



RAPID ASSESSMENT ON JOB PLACEMENT.

Final Report



NATIONAL YOUTH DEVELOPMENT AGENCY
OUR YOUTH. OUR FUTURE.

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Contents

Abstract.....	3
<i>Executive Summary</i>	4
Chapter 1 - Introduction.....	6
1.1 Background.....	6
1.2. Purpose of Evaluation.....	7
1.3. Objectives of the Evaluation	7
1.4. Assessment and Evaluation Problems.....	7
1.5. Assessment and Evaluation questions	8
1.6. Study Delimitations.....	8
Chapter 2: Research Methodology.....	9
2.1. Introduction.....	9
2.2. Acronyms, Abbreviations and Definitions.....	9
2.3. Assessment Design.	12
2.4. Data Collection	13
2.5. Instrument.....	14
2.6. Literature Review:	14
2.6.1. Presentation of Relevant Literature(s) for Assessment and evaluation.....	15
2.7. Sampling.....	30
2.8. Data Analysis:	31
2.9. Validity and reliability	31
2.10. Ethics and Limitations.....	33
Chapter 3: Assessment Findings.....	34
3.1. Introduction.....	34
3.2. Profile of Respondents	34
3.3. Key Findings	35
Chapter 4: Recommendations and Conclusions.....	36
4.1. Recommendations	36
4.2. Conclusions.....	38

Abstract

Excerpt from the 'Employer Engagement Cycle' in Secondary Education: analysing the testimonies of young British adults' conceptualises employer engagement in education through the 'life course' theory – arguing that life is contextually constructed in a social and cultural manner and that the outcomes of a person are shaped by past events and experiences, creating a chain of outcomes.

The authors depict employer engagement in education as a useful resource in the 'life course' as it provides advantages for youths when later progressing through the labour market. The benefits of increased levels of engagement can be broken down into human, social and cultural capital to form the basis of the theoretical framework.

Human capital is defined as 'the increase in labour productivity that arises through education or training' (Becker, 1993). Human capital is usually an individual's own outcome of education and training (certified knowledge and skills), which provides an economic resource in employment. Gaining necessary and appropriate qualifications as a student provides a later benefit when seeking employment.

Social capital views relationships between people as a resource that individuals within groups can utilise to meet their goals. Existence of social relationships and networks, or lack thereof, can either bolster or restrict the success of individuals. The authors highlight Granovetter's (1973) conception of the value of 'weak ties' in providing resources; knowing many people a small amount may be more beneficial than knowing a few people very well. Meeting people and making connections through employer engagement activities provides a resource through which students have contacts with different employers.

Cultural capital reflects the interface between culture and social relations, social action and institutions, making it difficult to separate cultural and social influences. Taking culture to be the influence of shared norms and understandings on behaviour, cultural capital sees knowledge and aspirations as resources. Bourdieu (1986) depicts three forms of cultural capital: personal culture (e.g. 'habitus'), material culture (e.g. books/tools), and symbolic culture (e.g. qualifications). 'Habitus' represents a knowledge of 'how things work'; students will understand the education system to varying degrees and thus some will be better placed to navigate their way to success than others. Different cultural groups may unconsciously develop and share attitudes that later impact upon their outcomes, for example ethnic minorities or women. Employer engagement activities are potentially crucial for providing resources that challenge stereotypical cultural norms, with the hope of raising or broadening aspirations to produce better outcomes.

Viewing human, social and cultural capital as varieties of resources that can accrue from employer engagement in education, the authors argue that it is important to note that individual benefits gained are influenced by previous accumulation of capital – as supposed in the 'life course' theory. Employer engagement interacts with other environmental factors influencing the progression of a person, such as societal and economic pressures. Individuals also exert their own agency, personality and beliefs, in determining their life outcomes.

The authors use the example of work experience placements to demonstrate how resources are drawn in different ways. The experience gives individuals practical employability skills, a form of human capital. The students also form relationships with potential employers, advancing their social capital.

Executive Summary

The purpose of the rapid assessment of the Job Placement Programme was to provide answers to various questions related to the policies, procedures and processes established for implementing the Job Placement programme and if it is still applicable and to identify areas that needs to be improved.

The study set out to:

- ❖ Develop a theoretical framework for the Jobs Placement Programme.
- ❖ Determine if the Jobs Programme is meeting its objectives.
- ❖ To identify gaps that are inhibiting the programme to succeed.
- ❖ To outline the possible solutions and recommendations for improving performance of the jobs programme.
- ❖ To highlight successes and record them as benchmarks for other young people that will be supported in the future.

Five research processes were used to obtain the information to be able to answer the research questions and recommend improvements.

- ❖ Inception and Briefing meeting with the NYDA Senior manager and Subordinate in the Monitoring and Evaluation Department.
- ❖ A clarification meeting with the NYDA Executive Director (ED) and Chief Operating Officer (CFO)
- ❖ A review of the NYDA available literature on the Job Placement Programme and Other Literature on Job Placement.
- ❖ A branch visit to interview the product owner involved in the programme process.
- ❖ A questionnaire to obtain quantitative information from the Beneficiaries

The research population included in this study was the 45 beneficiaries of the NYDA Job placement Programme since inception located nationally.

It was agreed that there will be forty-five (45) telephonic interviews and two face-to-face interviews. A total of eighty (80) telephone calls were made before the forty-five interviews could be realized.

The conclusions and recommendations are provided according to assessment of the Job placement process. The motivation being that it will indicate specifically what are efficient and what is not and what ought to be done to optimise the system.

Several models regarding the conceptualisation of employability were presented in the assessment. Given the scope of the study, those sources deemed most relevant to employability were utilised in order to identify the skills that need to be seen in potential employees both of the non-graduate and graduates at university level, those desired by employers, and those that are lacking according to employers.

From the literature, it is evident that there is indeed little consensus on the construct of employability, but that its importance cannot be overstated.

A review of the literature's relating to NYDA implementation of youth Jobs Programme shed some light on the programme and its beneficiaries and the following findings were made (1). **Job Preparedness, Life Skills and Job Placement Programme:** although the three components of the Job programme were designed to operate in a value chain approach, instead they function independently of each other and as such although the Job preparedness and life skills component of the Jobs Programme are a huge success in terms of meeting set objectives, but the Job placement component lag dismally behind. (2). **Problems with the Job**

Placement: Although the Job preparedness and life skills component of the Job programme is a huge success in terms of meeting set objectives, but the graduates of these programme actually getting employed is a serious concern. (3). **SETA's as Strategic Partners:** NYDA has not taken full advantage of what is available on the sector education training authorities offerings in terms of sourcing Funds for its project i.e. Pivotal Training Projects, Special Discretionary Grant for Training, Community Training grants etc. (4). **Strategic Partnership with other Government Departments:** Although the NYDA has already assisted some department with placement it's yet to explore this avenue to optimal success. (5). **Usage of the New TAX Incentives as a strategic Tool:** New employment Tax incentive not being use by NYDA to engage employers (6). **NYDA Struggle with Programmes Graduate Placement:** Recruitment for entry level Jobs (which is what the youth's needs), in most of the labour intensive sector in the country i.e. Call Centers, Financial Institutions and wholesale and retail Sectors are contracted to recruitment Agents. (7). **Technology:** Technology plays very important roles in securing of employment as many would be employers rely on technology to further their recruitment drive, and as a result many youth are disadvantage as they don't have access to many recruitment platform due to financial and other difficulties. (8). **Recruitment Agents as important Sector Player:** NYDA is not using these stakeholders.

Our study did investigate further by focusing our attention on previous studies done locally and internationally in field of youth employability problems especially in the wholesale and retail sector which have so much untapped potential for youth employment to see what other factors might enable the NYDA participants' metro-urban-rural-large-medium-small micro-enterprises to grow in the context of employability, skills development and retention within an enabling economic environment.

Finally to conclude our literature review we took a quick look at the proposed priority research needs of the wholesale and retail sector authored by JN Steyn and W Sewell of CPUT, where the focus of the study was to find ways and means through research of professionalising the wholesale and retail sector, Talent Management, Employment Equity – shortage of skills that want to work in rural areas.

This report have therefore attempted to provide a review of the literature that has thus far shaped the understanding of employability (youths, graduate's) and skills development and retention.

It is therefore imperative that the NYDA undertakes to engage stakeholders across all sector of the economy so as to learn how to better position itself to enhance gain in its JOBS programme.

In other words, the NYDA must develop strategies in consultation with the relevant stakeholders on how best to make youths unemployment problems a thing of the past. Industry leaders must be challenged to come up with creative but implementable solutions and to commit to changing the playing fields if the programmes are to succeed. Skills Development and Training must be seen as the means to an end and not the end in itself.

Chapter 1 - Introduction

1.1 Background

Ebus-Tech Consulting is contracted by National Youth Development Agency (NYDA) to conduct rapid assessment on Job Placement Programme as advertised in their terms of references with the intention(s), to develop a theoretical framework for the Job Placement programme. That is, provide an explanation based on findings on why the current implementation model of the programme is not effective and how it can be improved upon. The theoretical framework should provide a lens through which the programme can be implemented effectively and efficiently, and all recommendations should be measurable so that they can be evaluated to determine progress and/or impact, thereby achieving the following objectives.

- i. To determine if there are effective policies that guide to programme(s) implementation.
- ii. To determine how NYDA can improve its product offerings under Job Placement Programme, to meet the needs of young Applicants and be more impactful.
- iii. To re-design programmes that are not structured in an impactful manner.
- iv. To identify gaps that are inhibiting the Job placement Programme from being successful and determine the causes of the gaps or lack of performance (if any).
- v. To outline the possible solutions and recommendations for improving performance of the Job placement Programme

NYDA Background.

The National Youth Development Agency (NYDA) is a South African based agency established primarily to tackle challenges that the nation's youth are faced with. The NYDA was established by an Act of parliament, act no 54 of 2008. The institution was established to be a single, unitary structure, established to address youth development issues at National, Provincial and Local government level. The existence of the NYDA should be located within the broad context of South Africa's development dynamics. Similar to many developing countries, South Africa has a large population of youth, those between the ages 14-35; represent 42% of the total population. Given the youthful nature of the South African population much of the socio economic challenges faced by the nation, i.e. poverty, inequality and joblessness, poor health etc., are borne by the youth. The gravity of challenges South Africa is faced with, require multi - pronged efforts, that simultaneously promote the development of sustainable livelihoods, reduce poverty, inequality and prioritise the development of policies which create an enabling environment for youth development.

The NYDA plays a lead role in ensuring that all major stakeholder's, i.e. government, private sector and civil society, prioritise youth development and contribute towards identifying and implementing lasting solutions which address youth development challenges. Furthermore, the NYDA designs and implements programmes aimed at improving lives and opportunities available to youth. These programmes could be clustered as follows:

At an individual level (**Micro level**), the NYDA provides direct services to youth in the form of information provision, career guidance services, mentorship, skills development and training, entrepreneurial development and support, health awareness programmes and involvement in sport.

At a Community level (**Meso Level**), the NYDA encourages young people to be catalysts for change in their communities through involvement in community development activities, social cohesion activities, national youth service programmes and dialogue.

