered through a two-day course and Catalyx training runs over five days.

## APPROACH AND METHODOLOGY

The evaluation used a mixed methods approach, adopting both qualitative and quantitative research methods to collect primary and secondary data. These included:

- Conducting a review of priority documentation;
- Conducting 16 key informant interviews with the NYDA Head Office staff including the programme manager, M&E manager, M&E officer, M&E specialist, Specialist in skills and education and Strategy officials. The interview guides developed for the branch staff included branch managers, product coordinators, jobs officers and training officers. There was also a guide for partners, that is, Lulaway and Catalyx;
- An online telephonic survey developed using Surveygizmo and administered with a sample of youth beneficiaries that received at least one of the three services. The survey was administered to the youth beneficiaries only; and,
- A case study protocol with open-ended in depth questions for interviews with six youth beneficiaries.

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<sup>1</sup> NYDA Skills training programmes operations manual

Genesis used the OECD Development Assistance Committee (DAC) criteria as the basis for the evaluation framework and data collection. The criteria encompass five thematic areas; being relevance, effectiveness, efficiency, impact and sustainability.

The main limitations that affected the collection of data are: not all key informant interviews were conducted as initially agreed upon by the NYDA and Genesis as key staff were not available at the branch level and employers in instances where the youth were placed; the lack of a CRM system resulted in difficulties contacting youth beneficiaries due to incorrect phone numbers.

As part of the JOBS programme, the NYDA offers Life skills training to participants. This training seeks to provide young people with skills to enable them to make informed decisions and become responsible and productive individuals that can participate meaningfully in the country's mainstream economy. The following key lessons emerged through the evaluation:

### **Linking youth with opportunities**

The JOBS Programme started out with the intention of preparing young people for a job. The number of youth seeking assistance far outstrips the opportunities that it can provide, whether through internships, apprenticeships or placements.

To date, Life skills has been offered as a broad training workshop that is available to all young people seeking the services of the NYDA. In the absence of an integrated CRM, it is also not possible to establish any kind of causal link between participation in training and placement. Effectively communicating a set of key skills will require longer sessions (beyond one four-hour session in isolation) and a careful review and prioritisation of content. This could potentially entail streamlining the training and information (as determined by the ability of the candidate) provided as part of the job preparedness training workshop, to incorporate some content which currently forms part of Life skills.

### **Development of training content**

There is common consensus in the youth economic opportunities sector that South African youth lack basic skills to access the job market, and that many young people lack the relationships and networks required to find an opportunity. There is also a diverse range of training that exists in the sector to teach these basic skills. A review of training content shows that the training provided needs to be more interactive and streamlined. Covering content at a very high level without sufficient depth also limits the impact of the workshop. NYDA should identify a set of content that can be consistently rolled out across all provinces. Trainers need to receive ongoing training in facilitation skills and how to mediate content to these young people. In the absence of training in facilitation skills, it is possible that young people will not be able to apply the skills and knowledge gained.

### **Packaging of training workshops**

The JOBS Programme has packaged the three activities into separate programmes. On interviewing the youth, it became clear that youth do not know or recall the distinction between Life skills and Job preparedness and were better able to recall the input they had received related to Job preparedness. It is very possible that this is because Job preparedness focusses on a set of very practical skills (developing a CV, preparing and attending an interview). Consideration needs to be given to how content should be prioritised, and whether there is value in shifting the training offering to focus on Job preparedness specifically, and then extend the time spent on these practical skills which have direct relevance to improving employability. This is captured in the revised Theory of Change which focusses on such training as a route to improved employability.

# 1 INTRODUCTION

Genesis Analytics (hereafter “Genesis”) was contracted by the National Youth Development Agency (NYDA) to conduct an impact evaluation of the Job and Opportunities Seekers (JOBS) Programme. The NYDA is tasked with addressing youth development issues at the macro, meso and micro levels and the JOBS programme is one of the agency’s initiatives to achieve this mandate. The purpose of the evaluation was to assess whether the JOBS Programme has achieved its objectives and to determine what the impact of the programme has been on the youth beneficiaries that participated in one or more of the programme components. This report documents the findings of the evaluation of the life skills component.

NYDA JOBS programme comprises of three components, namely, Life skills training, job preparedness training, and job placements. During the theory of change workshop, the evaluation team discovered that although the three components of the programme were designed to operate in a value chain approach, they function independently of each other. On this basis, Genesis evaluated the effectiveness of each component, and then analysed the data to generate recommendations. The evaluation drew on quantitative and qualitative data sources to provide a holistic view of the programme. The evaluation was completed in a five-phase approach as illustrated in the figure below.

**Figure 1: Outline of the evaluation approach in six phases**



An initial kick-off meeting was held between Genesis, and representatives from the NYDA at the NYDA Midrand offices on 9 November 2016, where the purpose of the assignment was discussed and context to the evaluation was provided. A follow-up meeting was held at the NYDA offices on 2 December 2016 where the deliverables and timelines were finalised. A theory of change workshop was held on 13 December 2016. Genesis then submitted an inception report on 15 December 2016 and presented the draft report with interim findings to NYDA on 7 March 2017. This report constitutes the last deliverable of the evaluation and contains information on the evaluation approach and methods, findings and recommendations for the life skills component of the JOBS Programme.



## 2 BACKGROUND

### 2.1 SOUTH AFRICAN YOUTH UNEMPLOYMENT

Youth unemployment is a global challenge which is particularly relevant to the South African labour market. The National Development Plan highlights concerns surrounding a 'youth bulge' in the South African economy, while recent Stats SA data indicates that the **youth<sup>2</sup> unemployment rate in 2015 was 36.9%, which is significantly higher than the adult unemployment rate of 17%<sup>3</sup>.**

Young people are more vulnerable to unemployment due to the economy's shift towards a high productivity, technology-led growth path that required high-skilled workers. This demand for higher-skilled labour stands in strong contrast to the reality of the majority of young people in South Africa. Many enter the labour force without the necessary work readiness skills due to the failures of the basic and post-secondary education systems. In addition, employers are demanding higher benchmarks (such as a matric certificate) for entry-level positions and apply additional selection criteria such as references from current employers and previous work experience. The lack of work readiness skills and the resultant skills mismatch are major impediments to young people accessing entry-level job opportunities (without matric or higher education and without the necessary degree of work readiness) are key factors that exacerbate youth unemployment<sup>4</sup>. **Due to this mismatch between demand side job availability and current supply side employee skills, unemployment is often described as a structural problem<sup>5</sup>, which has persisted in both pre- and post-Apartheid labour markets.**

**Youth who are not in employment, education or training (NEETs) pose a significant threat to societal stability, future economic growth prospects and overall well-being at both the individual and community level.** The Department of Higher Education and Training in conjunction with Stats SA, indicated that in 2015 there were 3.2 Million South Africa NEETs between the ages of 15-24 years old<sup>6</sup>.

Clearly, youth unemployment in South Africa is an overwhelmingly important and pressing socio-economic challenge which needs comprehensive engagement from a variety of private and public stakeholders to establish and test solutions which can solve for structural failures and facilitate greater youth inclusion

### 2.2 YOUTH UNEMPLOYMENT PROGRAMMES

A number of interventions and initiatives exist to address the persistent and structural issue of youth unemployment. These can be characterised in terms of the following generic approaches:<sup>7</sup>

1. **Improving the educational outcomes of young people:** These encompass various types of interventions that target young people at different stages in their lives:

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<sup>2</sup> Youth is defined as those people that are between the ages of 15-34 years' old

<sup>3</sup> National & Provincial Labour Market: Youth, Stats SA, 2015.

<sup>4</sup> Youth unemployment in South Africa: Understanding the challenge and working on solutions, L Graham and C. Mlatsheni, 2015

<sup>5</sup> Youths in the South African Labour Market since the transition: A study of changes between 1995 and 2011, Stellenbosch Working Paper, Yu,Derek, 2012

<sup>6</sup> National & Provincial Labour Market: Youth, Stats SA, 2015.

<sup>7</sup> The Youth Unemployment Challenge: A South African perspective, SALDRU, IDRC

- a. **Secondary school programmes** that are aimed at providing learners with the adequate tools to assist in their transition from secondary school.
  - b. **Work readiness and placement initiatives** which seek to build the work ready pool so as to meet employer thresholds, and scale the matching process to make labour absorption more efficient.
  - c. **Occupational skills development interventions** which focus on learning outcomes that can be achieved through learnerships, apprenticeships and skills development programmes.
2. **Designing entrepreneurship schemes for youth:** These programmes introduce and encourage youth to undertake entrepreneurship as a means of generating income
  3. **Offering tailored employment services:** These services are designed to improve the efficiency of job searching and job placements
  4. **Direct public sector employment targeted at youth:** These require the government to create and absorb the unemployed youth in the country.

## 2.3 THE NYDA RESPONSE

In an effort to address the youth unemployment issue in South Africa, the NYDA launched the Job and Opportunities Seekers (Jobs) Programme which was first conceptualised during the policy discourse of the Accelerated Shared Growth Initiative of South Africa (ASGISA) in 2006. The rationale for the JOBS programme is based on the National Development Plan (2008) and includes initiating, designing and coordinating programmes aimed at integrating the youth into the economy. The JOBS programme is designed and implemented to empower young people in order to access opportunities that enable them to develop, improve their lives, become productive citizens and participate in the mainstream economy<sup>8</sup>. The JOBS Programme is an online database for unemployed youth seeking employment opportunities and is aimed at facilitating the link between unemployed youth, employment and other skills development related opportunities. It is currently managed through the Skills Development and Transfer unit of the NYDA<sup>9</sup>.

Specifically, the aim of the JOBS programme is to recruit, train, prepare, place and sustain young people in a job or training opportunities that are available in the public and private sectors and civil society organisations in South Africa. In doing so, the programme seeks to ultimately increase youth employment in the longer-term.

The NYDA JOBS programme comprises of three components:

- **Life skills training**

This training programme seeks to empower young people with Life skills to enable them to make informed decisions and become responsible and productive individuals that can participate meaningfully in the country's mainstream economy. This training consists of 24 modules which cover different topics including developing a personal development plan, communication skills, customer service, health and wellbeing, and the vulnerable youth.

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<sup>8</sup> NYDA Skills training programmes operations manual

<sup>9</sup> The National Youth Development Agency Job and Opportunities Seekers' Database

- **Job Preparedness training**

This training programme provides unemployed young people with knowledge and skills that will enhance their ability to find and secure employment. The training consists of modules that support job seekers to prepare a professional CV, perform a self-assessment, prepare for an interview, and improve their professional image and behaviour in the workplace.

The programme currently works in collaboration with two partners, Catalyx Consulting and Lulaway to deliver training. The work readiness training provided by Lulaway is delivered through a two-day course and Catalyx training runs over five days

- **Job Placement**

The JOBS programme was initially designed such that the three activities take place sequentially. The evaluation team got this impression from the terms of reference but during further interaction with NYDA and the data collection stage, it was clear that the activities operate as three independent components of the JOBS programme and there is no systematic way of linking the youth beneficiaries to the three activities. According to the initial programme design, the first step would be matching a candidate to opportunity providers such as potential employers, providers of internships, apprenticeships etc. and sending the candidate's CV to these. Thereafter, the candidate would undergo job preparedness training and Life skills training which equips them with the necessary skills and knowledge to apply for the job, be interviewed successfully and retain the job in future.

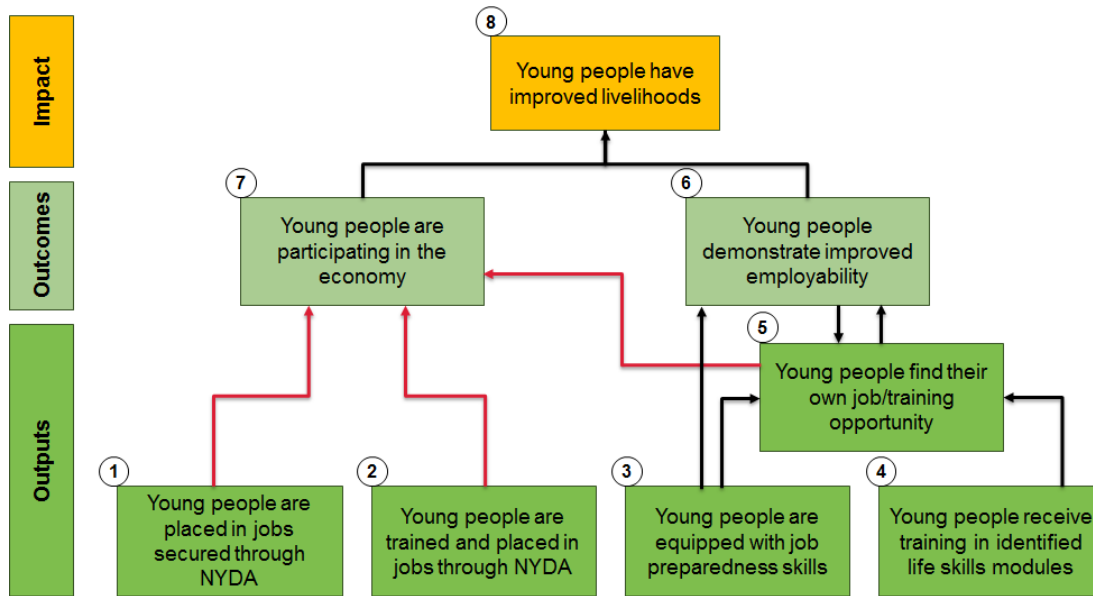
The programme currently works in collaboration with two partners: Catalyx Consulting and Lulaway. These strategic partnerships are intended to enhance the programme's intended objective which is to create and provide jobs to young South Africans.