At a Provincial and National level (**Macro Level**), through its policy development, partnerships and research programmes, the NYDA facilitates the participation of youth in developing key policy inputs which shape the socio economic landscape of South Africa.

The National Youth Development Agency derives its mandate from the legislative frameworks, including the NYDA Act (54 of 2008), the National Youth Policy (2009-2014) and the draft Integrated Youth Development Strategy as adopted by the Youth Convention of 2006. The NYDA activities could be summarized as follows:

- a) Lobby and advocate for integration and mainstreaming of youth development in all spheres of government, private sector and civil society
- b) Initiate, implement, facilitate and coordinate youth development programmes
- c) Monitor and evaluate youth development intervention across the board and mobilise youth for active participation in civil society engagements

Background to the Programme.

The Jobs Placements Programme provides young people with opportunities to participate in training and/or workplace experience through deliberate efforts to link young people from the NYDA database with opportunities from both private and public sector organizations or companies. This intervention addresses the disjuncture between youth out of employment and the world of work.

The Jobs Programme consists of two components, namely:

- Job Placements
- Job Preparedness

The NYDA position is that there are persistent challenges faced by youth job seekers resulting in desolation and attempt to stay away from participating in job hunting activities by youths in the ages of 25 – 34 years of age cohort due to.

- a) Lack of awareness by youths of government initiatives,
- b) Access to job placement support services,

1.2. Purpose of Evaluation

The purpose of the evaluation is to develop a theoretical framework for the Jobs Placement Programme. That is, provide an explanation based on findings on why the current implementation model of the programme is not effective and how can we improve it. The theoretical framework should provide a lens through which the programme can be implemented effectively and efficiently, and all recommendation should be measurable so that they can be evaluated to determine progress and/or impact.

1.3. Objectives of the Evaluation

The assessment and evaluation aims at investigating the following premise.

- To determine if the Jobs Programme is meeting its objectives.
- To identify gaps that are inhibiting the programme to succeed.
- To outline the possible solutions and recommendations for improving performance of the jobs programme.
- To highlight successes and record them as benchmarks for other young people that will be supported in the future.

1.4. Assessment and Evaluation Problems

The assessment and evaluation aims at investigating the following premise.

- 1) Determine whether there is sound business case for Jobs Programme
- 2) Determine if policies, procedures and processes established for implementing the Job Placement, are still applicable and relevant.
- 3) Establish efficiency of resources applied in implementing the Job Placement Programme.
- 4) Identify gaps that are inhibiting the Job Placement Programme from being successful and determine the causes of the gaps or lack of performance (if any).
- 5) Benefit analysis of the programme

1.5. Assessment and Evaluation questions

The assessment and evaluation aims at investigating the following questions;

- i. What is the role of the National Youth Development Agency in the development and support of Applicants
- ii. What are the factor structure, discriminant validity and the internal consistency of development and support of youth Applicants
- iii. How do the gender groups differ regarding the development and support of youth Applicants
- iv. How does the rural setting vs urban setting differ regarding the development and support of Applicants?
- v. What are the effects of exiting NYDA/Government policies on development and support of youth(s) Applicants?
- vi. What Incentives are there to attract youths to Job Placement?

1.6. Study Delimitations

The assessment and evaluation aims at investigating the following questions;

- i. How relevant in today's world is the National Youth Development Agency (NYDA) Programme (s) on youth Job Placement.
- ii. How can the present programme (s) offering be improve upon?

These afore mentioned objectives will be achieve by interviewing at the headoffice the officers responsible for the projects/programme(s), and inculcating the brief statement from the Manager/Senior Manager in charge of the programme monitoring and Evaluations, the COO office, the Executive Director, reviewing the applicable literature as identified and telephonically interviewing forty-five (45) programme beneficiaries across the Nine (9) province of South Africa.

Chapter 2: Research Methodology

2.1. Introduction

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 unemployment rate in 2019 was 53.18%, which is significantly higher than the adult unemployment rate of 29%.**{StatsSA}.

This study takes a two-pronged approach to establish specific factors that are inhibiting youth Job Placement, and determine the prospects of youth Job Placement in South Africa. The data was collected via administered questionnaires that were telephonically completed by 45 respondents, which were randomly drawn from the NYDA database of youths that benefitted from the Job Placement programme

Five research processes were used to obtain the information to be able to answer the research questions and recommend improvements, the processes are as follows.

- ❖ Inception and Briefing meeting with the NYDA Senior manager and Subordinate in the Monitoring and Evaluation Department.
- ❖ A clarification meeting with the NYDA Executive Director (ED) and Chief Operating Officer (CFO)
- ❖ A review of the NYDA available literature on the Job Placement Programme and Other Literature on Job Placement.
- ❖ A branch visit to interview the product owner involved in the programme process.
- ❖ A questionnaire to obtain quantitative information from the Beneficiaries

2.2. Acronyms, Abbreviations and Definitions

2.2.1. Acronyms and abbreviations

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
DFI	Developmental Financial Institution
DTI	Department of Trade and Industry
EDP	Job Placement Programme
EF	Enterprise Finance
FDD	Functional Design Document
GEM	Global Entrepreneurship Monitor
HO	Head Office
HOGAC	Head Office Grants Approval Committee
IDC	Industrial Development Corporation
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MKL	Market Linkages
MoU	Memorandum of Understanding
NYDA	National Youth Development Agency
OBA	Outcomes Based Approach
PTS	Project Tracking System

RBF	Results Based Framework
SDC	Service Delivery Channel
SEFA	Small Enterprise Finance Agency
SME	Small and Medium Enterprises
TEA	Total Early Stage Entrepreneurial Activity
VAT	Value Added Tax
YAC	Youth Advisory Centre
PDDD:	Programme Design and Development Division
NIACE.	National Institute of Adult Continuing Education in United Kingdom
ToR's	Terms of Reference

2.2.2. Definitions

Job(s)	<p>A paid position of regular employment, A group of homogeneous tasks related by similarity of functions. When performed by an employee in an exchange for pay, a job consists of duties, responsibilities, and tasks (performance elements) that are (1) defined and specific, and (2) can be accomplished, quantified, measured, and rated.</p> <p>A job can mean "some work that has to be done", for example: there are jobs to be done in the house: washing up, mending things that are broken, etc. A job can also mean: work that a person does to earn money. The word "job" may be used when a person works for someone else "an employer" who pays them for the work {wikipedia}.</p>
Job(s) Placement	<p>Job Placements are basically extended internships or work experience assignments. ... around a yearlong work placement. Otherwise, placements might be undertaken in the summer. 'Placement' is a pretty broad term and it gets bandied about by employers, so when applying always check exactly what they mean by placement</p> <p>Other definitions</p> <p>Job placement is a profession or agency that helps unemployed individuals find work. A job placement agency also provides a service to employers by giving them qualified workers for contract jobs or available positions.</p>
Job Created, Creation.	<p>Job Creation. The process by which the number of jobs in an economy increases. Job creation often refers to government policies intended to reduce unemployment. ... On the other hand, a government may hire workers itself, for example, to build a road.</p> <p>the process of creating new jobs, especially to provide work for people who are unemployed: Small business still generates 90% of the new job creation in the country. job-creation schemes/strategies/targets. {Cambridge Business English Dictionary}</p> <p>The process of providing new jobs, especially for people who are unemployed: <i>the government's job creation strategy</i>{ Cambridge English Dictionary }</p>
Job retained	<p>Jobs retained means an estimate of those previously existing filled positions that are retained as a result of funding by the Recovery Act. ... Jobs retained means an estimate of those previously existing filled positions that are retained as a result of funding by the American Recovery and Reinvestment Act of 2009.</p> <p>Retained job means a full-time equivalent permanent position in existence at the time an employer applies for financial assistance which remains continuously filled or authorized to be filled as soon as possible and which is at risk of elimination if the project for which the employer is seeking assistance does not proceed{Law Insider}.</p>
Job sustained.	<p>Sustained employment means an individual employment situation that the member maintains over time but not for less than 90 calendar days following the receipt of employment services and supports {Law Insider}.</p>
Career	<p>The progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held,</p>

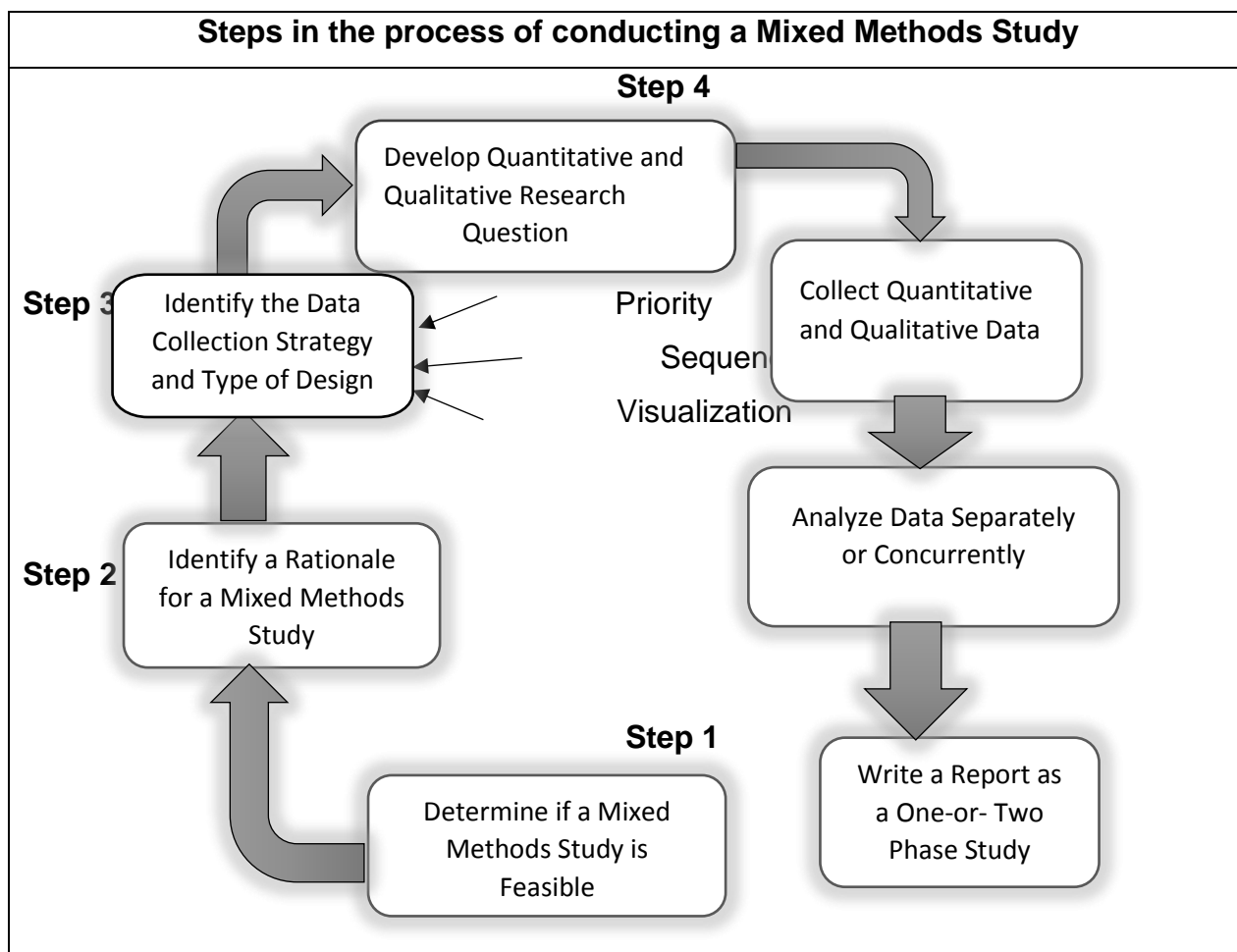
	titles earned and work accomplished over a long period of time, rather than just referring to one position
Employee	An employee type is a group defined by how employees are paid. Employee types are used for payroll, time tracking, and reporting purposes. Examples of predefined employee types include Full-time Hourly, Part-time Salaried, and Contractor employee types.
Employer	A person or organization that employs people. An employer is an organization, institution, government entity, agency, company, professional services firm, nonprofit association, small business, store, or individual who employs or puts to work, a person who is called an employee or a staff member.
Employment	Employment is defined as what you do as a paying job. An example of employment is working for a coffee shop. The definition of employment is the number or percentage of people who have jobs. An example of employment is the percentage of citizens with paying jobs listed state by state. Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee {Wikipedia}.
Unemployment	The state of being unemployed. Unemployment occurs when a person who is actively searching for employment is unable to find work. ... The most frequent measure of unemployment is the unemployment rate, which is the number of unemployed people divided by the number of people in the labor force
Employability & Employable Skills:	Have been defined as: "A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations". Peter Knight & Mantz Yorke (HEFCE/DfES ESECT group). Employability is "The continuous fulfilling, acquiring or creating of work through the optimal use of competencies" (Van der Heijde & Van der Heijden, 2006, p. 453); It is "... the relative chances of acquiring and maintaining different kinds of employment" (Brown et al., 2003, p.111);
Skills Development:	The Skills Development Act aims to develop the skills of the South African workforce and to improve the quality of life of workers and their prospects of work, thereby improving productivity in the workplace and the competitiveness of employers and to promote self-employment.(Skills Development Act of SA).
Beneficiary	A young person between the ages of 18 and 35, whom benefited from the job placement programme.