Based on the Theory of Change workshop that was held between Genesis, and representatives from the NYDA, it was learned that the NYDA conducts work-readiness training and placements independently as well as through their partners. In addition, some job seekers may immediately be added to the job seekers database without undergoing any training. Other participants may undergo only one training course but may never be placed in a job if no opportunity exists. Thus, the process described above reflects the ideal that the programme aims to achieve but implementation may not materialise in this fashion. The evaluation will sample participants that have received at least one of the services and that have participated in the programme directly through the NYDA or through its partners i.e. both methods of delivery will be evaluated.

# 3 APPROACH AND METHODOLOGY

## 3.1 THEORY OF CHANGE

JOBS programme Theory of Change



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## 3.2 METHODS

### 3.2.1 Document review

As part of the evaluation, NYDA provided Genesis with a number of documents. The documents reviewed allowed the evaluation team to evaluate the relevance of the three main activities. Genesis reviewed core programme documents and secondary data from the online database, including documents related to strategic planning at provincial and national level, progress reports on the implementation of the JOBS programme, and training materials for the Job Preparedness and Life skills training activities. The documents covered the period 2011-2016. An outline of the documents reviewed is included as an annexure.

### 3.2.2 Instrument development

All instruments were designed based on the analysis framework. The analysis framework was developed using the (OECD) Development Assistance Committee (DAC)<sup>10</sup> criteria of relevance, efficiency, effectiveness, sustainability and impact. These are elaborated further in the table below:

<sup>10</sup> The OECD's DAC criteria provide a useful framework for evaluating developmental assistance. This framework is globally recognised and used by the majority of development assistance organisations, thus enabling comparison between programmes. More information is available at: <http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/daccriteriaforevaluatingdevelopmentassistance.htm>

**Table 1: DAC criteria**

DAC criteria	Definition
<b>Relevance</b>	The extent to which an intervention is suited to the priorities and policies of the target group, recipient and donor.
<b>Effectiveness</b>	The extent to which an intervention attains its objectives.
<b>Efficiency</b>	Efficiency measures the outputs -qualitative and quantitative- in relation to the inputs. It is an economic term which signifies that the intervention uses the least costly resources possible in order to achieve the desired results.
<b>Impact</b>	The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
<b>Sustainability</b>	Sustainability is concerned with measuring whether the benefits of an intervention are likely to continue after the intervention comes to an end.

Three sets of data collection instruments were developed:

1. **Semi-structured Key informant interview guides** were developed for the key informant interviews with the NYDA Head Office staff including the programme manager, M&E manager, M&E officer, M&E specialist, Specialist: skills and education and Strategy Officials Interview guides developed for the branch staff included branch managers, product coordinators, jobs officers and training officers. There was a guide for partners, that is, Lulaway and Catalyx.
2. **An online telephonic survey** was developed using Surveygizmo and administered with a sample of youth beneficiaries that received at least one of the three services. The survey was administered to the youth beneficiaries.
3. The evaluation team also developed a **case study protocol**, with open-ended in depth questions for interviews with six youth beneficiaries.

### 3.2.3 Data collection

The figure below depicts the data collection methods used in the evaluation. The evaluation used a combination of qualitative and quantitative data sources and included primary and secondary data. The diverse nature of the data has facilitated the triangulation and verification of information presented in the findings.

**Figure 2 : Data collection methods**

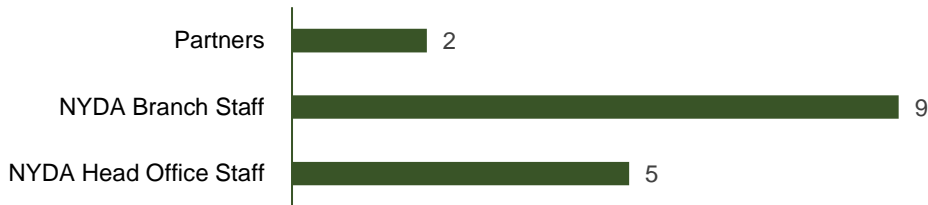


#### 3.2.3.1 Key informant interviews

Genesis conducted a total of 16 interviews with key informants from NYDA head office, branch staff and partners. Key informants were selected based on their role in the design and implementation of the JOBS programme. The key informant interviews focused on getting an in-depth understanding of

the way the JOBS programme was designed, how it is implemented and how it has evolved since its inception. All interviews were conducted by two evaluators. One evaluator led and facilitated the interview, while the other took notes. The details of the individuals interviewed and their respective positions are included as an annexure.

**Figure 3: Number of interviews completed per stakeholder group**



### 3.2.3.2 Telephonic interviews with youth

Genesis conducted a total of 82 telephonic interviews with youth beneficiaries of the Jobs Programme. During the telephonic interviews, Genesis team members guided youth beneficiaries through an online survey that contained predominantly closed-ended questions for ease of analysis. Responses were populated on an online platform called Surveygizmo. Prior to the interview, all respondents were notified that their responses were confidential and would be used only for the purpose of the evaluation.

Genesis initially proposed 60 telephonic interviews with JOBS programme beneficiaries from Maponya, Secunda and Rustenburg. These branches were proposed by NYDA based on their proximity to Gauteng. During the first stage of interviews, a total of 50 beneficiaries were reached. In the meeting to present the draft report, NYDA noted concerns that the initial approved sample would not be representative of the work of the JOBS Programme. On this basis, it was proposed that Genesis contact beneficiaries in three additional provinces. Genesis made further calls to JOBS programme beneficiaries from Durban, Nelspruit and Tshwane using a list of beneficiaries supplied by NYDA. During the second stage of interviews, Genesis made 70 calls using the information provided by NYDA. The evaluation team was able to successfully reach 32 beneficiaries. Below is a table indicates the total calls that were made and their outcome.

**Table 1: Numbers called vs interviews completed**

Branch	Total telephone calls made	Total successfully reached	Total interviews completed	Response rate per branch (%)
Maponya	67	21	16	23.8
Rustenburg	47	21	18	38.3
Secunda	32	18	16	56.2
Tshwane	23	15	7	30.4
Durban	24	12	10	41.7
Nelspruit	23	17	15	65.2

<b>Total</b>	<b>216</b>	<b>104</b>	<b>82</b>	<b>37.9</b>
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### 3.2.3.3 Sampling for survey interviews

NYDA initially approved Maponya, Secunda and Rustenburg branches for the survey interviews with beneficiaries. These three branches were approved on the basis that they presented an opportunity to travel to different provinces at the least cost. Genesis did raise concerns with the approved sample but NYDA proposed that Genesis proceed with the evaluation. Genesis presented the draft evaluation findings to NYDA on 7 March, including programme staff and senior managers. It is important to note that beneficiaries from placements in the 3 additional branches were placed through NYDA and not through partners as was the case with Maponya, Secunda and Rustenburg.

There were therefore, two stages of sampling for the beneficiaries who were called to complete the survey. The first sampling was done by Genesis, using physical files provided by NYDA in their Midrand office. Genesis randomly selected respondents from Maponya, Secunda and Rustenburg as these were the three branches that were agreed on during the inception phase. Within the branches, the evaluation team targeted a total of 60 respondents and randomly selected an equal number of beneficiaries from the three programme activities.

### 3.2.3.4 Case studies with youth beneficiaries

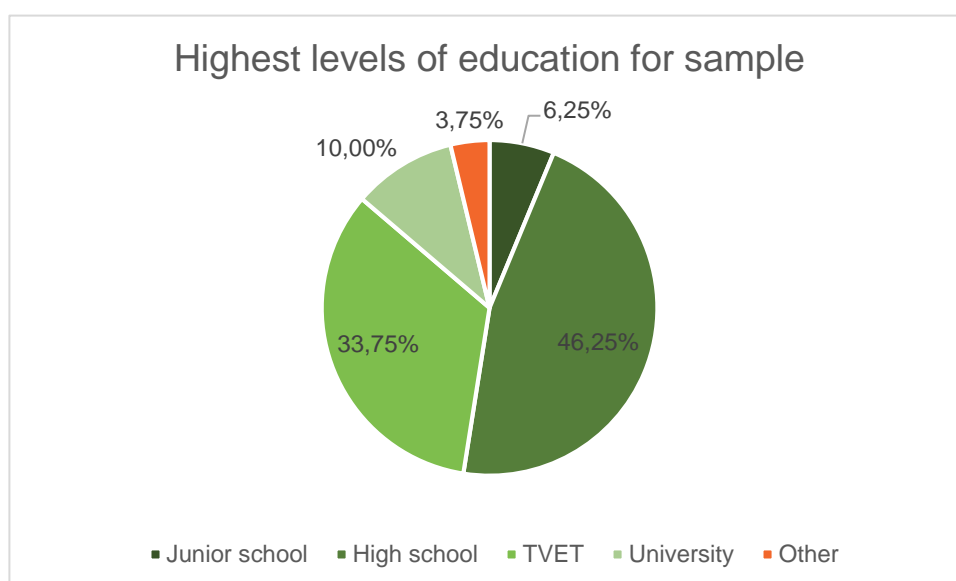
Six case study interviews were conducted with two youth beneficiaries from Maponya, Secunda and Rustenburg. These interviews were more in-depth than the telephonic survey interviews and focused on the individual experiences of participating youth.

Youth were selected for the survey calls using two criteria:

- (1) that they had benefitted from NYDA services related to the JOBS Programme and;
- (2) their location.

We, therefore, selected beneficiaries who benefited from any of the three JOBS Programme services from each of the branches mentioned above.

**Figure 4: Highest level of education for youth participating in telephonic survey interviews**



### 3.3 LIMITATIONS AND MITIGATION STRATEGIES

Limitations	Mitigation strategies
<b>Interviews</b>	
<p>Though branch visits were scheduled and confirmed in advance, not all branch staff were available for the interviews, therefore we were unable to interview all key staff at the branch level.</p>	<p>In order to mitigate this limitation, Genesis adopted two strategies:</p> <ol style="list-style-type: none"> <li>1) <b>Data triangulation using other data sources</b></li> <li>2) <b>Leveraging off interviews with other branch staff</b></li> </ol>
<p>No field visits took place to the three additional branches included in phase 2 of the evaluation. The implication of this limitation is that we did not get the perspectives of the staff in those branches on how the programme was implemented and its impact on beneficiaries.</p>	<p>The evaluation team used the information gathered from the other branches to highlight trends and issues that are similar in order to try and understand the general successes and challenges of the programme. The survey interviews with beneficiaries also provided a perspective programmes impact on beneficiaries in the three branches.</p>
<p>The evaluation team did not speak to employers. NYDA was responsible for providing Genesis with contact details of employers but this did not happen.</p>	<p>In order to mitigate for this limitation, Genesis used the interviews with the partners. Partners interact directly with employers and so they were able to speak to some of the issues related to employers. Catalyx works very closely with Mr Price Foundation and Jumpstart, and this was discussed in the interview.</p>
<p>Initially, the evaluation team had proposed an approach called 'Most Significant Change (MSC)' for the beneficiary interviews. The delay in confirming branch visits by NYDA meant that it was not possible to identify respondents in advance of the branch visits and face to face interviews were not possible.</p>	<p>Genesis conducted six case study interviews telephonically. Although we could not fully apply the MSC approach, we gathered sufficient data to be able to better understand how the programme, and the individual activities have impacted the lives of beneficiaries.</p>
<p>The initial proposal indicated that the sampling criteria would include beneficiaries who have received a combination of one, two or three services. Subsequent to approval of the methodology, it emerged that the NYDA does not have an integrated CRM and so it is not possible to establish if beneficiaries have benefitted from</p>	<p>To mitigate for this limitation, Genesis included a question in the survey about the number of services beneficiaries received from NYDA. Respondents were asked if they had interacted with NYDA, what services they were looking for when they approached NYDA and which service they had received. This provided</p>