2.3. Assessment Design.

Identifying and examining the variables relating to youths (youth being define in terms of this assessment and evaluation as anybody between the ages of 18 - 35years), benefits from Jobs Programme demands a dynamic assessment and evaluation approach that is firmly rooted in both qualitative and quantitative epistemology. This is necessary to ensure that the respondents (Youths-Unemployed, Colleges Graduate, Business Managers, Business Owners and Human Resources) in a study of this magnitude and complexity are not denied their subjective views on the phenomena being studied, while the objectivity of the entire study is guaranteed. In line with this thinking, this study will be based on a mixed methods assessment and evaluation approach which is explained in detail in the following sections.

The assessment and evaluation process below provides a summary of the important issues that need to be taken into consideration and reviewed before undertaking any assessment and evaluation. The different stages serve as a basis from which to consider the following: the assessment and evaluation approach adopted; appropriate assessment and evaluation strategies; the assessment and evaluation time lines that are under review; and the data collection techniques employed by the assessor/evaluator/researcher.

Figure 1: Steps in the process of conducting a mixed methods study (Adapted from Cannon, 2004)



The seven steps indicated in figure1 above is observe from the planning stage of this assessment and evaluation and will continue through to the data analysis stage. We must emphasizes the fact that rather than viewing various other assessment and evaluation methods as part of an incompatible quantitative/qualitative dichotomy, in this study, we will approached them as complementary modes of investigation, resulting in a deeper

understanding of the phenomenon being studied (Herman & Egri, 2003). The following section discusses in detail, the qualitative and quantitative assessment and evaluation methods that were used in this study and, later the phases in the data collection and analysis are tabulated.

2.4. Data Collection

Data collection entailed the collection and collation of qualitative data through one-one interviews conducted locally with NYDA officials and beneficiaries questionnaires flighted nationally, due to the tight timeline for the evaluation, data collection followed the most efficient format.

Data collection methods included being briefed on the project by NYDA Functionaries, Literature review, conducting one-on-one interviews with Two (2) product owners and telephonically interviewing identified participants using the developed questionnaires.

The Questionnaires were used to collect quantitative data that will provide statistical descriptions, relationships and analysis.

The one-on-one interviews with the two Product Owners provided qualitative and exploratory data. De Vos (1998:358) indicates that when working from a qualitative perspective, the researcher must attempt a first-hand, holistic understanding of the phenomenon and data collection is shaped as the investigation proceeds. During the data collection phase, a sample of responses were back checked after 10%, 30%, 50% and 70% completion to ensure the credibility of the findings. In total 20% of all respondents are back checked for quality purposes.

Key themes from interviews and discussions were relayed and observations made reported on in response to evaluation questions as part of the findings.

Basic output descriptive statistic in the form of frequencies, relative ranking and importance of perceptions, barriers and success drivers were examined. In addition, inferential statistics were applied to evaluate significance of differences during time periods (to show impact), regression analysis to enable driver analysis.

The questionnaires were administered by telephonically interviewing forty-five (45) beneficiaries, about 80 beneficiaries were contacted before we could account for the 45 require by the ToR's.

The questionnaire, based on the literature review and the study objectives, was designed to extract information about Job programmes as indicated on the TOR's. It included direct questions asking what challenges they faced with the *programme policies*; the questionnaire consisted of eighteen (18) questions, covering the requirements of the ToR's. The questions were mixed, using open- and closed-formats, such as leading questions, importance questions, Likert-type questions, bipolar, and dichotomous questions.

Interviews provided a way to analyse data through inferences. The interactive nature of the interview process allows flexibility; the questions function as a guide, and enable the Interviewer to probe further when a point arise deem relevant to the objective and worth further exploration (Seale, 2004:184). Wengraf (quoted in Babbie & Mouton, 2001) also credits the interview technique because it enables the Interviewer to entice information from the interviewee that may not be on the list of questions but is pertinent to the study.

The major disadvantage of qualitative interviews is that it limits the study to very few respondents because it is time consuming; consequently the sample size is not representative of the total population and results cannot not be taken as representative of all.

A 25 - 30 minutes, in-depth interviews were conducted with the product owner from the NYDA as the wealth of information they had would be better extracted through a one-on-one process and their input was invaluable to

the process of understanding Job Placement Programme policies & procedures.

The final assessment and evaluation method adopted was the use of secondary data, extensive review was done on

Youths Job Placement through academic and scholarly journals (local and international), political viewpoints and critiques on Job Placement implementation, media releases and documented articles and books, all form part of the literature review.

2.5. Instrument

The researchers used the questionnaire to solicit the answers and asked participants for explanations and their responses were captured electronically. The questions consisted of eighteen (18) questions and contained both open and closed ended questions (refer to Annexure 1 for the detailed questionnaire). Interviews were also held with youths and graduates.

Interviews

Two types of interviews were used in this study, namely one-one interviews and structured interviews. Interview is define an as a social encounter where speakers collaborate in producing retrospective and prospective accounts or versions of their past or future actions, experiences, feelings and thoughts (Seale, Giampietro, Gubrium and Silverman (2004)).

One-One interviews

The one-one interview was used to achieve a myriad of objectives in our assessment and evaluation, one-one interviews can be used to obtain general background information about a topic of interest for generating assessment and evaluation hypotheses that can be submitted to further assessment and evaluation and testing using more quantitative approaches; to stimulate new ideas and creative concepts; to learn how respondents talk about the phenomenon of interest which may facilitate quantitative assessment and evaluation tools; and to interpret previously obtained qualitative results.

One-one interviews was conducted first, followed by the structured interviews. The purpose of this exercise is to assist us in formulating relevant questions for the questionnaires.

Semi-Structured interviews

Semi-structured interviews was conducted telephonically with forty-five (45) beneficiaries and their responses recorded with their permission. This allowed us to get first-hand information from the beneficiaries with regard to their experiences, challenges, frustrations and opinions. The questions were mostly open ended, making it possible for the interviewer to add new questions during the interviewing process, depending on the responses of the participants.

2.6. Literature Review:

To review available literature(s) for the validity of assessment and evaluations done on Job programmes and to confirm if the question posed below in method, regarding Youths participation in the economy of South Africa are suitably addressed, if not what is the way forward.

The literature review examines youth Job Placement globally with specific examples where these had been implemented successfully, provides a brief situational analysis of the current situation of young people in South Africa and looks at the Small Medium and Micro Enterprises (SMME) landscape that the programme beneficiaries must constantly navigate.

A review of the Seven (7) identified Literatures on youth Job Placement with over three hundred and seventy Five (375+) pages to determine whether they are still applicable and to identify areas that needs to be improved.

The documents reviewed are as follows:

2.6.1. Presentation of Relevant Literature(s) for Assessment and evaluation.

Literature Title	Author(s)	Description
Evaluation of JOBS Programme – Jobs preparedness training	Genesis Analytics	Evaluation Report of JOBS Programme – Jobs preparedness training
Evaluation of Jobs Placement - JOBS Programme	Genesis Analytics	Evaluation Report on Jobs Placement - JOBS Programme
Evaluation of Impact Life Skills component JOBS Programme	Genesis Analytics	Evaluation Report on The Impact of Life Skills component - JOBS Programme
Job Opportunities In The Wholesale And Retail Sector (P2 - P23)	W&R SETA	Job Opportunities In The Wholesale And Retail Sector
Retail’s Contribution And Strategies For Job Creation And Retention (P24 – P31)	W&R SETA and Cape Peninsula University of Technology	The retail sector, with its large footprint in both urban and rural areas, has the potential to create more sustainable jobs in South Africa, something that is widely recognised as essential for the country’s political and economic stability
Graduate Employability: (P32 – P56)	Michael Tomlinson; Southampton Education School, University of Southampton, Building 32, Southampton SO17 1BJ, UK.	Policy Paper: A Review of Conceptual and Empirical Themes
Employers’ perceptions of the employability skills of new graduates (P57 – P98)	Research commissioned by the Edge Foundation: Authors: Kevin Lowden, Stuart Hall, Dr Dely Elliot and Jon Lewin	The main objectives of the research were: To explore the perceptions of employers and Higher Education Institution staff concerning the skills, knowledge and characteristics which help undergraduates /new graduates to be Employable.
The ‘Employer Engagement Cycle’ in Secondary Education	Steven Jones, Anthony Mann & Katy Morris (2015):	Analysing the testimonies of young British adults, Journal of Education and Work,
Programme Training Materials.	NYDA	1. Life Skills Training Manual.

What is currently been done

The NYDA has been implementing various programmes since its inception which seek to address the development and improvement of the Life skills of both unemployed and employed South African youths in order to meet the needs of the country national development plan.

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 economy⁸. 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.

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.