Limitations	Mitigation strategies
<p>more than one service. The sample of telephonic interviews does include beneficiaries who have participated in more than one service although this could not be used as a criterion for sampling.</p>	<p>information about the number of services each respondent received. This is information that would have been difficult to decipher using the physical files.</p>
<p>There is a potential sample bias for the case study interviews. People who agreed to the interview are more likely to be those who had a positive experience.</p>	<p>All interviews started with a disclaimer that the evaluation was conducted by an independent evaluation firm on behalf of NYDA and that participation was voluntary and confidential. Respondents were also encouraged to be honest as their feedback was important for improving the work of NYDA.</p>
<p><b>Telephonic surveys</b></p>	
<p>Although the evaluation team spent 8 days in an effort to reach beneficiaries, we were only able to successfully complete 82 surveys. This is due to a number of challenges related to phone numbers. The most common cases included unanswered calls, voicemails, some numbers did not exist and others were disconnected. This is elaborated on in <b>Error! Reference source not found.</b></p>	<p>The database is large and so we did not invest time in retrying numbers that did not through but instead, we dialled as many numbers as possible in order to increase the chances of success.</p>
<p>There is a potential for sample bias with the three provinces that were selected by NYDA as part of the second phase of sampling. Due to the budgetary and time constraints, the list of candidates from the three additional branches was compiled by NYDA based on beneficiaries that they called. NYDA did the sampling and then provided a list of names and numbers to Genesis. Genesis did not verify that these were people who benefited because NYDA does not have an electronic database and all the physical files are stored at NYDA head office.</p>	<p>Genesis mitigated for this risk by emphasising that the survey was confidential and encouraging the respondents to be completely honest.</p>
<p><b>Data and documentation</b></p>	
<p>NYDA could only provide beneficiary data from the 2015/16 reporting period as any other previous data had been archived. The absence of longitudinal data means that we could not track</p>	

Limitations	Mitigation strategies
the trajectory of the youth over a longer time period.	
The Job Placement files were unclear about what job placement is, or which candidates were placed in a job. Some people were offered training opportunities and not jobs. There were cases where the beneficiary names were there but no contact details. This was partly resolved through assistance from NYDA.	This issue was raised with NYDA and they provided electronic data of beneficiary records for Job Placement candidates.

### 3.4 ETHICAL CONSIDERATIONS

There are no ethical considerations which have affected the data collection or analysis processes for this evaluation.

## 4 FINDINGS AND ANALYSIS

### 4.1 RELEVANCE

As an organisation, NYDA strives to capacitate, place and sustain young people in opportunities. Life skills is an important part of capacitating young people. It is intended to develop strong personal and interpersonal skills within the beneficiaries to enable them to be productive in society. Life skills training is thus a relevant component of the NYDA and the JOBS Programme. However, the training in its current form falls short of achieving its intended outcomes. It requires a significant change in content and delivery to fulfil its objectives.

#### 4.1.1 Content

The Life skills content is vast, covering a range of topics from communication and customer service to health and sexual wellbeing. According to NYDA branch staff, the content is tailored to the needs of the audience at the trainers' discretion. This is because trainers often do not know who the audience will be prior to the session. In any given audience, there is a mix of people at different ages with different education levels and social backgrounds. Tailoring the content to an audience is not only difficult but likely impossible without first segmenting them. The NYDA should consider how it can work with opportunity providers to segment the target audience to ensure the content is relevant. The NYDA should also work with partners such as Catalyx to ensure that the NYDA Life skills content is revised and benchmarked against similar programmes.

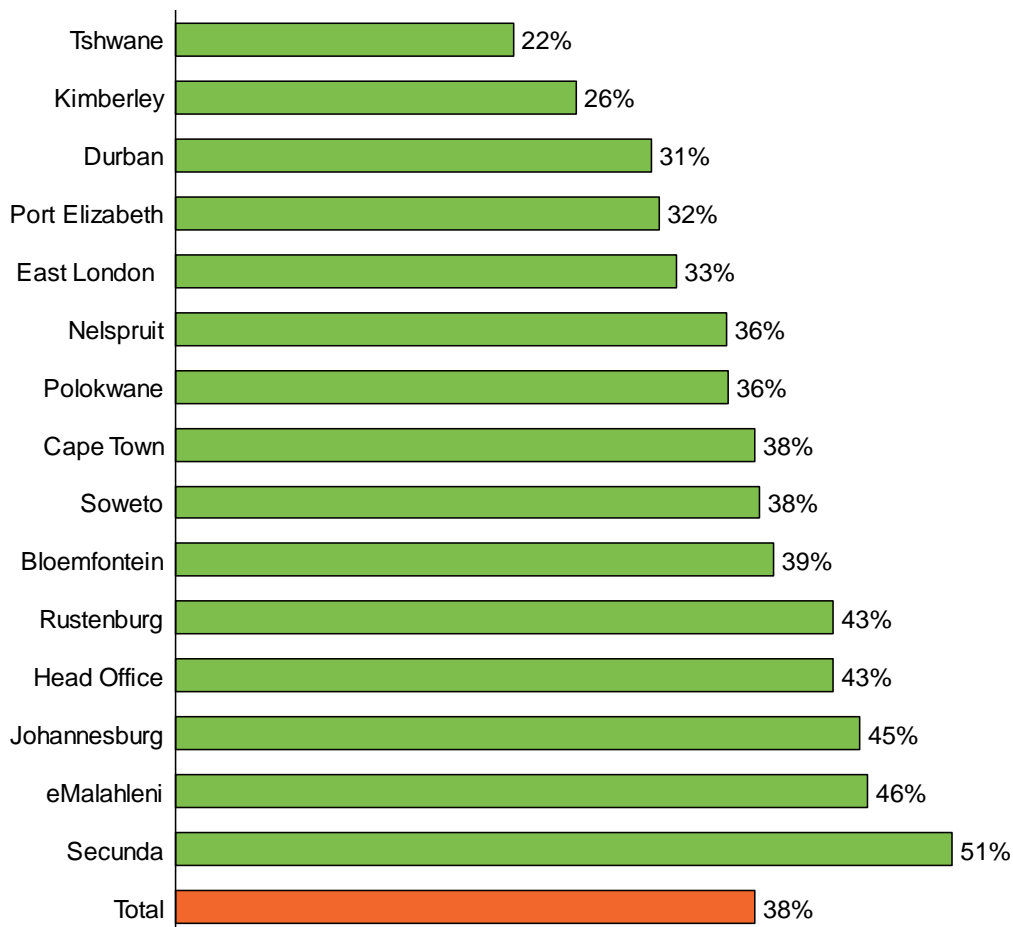
That being said, topics such as communication and customer service should be covered across all audiences given the important role it plays in securing an opportunity. This is evidenced by most beneficiaries recalling these topics as being helpful in their opportunity search. Other topics that participants quoted as being helpful were those that relate to the Job Preparedness training – drafting a CV, how to prepare for an interview etc. This is because the content was practical and participants could see the direct link between this content and securing an opportunity. Therefore, content under the Life skills training should always relate back to the young person's economic opportunity search (and not taught in isolation which is sometimes the case).