❖ 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 were undertaken 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 materialize 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. The literatures review focused at determining if the evaluators found new ways of doing things that is worth investigating further, In order to define the boundaries, we used the Cambridge Business English Dictionary definition of all the construct in the argument for and against proposed theory (accessed on 17 March 2020), and all the definitions will be found on the section title definition.

Furthermore, in order to expand our definition, we borrowed from articles penned by experts using search engines, such as google, yahoo.....etc.

We reviewed a number of articles from some literature on employment, employability, skills development and retention in the wholesale and retail sectors in the UK and the USA. The two countries though different from South Africa, both have histories of racial and social segregation based on slavery and social class distinction, which during the period of social emancipation triggered the need for transformation to address historical inequalities.

We hoped examples from these countries would give us lessons on how they have or are trying to overcome challenges of youth's unemployment issues.

Furthermore, a summary of the most pertinent studies relating to employment, employability, skills development and retention is presented to build a national view of what constitutes an employable person. Finally, the interaction and influence of various factor's on employability are discussed, allowing us to draw meaningful conclusions from the reviews.

Evaluation of JOBS Programme – Jobs preparedness training

An excerpt from genesis report on job programme found that '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 non-inclusion of workplace readiness programme in the curriculum of 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. Due to this mismatch between demand side job availability and current supply side employee skills, unemployment is often described as a structural problem, 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.

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

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

1. Improving the educational outcomes of young people:

These encompass various types of interventions that target young people at different stages in their lives:

- 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. Offering tailored employment services:

These services are designed to improve the efficiency of job searching and job placements

3. Direct public sector employment targeted at youth:

These require the government to create and absorb the unemployed youth in the country.

The review on JOBS programme equally found that the NYDA placement channel relies on two implementing partners, Catalyx and Lulaway, as well as coordinated activities with government agencies and departments (including the Department of Labour, Small Enterprise Development Agency (SEDA) and different Skills Education Training Authorities (SETAs), and local municipalities). **It is only through these partners that the NYDA is able to source opportunities for jobs placement**, which includes short-term opportunities and internships, some permanent positions and other longer-term opportunities. It is clear that the NYDA is not currently responsible for direct placement, but that rather they play a coordinating role. All jobs placements are then either (i) indirectly achieved through a service delivery contract with providers or (ii) facilitated through NYDA engagement with other government departments and agencies.

Early School Policy

Research done on comparative situation in the UK found that work experience placements are mandatory in the UK for all young people aged 16–18 in education, and their employability effects and associated wage premia are well noted in the literature. The Literature analyses and conceptualises a unique data set of

reflective testimonies submitted in response to a YouGov survey of over one thousand young people. Different capitals are detected, their distributions are observed, and correlations with key variables such as social background and school type are reported. Emerging through young people's perceptions of employer engagement is a complex web of human, social and cultural capital accumulation. Overlaps are frequent, with newly acquired forms of capital often activating others.

We argue that because of the cyclical nature of employer engagement gains, benefits accumulate exponentially for some young people while leaving others increasingly detached from the capitals that are most important for labour market success.

In recent years a small, but growing, body of research literature has tested whether school-mediated exposure to the workplace is linked to improved outcomes in the early labour market. In the United States, four notable studies have used longitudinal data to test whether young people undertaking learning programmes rich in employer engagement went on to secure higher earnings than control groups. Evaluations of programmes delivered by Jobs for the Future (1998), Montgomery County Public Schools (Applied Research Unit 2001) and MacAllum et al. (2002) followed high school graduates one to six years into the labour market. Each review showed programme alumni to be enjoying average earnings up to 25% greater than control groups. While such results are striking, lack of transparency over methodologies used in creating control groups, low sample sizes and lack of independence suggest findings should be treated with caution (Mann and Percy 2014, 4).

Most persuasive of the US studies is a 2008 evaluation by research agency MDRC of labour market outcomes among alumni of US Career Academies, a learning programme combining academic and technical curricula around a career theme delivered in partnership with employers who provided work-based learning opportunities (Kemple and Willner 2008).

Eight years after leaving high school, the labour market outcomes were assessed of 1428 respondents who either participated in the Career Academies programme between ages of 15 and 18 or were randomly assigned to a control group. While the two groups had similar levels of attainment and had progressed to higher education in similar proportions, Career Academies alumni earned on average 11% more than control group peers (11, 25). A separate study confirms Career Academies' students to be statistically more likely to partake in employer engagement activities, such as work experience and related work-based learning experiences, than peers (Orr et al. 2007).

In the British context, Mann and Percy (2014) identify a statistically significant relationship between the self-reported earnings of 169 young Britons aged 19–24 years old working on a full-time basis and the volume of recalled episodes of school-mediated employer contact. With controls in place for highest level of qualification, age at time of survey, region and type of school attended, they find each employer contact (on a rising scale of 'none' to 'four or more') to be associated with a 4.5% wage premium.

Further analysis of a wider cohort of 850 young Britons polled in the same survey by Percy and Mann (2014) revealed statistically significant reductions (of up to 20 percentage points) in likelihood of being NEET (Not in Employment, Education or Training) linked to higher recalled volumes of teenage school-mediated employer contacts. The association is supported by the UK Commission for Employment and Skills, a government agency, which has demonstrated the high incidence of employers recruiting young people following work experience placements (Massey 2014).

Origin and Development of Employability.

In the following section, a discussion of the origin and development of employment tool, employability, skills development & retention will be offered. A definition of each construct will give an idea of the vast number of differences between prior researches studies conducted; however, it provides a much broader understanding of the origin and development of employability, skills development & retention.

Employability as construct has enjoyed much international attention over the past decade (de Grip et al., 2004; McQuaid, Green & Danson, 2005), yet the topic made its appearance in the scientific arena as early as 1909. Indeed, Mansfield (2001) notes that Sir William Beveridge first noted the concept of employability in a book called *Unemployment: A Problem of Industry*. Employability has, however, changed considerably over the years, which is mainly attributable to changing labour market conditions and government policies.

Opportunities in Wholesale and Retail Sector in South African.

In the summary section of (Job Opportunities in the Wholesale and Retail Sector in the South African Labour Market; Job Opportunity Index Report” W&RSETA Research Business Unit “28/10/2011” Executive Summary), Skills shortages was identified as the main factor to jobless crisis in South Africa, it was equally noted that Job creation is a top priority for the government and that this will not happen overnight, contribution from “Ursula Fear” of Deloitte Human Capital, stated that “More than half a million jobs in South Africa cannot be filled because the appropriate skills do not exist.”,

“Skills shortages are the main factor to jobless crisis in South Africa. Job creation is a top priority for the government but this will not happen overnight. According to Ursula Fear from the Deloitte Human Capital, “More than half a million jobs in South Africa cannot be filled because the appropriate skills do not exist.” It is vital that training and skills development interventions bridge gaps between tertiary education and workplace.

Conspicuously, many companies both private and public lack proper recruitment strategy, job creation programmes and organisational development strategy. This further creates impasse to effectively deal and addressing the unemployment problem in South Africa. In October 2011, there were approximately 513 jobs opportunities in the FMCG, Wholesale & Retail sector. The employment opportunities in the sector have dropped by 5% from the last month employment opportunities. Evidently, recruiters find it difficult to source suitable and qualified candidates due to low search of career seekers with relevant and appropriate skills. This report presents the job opportunities in the W & R sector within the South African labour market”.

In my consider opinion lack of skills have mostly be blame for youth joblessness in all sphere of the labour market although this is true to some extent, but what is of interest here is the non-consideration of the possibility of developing potential candidates who might have met some of the requirements for these positions.

It was stated that “there were approximately 513 jobs opportunities in the FMCG, Wholesale & Retail sector, but that the employment opportunities in the sector have dropped by 5% from the previous month’s employment opportunities”, Therefore concluding that recruiters are finding it difficult to source suitable and qualified candidates due to career seekers not having the relevant and appropriate skills, the research was

done in three major metro of the Gauteng, Kwa-zulu Natal and Western Cape province of the country through mediums which I will like to classify here as the recruitment agency base (News Media advertising (electronics & Prints), Internet Technology, Social Media) a very good medium to access the urbanized populace who have easy access to these platforms leaving out the potential contribution of six province and rural setting where access to these platforms are still in its infancy stages to the discuss.

It was equally noted that the W&R sector is changing rapidly worldwide: boundaries been blur, and that Changes in the sector are now mostly driven by internationalisation, regionalisation, consolidation and intense price competition, regulation policies, e-commerce, and heterogeneous consumer and product trends, and some of these changes have altered the way in which business operates and the types of jobs for which there is a demand.

In South Africa, the W&R sector is one of largest and most diverse sectors, the question then arise as follow; could we then conclude that due to the extensive nature of this report that it is valid? the answer is partially yes, but we still have to provide avenue for the interrogation of the unheard voices to this discuss, which happen to be in this case the majority, and other questions need to be asked such as is this views applicable to the areas not included in this research activities?, nature of the proposed employment on offer?, which are the factors under consideration by this research, including the effect of localization (urban vs rural), race, technology, globalization, development and incentives which are areas deserving of further studies.

Wholesale and Retail's Contribution to Job Creation.

Excerpt from a research paper titled **(Retail's Contribution and Strategies for Job Creation and Retention;** W&R Seta "Wholesale and retail chair Leadership" 1 June 2015), authored by Dr Burton MALGAS et al, "the retail sector, with its large footprint in both urban and rural areas, has the potential to create more sustainable jobs in South Africa, something that is widely recognised as essential for the country's political and economic stability".

This literature set the tone by demystifying one of the most popular believed reason by the industry players why companies are not hiring which is the supposed restrictive labour environment in the opening pages, which I will explain here to mean government policies on employment (BCESA), my interest was pique on accessing this information resulting in extensive search for the full research document to further buttress my understanding, I then discovered that the research was quite extensive in nature covering the perceived reasons responsible for the wholesale and retail sector not creating enough jobs and the major factors responsible for their findings such as (technology and labour), the research could not explore other factors relating to the labour environment itself, such as effect of race, rural setting, small retailer, union & political activities, market forces due to limitations that were set by time constraints and resources, although in its conclusion it did made these sage observations.

"The creation and retention of jobs within the Wholesale & Retail Sector has shown that it is not based on one factor but requires a multi-factor approach; also the external environment plays a vital role in developing this sector. The PESTEL (political, economic, social, technological, environment and legal) model can help to understand this.

The Political decisions have an impact on the Retail Sector direction, the NDP is a classic example. The economic factors have a strong bearing in driving the Retail Sector to create jobs or shed jobs based on the supply and demand within the sector.

The Social factors cannot be ignored as they also play a pivotal role in determining the Retail Sector contribution, especially regarding support of the SMME's and emerging small businesses in creating jobs or shedding jobs.

The power and influence of Technology cannot be overlooked by the Retail Sector as this is one of the key factors affecting the Retail sector, especially online shopping, ecommerce and e-marketing, which reduces the space on the shop floor and influences warehousing and transport logistics, but mechanisation and automation in the sector is going to create new jobs and careers.

The study has shown that a comprehensive and viable strategy which is actionable is crucial for alleviating unemployment in the sector, especially youth unemployment.

The usage of different integrated strategies and methods by the Retail Sector and NYDA will be an important factor in finding solutions to reduce unemployment through offering the youth entrepreneurial opportunities in the sector.

The empowerment and transformation of the Retail Sector is an imperative, the Retail Sector cannot afford to be an onlooker but must be an active stakeholder in changing and improving the entire Retail Sector”.

Which further serve to strength my believes that a way, tool or system is ripe for exploration/development to help bring together all the cited viewpoints for better understanding of the underling factors responsible for joblessness within the wholesale and retail sector especially in a country where youths unemployment have hit an alarming proportions.

Employability, Skills Development & Retention.

The literature on some aspect of employability, skills development and retention is vast, generally portraying the concepts as easily understood yet intricate in nature with little consensus on its true meaning, from the definitions presented above, it is evident that employability, skills development and retention can be broken up into four distinct parts.

- i. It is the ability to secure employment.
- ii. It is the ability to maintain this employment.
- iii. It includes the ability to move between various jobs and roles within the organisation.
- iv. It is the ability to secure a new role with an alternative organisation, if need be.

There is no known accepted definition yet of the phenomena (employability, skills development and retention as a whole part) but when broken into parts the accepted definition for some of the bits are as stated above, the widely accepted definition for employability when considering the graduate student is offered by Yorke and Knight (2004, p. 5), stating that employability is “a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations.” Yorke and Knight (2003, p. 3) also describe employability as a “blend of understanding, skilful practices, efficacy beliefs (or legitimate self-confidence) and reflectiveness (or metacognition).” The concept of employability has been popularized in recent years; however, its introduction can be traced to the 1900s, the origin and development of which will be discussed below. Following this introduction to employability, the various models that influence our understanding will be discussed, bringing the focus back to graduate employability and the possible relationship to Skills development & retention.

In our effort to address the skill gaps question in the wholesale and retail sector a review of the literature **(Addressing Skills Gaps in Wholesale and Retail: Development and Successful Implementation of**

Structured Apprenticeship Model) was undertaken, unfortunately this is one of those literature where the authored is anonymous either by choice or omission, a huge portion of the research paper was devoted to the effect of apprenticeship on reduction of employment in the countries where the studies were carried out.

Extensive studies have been devoted to investigate the contribution of apprenticeship to enhance intermediate skills among graduates, or participants and to reduce the unemployment (e.g. Fersterer, Pischke & Winter-Ebmer, 2008; Kost, 2008; Backus, Keegan, Gluck & Gulick, 2010). Also, the apprenticeship systems have been claimed to deliver relative low unemployment rates in Japan (Madon, 1998) and other countries like Germany, Austria and Switzerland (Ryan, 2001). However, there is evidence that industries find the apprenticeship program as unpopular where they prefer to recruit skilled workers and have their own in-house upgrade training (Beckmann, 2002; Lewis, Ryan & Gospel, 2008).

These findings indicate that the success of the apprenticeship program is heterogeneous, influenced by the quality of the program and the strength of engagement between government, industries and education institutions. The wholesale and retail industry is today the fourth biggest contributor to the Malaysia gross national income (GNI). The industry contributes about RM83 billion (USD27.3 billion) in 2010 (PEMANDU, 2011) and keeps on growing. It is projected that 595 thousand new jobs creation from the industry by year 2020 (Malaysia Ministry of Higher Education, 2012).

The industry has witness's considerable changes in recent years, influenced by the accessibility of internet and sophisticated communication tools and new socialization, large wholesalers and retailers have undergone considerable structural change, with traditional hierarchical systems of management being replaced by dynamic structures and involve responsibility being devolved more widely through organisation. Besides, official ministries have given serious attention and support to transform local wholesalers and retailers under the along themes of "Modernise, Globalise and Revolutionise". Such changes require's employees with higher skill levels to exploit such momentum.

This need is said to have been accentuated by the fact that workers must be able among other things to work more flexibly, able to take a broader variety of roles, able to communicate effectively and demonstrate good problem solving skills.

The launched of national economic transformation has driven the Ministry of Higher Education to launch the Graduate Employability Blueprint for 2012-2017. The blueprint attempts to boost the level of graduates' marketability and to fulfil the needs of the professional and skilled manpower especially towards National Key Economic Areas which includes wholesale and retail.

The blueprint among others things highlights the needs to enhance technical skills and soft skills among graduates which have been determined as crucial by employers. The list of skills includes poor command in English, attitude or personality towards jobs, low demonstrate ability to solve problems, insufficient job skills and general knowledge (Malaysia Ministry of Higher Education, 2012).

Studies reported that universities incorporate both technical and soft skills into academic curriculum which cover experience learn in workplace learning through internship or structured part-time job, embed industry input into existing curriculum, supporting programs in students' development career management skill, laboratory experience and academicians experience in workplace (Bilkinsoy, 2007; Lewis et al., 2008). However, the implementations of the programs are rather in contested space (red ocean) where some

agencies, departments and universities competing each other to execute “effective skills development” and enhancement apprenticeship programs.

Meanwhile, few private or government listed companies engage with the programs, hence there are some issues with manpower supply-chain from university to industry.

This paper aims to discuss the refinement made on an apprenticeship program that was developed based on blue ocean strategy. Under the support of some official ministries, Universiti Utara Malaysia (UUM) take a lead to bring in other universities, employers and agencies to structure a continuous teaching and learning process via apprenticeship program specifically for wholesale and retail industry.

The benefits of the program will be outlined and some areas of up-skilling graduates’ skills for meeting employers’ demand in wholesale and retail industry will be highlighted.

The present discussion implements the practice of blue ocean strategy to fully utilise resources in the university, then, the refinements on the existing skills enhancement programs allocate each centre/department to focus on their specialty.

These arrangements promise for continuous talent development, where at the bottom line, graduates meet the specifications required by the enthusiastic employer for employability.

The engagement between Schools and industry is important as change of information always take place.

The main results are: first, the proposed apprenticeship program minimises the duplication of work between centres or departments in the university.

Second, the knowledge and skill development are proper addressed in semester academic and semester break towards meeting the job specification of the employers.

Finally, the model may be not much different from other existing apprenticeship models, but this study addresses the (i) information of manpower supply-chain between university and industry, (ii) responsibility of each provider in creating a strong consortium to execute the program.

This paper promotes the practice of blue ocean strategy in creating a good manpower supply-chain between university-industry.

Finally to conclude our literature review we took a quick look at the proposed priority research needs of the wholesale and retail sector authored by JN Steyn and W Sewell of CPUT, where the focus of the study was to find ways and means through research of professionalising the wholesale and retail sector, Talent Management, Employment Equity – shortage of skills that want to work in rural areas. Wholesale predominately male orientated – difficulty to have women accepted into the sector.

Talent Management & Employment Equity; Need for more effective analysis of skills supply and demand how to get retail staff motivated and more disciplined were all on top of the list for future research needs which goes to show that the NYDA understand perfectly the dilemma of dearth of employability in the sector.

Access to jobs for young people

Increasing employability and obtaining of gainful employment are the goals of every student intern and job seeker. Internships, paid or unpaid, serve as a rite of passage to a job or a career, and they do play an important role for their constituents (students/interns, employers and academic institutions), the nation's society, labour force and economy. From the employers' and academic institutions' perspective, there are numerous benefits with low or non-existent costs. From the student interns'

perspective, when comparing the costs and benefits of unpaid to paid internships, it appears that the unpaid ones come with high opportunity costs and contribute substantially less to the interns' success and goal of securing gainful employment.

Additionally, the current setup allows for some employers to take advantage of the lack of strict monitoring and enforcement of the labour laws, which results in intern exploitation. From the societal and economic perspectives, unpaid internships restrict access and opportunity to good jobs for people of disadvantaged socioeconomic backgrounds, constrict social and economic mobility, and have a negative impact on the economy at both the microeconomic and macroeconomic levels (Pologeorgis, 2012).

Graduate Employability

In the research report done in the United Kingdom regarding Graduate Employability by Michael Tomlinson (Graduate Employability: A Review of Conceptual and Empirical Themes Higher Education Policy (2012) 25, 407–431) which provided an overview of some of the dominant empirical and conceptual themes in the area of graduate employment and employability over the past decade. The researchers looked at the wider context of higher education (HE), labour market change, and the policy thinking towards graduate employability, the research draws upon various studies to highlight the different labour market perceptions, experiences and outcomes of graduates in the United Kingdom and other national contexts of like, it further draws upon research that has explored the ways in which students and graduates construct their employability and begin to manage the transition from HE to work.

The paper explores some of the conceptual notions that have informed understandings of graduate employability, and argues for a broader understanding of employability than that offered by policymakers, this research was spot-on with regard to policy development to manage graduating students to workplace, the short coming of this research is that it lack our national special uniqueness with regard to our national history of race relation problems and its attendant effect on employability or the employable person and equally it was looking at one aspect of our proposed topics which is graduate employability and was deemed not sufficient for the purpose of this discuss.

Employers' Perceptions of the Employability Skills.

In the research report commissioned by Edge Foundation (Employers' Perceptions Of The Employability Skills Of New Graduates: Authored by: Kevin Lowden, Stuart Hall, et al), it cited the National Institute of Adult Continuing Education in United Kingdom (NIACE) in 1998 saying that employability is better understood as a social construct and stressed that to see it as only an individual issue was to miss important aspects of the concept.

Therefore, NIACE believes that employability is a responsibility shared more equally between:

- individuals who must be responsible for accepting the consequences of choices they make;
- Businesses which, in employing a workforce and serving customers, inculcate particular values and attitudes as well as shaping behaviours. (In many senses what makes “employability” is determined by employers). Employers have a particular responsibility to develop the employability of their staff – for business reasons more than altruistic ones;
- Public bodies (schools, colleges, universities, the benefits agency, local and national government agencies) which have a duty to secure the employability of all citizens.

- NIACE stressed the relative nature of the concept of employability and highlighted that particular attitudes and values may be highly contextual. For example 'what are appropriate values in foreign exchange dealing may be less so in healthcare'.

The literature indicates that employers want graduates who can adapt to the workplace culture, (same can be said for all other employee required by most employers) use their abilities and skills to evolve the organisation and participate in innovative teamwork.

Employers also value critical thinking (reflection) as this is required for innovation and anticipating and leading change (Harvey *et al*, 1997; Little 2001 in Lees 2002), this particular section of the report is indicative of our current research questions except to say the focus of the discussion is very much different from the situation we are undertaking to study but all the expostulated ideas here is in line with what our research intend to address.

The literature findings equally cited overwhelmingly that employers, students, graduates and HEI representatives' value work-based learning such as placements and internships which is a model of our current system of Learnerships, apprenticeships and Internship as particularly effective approaches to promote the employability of graduates.

The literature also quoted "UKCES (2009a) as stating that opportunities such as placements and internships not only seem to offer an effective applied method of inculcating appropriate awareness, skills and abilities in graduates but can also promote productive collaboration and partnerships between HEIs and employers, building greater understanding between these stakeholders.