Many of the young people noted that training of this nature should be made available to young people at an early age while they are at school. This will help young people to deal with the pressures they face at an early age and help strengthen their personalities at a time when they are still trying to determine who they are. The NYDA does reach some school-going youth but only in places where they have an existing relationship. If the NYDA decides to expand its focus on this age group, then specific content will need to be developed for this age cohort. As mentioned above, all training provided should always link back to the work context so that young people understand the relevance of the content. This will enable them to apply the knowledge gained in their opportunity search (which in this case will begin in school). The possibility of introducing a programme for learners that are still at school needs to be investigated further and the extent to which it aligns with the JOBS Programme Theory of Change. Possibilities can then be explored of NYDA providing input into content to be included in life skills, rather than NYDA staff undertaking training at schools given that this will be very resource intensive.

## 4.2 EFFECTIVENESS

The only indicator that is being tracked for Life skills is the number of people trained. Thus far, the programme has achieved the targets that have been set for this indicator (which **increases by 8% per annum**). The survey results indicate that **80% of respondents were satisfied with the training they received**. The figure below depicts the proportion of JOBS Programme beneficiaries that have accessed Life skills training (in comparison to other services) over the period April 2015 to March 2016. The figure below shows that approximately 38% of young people have benefitted from life skills training provided through the JOBS Programme.

**Figure 5: Reach of life skills programme across branches**



As per the theory of change, this indicator is at the output level and the NYDA should expand its focus to develop and track outcome level indicators as well. This will help the NYDA to determine whether the programme is likely to lead to realise its intended impact.

As previously mentioned, part of the programme's objective is to train young people for sustainable jobs. Life skills contributes to this objective. However, it is unclear whether participants retain and use the knowledge that they gain through Life skills training. This is evidenced by the survey respondents noting that the Job Preparedness training helped them to get a job (as opposed to the Life skills

training)<sup>11</sup>. Given that participants are unable to recall most of the topics covered under Life skills, it can be concluded that participants do not associate such information with the Life Skills activity. The key driving factors behind this result is the content and the delivery method which have been discussed in detail in the section above. The NYDA needs to prioritise strengthening the content and delivery method to ensure that the training is contributing to the objectives in the desired way.

Other factors that impede the effectiveness of the training include trainers not having access to suitable training venues and materials. None of the three branches that were visited had training venues and staff are entirely dependent on opportunity providers and the local municipality to provide them with access to suitable training venues. This can result in some sessions being cancelled due to a suitable venue not being available or trainers having to squeeze a large number of participants in a small venue. This is also a constraint given that trainers do not always have access to a space that allows for experiential learning or an opportunity to practice particular skills. The NYDA should consider investing in permanent training venues since training forms a core part of the organisation's offering across different programmes. Some trainers also noted that they did not always have all of the required stationery and materials to deliver the content. This is because some trainers take it upon themselves to include additional exercises to make the content more relevant and interactive. Trainers emphasise that this additional effort is a necessity and the NYDA should provide them with the required materials.

### 4.2.1 Delivery

NYDA trainers are responsible for delivering a variety of training programmes across the JOBS Programme and other NYDA programmes. Some staff highlighted this as a concern since Life skills training requires suitably qualified trainers to deliver the training. These are trainers that need to be skilled in teaching sensitive and personal topics to young people which NYDA trainers have not been trained to do. Branch staff noted that trainers have not received any refresher or ongoing training since they have been appointed in their role. The trainers were trained in the content at the outset, and had not received training on facilitation skills. The NYDA should consider how it can upskill trainers to be able to fulfil the different role that is required of them when delivering Life skills training. It will also become necessary to consider how this affects appointment of new trainers in future e.g. what skills new trainers should possess before they are hired.

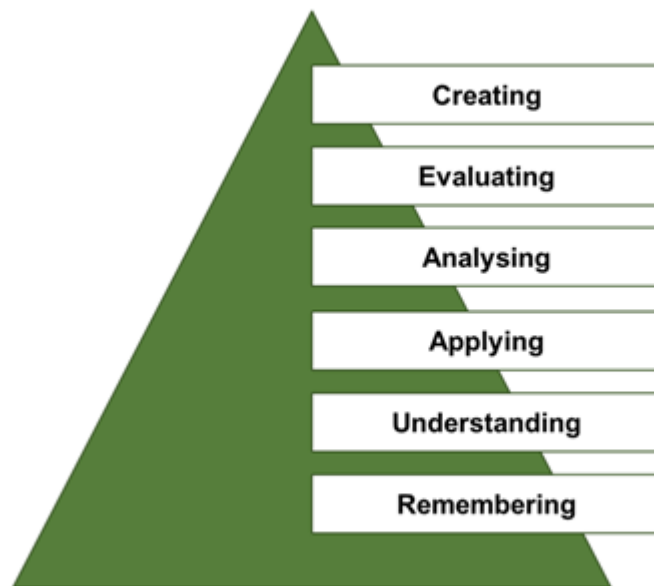
The content is usually delivered in one session over six hours (with breaks in between). In comparison to other programmes, this approach is not conducive to teaching the plethora of content that needs to be covered. Some trainers have started to include their own content (based on their research) to make the content more relevant and interactive. Other programmes such as those offered by Catalyx and Harambee provide interactive training through a series of workshops and includes practical components such as on-the-job training for a day. This holistic approach provides beneficiaries with the opportunity to digest the information that is being taught and to apply the new knowledge to a real-life situation. Beneficiaries then exit the training programme knowing how to implement what they have learnt. This is consistent with the learning domains developed as part of Bloom's Taxonomy and elaborated further in the diagram below.

**Figure 6: Bloom's Taxonomy of Learning Domains**

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<sup>11</sup> This is based on those respondents that had a job in the first place.

## Bloom's Taxonomy of Learning Domains



Clark, D.R. (2015). *Bloom's Taxonomy of Learning Domains*. Retrieved from <http://www.nwlink.com/~donclark/hrd/bloom.html>

Bloom's Taxonomy identifies six stages of learning which should be considered when designing content and materials to deliver information and teach skills. The taxonomy proposes that an individual needs to pass through a set of preceding steps before they are able to reach the stage of creating their own content and learning. To date, the NYDA training has focussed on the first three domains (steps). For Life Skills training to be effective, it is necessary that people are able to apply skills and analyse information. Achieving these goals requires that materials are planned for carefully and that learning is structured according to the design principles in the table above. This needs to be carefully considered when reviewing materials, and requires that people experienced in learning design are engaged in the process of developing materials and content to ensure that it is applied to best effect. This is especially important as not all NYDA trainers have a background in training or education or experience with facilitation.

The other major consideration is that the very short duration of the training negatively affects the extent to which someone will grasp a set of skills and be able to implement them in their day to day life. In an instance where the programme is trying to effect behaviour, the training needs to move beyond remembering and understanding to applying knowledge and skills.