The importance of placements and internships has been recognised by policymakers and supported by funding and their value is also evidenced(UKCES (2009a)), this is important to our construct as a similar process is already in place here in South Africa to address all the aspect mentioned, like I argued earlier the only issue with this research is that it was done in a country with a different background to ours and the key focus was undergraduate, the need of our research is slightly different as we seek to include all other element that might have been overlook or not applicable to the research environment although the idea is to import the different construct mention here and apply it to our own unique situation and therefore determine the outcome.

Employment and Economic Growth

In a paper publish by the Development Policy Research Unit School of Economics University of Cape town titled: Higher Education, Employment and Economic Growth: Exploring the Interactions authored by Haroon Bhorat et al, in the section on labour market outcome it noted that there was Highest employment growth for the better educated and declining employment growth for those with less education, relating to the increasingly capital intensive growth path and growth in medium and semi-skilled occupation.

It further went on to say that workers with low levels of qualifications are clustered around occupational types that demand low skills, while high-level jobs are mostly filled by workers with high skills and education and that mixed employment growth for certificate holders- high skilled as well as low skilled employment growth, grade-Hiring inflation where better educated workers are doing work previously reserved for workers with lower skills. Understandably so, but the underling factors responsible for this situation was not explore I could only discern from this literature a policy focus exploration or an attempt to uncover the factors responsible for the current woeful unemployment data.

Skills for Success

Any strategy to grow employment is based on the availability of the requisite skills in the labour market. South Africa is characterised by a very large pool of relatively low skilled workers and as one moves to higher skill levels, the number of available workers falls. In the traditional high employment industries, this would not be problematic as the mix of skills demanded follows a similar profile. According to the WRSETA Sector Skills Plan (SSP 2013), the wholesale and retail sector follows an even more exaggerated mix with a greater proportion of low skill occupations than the economy as a whole. It equally shows that 38% of the current workforce has a matric certificate and a further 50.4% have less than a matric. It was mentioned previously that the retail sector in particular responds positively in terms of employment as GDP grows. This growth (and contraction when GDP falls) will naturally affect the lower skilled occupations first.

Educational profile of wholesale / retail employees

The question remains that if one is to consider the future skills mix of the sector, will it remain unchanged or will it follow the same profile as it has historically? In general, as the world evolves into the knowledge economy, the employment growth is no longer organic. Structural changes affect the basic mix of skills required with the proportion of low skilled jobs decreasing and mid to high level skilled jobs increasing. Furthermore, technological innovation increases the productivity per worker and also the entry level skills demanded per post. While the retail sector may not be as susceptible to this phenomenon as sectors such as mining or manufacturing, it is likely to have an effect in the future. This is borne out by analysing the drivers of change which indicate a movement towards a more skills intensive environment.

If one considers the shifting trends highlighted in this document, the skills implications of these are likely to be more skewed towards the higher order, more complex skills.

The key areas of focus are likely to be:

- ❖ ICT skills
- ❖ Logistics and SCM skills
- ❖ Management Skills

This is reflected by the analysis conducted by W&RSETA and reported in their SSP (2013).

They identified the skills implications of the key drivers to be:

- ❖ Skills related to working in increasingly complex supply chains.
- ❖ Soft skills relating to customer engagement.
- ❖ Continuing upskilling and a move away from casualization.
- ❖ Knowledge relating to African trading environment.
- ❖ ICT related skills for mobile retailing, digital media and social networking
- ❖ Management skills to manage multi-pronged approaches

This is further supported by the list of most urgent skills listed in the scarce skills list.

They are:

- ❖ Retail store manager.
- ❖ Food and Beverage Scientist.
- ❖ General / Company Buyer.
- ❖ Finance Manager.
- ❖ Finance Business Analyst.

- ❖ Fuel retail analyst / administrator.
- ❖ Service station supervisor / manager

Since the focus of this study is employment growth, the reality is that the biggest impact will be felt in the lower skilled occupations and therefore, additional study needs to consider what would be required at these levels to stimulate employment.

This confirms the evidence from our literature review that tangible changes in the organisation's management culture have a much more meaningful impact on the organization than skills development training and policies alone.

Similarly, the small businesses that the NYDA has helped to establish can only thrive if retailers are willing to assist. For example, white exhibitors can help more rural entrepreneurs display at their expos and actively encourage sales by helping them with e-marketing and online sales.

Bigger retailers can put them in their supplier chain and procure from them, so they can have secure target markets. More established local retailers can take them for experiential learning and mentoring. Industries can build factories and firms in rural communities and link the local small enterprises to their Enterprise Development programmes.

All these interventions would need immense stakeholder engagement and a fair amount of co-ordination. This can only be achieved if the NYDA consults widely, gets commitment from key stakeholders, and develops a comprehensive communication strategy for its vision of transformation.

Significant areas that demand urgent attention, therefore, are (i) the NYDA's staffing needs (human capital); (ii) its ability to communicate its transformation agenda with all its stakeholders; (iii) exponentially increasing the number of participants in the Graduate Placement, Rural Development, and Disabilities programmes; and (iv) collaborating with other entities to ensure that qualifying participants who complete NYDA-sponsored skills development qualifications do indeed become retailers.

This will help them create jobs while retaining them and ensuring their optimal participation within the sector. The W & R sector needs to systematically increase the number of high-growth businesses that are owned by those who were previously excluded from meaningful economic activity (i.e. blacks, women, rural communities, and people with disabilities).

Comprehensive strategies need to be developed for all the above.

In addition, the fifth area demanding urgent attention is monitoring and evaluation.

Strengthening the implementation of the various NYDA programmes through the establishment of appropriate results-based monitoring and evaluation logical frames will increase efficiency and contribute a lot more to the process of transformation".

A deeper inspection of the key points mention here will alert you to the state of transformational changes require in the sector from ownership, management and cultural perspective there by creating enabling environment for growth and its attendant effect of jobs creation in the W&R sector

Conclusion

Finally, It suffice to say although research have being done on employability with the focus on attracting, developing and retaining skills in the workplace none have actually been done with the focus define in this research.

This report have therefore attempted to provide a review of the literature that has thus far shaped the understanding of employability (youths, graduate's) and skills development and retention.

It is therefore imperative that the NYDA undertakes to engage stakeholders across all sector of the economy on how to better position itself to enhance gain in its JOBS programme.

In other words, the NYDA must develop strategies in consultation with the relevant stakeholders on how best to make youths unemployment problems a thing of the past.

Industry leaders must be challenged to come up with creative but implementable solutions and to commit to change the playing fields if the programmes are to succeed.

Skills Development and Training must be seen as the means to an end and not the end in itself.

Several models regarding the conceptualisation of employability were presented in this review. Given the scope of the study, those sources deemed most relevant to employability were utilised in order to identify the skills that need to be seen in potential employees both of the non-graduate and graduates at university level, those desired by employers, and those that are lacking according to employers.

From the literature, it is evident that there is indeed little consensus on the construct of employability, but that its importance cannot be overstated.

The literature review also shown that career choice / lack of thereof, cultural issues, race, localization, technology access / lack of, have contribute to general employability or lack of by means of the competencies they encompass.

Information from the literatures that were reviewed, therefore, indicates that while the provision of educational support may be useful in contributing to employability, but on its own not adequate to achieve the level employment transformation that is required across the national landscape.

NYDA's intervention of providing job readiness training to beneficiaries can partially contribute to increased levels of employability, which may be transformative in itself (because it increases numbers and attempts to level the playing field), but it does not have much influence in terms of the job placements of these beneficiaries.

Within the context of organizational change there were nuances of the positive role of mentoring relationships and culturing of the 'I belong to the organization' to combat the problematic attitudinal mind-sets.

Well-prepared mentors, committed to promoting and managing programme set objectives, can be enablers in the acquisition of workplace skills and prepare beneficiaries to higher levels of responsibility. While studies pointed to the need to have a holistic approach when implementing rural interventions, emphasis were mostly limited to on -going support for development.

Our study will investigate further by looking to see what other factors might enable the NYDA participants' metro-urban-rural-large-medium-small micro-enterprises to grow in the context of employability, skills development and retention within an enabling economic environment.

2.7. Sampling

The Terms of Reference (TOR) clearly indicated the number of beneficiaries that should be interviewed telephonically for the assessment and they are tabulated in alphabetical order as follows.

Table 1: Sample Composition.

Province	Total Numbers of Respondents	Male	Female	Employed	Not-Employed
Eastern Cape	4	0	4	0	4
Free State	5	2	3	3	2
Gauteng	6	0	6	2	4
Kwa-Zulu Natal	6	1	5	0	6
Limpopo	5	3	2	2	3
Mpumalanga	5	2	3	2	3
Northern Cape	0	0	0	0	0
North West	6	2	4	2	4
Western Cape	5	1	4	3	2

Sampling Procedures for the Assessment.

The sample was chosen from database of beneficiary nationally provided by the NYDA, which included individual, Cooperatives and Enterprise. The assessment and evaluation team adopted purposive sampling for the interviews, "Purposive" to select Sample's based on knowledge of the population (Punch, 2005:187) Respondents with expertise and direct involvement with Job Placement (i.e. Product Owner's) Staff of NYDA were selected as key respondents, this selection was done with help from the Manager Organizational performance monitoring.

Completing the survey was voluntary – thus the method used for the survey was a self-selected convenience sample.

Table 2: Sample Composition and Techniques used.

Technique	Quantity	Details
Project/Programme Briefs	4	Manager Research Department. Senior Manager Research Department. Chief Financial Officer (NYDA). Executive Director (NYDA).
Interviews	2	Product Owner Job Placement. Product Owner Jobplacement
Questionnaires Telephonically applied to respondents	45	Individual, Cooperatives and Enterprise Beneficiaries of the Job Placement Programmes

Sampling Procedures for the Quantitative study

During the initial planning stages of the assessment, we have intended to involve all programme beneficiary in the country, but due to the size of the Database and the time available to complete the assessment and evaluation, we decided to limit our sample to telephone interviews, we further decided to focus our investigation mostly on the identified beneficiary whose number were on the database provided.

The 45 beneficiary which were identified for this assessment and evaluation have similar backgrounds with regard to their status, the implications and success of the design and related methodology have a bearing on the population and sample size, for example, the elements of the population considered for actual inclusion in the study.

2.8. Data Analysis:

The data was collated in MS Word and MS Excel, and analysed using MS Excel. Themes were identified from the survey data and were used as an indication of the key findings. The in-depth interviews were analysed through content analysis, deconstruction of the conversations, reconstruction within the themes and drawing meanings from words and phrases used (Lee, 1999). Responses are incorporated in the whole assessment and evaluation to offer and give a balanced view of this assessment and evaluation project.

2.9. Validity and reliability

According to Rossouw (2003:122-123), validity and reliability are essential in both quantitative and qualitative research. This means that the findings and conclusions of the study must be credible and truthful in the eyes of readers and users of the research (Somekh & Lewin, 2005:348). In this study, validity and reliability was enriched through the use of the 2 different data collection methods and data analysis methods; reference to the existing body of knowledge and prolonged involvement of the researchers with the respondents, in order to have a clear understanding so as to eliminate misconceptions during data collection/analysis (Rossouw, 2003:123). The different methodological approaches assist in the triangulation process of the different outcomes. The Mixed Methods approach was used to be able to mix the quantitative approach in a form of a Survey and questionnaire to enhance personal interviews. The questionnaire also had open ended questions to provide qualitative responses. Peer review of the findings is been work on through focus group sampling from the respondents. This will further validate the study's findings.