NYDA staff at both the branch and head-office level support this approach, noting that the young people that receive NYDA training are left to implement the lessons learnt on their own. They emphasised the need to provide the young people with a support structure, for example, giving them access to a mentor. The NYDA should consider conducting research with previous beneficiaries to determine what specific support structures young people need.

By gathering information about retention and how young people have progressed since completing life skills training will assist JOBS Programme to understand the characteristics of young people who persist in a job or training opportunity, and establish the extent to which exposure to life skills has contributed to this persistence.

This will be particularly valuable in understanding whether there are any particular characteristics of those people who self-place and how long they remain in these positions.

## 4.3 EFFICIENCY

### 4.3.1 Infrastructure and quality of resources

As previously mentioned, the NYDA branches that were visited did not have training venues and trainers are dependent on municipal halls and training rooms provided by opportunity providers. This can compromise the NYDA’s ability to deliver punctual training in an appropriately sized venue. This is an example of where there is a need for a strategic partner that could assist with providing an appropriate venue that will allow for experiential interactive activities that enable young people to practice preparing a CV, role play a group work scenario, brain storm an issue related to communication and so forth. Being reliant on accessing venues at no charge can compromise how the training is implemented, as trainers will have to adapt to the situation. While flexibility is a very valuable attribute, it becomes a concern where the programme is considerably different because of external barriers such as a lack of infrastructure and resources.

Both youth and NYDA staff noted that the content needs to be updated to include the use of online media such as LinkedIn. Some content should also be made available online so that the youth can access it as and when they need to. There are options available for adapting content that is available on line through using open education resources, incorporating life skills information into Job Preparedness training or reducing the extent of information covered, so as to focus on providing a depth of information in particular topics.

The table below provides a comparison of training materials used by NYDA, its partners and other organisations working to address the problem of youth unemployment. The proprietary content is anonymous. These principles should be considered when reviewing the life skills materials.

**Figure 7: Good practices for materials design**

Good practices for materials design	Proprietary	NYDA	Lulaway	Catalyx
Learning outcomes clearly stated	X	X		
Instructions for facilitators provided	X		X	
Balance of theory and practice	X	X	X	X
Experiential activities	X	X	X	
Variety of media	X			X
Combination of individual and group tasks	X			X
Use of graphics	X	X	X	X
Link between each activity	X	X	X	
Sequencing	X			
Includes assessment component	X		X	X

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<sup>12</sup> Design Guide (2012) Saide

### **4.3.2 Staffing**

As mentioned above, the Life skills training is delivered by NYDA trainers that are responsible for delivering all of the training under the different NYDA programmes. While this assists in stretching resources, it is not the optimal solution since Life skills training requires trainers with strong personal and interpersonal skills. Thus, economic efficiency is being achieved by sacrificing effectiveness.

### **4.3.3 Partnerships**

Working through partners has been beneficial for both the NYDA and its partners – the NYDA has a higher chance of placing young people and the partners have access to facilities in rural areas. Under the Life skills component, partners prefer to train young people using their own content. Some partners note that the NYDA content covers the basic concepts while their content seeks to provide greater depth. It is worth considering how the NYDA can learn from partners to further strengthen the content under Life skills.

Some partners mentioned that the quality of NYDA trainers needs to be strengthened. NYDA trainers should undergo more rigorous training and should be screened more carefully to ensure that they are fully capable of delivering the content. This is especially true with the Life skills training which requires the trainers to have strong personal and interpersonal skills. Both internal and external stakeholders have raised a concern on whether the NYDA trainers possess the right skill set to deliver Life skills training.

Partners also highlighted the concern that some training sessions do not take place according to the schedule. A potential reason for this is that the trainers' time is divided across many different training programmes and they find it difficult to manage their time across these competing responsibilities. Since training is a core offering across most programmes, the NYDA should consider investing resources in hiring more trainers (and perhaps allocating trainers to specific programmes to allow them to specialise).

### **4.3.4 Monitoring & Results Measurement system**

As mentioned above, M&E has only recently been implemented within the NYDA and still requires significant development. As the NYDA continues to develop its M&E function, it will become important to track results beyond the output level (number of people trained) to ensure that the programme is achieving the anticipated impact. The M&E function should also be capacitated and embedded in operations to extract key lessons that are emerging and feed these lessons into the design of the programme i.e. there needs to be a feedback mechanism between operations and M&E. This will assist in strengthening the implementation of the programme.

## **4.4 IMPACT**

In isolation, the Life skills training does not lead to the envisaged impact of improved livelihoods through participating in the economy. Life skills is meant to support the Job Preparedness training and Placements component of the programme by strengthening the personal wellbeing and confidence of young people. However, beneficiaries are unable to recall the content covered under the Life skills training and do not attribute any changes in their lives to the training. This could be because young people visit the NYDA with an explicit intention to improve their employability or find a job and do not view the Life skills content as being an important part of achieving this goal. In this



case, greater integration needs to be achieved between the three services so that young people understand the important role that Life skills plays in finding and retaining a job.

We also know that the content currently taught under the Life skills training needs to be revisited and tailored as it is not entirely relevant to all young people. This limits knowledge retention and the application of knowledge gained. Until the content becomes more targeted, it is unlikely that the training will develop young people in the way the programme envisages.

Some staff also mentioned that the training does not provide young people with a support mechanism to implement the lessons gained which further compromises application of the knowledge. The NYDA should consider how it can support young people in this respect to ensure that the impact achieved goes beyond knowledge gained.

## 4.5 SUSTAINABILITY

Since the impact achieved to date is at best limited to some knowledge gain in the short-term, the Life skills training has not achieved any sustained impact. As mentioned above, the training needs to be strengthened (from a content and delivery perspective) and should be better integrated with the Job Preparedness training and Placements to achieve improved employability and participation in the economy in the longer term. The NYDA should expand its work partners to ensure that the other two components are being effectively implemented.

## 5 LESSONS LEARNED AND RECOMMENDATIONS

### 5.1 DEVELOPING STRATEGIC PARTNERSHIPS

NYDA is a partnership-based agency that is well positioned to develop partnerships, and this is recognised as part of their mandate. The agency has developed partnerships for many of their programmes with very positive results.

In order to develop sustainable partnerships that are likely to yield productive outcomes, it is necessary to identify the contribution of each party to the partnership; being what they will do and what they are responsible for. It is well recognised that the absence of life skills can be a major barrier to a person accessing a job or a training opportunity, validating the need for some kind of life skills intervention. However, it is not easy to distinguish between Life Skills and Job Preparedness where service providers may combine some of the content, and content is not uniformly categorised as part of Life Skills or Job Preparedness. Both kinds of training are contributing towards the same objective of achieving improved employability for young people.