Table 3: Seven steps in the data analysis process

Stages in the mixed methods data analysis process	Description of each stage	Application in quantitative data analysis	Application in qualitative data analysis
1. Data Reduction	Reducing the dimensionality of the qualitative and quantitative data	Via descriptive statistics, exploratory factor analysis and cluster analysis	Via exploratory thematic analysis
2. Data Display	Pictorially describing both the qualitative and quantitative data	Using tables and graphs	Using matrices, charts, graphs, networks, lists, rubrics, and Venn diagrams
3. Data Transformation		Quantitative data are converted into narrative data that can be analyzed qualitatively	Qualitative data are converted into numerical codes that can be represented statistically
4. Data Correlation		Quantitative data is correlated with qualitative data	Qualitative data is correlated with quantitative data
5. Data Consolidation	Both qualitative and quantitative data are combined to create new or consolidated variables		
6. Data Comparison	Involves comparing data from both the qualitative and quantitative data sources.		
7. Data Integration	This is a final stage, wherein both qualitative and quantitative data are integrated into either a coherent whole or two separate sets of coherent wholes		

Ensuring Validity and Reliability

As this study entails the use of both qualitative and quantitative assessment and evaluation data, the concepts used to express validity and reliability are broader than those traditionally associated with quantitative assessment and evaluation. When working with qualitative data, the concepts of trustworthiness, dependability, transferability, and credibility are also used, so in order to ensure the validity and reliability of the content of the three questionnaires, the questionnaires are to be piloted, and the following processes for ensuring validity and reliability, legitimizing the data, and finally lending credibility to the assessment and evaluation report are to be used for this study.

Triangulation

Triangulation is define as the use of two or more methods of data collection to study a particular phenomenon. Cohen, Manion and Morrison (2000:112) triangulation is viewed as a verification procedure whereby researchers search for convergence among multiple and different sources of information to form themes or categories in a study. It is a system of sorting through the data to find common themes or categories by eliminating overlapping areas. Triangulation was employed in this study.

The business managers/owners for the structured interviews were male and female from NYDA, Youths Beneficiaries identify to complete the questionnaires, were from different community backgrounds, thus providing multiple sources of information from which to form themes.

For the purpose of this study, the three sources of data are placed at the points of a triangle, where each data source provides a philosophical starting point for the other data sources. The three data sources for this study, and how they will be triangulated, are represented in the diagram below.

Figure 2: Representation of the triangulation of Data sources

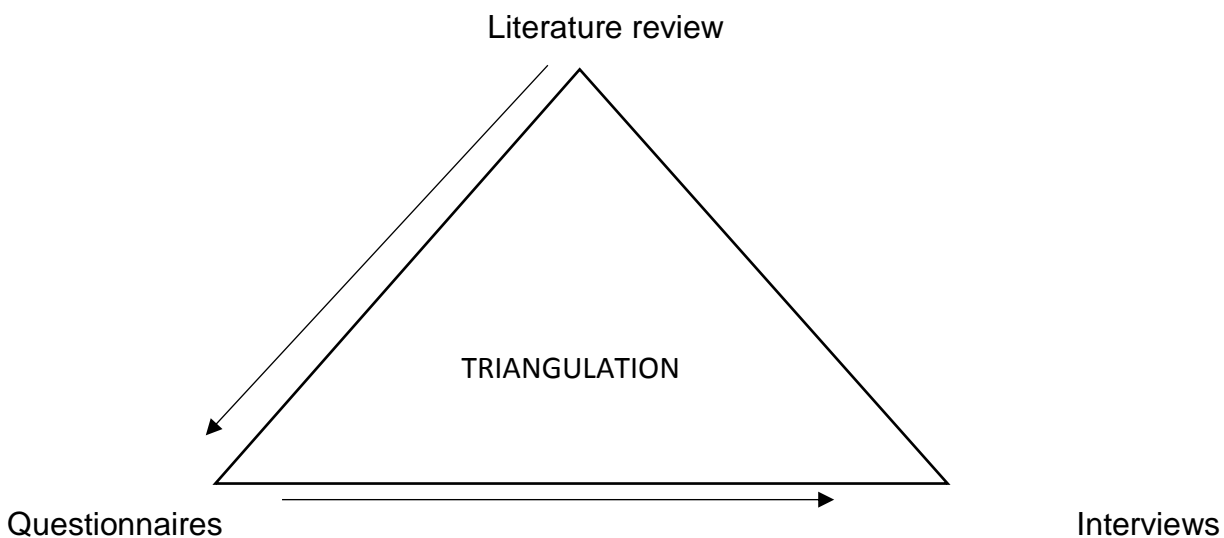


Figure 2. Represents the three data sources that was used in this study, namely: literature review, questionnaires, and interviews. The literature review was used to provide secondary data which assisted the researchers to formulate questions for the questionnaires; the questions for the business managers/owners questionnaires were drawn directly from the literatures and ToR's, the findings from the analyse questionnaires informed the types of questions that were included in the interview schedule for business managers/Product owners.

Thick Description

Thick description is a procedure that is used in qualitative assessment and evaluation to ensure validity and reliability. This procedure is concerned with describing the setting, the participants, and the themes of a qualitative study in rich detail. Thick description has been used in this study in the presentation of the qualitative assessment and evaluation findings where the actual words of the participants have been used constantly. The purpose of thick description is that it creates —verisimilitude, that is, statements that produce for the readers the feeling that they have experienced, or could experience, the events being described in the study.

The purpose of reporting the findings using thick description is to provide as much detail as possible for the readers. It also enables the readers to make decisions about the applicability of the findings to other settings or similar contexts.

Peer Review

The third and last procedure for ensuring validity and reliability in this study will be peer review (Creswell & Miller, 2000). Peer review is the review of the data and assessment and evaluation process by someone who is familiar with the assessment and evaluation or the phenomena being explored. A peer reviewer provides support, plays devil's advocate, challenges the researchers assumptions, pushes the study to the next step, and asks in-depth questions about methods and interpretations (Lincoln & Guba, 1985). This procedure was used during both phases of data collection and interpretation. The peer reviewer will be a researcher choosing by ebus-tech and agreed to by NYDA.

Summary and Conclusion

In this document we put together the assessment and evaluation design and methodology that underpin this study. Detailed information regarding the mixed methods design, its origins, its relevance to this study and its general characteristics, were explored in this document and it build on the methodological propositions made in this document by employing the proposed data presentation and analysis approaches to analyze the quantitative and qualitative data.

2.10. Ethics and Limitations

Surveys was conducted telephonically, with the expectation that respondents could answer questions in the comfort of their offices/homes and thus would be willing to participate. However, only 45 out 80 call made was successful, representing a response rate of more than 56%. Given that the sample was responsive to the TOR's, the findings should be seen as sufficient, being indicative of the situation which the JOBS programme for youths placement face. The findings are therefore deemed to be credible and trustworthy because of methodological triangulation.

Ethics

Respondents were informed that the information was for assessment and evaluation and that the process was voluntary and confidential. Names of responding individuals would not be divulged.

It was found that the notion of Youths Job Placement is supported by a majority of people and institutions.

Chapter 3: Assessment Findings

3.1. Introduction

The question lies in the general awareness of key available legislated incentives and their implementation. Are the challenges faced by the Youths in South Africa unique to the nation.....? A comparative analysis of international trends in Youths Job Placement is needed.

More than half of the jobs in South Africa are created by small businesses that have 1- 49 employees or less. Even smaller firms, those with less than 99 employees make a significant impact. Comparatively more than 98 percent of all firms in America have 0 to 99 employees and these small companies employ almost one out of every three workers (SBA Office of Advocacy).

3.2. Profile of Respondents

Demographics of the youth respondents Provincial Distribution

The provincial distribution of the beneficiaries of the Job Placement Programme who were interviewed telephonically is show as depicted in **figure 3 & 4** below.

Figure 3: Province Distribution of respondents in numbers.

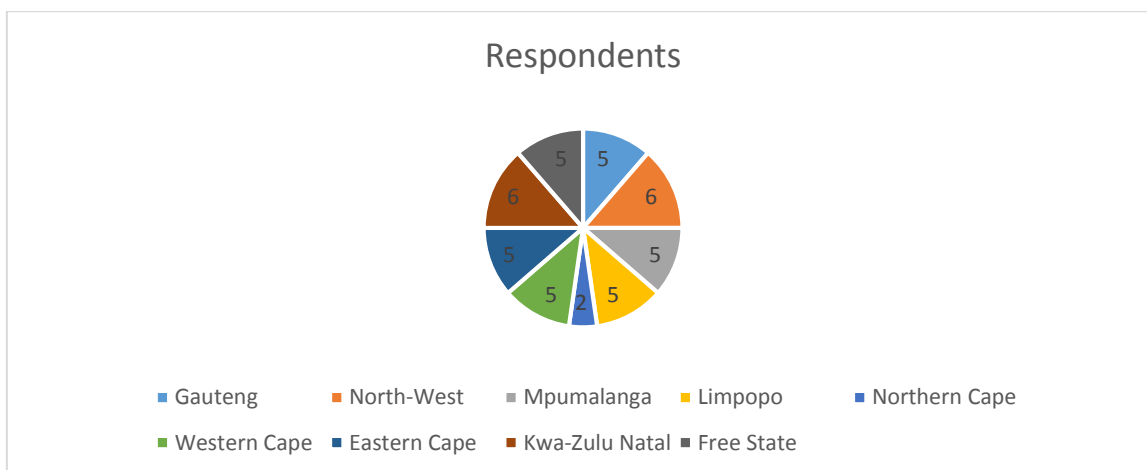
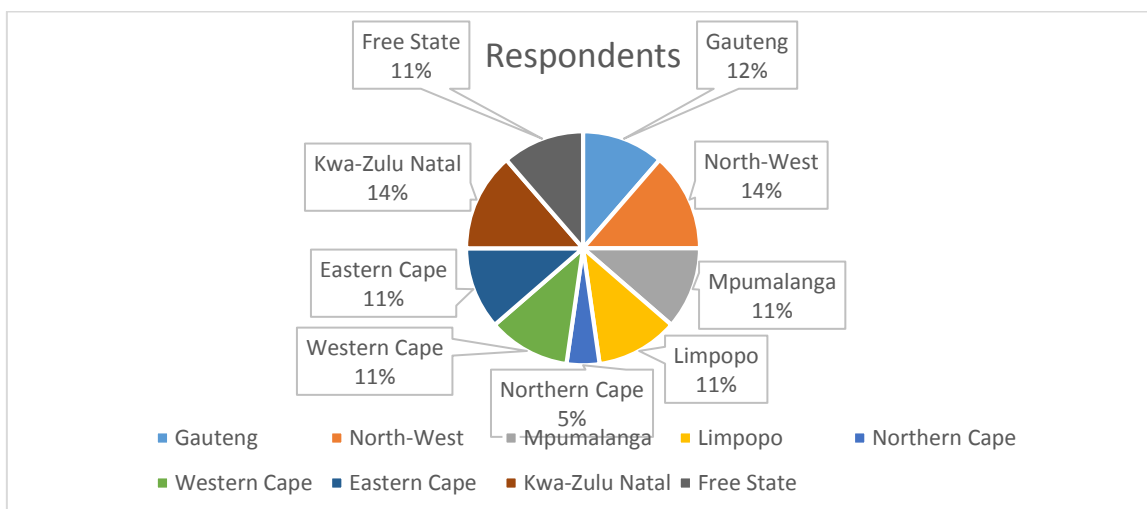


Figure 4: Province Distribution of respondents in Percentage.



3.3. Key Findings

The Assessment survey of NYDA Jobs Programmes and review of the literature's relating to NYDA implementation of youth Jobs Programme shed some light on the programme and its beneficiaries, what is now clear according to our findings is that although the programme was well thought-out and implemented unfortunately the Jobs Programme has not met its objectives fully, the identify gaps that are inhibiting the programmes from succeeding is as outline below.

- 1. Job Preparedness, Life Skills and Job Placement Programme:** although the three components of the Job programme were designed to operate in a value chain approach, instead they function independently of each other and as such although the Job preparedness and life skills component of the Jobs Programme are a huge success in terms of meeting set objectives, but the Job placement component lag dismally behind.
- 2. Problems with the Job Placement Component Jobs Programme:** Although the Job preparedness and life skills component of the Job programme is a huge success in terms of meeting set objectives, but the graduates of these programme actually getting employed is a serious concern.
- 3. SETA's as Strategic Partner for Funding:** NYDA has not taken full advantage of what is available on the sector education training authorities offerings in terms of sourcing Funds for its project i.e. Pivotal Training Projects, Special Discretionary Grant for Training, Community Training grants etc.
- 4. Strategic Partnership with other Government Departments:** Although the NYDA has already assisted some department with placement it's yet to explore this avenue to optimal success.
- 5. Usage of the New TAX Incentives as a strategic Tool:** New employment Tax incentive not being use by NYDA to engage employers.
- 6. NYDA Struggle with Programmes Graduate Placement:** Recruitment for entry level Jobs (which is what the youth's needs), in most of the labour intensive sector in the country i.e. Call Centers, Financial Institutions and wholesale and retail Sectors are contracted to recruitment Agents.
- 7. Technology Disruption:** Technology plays very important roles in securing of employment as many would be employers rely on technology to further their recruitment drive, and as a result many youth are disadvantage as they don't have access to many recruitment platform due to financial and other difficulties.
- 8. Lobby Government Policies:** to prioritise youth development and contribute towards identifying and implementing lasting solutions which address youth development challenges.

Chapter 4: Recommendations and Conclusions

4.1. Recommendations

The purpose of this section, which constitutes the last part of this Assessment report, is to provide the NYDA with practical and actionable recommendations based on the findings of this assessment and evaluation. The recommendations are linked to each evaluation objective and the findings of the study.

Below is a snap shot of the most recent Jobs portal Careers24 recruitment data for 2017, showing which job sectors were in the greatest need of skilled staff during the year.

#	Sector	Monthly Average
1	Information Technology	6 264
2	Sales	1 976
3	Finance	1 613
4	Engineering	1 420
5	Education	1 328
6	Accounting	1 004
7	Medical	988
8	Retail	913
9	Administration	799
10	Manufacturing	772

<i>Findings Items:</i>	<i>Explanations & Recommendations:</i>
Job Preparedness, Life Skills and Job Placement Programme:	<p>For those leaving the formal education system, one of the main challenges is understanding and being equipped for, the world of work, direct and early insights will raise jobseekers' confidence and new entrants' efficiency therefore we recommend the following structure for optimal Successes.</p> <ol style="list-style-type: none"> 1. There is need to merge and structured all NYDA training programmes into one course of Study/Learning (i.e. Life Skills Training or Job Placement Training), although in its current form it is working fine for its purpose, it is our believe that if merge into one course it will free up some of the resources, which can be channel to make the Programme much more beneficial to all stakeholders. 2. Technology skills like End-User computing (i.e. Internet, Email and Web Browsers) should be included in the training programme.
Problems with the Job Placement Component Jobs Programme:	<p>Although the Job preparedness and life skills component of the Jobs programme is a huge success in terms of meeting set objectives, but the graduates of these programme are finding it difficult to secure employment.</p> <ol style="list-style-type: none"> 1. NYDA to look into the possibility of directly engaging employers both in the private and public sector for direct placement.

<p>SETA's as Strategic Partner for Funding:</p>	<p>NYDA has not taken full advantage of what is available on the sector education training authorities offerings in terms of sourcing Funds for its project i.e. Pivotal Training Projects, Special Discretionary Grant for Training, Community Training Grants...etc. we therefore recommend as</p> <ol style="list-style-type: none"> 1. NYDA should engage with all 23 SETA's and take full advantage of what is available on the sector education training authorities' offerings in terms of sourcing Funds for all its skills development projects.
<p>Strategic Partnership with other Government Departments:</p>	<p>Although the NYDA has already assisted some department with placement it's yet to explore this avenue to optimal success.</p> <ol style="list-style-type: none"> 1. NYDA needs to come up with a workable strategy to engage government departments in order to absorb beneficiaries that already completed it Job preparedness /life Skills programme in order to grow employment opportunities. 2. Strategies to be developed by the NYDA should include creating portals for cooperation, shared service centers, better business linkages, and less bureaucracy.
<p>Usage of the New TAX Incentives as a strategic Tool:</p>	<p>New employment Tax incentive not being use by NYDA to engage employers.</p> <ol style="list-style-type: none"> 1. NYDA needs to actively participate in educating employers/ Stakeholders in the areas of Tax incentives for employment of youths, which is not been explored by the Small to Medium enterprise, and is likely to create jobs and improve the overall placement requirements of the NYDA and employment generally in the country.
<p>NYDA Struggle with Programmes Graduate Placement:</p>	<p>Recruitment for entry level Jobs (which is what the youth's needs), in most of the labour intensive sector in the country i.e. Call Centers, Financial Institutions and wholesale and retail Sectors are contracted to recruitment Agents.</p> <ol style="list-style-type: none"> 1. NYDA need to engage and create mutual beneficial relationship with all major players in the Employment agent sector. 2. NYDA to look into using technology like Job Portals that can easily be access by employment agency for recruitment purpose, and by candidates to update their profiles/ records.
<p>Technology Disruption.</p>	<p>The NYDA needs to be mindful of the role and impact of technology on marketplace and employment opportunities so as to develop proper responses in skills development.</p> <p>NYDA must remain up to date in terms of evolving technological skills needed by the country to drive its economy.</p>

Lobby Government Policy;	NYDA should lobby government policies; <ol style="list-style-type: none"> 1. On secondary education to include Practical Work Preparedness and Life Skills training in the final years of schooling. 2. Include Self-employment as a viable alternative within an overall careers advice structure.
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4.2 Conclusions

Youth unemployment presents a significant challenge, and future forecasts demonstrate the need for an immediate, robust and coordinated response, NYDA Jobs Programme can provide a long-term route out of poverty for many unemployed young people, and as the recommendations set out in this report show, NYDA collaborating with different sector can play its part in making Job placement Programme work.

The real benefits are derived when sectors work together to create a culture of employability, with opportunities open to young people:

- For young people, it helps them achieve economic independence and make a valuable social contribution, and it raises their self-esteem.
- For society, it reduces the costs associated with youth unemployment, helps spread prosperity, and reduces youth disenfranchisement and social conflict.
- For governments, it can reduce welfare costs and increase revenue, and it provides opportunities to benefit from the talent, enthusiasm and energy of the young people they serve.

This study draws on best practice from both local and international organizations in order to make cross-sectoral recommendations for creating a culture of youth employability. It is not intended to provide complete answers but to give a snapshot of what is working in different parts of the world to give young people a chance to become a successful citizens.

One potential way of integrating young people into the labour market is to increase youth entrepreneurship. Becoming an entrepreneur potentially offers benefits to the young person through deepening their human capital attributes (self-reliance, skill development) and increasing their levels of happiness (Blanchflower and Oswald, 1998). It also offers societal benefits. Entrepreneurs create jobs, increase innovation, raise competition and are responsive to changing economic opportunities and trends. Entrepreneurship offers other positive externalities. A young person setting up a new business may provide 'demonstration' or learning externalities in that they may act as a role model for other young people. This may be particularly advantageous in deprived communities because setting up a new business – especially if it goes on to be successful – may signal that entrepreneurship is a mechanism for helping disadvantaged people break out of social exclusion. Indeed, one of the reasons why youth entrepreneurship is so attractive is that it offers an indigenous solution to economic disadvantage (De Clercq and Honig, 2011; Greene et al, 2008). For example, if 10 per cent of NEETs were integrated more fully in the EU labour market, estimates suggest that this could save EU taxpayers €10 billion per annum (Eurofound, 2011). There is clearer evidence on the business sector chosen by young people. This largely follows the patterns of businesses set up by older individuals. On average, the typical new business is focused on sectors in which the entrepreneur has prior experience of; tend to be service rather than manufacturing orientated; and have relatively low entry barriers and low capital requirements (Shane, 2008; Parker, 2009)

Businesses set up by younger people seem largely to follow this pattern. Rosa (2003) finds that the graduate businesses “were not imaginative ‘cutting edge’ businesses”. This also applied to other groups of young people such as the unemployed (see Meager et al, 2003). Moreover, MacDonald and Coffield (1991) and MacDonald’s (1994, 1996) studies of young unemployed people who entered self-employment indicate that they tended to set up businesses that were in easy to enter service sectors, consequently faced stiff competition and, subsequently, remained – if they survived – marginal businesses

Given the typical sectoral profile of the business, it is perhaps unsurprising that studies indicate that the performance of young people’s business is limited. For example, youth businesses do not necessarily grow, survive or provide sustainable incomes. This reflects the wider difficulties that face most small-scale businesses – whatever the age of the entrepreneur – has in growing, surviving or transferring their skills from self-employment into employment. There is some evidence, however, that if socially disadvantaged individuals do become self-employed that they are more likely to have better outcomes.

Overall, the evidence in this section suggests that self-employment rates amongst young people are modest, particularly when contrasted with their latent entrepreneurial rates. The evidence – although limited – points to ‘older’ young men and those with a family background in entrepreneurship being more likely to be self-employed. There is likely to be heterogeneity in terms of the characteristics of young people (e.g. unemployed, disabled, ethnicity/immigration). The performance of these businesses, though, suggests that young people tend to set up service sector businesses which, because they face stiff competition, are likely to prove transitory.

Although some groups of young people may turn to entrepreneurship out of necessity and other groups are attracted to entrepreneurship by opportunities, there are likely to be a range of both push and pull factors at work in the decision to become self-employed. This reflects that not all individuals in particular groups (e.g. graduates, NEETs) are attracted to self-employment.