It is understood that NYDA is considering moving towards a value-chain approach in trying to streamline how activities are provided and to deepen understanding of the impact of the three respective activities. The shift towards a value-chain approach will have implications for the programme, in deciding the sequencing of services provided and the staffing requirements to implement this value chain approach.

It is also very important to unpack in more detail how this work is contributing to improved employability and not only to increasing knowledge among young people. This is especially important where many young people may have been channelled into life skills or job preparedness because of the view that these two training components provide a basic grounding for all youth.

Developing a real understanding of impact also requires understanding the results of implementing the value-chain approach, and using this as a comparison to instances where young people are accessing one or two of the components independently of each other.

### 5.2 DEVELOPING TRAINING CONTENT

There is common consensus in the youth economic opportunities sector that South African youth lack basic skills to access the job market, and that many young people lack the relationships and networks required to find an opportunity. There is also a diverse range of training that exists in the sector to teach these basic skills. A review of training content shows that the training provided needs to be more interactive and streamlined. Covering content at a very high level without sufficient depth also limits the impact of the workshop. NYDA should identify a set of content that can be consistently rolled out across all provinces. Trainers need to receive ongoing training in facilitation skills and how to mediate content to these young people. In the absence of training in facilitation skills, it is possible that young people will not be able to apply the skills and knowledge gained.

Part of this process of review will be also deciding on the particular life skills product that the NYDA wishes to offer, and designing this offering specifically rather than adopting an existing curriculum from another agency or organisation.

Consideration needs to be given to other kinds of information that may be useful to assessing the quality of a candidate before channelling any young person to a particular kind of job or training opportunity. This needs to include whether there should be a focus on languages or mathematics before focussing on life skills.

### **5.3 PACKAGING OF TRAINING WORKSHOPS**

The Jobs Programme has packaged the three activities into separate programmes. On interviewing the youth, it became clear that youth do not know or recall the distinction between Life skills and Job Preparedness and were better able to recall the input they had received related to Job Preparedness. It is very possible that this is because Job preparedness focusses on a set of very practical skills (developing a CV, preparing and attending an interview). Consideration needs to be given to how content should be prioritised, and whether there is value in shifting the training offering to focus on Job preparedness specifically, and then extend the time spent on these practical skills which have direct relevance to improving employability. This is captured in the revised Theory of Change which focusses on such training as a route to improved employability.

### **5.4 LINKING YOUTH WITH OPPORTUNITIES**

The Jobs Programme started out with the intention of preparing young people for a job. The number of youth seeking assistance far outstrips the opportunities that it can provide, whether through internships, apprenticeships or placements.

To date, Life skills has been offered as a broad training workshop that is available to all young people seeking the services of the NYDA. In the absence of an integrated CRM, it is also not possible to establish any kind of causal link between participation in training and placement. Effectively communicating a set of key skills will require longer sessions (beyond one four-hour session in isolation) and a careful review and prioritisation of content. This could potentially entail streamlining the training and information (as determined by the ability of the candidate) provided as part of the job preparedness training workshop, to incorporate some content which currently forms part of Life skills.

# ANNEXURES

**Table 2: Summary of interviews completed by the evaluation team**

Name of primary stakeholder	Role and affiliation	Location	Date of interview
Birgit Vijverberg	Programme Manager	Head Office	25 January 2017
Gugu Jiyane	Registration Officer	Head Office	6 February 2017
Mamosebetsi Nkalane	M&E Manager	Head Office	20 February 2017
Cynthia Honono	M&E Specialist	Head Office	10 February 2017
Siyabulela Zondani	Specialist: Education and Skills	Head Office	28 February 2017
Tshepo Manyama	Branch Manager	Maponya	14 February 2017
Duduzile Mathomzi	Product Coordinator	Maponya	14 February 2017
Tholakele Mchunu	Jobs Officer	Maponya	14 February 2017
Alfred Mogale	Trainer	Maponya	14 February 2017
Floyd Mokwena	Product Coordinator	Rustenburg	15 February 2017
Nthabiseng Sineke	Trainer	Rustenburg	15 February 2017
Jackie Sidane	Branch Manager	Secunda	16 February 2017
Charlotte Mashiloane	Product Coordinator	Secunda	16 February 2017
Thully Sighudla	Trainer	Secunda	16 February 2017
Tim Hilliar	Partner (Catalyx)	Gauteng	13 February 2017
Chevi Samuels	Partner (Lulaway)	Gauteng	14 March 2017

**Table 3: List of documents reviewed**

Document	Classification/kind of document	Date
NYDA training policy	Strategy document	27 March 2015
Training Operations Manual Final Draft.	Programme document	Not dated
Training success stories	Marketing/reporting	Not dated
Employment beneficiary data (Gauteng, KZN, Western Cape and Eastern Cape)	Programme/reporting	October 2016
Consolidated-Number of young people supported through LS, JP and Job Placement	Report	2015/16
Catalyx report	Report	October 2016
Monthly JOBS Branch Report for Durban	Progress report	
NYDA branch Monthly performance information report 2014/15 Durban	Progress report	2014/15

Document	Classification/kind of document	Date
JOBS monthly branch report Mbombela	Progress report	April 2016
JOBS monthly branch report Mbombela	Progress report	June 2016
JOBS monthly branch report Maponya mall	Progress report	June 2016
JOBS monthly branch report Maponya mall	Progress report	July 2016
JOBS monthly branch report Maponya mall	Progress report	August 2016
JOBS monthly branch report Maponya mall	Progress report	September 2016
JOBS monthly branch report East London	Progress report	May 2016
JOBS monthly branch report East London	Progress report	June 2016
JOBS monthly branch report East London	Progress report	August 2016
JOBS monthly branch report East London	Progress report	September 2016
JOBS monthly branch report Rustenburg	Progress report	May 2016
JOBS monthly branch report Rustenburg	Progress report	July 2016
JOBS monthly branch report Rustenburg	Progress report	August 2016
JOBS monthly branch report Rustenburg	Progress report	September 2016
JOBS success stories	Marketing/progress	Not dated
JOBS youth application form	Programme document	Not dated
NYDA placement reports	reports	August-September 2016
Product Operational Manual – JOBS	Programme document	1 March 2011
Induction of service providers' presentation	Organisational document	30 November 2016
NYDA M&E approach presentation Instrument development	Internal NYDA document	Not dated
Signed MOU for Catalyx Lulaway	Contract	1 April 2016
NYDA and Lulaway job placement project charter	Contract	13 April 2016
Lulaway confirmation placements and training report	Reports	August-September 2016
NYDA placement project proposal 2016 (Catalyx)	Proposal	11 February 2016